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Bachelor Thesis

How does the use of different teaching strategies for English as an additional language affect the students' written proficiency in a Y3 class at a German-bilingual primary school?

Lisa Wonnemann
Student Number: 446807
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Abstract

Teaching strategies are implemented in every classroom, no matter if at a primary or secondary school. Researchers have already had a look on different teaching strategies and how those can be used in the everyday classroom at schools. However few researchers have had a look at the effects of various teaching strategies on the students' development. Especially during Second Language Acquisition the use of strategies is inevitable.

This Thesis deals with the question "How does the use of different teaching strategies for English as an additional language affect the students' written proficiency in a Y3 class at a German-bilingual primary school?"

This action research took place in a Year 3 classroom at a German-bilingual primary school. The students were consecutively taught with 3 different strategies; translanguaging, scaffolding and group work. At the end of each period the students wrote a text which was then analysed by the researcher in order to find out which of these three strategies is the most beneficial in this classroom.

As this research is based on this one particular class the findings are limited, whereas they could give an indication about the results.

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Rationale

Introduction and Significance

The English Language is used amongst various individuals, from a variety of countries, in order to communicate in an international language, in both the local as well as global sense (McKay, 2002).

Kachru (from Crystal, 1997) created an organisation circle, which shows different countries and their development of the English language. According to this, Germany is part of the expanding circle, meaning English is learned as a foreign language within this country. This learning mostly takes place during the primary education.

In Germany more and more primary schools convert to bilingual primary schools. Parents have noticed this change and the importance of a good English-level, and therefore chose to enrol their children in a bilingual primary school. On the basis of these changes more English speaking teachers are hired to teach in English, and as children progress in different speeds and levels it is important to know which teacher-led strategies are the most effective during this Second Language Acquisition.

This bachelor thesis will give an insight into how 3 different teaching strategies improve the students' written proficiency in a German-bilingual primary school.

This research is conducted and analysed for everyone interested in German-bilingual education. It is not only meant for teachers already teaching in this education, but also teachers wanting to teach in a German-bilingual primary school, or in general teachers who are interested in this topic. Furthermore this research paper is interesting for parents who plan on enrolling their children in a German-bilingual primary school.

Objectives

After finishing this research paper, the researcher will have gained insight into how Second Language Acquisition in general works.

More specifically the researcher aims to learn how Year 3 students at this particular German-bilingual primary school develop their writing skills in English as their Second Language (L2). This knowledge will be based on different strategies through an Action Research. The researcher will therefore develop his action research skills.

Furthermore, the researcher hopes to learn, how the classroom teacher supports this English L2 learning process with various strategies, by observing and interviewing the teacher. The researcher also wants to learn how she can implement those skills into her teaching style.

Reason / Motivation

During the researchers exchange semester at the "Pädagogische Hochschule Weingarten", she learned a lot about learning and teaching German as a second and foreign language. The researcher there learned about the basics of the German L2 acquisition, as well as the didactics of teaching another language and various teaching methods.

During her prior Teaching Practice (TP) at an Austrian-bilingual primary school she got in contact with German L2 learners, and their Second Language Acquisition. The researcher there already found it very interesting how this Second Language Acquisition is taught and supported by the classroom teachers but she chose a different subject for her research paper. Now for her last TP she was at a German-

bilingual primary school and there researched how the teacher can use various language learning strategies.

For her future as a primary school teacher, she would like to teach at a bilingual primary school and know how she can implement those strategies into her teaching.

This research will help the researcher develop her teaching style and teaching knowledge further, in order to become a more professional primary school teacher on either an international-, bilingual- or monolingual primary schools.

Research Question & Sub-questions

The main question of this research paper is “***How does the use of different teaching strategies for English as an additional language affect the students’ written proficiency in a Y3 class at a German-bilingual primary school?***”

To answer the main question the following sub-questions will lead this research process:

1. How is English as an Additional Language acquired?
2. According to available research, which strategies are the most useful and successful during the EAL written proficiency process?
3. How do the individual strategies affect the students’ written proficiency?

Literature review

How is English as an additional language acquired?

In order to know how the acquisition process of English as an Additional Language (EAL) works, it is important to know what a second and additional language is. A second language can refer to any language that is learned in the country where it is spoken, e.g. students learning English in an English speaking country (Ellis,1997). Therefore, an additional language is learned in a country with a first language that is not the learned language, e.g. English as an additional language can refer to students learning English in Germany.

According to Arends (2012), learning a second language is based on more competencies “[...] than simply knowing its phonology [...], morphology [...], syntax [...], and lexicon” (p.76). Furthermore, it is important for the learner to know, how to build sentences and connect them to each other.

It is not easy to state how a language is acquired but psychologists and behaviourists have researched the process of learning a language and concluded their findings in different theories. These different theories led to different conclusions and the researcher will compendiously discuss three well known language learning theories.

Behavioural Theory

According to Skinner (in Jeuk, 2017), language acquisition is the result of a stimulus-response-process in which the children react to a given stimulus.

The environment gives children role models, which they can copy, e.g. their parents, teachers or friends. According to this theory, a child hears words and their structures, and copies them. If this spoken behaviour is correct the child is rewarded by the environment, and at the same time strengthens this correct behaviour (Jeuk, 2017).

Ellis (1997) supports this theory, by giving the clear example “[...] learners might hear the sentence ‘Give me a pencil’, use it themselves, and thereby be rewarded by achieving their communicative goal (i.e. by being given a pencil when they wanted one)” (p.31-32). But children also copy mistakes from other children. Brien (2012), states this problem with the example of the plural ‘s’. Children learn that the plural form of nouns have an ‘s’ at the end. They use this rule and over-generalise it by copying their friends, and saying e.g. ‘informations’ instead of ‘information’. This language is not used by adults, and thus cannot be imitated from them (Brien, 2012). Chomsky, in 1957, refuted this behavioural theory by stating, that the instincts of the language acquisition are based in the human’s nature. He developed a syntax theory which is based on rational thoughts and mainly focusses on the acquisition of grammar (Jeuk, 2017).

Cognitive Theory of language development

In contrast to behaviourism, Piaget brought importance to *cognitivism*, which states that the child actively takes part in its language learning process (Jeuk, 2017, p. 29). Learning takes place when new information are connected to already existing knowledge (Jeuk, 2017).

Children acquire new language from different experiences in form of conversations. These conversations can last over thousands of hours in which the children are exposed to the language and start using this newly acquired language themselves (Lightbown & Spada, 2013).

According to Jeuk (2017), cognitivism is based on the children’s growing cognitive development and at the same time the growing maturity. Jeuk (2017) continues that a child can only verbally express what it is cognitively able to understand.

