

INITIAL RESULTS OF THE ONLINE QUESTIONNAIRE



Aim of the questionnaire

- To find out what kind of language problems L2 students have in subject classes
- To find out which scaffolding techniques teachers use to help students with language-related difficulties



Number of respondents

- 846 persons viewed the questionnaire
- 679 persons started filling it in
- **236 completed it**
 - > Number of answers per question varies



Background of respondents

- Gender: 75,1 % female
- Age of students they teach:
14-16 years (39 %); 11-13 years (33,6 %)
- Maximum number of students with other L1
3-6 students (33,5 %); 1-2 students (30,7%)
- More than 50 % of respondents (56,3 %) have received training in teaching L2 learners (43,7 % have not)
- 74,3 % have guidelines/special curriculum for L2 students



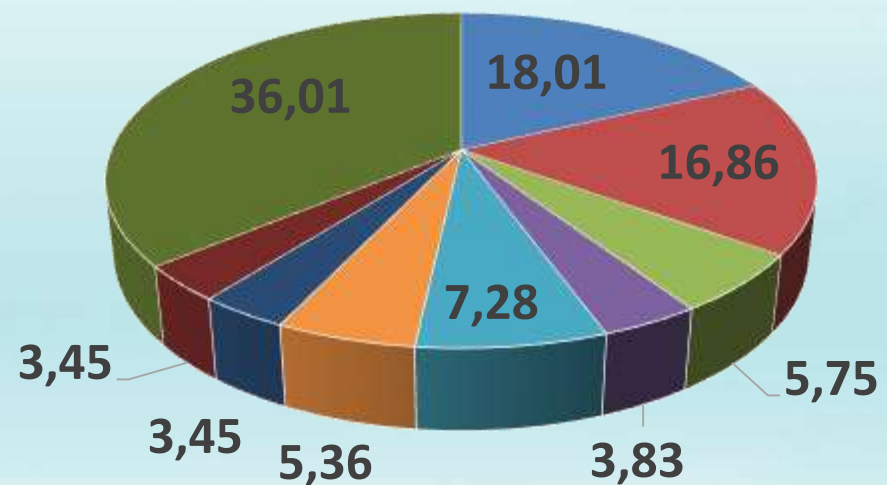
Subject(s) most frequently taught by respondents

- Mathematics: 28,8 %
- History/civics: 27,5 %
- Geography: 22,0 %
- Biology: 15,7 %
- Chemistry: 11,9 %
- Physics: 11,4 %

Note that 128 respondents were language teachers!



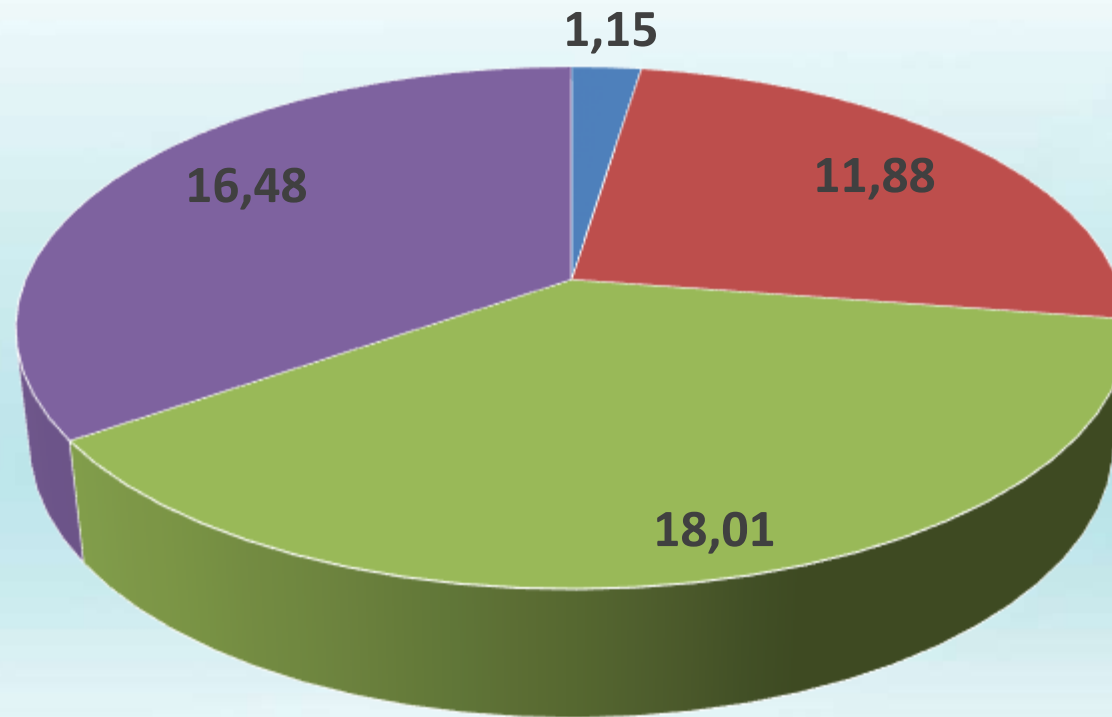
Countries where respondents teach (N=261):