Acquiring new knowledge on different topics will take place in the same order. This development is called *Piaget’s theory of cognitive development*, and shows different developmental stages in a stage model (Arends, 2012).

A big problem for the cognitive development is, that the development may take place in the same order, but that “[...] development is uneven and does not occur precisely at any given age” (Arends, 2012, p.286). Children can be of the same age but still have different cognitive developmental stages, and according to the stated theory, then be on different language levels. This way communication might not be able to take place.

Social-constructivism & Social Interactionist Theory

Opposed to Skinner and Piaget, Vygotsky assumes that the language development is based on the social environment in which the child grows up (Jeuk, 2017). “He observed interactions among children and also between children and adults [...] [and] concluded that language develops primarily from social interaction” (Lightbown & Spada, 2013, p.25). Vygotsky furthermore observed, that “[...] in a supportive interactive environment, children are able to advance to higher levels of knowledge and performance” (Lightbown & Spada, 2013, p.25). During observations with adults, scaffolding (supporting the already existing knowledge) helps the children to acquire a new language proficiency (Lightbown & Spada, 2013).

Group-work can be a part of the interaction theory in which children can gain new knowledge. This group-work can also be negative for the language development, as some children might be shy and not take part in this group-work. This way they would not develop their language skills.

Different theories show a variety of language learning processes, but the children's learning processes cannot be similar to one another. Different children have different preferred ways of learning a language.

Especially during the foreign language learning it is important, to pay attention to the influence of the first language (L1) on the second language (L2). Lado (in Rösch, 2011) and his contrastive hypothesis state, that the L1 influences the L2, and with big structural differences it is harder to acquire the target language. The base for this contrastive theory is behaviourism, and observations from language teaching.

So concluding on the language learning process it can be said, that several theorist have different approaches to show the language development. Multiple theories can connect to each other, and so the language acquisition can be described. It is very important to state, that this analysis of theory is not the only way a child learns a language.

Lightbown & Spada (2013) state that three main language learning theories were developed in the middle of the 20th century. Over time smaller theories were adapted and build on basis of these findings. But in comparison to that, Brien (2012) states that “[h]opefully, we have moved beyond the time of vehement adherence to any one model of language acquisition to gain a realisation that there is probably some value in each theory” (p.10). She further stated that theorists have not yet a full and finished understanding of language development, but that little parts can be taken from each theory to create a satisfactory amount of language acquisition (p.10).

According to available research, which strategies are the most useful and successful during the ESL written proficiency process?

Before working on this sub-question it is very important to note that McKay (2002) stated, that “[...] there is no one best method, and no one method that is best for a particular context” (p.116). Furthermore she states, that “[...] the best method varies from one teacher to another, but only in the sense that it is best for each teacher to operate with his or her own sense of plausibility at any given time” (McKay, 2002, p.116).

According to these statements, the researcher chose 3 teaching strategies, to use during the Action Research part of the Teaching Practice. These strategies are linked to the already stated theory about Second Language Acquisition (SLA).

During the TP the researcher has separately taught with the different strategies in order to analyse the findings and not have mixed or vague results. In the everyday life of a teacher, the strategies can be connected in order to achieve the best possible outcome for the children's academic development.

Translanguaging

The **first strategy** that was used in this research is **translanguaging**. Translanguaging “[...] refer[s] to a pedagogical practise where students in bilingual [...] classrooms are asked to alternate languages for the purpose of receptive or productive use [...]” (García, Lyn & May, 2017, p.118). With this strategy the students will use both German and English accordingly to each moment. Burnett & Cremin (2018) state that the students first language is mostly used during play whereas the second language is predominately used for formal activities, such as in the classroom. García & Vogel (2017) add up on this, by naming 4 purposes for the use of translanguaging in the classroom;

1. Supporting students as they engage with and comprehend complex content and texts,
2. Providing opportunities for students to develop linguistic practices for academic contexts,
3. Making space for students' bilingualism and ways of knowing,
4. Supporting students' bilingual identities [...]" (p.11).

Scaffolding

The **second strategy** that was used is **scaffolding**. „Bruner described scaffolding as a process in which a learner is helped to master a particular problem beyond his or her developmental capacity through the assistance (scaffolding) of a teacher or more accomplished person“ (Arends, 2012, p.411).

During the scaffolding process, the teacher is the scaffold for the student, whilst he/she acquires new language skills. Scaffolding takes place until the student is able to learn and communicate in the new language by himself. The scaffold is built in the process of acquiring a new language, and removed when this acquisition has successfully worked.

According to Quehl and Trapp (2013), scaffolding is split up into 3 parts;

1. Activities in small groups,
2. Instructed reporting &
3. Applying the new knowledge.

During the first part the students work on a topic in small groups and use their already existing knowledge to solve the given problem. In the second part, the students meet up with the teacher in a plenum, and discuss their group work. The students use their own knowledge whilst the teacher introduces new vocabulary and encourages the students to implement those into their sentences. In the last step the students use the new words in a different task. During this step they show their understanding of the new words and also how to they use them in e.g. a written text or on a poster (Quehl & Trapp, 2013).

The scaffold (teacher) helps the students during the second step and makes sure the children understand the new words and know how to use them.

Group-Work

The **third** and last **strategy** that was implemented into the teaching during the TP is **group work**. According to Cohen & Lotan (2014), group work is when students work together as a group in order to solve a problem. These groups should be small so every student, no matter how strong or not so strong he or she is on the topic, can participate to solving the problem or task. There are 3 key features for group work;

1. Delegating authority,
 2. Group members are party dependent on each other in order to complete the task, and
 3. The nature of the task
- (Cohen & Lotan, 2014).

Delegating the authority means, giving the students the responsibility for their group work. This means, that e.g. the students should pay attention on the time and also make sure that every group member is included into the work process. Furthermore this key feature allows the students, to work in their way in order to solve the given problem or task (Cohan & Lotan, 2014).

According to Cohen & Lotan (2014), the second key feature states that the children should solve a problem within their assigned group, and not by themselves. The

students should also act in a function, meaning that one student e.g. takes over the role of leading the group work, whilst another student takes notes. Different roles can be given within these group works. Another important aspect of this key feature is the collaboration of the students. "They [can] ask questions, explain, make suggestions, criticize, listen, agree, disagree, and make joint decisions" (Cohen & Lotan, 2014, p. 3).

The last key aspect "nature of the task" makes sure, that the teacher gives a clear problem which the students can use to communicate about, and in the end find a solution (Cohen & Lotan, 2014).

Group work can be used at any time of teaching, no matter if it is just for a short period in which the students can exchange their thoughts and ideas, or during an entire lesson, in which the students can actively work on solving a problem.

As stated by Lightbown & Spada (2013), students participate more in the communication with peers, than they would in communication with the teacher. This communication helps the students how to express their thoughts, and later on transfer these thoughts into a written form. It is also important to state that learners produce fewer errors when talking to a peer with the same language level, than they would with someone with a higher English level (Lightbown & Spada, 2013).

"Group and pair work is a valuable addition to the variety of activities that encourage and promote second language development. Used in combination with individual work and teacher-centred activities, it plays an essential role in language teaching and learning" (Lightbown & Spada, 2013, p.210).

As already stated by interactionist theory, social environments and communications with other children help acquire a higher level of performance and knowledge. Group-work can support this language acquisition, as the children copy the words and structures of the other group members, as well as the connection of new knowledge with already existing knowledge. All three stated theories provide an incentive to use group-work in the lessons.

Research Design and analysis

Participants and context

This research takes place in a German-bilingual primary school in the north of North Rhine-Westphalia in a Year 3 classroom. This class has a total of 26 students, 14 girls and 12 boys. The first language of every child is German, even though one Syrian boy went to an American school before transferring, and has fluent English skills. Another girl and her father, who lives separately, communicate in English and therefore she has a good English level. A further boy just moved to Germany and has weak German skills, even though his English is at a good level. This academic year (2018/19) is the third year in which the children learn English at school. 7 school lessons per week are taught in English which are split into 3 English lessons, 3 Physical Education lessons and 1 lesson in Unit of Inquiry. The curriculum taught at this school is the national German-primary curriculum.

One child in this class has a hearing disability and needs additional support. Another child with a special need is an acknowledged dyslexic student.

The class is taught by a female classroom teacher as well as other specialised (according to the subject) teachers, both in English and German. The classroom teacher of this class is also the deputy-headmistress of the primary school and therefore involved in this bilingual academic career. As she is very competent in this subject, the researcher will observe her lessons and analyse those findings.

The children will be the basis for collecting data, as this research is about their written proficiency developments.

Other participants of this research are 3 teachers; the English teacher, a supply teacher and a trainee teacher. The teachers have worked at that school for different length of time. Two teachers also taught in this class whereas the supply teacher only taught there a few times.

Methodology and Methods

This research will be an action research (AR) paper, in which “[i]t simultaneously involves the co-generation of new information and analysis together with actions [...]” (Blaxter, 2010, p.68) in order “[...] to improve practise” (Cohen, Manion & Morrison, 2018, p.440). According to Blaxter (2010), an AR produces practical solutions, which are bound to a specific context on basis of various integrated sets of activities. The participants of this research, in this case the students, will actively take part in it and benefit from it at the end of this research phase.

This AR will be split into 4 parts:

1. Planning,
2. Acting,
3. Observing and
4. Reflecting

(Cohen et al., 2018, p. 448).

These parts will be split up into 8 steps, which according to Cohen et al. (2018) build the process of action research.

Using Action Research as the method for this research gives the researcher the opportunity to test the chosen strategies in her taught lessons.

Data collection

In order to research successfully, the researcher decided to use triangulation in form of observations, interviews and secondary data.

She makes sure to clearly state her findings and analysis and connect them to the outcomes of the students written tasks. This way the researcher can make sure, that her collected data is reliable and valid for the purpose of this research.

With the data the researcher will collect during the Teaching Practice, she aims to improve the academic practice specifically the written proficiency of the students in the Second Language Acquisition, as the students and teachers, who will be involved in this AR can benefit from the results (Blaxter, 2010).

Observation

The first type of data collection that was used is Observations. The researcher observed multiple lessons which were taught in English. As this research focusses on the teachers and how he or she supports this Second Language Acquisition in form of the written proficiency, the researcher focussed on observing the teacher(s) during various English-taught lessons in order to collect the most data. Furthermore the researcher also observed the students' behaviour in those lessons. She focussed on their working and how they progressed with their writings. Those observations took place separately.

Observations give the researcher an insight into complex every-day academic situations (Blaxter, 2010). She there has the opportunity to research during the every-day life, and not during a set-up situation. These naturalistic observations will give the researcher an opportunity to "observe participants in their natural settings [...]" (Cohen et. al, 2018, p.551), and therefore collect natural and unmodified data.

In order to accurately analyse these findings, the researcher will refer to Kawulich (2005), who states, that the researcher should focus on frequencies, the participants behaviour, and activities whilst analysing the collected data. To analyse this data she will invoke Cohen et al. (2018), and focus on frequencies of these various patterns. This analysis is a quantitative analysis in order to find out how often the different behavioural patterns occur during the lessons, and what the effects on the written proficiencies are. This way the researcher can analyse the observations in order to get the best outcomes.

Observations in the beginning of the TP gave the researcher the opportunity to get to know the students and how they behave and study during the lessons. She looked out for the concentration of the students, their attitude towards working and most importantly their language level and how confident the students are whilst using a foreign language.

Those observations helped creating the lesson plans for the lessons, in which the researcher used the different strategies. Furthermore as already stated, observations give the researcher the opportunity to research the everyday life without any interruptions for the students and teacher. This way the collected data is natural and not modified. "The observer adapts a passive, non-intrusive role, simply noting down the incidence of the factors being studied" (Cohen et. al, 2018, p.545).

Interviews

Additionally to observations the researcher made use of interviews in order to find out what the teachers perceptions on various strategies are, why those strategies are used in the classroom and how these strategies affect the students' academic

knowledge. This is important as “[t]he use of the interview in research marks a move [...] towards regarding knowledge as generated between humans, often through conversations” (Cohen et. al, 2018 p.506).

The data which was collected from the interviews cannot be found in literature and on the internet. These information are based on the teachers’ personal experiences and so differ amongst the participants. Blaxter (2010) states that interviews “[...] can be a very useful technique for collecting data which would likely not be accessible using techniques such as observations or questionnaires” (p.193). The researcher interviewed 3 teacher, although one teacher at a time, and consequently has 3 separate interviews to analyse. If the interviewees agreed, the researcher has recorded the interview and transcribed them in order to analyse it. The first step after transcribing the sound was getting familiar with the content. The researcher then created groups of different topics to compare these finding to the findings of the observations and support them with theory. This part of a process for analysing interviews was taken from Blaxter (2010, p.233) who stated that the process of analysing the findings of an interview can differ but that “[t]he process of looking for significant statements, and comparing what was said in different interviews, will, however, be similar” (p.234). It was the researcher’s impression and prior experience with analysing interviews in that way that made her choose this process.

The interviewee had the opportunity to read the transcript before the researcher started putting the data into groups. This way the interviewee noticed if the researcher transcribed the communication accordingly to the interviewee’s ideas and thoughts.