- | | | |
|---|--|---|
| ■ Ireland | ■ Norway | ■ Czech Republic |
| ■ Finland | ■ France | ■ Greece |
| ■ Romania | ■ Netherlands | ■ Other |



Length of teaching experience (N=261)



■ <1 yrs ■ 1-5 yrs ■ 6-10 yrs ■ > 15 yrs



Situations where L2 speakers have language-related difficulties

Situation	%
During whole-class discussions	67,8 %
During group work activities	44,9 %
During pair work activities	28,4 %
On written assignments	84,8 %
During social interactions (at break time, etc.)	26,7 %
During oral presentations	65,3 %
My L2 students do not face language-related difficulties	4,7 %
Other	12,3 %



Signs of language-related difficulties

Sign	%
Lack of attention / daydreaming	54,2 %
Poor performance on assessments	68,6 %
Disturbing other students	28,4 %
Lack of participation (silence)	77,1 %
Off-task behaviour	32,2 %
My L2 students do not display any of the above-mentioned behaviour	6,4 %
Other	8,1 %



The most difficult skill for L2 students and aspects of language causing most problems

In order of difficulty:

1. Writing (59,8 %)
 - Grammar, message cohesion
2. Reading (42,6 %)
 - Subject specific vocabulary, message cohesion
3. Listening (32,5 %), reading and speaking (30 %)
4. Listening (41,8 %)