If the interviewee did not want to be recorded, the researcher would have taken notes during the interview, and have the interviewee read them over before she also analyses them as already stated.

Ethics

In order to conduct this research ethically, the researcher created a Consent Form (see Appendix D & E) which goes accordingly to Blaxter’s (2010) “How to Research”. This consent form contained what this type of research this is and what it is about. Furthermore it included the participants’ rights, benefits for the researcher and the participant, and possible risks and discomforts. The form also stated that the collected data will be saved on the researchers’ external drive, which is secured by a password, and stored in her office at home.

Each participant received a consent form in German or English, which will be signed after the participant read it and agreed with the content. As the children are all under the age of 18, the researcher handed out a consent form to the parents to read and sign.

Each participant, or the parents, could decide if they wanted to take part in this research by signing the consent form. Furthermore each participant has the right to resign from this consent form at any stage of the research without any consequences.

Quality

With the choice of only using observations, interviews and secondary data, the researcher can assure that the collected data can only be found within this context. Researchers have already discussed various teaching strategies, and the researcher

tested them during the Teaching Practice and find out which are the most useful for the students' written proficiency during their second language learning.

A limitation of this procedure is that this research will only be based on this one context. Concluding, this research gives information about the written proficiency development within this classroom, but it cannot be transferred onto other classrooms. The results of this research can only give an indication for the use of teaching strategies in other contexts.

Results

Description of Data

Observations

During the 11 weeks of Teaching Practice, the researcher collected different types of data. During the first 2 weeks she observed, not only as previously planned, the classroom teacher, but also and mainly the English teacher. As the classroom teacher only taught in German, the researcher paid attention to German language teaching strategies and the students' behaviour, but as the findings would not influence the result, they are not included in this research paper. During the English and Science lessons the researcher observed both the English teacher as well as the students with the help of a given formal observation form (see Appendix A & B). The focus during those observed lessons were on the teaching strategies as well as the students' behaviour and language learning development over the period of 2 weeks. Prior to the TP the researcher was told, that the class has 7 English taught lessons per week. Whilst she was at that school she realised that the schedule has changed and the class had 4 English language lessons plus 2 English-taught science lessons per week. The researcher observed both the English language lessons as well as the science lessons, where she only focussed on either the teacher or the students. After 2 weeks of observing, the researcher had a collection of 8 separate observations, both of individual lessons as well as connected lessons over 2 or more days. The variety of different observations gave the researcher an opportunity to analyse those findings in order to get an insight into how the English lessons at this particular school are taught. Furthermore she was able to get to know the children and figure out what they pay attention to, in order to plan and carry out her own lessons without bigger complications. In hindsight, the choice of carrying out the observations in the beginning of the Teaching Practice gave the researcher the best option to start that TP, in form of getting to know the teachers and students as well as gaining basic knowledge on how the lessons in that class are taught.

Interviews

In addition to observations the researcher also interviewed 3 teachers at that school. The first teacher was the English teacher of not only this class but also other classes within this school. She has taught at various bilingual primary schools in Germany both in German and in English. The second teacher was a trainee teacher, shortly before her final state examination. She studied English and Mathematics for primary education and has spent a year in Ireland teaching as a substitute teacher in a primary school. The third teacher was supply teacher who has already taught in

different schools and classrooms both in German and English. She gained her first teaching experiences in England, before moving to Germany where she taught at a British primary school, for the children of British forces families. She is now moving back to the UK to teach at a British primary school.

The interviews consisted of different questions on the educational background of the teachers and their current teaching position. Furthermore the interviews concentrated on different strategies the teachers use and what their perceptions on those strategies are. The researcher was also interested in finding out how the teachers choose their strategies and what they pay attention to when choosing them.

These interviews took place towards the middle and end of this teaching practice.

The process of conducting and analysing these interviews was very important to the researcher as she learned a lot about the perceptions and uses of teaching strategies from other teachers. The interviewees gave the researcher valuable insights into their teaching experiences. Furthermore the researcher received many good tips and tricks for choosing her own teaching strategy and in creating her own teaching style.

Written Data from students

The named strategies for this research were not used in the same order as initially planned. Being in the school and class gave the researcher a new perspective of the learning and according to this curriculum and learning she adapted her plan.

Lastly the researcher collected data from written texts by the children. The first written task was in the beginning of the TP in week 1. The teacher previously worked on the topic “family” for the last 3 weeks and she was about to end this topic. The children have read different example texts, of other children describing their families, in their English books. Together with the researcher, the children collected sentence structures and useful vocabulary, for describing their family, on the chalk board before starting to write a short description about their own families. These first texts built the basis for this research paper, as the researcher gained first impressions of the students’ written proficiencies.

Following up for the next 2 weeks was the topic “Clothes”. After the students gained knowledge on different clothing items, they learned how to describe what a person is wearing. This knowledge was acquired with the use of translanguaging, according to the stated literature. At the end of this unit the children independently wrote short descriptions of a classmates outfit, and then read those to a friend in order to guess who the wanted child was.

In Science with the topic “weather” the researcher collected two types of written works. In the beginning of the different science lesson the class collected impressions of the daily weather. Afterwards, these impressions were discussed as the researcher slowly included specific weather vocabulary, for the children to pick up and include into their knowledge and use. Over the next lessons this ritual continued and at the end of the second week, the children were asked to describe that day’s weather in a text, including the use of the newly acquired vocabulary. This way the strategy of scaffolding was included into the researchers lessons.

In the next few science lessons the children mainly worked in groups. This way they got to acquire know knowledge as a group and create a feeling of team spirit. In the science lesson before the 2 week Easter break the children were asked to create a poster about the weather, on basis of a weather forecast of their choice. Together as a group they took information from a weather forecast and used their own words and ideas to describe the weather.

Next to the stated lessons, the used strategies were also implemented into the English language lessons, but as the texts were only collected from the science lessons, the researcher decided not to describe the proceeding from the other lessons. It was important to implement the strategies not only in either the English or Science lessons, but as both subjects were taught in English the proficiency improved through the use of English in both lessons.

Findings

Observations

The following table provides an overview of the findings from the observations. The table can be read from top to bottom, changing between the two columns when there are gaps.

Observations Teacher	Observations Students
<p>The observations of the teacher gave the clear impression of a mixture of teaching strategies.</p> <p>At the beginning of each lesson the teacher showed the daily plan on the board, using pictures to make the understanding for the children easier.</p>	
<p>The teacher only spoke English to the children with a slow and clear pronunciation. She made sure all of the children understand what she said and when she realised the children did not understand her, she repeated what she said.</p>	<p>Then the students were asked if someone volunteered in translating this into German. Additionally the children had the option to talk in German if they found it too difficult to talk in English.</p>
<p>In order to encourage the children to speak English, they got a marble into a jar when they spoke a complete sentence in English & when this jar is full, the class will watch a movie of the children's choice.</p>	<p>Once the students were reminded of the jar, they tried to speak more in English, both with their classmates and with the teacher.</p> <p>The children were familiar with this strategy and knew what to pay attention to and when to speak German or English.</p>
<p>Furthermore the teacher made use of partner and/or group work, depending</p>	

<p>on the situation. The children had assigned groups, their seating order (group tables), and worked either with their partner or with the entire group. Group work was only used once in these 2 weeks, where the children were split into groups of 4-5 students. The teacher gave one instruction which was followed by all of the groups.</p>	<p>Most of the children actively took part in the group work process, whilst only a few children did not pay attention and disrupted the working. Most of the children enjoyed the group work and tried to actively speak English. The researcher observed that some stronger children encouraged and helped weaker children to speak English. This way most of the children participated whilst working in the group and at the same time the SLA was promoted.</p>
<p>The English teacher also made a lot of use of partner work, for several activities. She gave the children the choice between individual or partner work.</p>	<p>Whilst taking part in partner work, the children had the opportunity to talk, either in German or English, but as already stated above the use of English was highly encouraged. Usually once in every lesson the children had the opportunity to work with a partner. Most of the children chose to work with a partner on the assigned tasks. The results of this partner work were astonishing – the students were focussed on their tasks and mostly tried to speak English. Whilst discussing the results the children tried to describe their findings in English, sometimes with a little help of German. The children supported each other and at the same time gave each other confidence to talk in English.</p>

Figure 1 – Table Findings Observations

Interviews

The interviews give the clear statement that the teachers mostly made use of English-only-time in connection to translanguaging. The teachers individually stated that they do not use translanguaging in the way it is portrayed in literature, but adapt it to their teaching and the students' needs. Important to state is that the teachers would only speak in English, but the children could translate into German and talk German if English was too difficult in some situations.

Additionally to English only and translanguaging, the teachers payed a lot of attention to visuals, in form of pictures or simply word cards, as according to them not all of the children have the same levels of English. They recognised that pictures and word cards give the children an easier access to learning new language skills and improving their vocabulary.

A further strategy all interviewed teachers used, is group or partner work, according to the each situation. A big importance of the interviewees is the collaboration of students in order to achieve new knowledge of a higher level. Interviewee 2 stated that before she became a supply teacher, she paid high attention to the improvement of vocabulary training in form of educational games. According to her, games play a big role in an easy but successful educational development.

With reference to the choice of the appropriate strategy, Interviewee 2 said "I look online on what I can use and see if my group is applicable for them and then I try them out and it's trial and error" (personal communication, April 30th, 2019). She furthermore stated that not one strategy is best to use in a class, but a mixture of multiple strategies can give her the planned outcomes and lead the students to gain new knowledge. Interviewee 2 has a look online to receive ideas of strategies to use in the classroom. She furthermore stated that it is very important to keep exchanging thoughts, ideas and experiences with colleagues in order to get new ideas and other perspectives on the use of different strategies.

Interviewee 1 (personal communication, April 10th, 2019) stated that she mainly focusses on her learning group, where she pays attention to what she wants the students to learn during the lesson. For the choice of strategies she mainly relies on what she learned in university, as she just finished her teacher education with her final state exam and therefore she was focussed on the use of teaching strategies which were taught in her university.

Interviewee 3 has a different approach to choosing teaching strategies. She mainly focusses on researching strategies on the internet or in books, and as well from communicating with other teachers both in school as online on different websites and blogs. Additionally to the already stated theories of translanguaging, English only and group work, she makes use of computer work, if appropriate. There she focusses on the outcomes and what she wants the children to acquire during the lesson.

Written Data from students

During the 11 weeks of Teaching Practice, including 2 weeks Easter break, the children wrote 3 texts and created 1 poster to provide data for this research.

In the beginning of the Teaching Practice the children wrote a short text about their families. This text was written on the basis of the previously taught lessons of the English teacher and with the use of her mixture of strategies. The students independently worked on the texts and could make use of the examples in their books, as well as sentence structures and vocabularies which was previously collected on the chalk board.

This text is the foundation for this research as it gives the level of written proficiency before the researcher started teaching with her strategies.

As not all children returned the consent form or were not allowed to take part, the data was collected from 19 children.

Over the next few weeks the researcher taught the class with the different strategies. At the end of each strategy the children wrote another text or at the end created a poster.

Analysis

Observations and Interviews

In order to analyse the findings, the researcher analysed the observations and interviews separately and connected the analyses of both parts to each other.

As stated above, the English teacher only spoke English to the children. Furthermore she made sure to have a clear and slow pronunciation in order for the children to understand her. In contrast to the teacher, the children could choose between the use of English and German which according to García, Lyn & May (2017) is defined as translanguaging. They state that translanguaging “[...] refer[s] to a pedagogical students in bilingual [...] classrooms are asked to alternate languages for the purpose of receptive or productive use [...] (p.118). In order to make sure the children understand what the teacher says, a child voluntarily translated the teacher`s speech into German. As this translanguaging led to the children mostly speaking German, the teacher reminded them of the jar, where they could collect marbles for a reward movie. Once reminded of this jar, the children tried to speak more English.

This use of translanguaging was also stated as one used strategy by the interviewees. They individually stated that they do not necessarily make use of translanguaging as it is portrayed in literature, but adapt it to their teaching and the students` needs. On the basis of these findings and the researcher`s choice of translanguaging as one method, it can be said, that translanguaging is already used as a successful strategy in primary education. This was also stated by García & Vogel (2017) who said that “[...] as globalization intensifies, and especially as more bilingual students enter schools, translanguaging is being identified as a practice in classrooms around the world” (p.9). They furthermore state that this is not only the case in “[...] classrooms with immigrant and refugee students, but also in traditional language classrooms with students who want to learn additional languages” (García & Vogel, 2017, p.9).

In addition to translanguaging, the teachers also made use of group and partner work, depending on the situation, where the children worked either with their table groups or with their seating partner. Most of the children enjoyed the group work and tried to speak English. The researcher observed that some stronger children encouraged and helped weaker children in speaking English. Garrison (2016) stated that group work “[...] is an environment where participants come together to explore an idea or resolve a dilemma, feel free to express their ideas, provide mutual support and constructive feedback” (p.8). He furthermore puts focus on the fact that “[t]he advantage of a community of learners is that there is a social and cognitive support to critically assess and understand novel ideas” (pp.20).