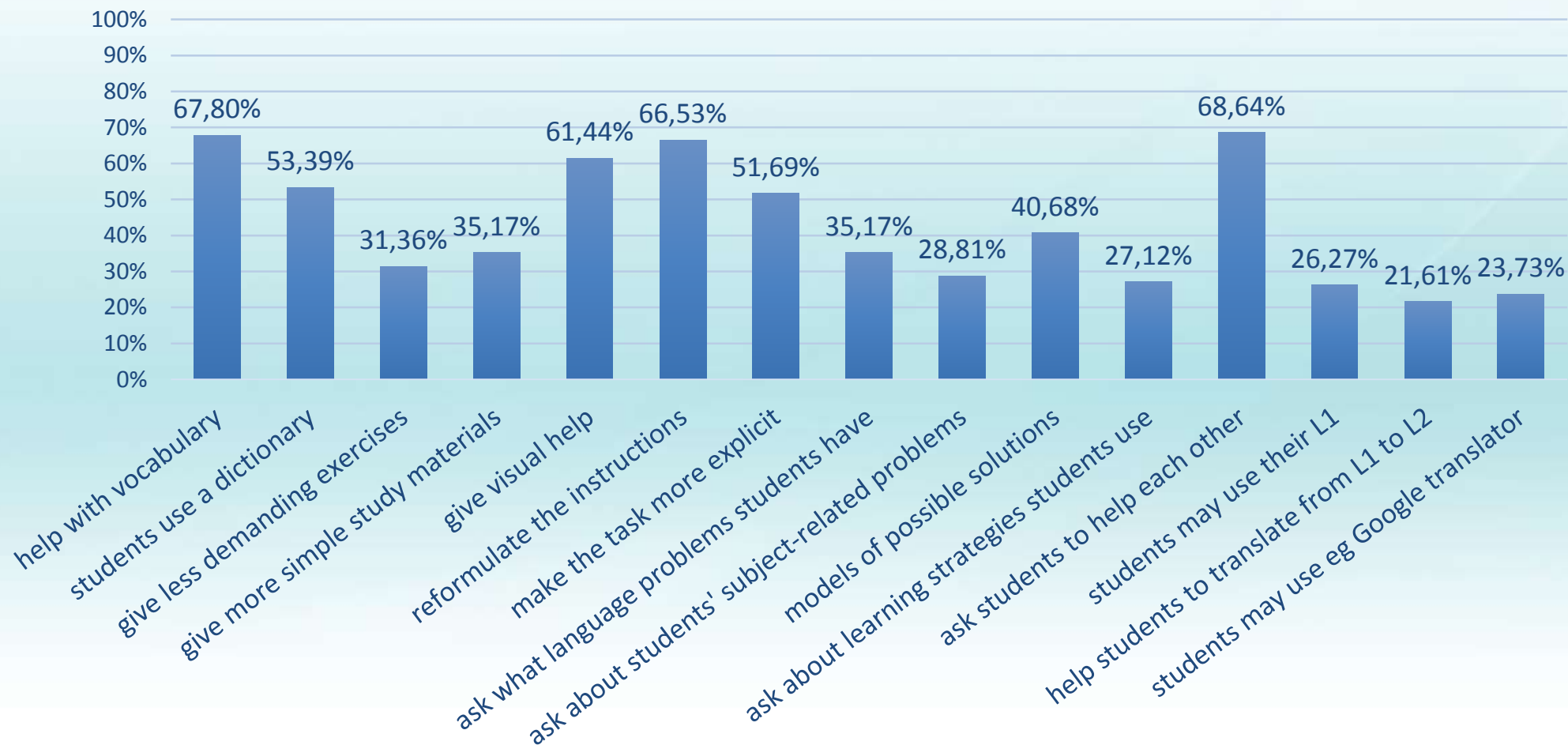


Referring to students' L1

- More than half of the respondents (57,4 %) refer to the students' L1 in the classroom.
- They do this especially when explaining complex concepts (33,5 %) and explaining tasks and translating vocabulary (both 25,9 %).



Scaffolding techniques that respondents use



Examples of students' language problems when learning a subject

- Vocabulary (subject specific terms as well as simple words) (88)
- Overall understanding of the subject (39)
- Reading textbooks (35)
- Writing (24)
- Understanding subject materials, tasks, exam questions (24)
- Speaking in subject classes (21)
- Abstract (16) and dense information (13)
- Too low L2 proficiency (13)
- Grammar (13)
- Language conventions in school (12)

(number of respondents in parenthesis)



How to support the students?

- Referring to students L1 when
 - explaining complex concepts
 - explaining tasks
 - translating vocabulary
- Techniques
 - Ask students to help each other
 - Help students with vocabulary
 - Reformulate instructions
 - Give visual help



MORE RESULTS TO BE PRESENTED AT THE

14TH INTERNATIONAL CONFERENCE OF THE

ASSOCIATION FOR LANGUAGE AWARENESS

« TOWARDS LANGUAGE AWARE CITIZENSHIP »

AMSTERDAM, 4TH-7TH JULY 2018

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