During the interviews the use of group and partner work was also an important aspect. Each interviewee stated that they pay attention to the inclusion of group or

partner work into their lesson planning and execution. As seen in the observations, Interviewee 3 regularly makes use group and partner work. Not only her, but also the other interviewees, stated that a big importance for them is the collaboration of the students, in order to achieve a higher level of knowledge. Garrison (2016) shows the importance of collaboration, as according to him “[c]ollaboration in terms of being supportive to others has shown to positively influence one’s perception of competence and achievement” (p.20). The importance of achieving higher levels of knowledge through practicing was also stated by Lightbown & Spada (2013). They said that “[i]f the activities are well designed and learners are appropriately matched, pair and group work provides far more practise [...] than a teacher-centred class ever could” (p.209). The combination of individual, partner and group work gave the students a good opportunity to learn new language skills and directly try them out whilst speaking to peers. This appearance was also stated by Lightbown & Spada (2013) and shows the importance of the use of partner and group work

“Group and pair work is a valuable addition to the variety of activities that encourage and promote second language development. Used in combination with individual work and teacher-centred activities, it play and essential role in language teaching and learning” (p.210).

Additionally to the already stated and analysed strategies, the teachers pay a lot of attention to the use of visuals, as according to them not all children in a class have the same level of English. The interviewees state, that through their observations it became clear, that picture and word cards give the children an easier access to learning new language skills. Whilst observing the English teacher, the researcher experienced the use of visuals in the classroom. At the beginning of each lesson the teacher put a lesson schedule on the board, in form of pictures and explained this. This way the children knew what was happening in that lesson and what would happen next. Arends (2012) stated, that “[v]erbal learners are more comfortable learning from words and verbal information, whereas visual learners think and learn using images and information presented in visual forms” (p.54). Lightbown & Spada (2013) support this by stating that teachers “[...] should encourage learners to use all means available to them” (p.84). Furthermore they put emphasis on the missing research on the success of different learning styles in language learning (p.84).

The use of different strategies, as seen in the observations as well as heard during the interviews, underlines McKay’s (2002) idea of teaching methods “[...] there is no one best method, and no one method is best for a particular context” (p.116). So not one strategy is best to use in a class, but a mixture of multiple strategies can give the teacher the planned outcomes and lead the students to gain new knowledge. The observations of the teacher gave the clear impression, that she uses and connects different strategies in her English teaching.

Data from students written texts

The data from the students’ written texts will be analysed in separate sections. The researcher will analyse the findings of each text separately, starting from the first text and ending with the 4th text.

In order to analyse the written texts of the students, the researcher decided to create her own grading rubric (see Appendix C). This grading rubric is an analytic rubric in which several separated scores of different criteria and indicators sum up to the final result (Nitko, 2001). Even though the process of using an analytic rubric is slower

than of a holistic rubric, the main advantage of an analytic rubric is the degree of feedback which is given (Mertler, 2001). As the teacher (here the researcher) examines the written product multiple times, a more specific and detailed feedback can be given to the students. Before designing the assignments for the students as well as the scoring rubric, the researcher thought about different criteria which she would focus on whilst analysing the students' written work. Mertler (2001) stated this step as an initial step in order to assess the students' development. Furthermore Mertler (2001) stated that the teacher should know the intention for the use of the final results. As the researcher already knew how she would use the final results this step was not necessary for her. Montgomery (2001) stated that one type of rubric is not essentially better than another, but that the teacher must find a scoring rubric which works best for the specific purpose. This does not necessarily have to be a given rubric from the teacher's guide but can also be a newly created scoring rubric. As the researcher did not find a useful scoring rubric, neither in the teacher's guide nor on the internet or literature, she decided to create her own scoring rubric, just for the purpose of this research paper. The basis for this scoring rubric is a writing rubric by Annenberg Learner (2017). The researcher split the rubric into 5 categories (Sentence Structure, Word Choice, Ideas, Spelling & Grammar and Work ethic) with 4 qualitative labels (Excellent ++, Above Expectations +, Expected Level ~ and Below Expectations -). Mertler (2001) referred to the use of qualitative labels instead of numbers as qualitative labels give the teachers more flexibility and creativity. This way a good descriptive feedback can be given to the children.

The first text was written on basis of the previously taught lessons by the main English teacher and with her mixture of strategies. The researcher has not been present during those weeks and she does not know which strategies were used to teach the children. Therefore she chose not to link the results to theory, as to not to create wrong details and information which could lead the findings into a wrong direction.

In order to write about their families, the students had the opportunity to use example texts from their books, as well as example sentences and vocabulary from the board. The analysis of this first text shows, that the class is at the expected level and above. Only one student was below expectations, shockingly this was the student who has been to an American primary school before transferring to this German-bilingual school.

After filling out the rubrics, the researcher found the strength and weaknesses of the students. The students were good at including their own ideas, spelling and grammar as well as using the correct sentence structure. The good grammar and sentence structure could be tied to the use of given vocabulary and examples. In comparison to that the students struggled with their word choice. The same words were used repeatedly and some children did not try to include beautiful language. In addition to that their work ethics were not very well. Most students always questioned everything, from the task through to asking if each sentence is written in a good way. The researcher was curious on how the lessons with different strategies would affect the students' working and proficiency.

For the next 2 weeks the researcher taught the class with help of translanguaging, as it is stated in literature. At the end of the unit "clothes" the students wrote a short description of what a peer is wearing. For this text, the children did not have examples of sentence structures, but they did have examples of clothing items.

The analysis of these texts came to the result that the students are again at the expected level or above. Only 2 students were below expectations. In comparison to the first text, 1 student less was at the level of above expectations or excellent.

A few of the children struggled with the sentence structure, whereas some other children struggled with spelling and grammar. Important to state is, that the students mainly used the German sentence structure to express their thoughts. Even though a description of clothes was repeatedly orally used, with the correct sentence structure, which the children knew, a few of them still made the mistake to use the German sentence structure. Jim Cummins (1979) researched the connection of students' two languages in a bilingual education. He found that "[...] linguistic or metalinguistic practises learned in one language could be transferred to another" (García & Vogel, 2017, p. 4). Jeuk (2017) states that whilst learning a second language, according to the contrastive hypothesis, features of the first language could be transferred onto the second language (p.31). Exactly this happened with the children. They transferred their knowledge of the German sentence structure into English and used this in their texts.

Additionally, the work ethic was not very well. Some students were still very dependent on support, not necessarily in terms of creating a text but mostly because they wanted to be reassured. The students were still very creative with their ideas and also tried to include beautiful words. Furthermore they tried to create strong descriptions by connecting adjectives as well as creating own adjectives to describe the clothes in more detail.

In the following weeks, the researcher mainly taught Science lessons. There she collected the next written texts on the topic weather. She first taught the children with help of scaffolding in terms of including weather specific words into the children's already existing knowledge. After 2 weeks the children described the daily weather in a written form. Through daily repetition of the weather at the beginning of each Science lesson, the students got to know the correct sentence structure to use whilst describing the weather both orally as in a written way. 14 children wrote their texts on the levels above expectations and excellent. Only three students were at the expected level and two were below expectations. The students improved their sentence structure and grammar as well as their word choice.

As the students already knew the sentence structure, most of them did not have problems creating good and grammatically correct sentences. With the help of scaffolding the children acquired new vocabulary, as according to Bruner scaffolding is "[...] a process in which a learner is helped to master a particular problem beyond his or her developmental capacity [...]" (Arends, 2012, p.411), in this case the acquisition of new vocabulary.

The last text was collected at the end of the last 2 week period, shortly before the start of the Easter-break. These lessons were built on the strategy group-work.

The children created a poster together with their groups, again on the topic weather. The students already knew the sentence structure used to describe the weather as well as weather specific vocabulary. With the help of a map, the groups created their own weather forecast. During this lesson, the researcher made sure to not help the children, as group work is meant to promote team spirit in order to achieve good collaboration. Garrison (2016) states that "[c]ollaboration goes to the heart of community and collaborative constructivism is the core dynamic of a learning community" (p.17). The researcher analysed the written posters and came to the conclusion that 16 students were on the level of above expectations and excellent.

Only 3 students were on the expected level. The students created astonishing posters which not only the researcher was surprised about, but also the main English teacher. She told the researcher, that she never expected the students to create work at such a level.

Results of Analyses

The observations and interviews helped the researcher to gain an idea on how strategies are already implemented into the second language teaching. Furthermore the researcher got to know what the teachers' perceptions on the use of teaching strategies for EAL are.

The analyses of both the observations and interviews show, that multiple strategies are already included into the teaching, but mostly in connection to other strategies. The teachers mainly use translanguaging, group work and visuals to teach the children, as already stated and supported by literature, these strategies are helpful for the students' academic development. As the teachers taught with their strategies over multiple months, the students already knew what is expected from them and how to behave. Furthermore this mixture of techniques already showed a good result on the students' written proficiency, as can be seen in the analysis from the first written text.

Additionally to the observations, the researcher taught with three, chosen by her, strategies separately and now after analysing these texts she knows the outcomes on the students' written proficiency.

The table below shows the results of the students' written texts on basis of the self-created rubric.

	Text Family (On basis of the teacher's prior lessons)	Text Clothes (On basis of translanguaging)	Text Weather (On basis of scaffolding)	Poster (On basis of group-work)
Child 1	~	~	+	++
Child 2	~	+	-	+
Child 3	~	+	~	+
Child 4	+	+	+	+
Child 5	++	++	++	+
Child 6	~	+	+	++
Child 7	+	+	+	+
Child 8	++	~	+	+
Child 9	+	~	~	~
Child 10	~	-	+	++
Child 11	+	~	+	~
Child 12	++	+	+	+
Child 13	+	+	++	+
Child 14	~	~	-	+
Child 15	++	+	++	+
Child 16	++	++	++	++
Child 17	+	~	+	+

Child 18	-	-	~	~
Child 19	+	+	++	+
Results	1 - 6 ~ 7 + 5 ++	2 - 6 ~ 9 + 2 ++	2 - 3 ~ 9 + 5 ++	0 - 3 ~ 12 + 4 ++

Figure 2 – Results Students Texts

As can be taken from the table, the third and fourth texts were the most successful in terms of the students' written proficiency. The children received the best results and had the biggest progress in writing with those strategies.

Validity and Reliability

This conducted research is reliable, as long as the outcomes are not connected to other classes. As this research is based on this one particular class with specific teachers, it can just give an indication for the use of strategies in other classes. Therefore the researcher cannot ensure the same outcomes for other groups. Furthermore this research is reliable as the outcomes of the observations and interviews support the findings in literature.

Additional to the reliability is the validity of this research. The outcomes and findings of this research are valid until internal and external factors of this research change, e.g. the use of other teaching strategies or the educational environment. As long as these factors stay the same, the outcomes of this research are valid.

Ethics

Whilst researching with the different methods, the researcher made sure to always ensure ethical correctness towards all participants. As already stated on Page 12, she used a Consent Form, which was handed out to the students' guardians as well as the interviewees.

A dilemma of the Consent Forms was the case, that the parents of one child did not speak German or English. Therefore the researcher could not hand out a Consent Form to him, as the parents would not understand the content. As the researcher does not know how to speak Romanian, she decided against the use of an online translator in order to avoid translation errors. This way, that boy unfortunately could not take part in providing data for this research.

Conclusion

Research Conclusion

“How does the use of different teaching strategies for English as an additional language affect the students’ written proficiency in a Y3 class at a German-bilingual primary school?”

As can be seen from the table as well as the analysis, translanguaging alone was not really successful. The students mostly stayed on the same academic level as they have been on before or gotten worse. There were exceptions of 3 students who have gone up a level, from the expected level to above expectations. As stated in the analysis some children struggled with the transfer of oral knowledge to written texts.

As stated by García & Vogel (2017), Jim Cummins’ research from 1979 shows that students’ knowledge from the previously learned L1 can be transferred onto the still acquiring knowledge in their L2. In this case, the children transferred the German sentence structure into their English texts and that resulted in the wrong sentence structure. Translanguaging alone does not really affect the students’ written proficiency, in this case, as the students led themselves to speak mostly German. That way, the English language was not properly learned and could not be transferred into written knowledge.

In comparison to that, scaffolding already shows an improvement of the student written proficiency. More students raised their level from the expected level to the level of above expectations. Some other children improved their writings by achieving the level of excellent. In total 14 students, were on the level of above expectations and excellent. Fewer children were at the expected level and the level of students who were below expectations stayed the same. As stated in the analysis, the students were by now mostly familiar with the sentence structure, so the researcher focussed on teaching new vocabulary. With the help of scaffolding the students included new weather specific vocabulary into their word repertoire as it is shown in the analysis. This way scaffolding was a successful strategy as the children made a positive progress in their written proficiency. Scaffolding does improve the students written proficiency, as the teacher builds a scaffold around the children and slowly but surely helps them learn new knowledge, as already stated, in this case new vocabulary. In this particular class the students benefited from the use of scaffolding as they learned how to include the new vocabulary into their speaking and writing.

Lastly the results of group work were astonishing. No student was on the level of below expectations. In total 16 students were above the expected level. During the group work the students supported each other and as a result of that the written texts were really well written. Garrison (2016) states “[a]s we have learned from an evolutionary perspective, thinking collaboratively simply outperforms that of the individual” (p.18). This cites states the importance of group work and what it can lead to if the members work together.

So to answer the main research question the strategies *scaffolding* and *group work* were the most successful to promote the students written proficiency. But as McKay (2002) stated “[...] there is no one best method, and no one method is best for a particular context” (p.116).

Limitations

As previously stated, this research is limited, as it just gives an indication on how different teaching strategies can influence the students' written proficiency. As every class is different and every teacher teaches in a different way, the strategies might result in other outcomes as stated in this research paper.

Furthermore this is just one research on this topic, further and more detailed researches could support and expand this research paper.

This research would be less limited, if further classes would have taken part in order to include more data and receive more specific findings and results.

Discussion and Recommendations

Whilst conducting the research, the researcher came in contact with a few problems, such as the students' English knowledge or their work ethics. Having the students ask every step of their task made it really difficult to teach in a good way, as the teacher/researcher keeps getting interrupted. Before starting the TP, the school told the researcher that the children are in their 3rd year of learning English, and therefore the researcher expected a higher level of English than it was the case. This also made it very hard to teach with the strategies, as the students did not really understand what the teacher said and they were missing the vocabulary to answer in English.

After finishing this research, the researcher has a different opinion on the use of teaching strategies than in the beginning. After analysing the findings the researcher found that not one strategy alone can make a big influence on the students EAL acquisition, but the connection of multiple theories is useful and advisable. This can also be seen in the literature which is included in various parts above, as well as by the observations.

In order to make this research more interesting and reliable, follow-up researches on the use of these strategies, over a long period of time would be advisable. This way other teachers and researcher could get a better insight into the use of teaching strategies.

A further critique on this research is the limitation to just one class in that school that participated. It might have been more reliable if the researcher would have conducted the research in both Year 3 classes of this school. In order to make this research more reliable, the researcher would advise other teachers and researcher to use these strategies in their teaching and compare the results to the results given from this class as well as adding the newer findings to make the outcomes more valid.

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Appendix

Appendix A - Observation Form Students

Lesson Observation Form – Student

Name of Student:	Date:
Time of Observation:	Numer of students in class:
Subject:	Topic:

What are the student's objectives?
How does the student behave?
Is there anything special about the students behaviour?

Appendix B - Observation Form Teacher**Lesson Observation Form – Teacher**

Name of Student:	Date:
Time of Observation:	Numer of students in class:
Subject:	Topic:

How did the teachers behaviour influence the learning environment?	
How are the students organised for the upcoming lesson?	
Which teaching strategies were used?	
How were those implemented?	
Any further observations?	

Appendix C – Grading Rubric

Writing Rubric

	Sentence Structure	Word Choice	Ideas	Spelling & Grammar	Work ethic
Excellent ++	Complete sentences with varying lengths; sentences begin differently	Uses beautiful language often; variety of used words;	Focusses on topic; develops with details	No grammatical and spelling mistakes	Independent work; no use of given sentence structures or words
Above Expectations +	Most sentences are complete and simple; attempts at varying sentence lengths	Occasional use of beautiful words, variety of word choice	Focusses on topic; barely develops with ideas	Few grammatical and spelling mistakes	Mostly independent, little use of given sentence structures and words
Expected Level ~	Some sentences are not complete; sentence structure is simple; same structures in most sentences	Attempts at using beautiful words; little variety of describing words	Mostly focusses on topic; no developed with further details	More grammatical and spelling mistakes	Every so often support is needed
Below Expectations -	Sentences are not complete	Repetition of words	Lack of clear topic and details	Many grammatical and spelling mistakes. Understanding of text is difficult	Support is necessary

Appendix D – Consent Form Students in German

Für mein Studium des Internationalen Grundschullehramts an der „NHL Stenden University of Applied Sciences“ in den Niederlanden schreibe Ich zurzeit meine **Bachelorarbeit**. Diese Arbeit beschäftigt sich mit der Frage „**Wie beeinflussen verschiedene Strategien den Englisch als Zweitspracherwerb?**“

Um diese Frage beantworten zu können würde ich sehr gerne von Ihren Kindern **schriftliche Erarbeitungen einsammeln und auswerten**. Dazu bitte Ich Sie um Ihr Einverständnis.

Die Auswertungen dieser schriftlichen Arbeiten haben **keinesfalls Einfluss auf die Note** die von den jeweiligen Lehrern vergeben wird und **keine Konsequenzen für den weiteren Schulverlauf haben**. Die Auswertungsergebnisse, sowie die gesammelten Dokumente werden von mir eingescannt und nur auf meiner externen Festplatte gespeichert. So kann Ich Ihnen versichern, dass niemand Zugriff auf die persönlichen Daten Ihrer Kinder bekommt.

Falls sich Ihr Kind zu irgendeinem Zeitpunkt unwohl fühlt und nicht mehr teilnehmen möchte, ist es kein Problem von der Teilnahme zurückzutreten.

Darüber hinaus hat Ihr Kind keine Vorteile durch die Teilnahme und wird auf keinen Fall bevorzugt noch vernachlässigt.

Die Ergebnisse werden selbstverständlich **anonym** in meiner Bachelorarbeit genannt und analysiert. Der **Name von Ihrem Kind**, sowohl als auch von **der Schule** werden in der Arbeit **nicht genannt**. Sollten Sie zu einem Zeitpunkt nicht mehr möchten, dass Ihr Kind an dieser Forschungsarbeit teilnimmt, können Sie selbstverständlich und **ohne jegliche Konsequenzen** davon **zurücktreten**.

Wenn Sie möchten, kann Ich die fertige Bachelorarbeit and Sie weiterleiten.

Sollten Sie Fragen zu einem dieser Punkte haben, können Sie mich selbstverständlich dazu ansprechen oder mir eine Mail schreiben.

Vielen Dank für Ihre Mithilfe

Lisa Wonnemann

Bitte kreuzen Sie Zutreffendes an:

Ich bin damit **einverstanden**, dass von meinem Kind **schriftliche Erarbeitungen** eingesammelt und ausgewertet werden dürfen.

Ich bin **nicht** damit **einverstanden**, dass von meinem Kind **schriftliche Erarbeitungen** eingesammelt und ausgewertet werden dürfen.

Name des Kindes

Unterschrift beider Eltern

Appendix E – Consent Form Interviewees in English

Study Title: ITEPS - International Teacher Education for Primary Schools

Student: Lisa Wonnemann, Lisa.wonnemann@student.stenden.com

I am a student at the NHL Stenden University of Applied Sciences at the Campus in Meppel, the Netherlands. Currently I am in my fourth year and writing my Bachelor Thesis with the research question “***How does the use of different teaching strategies for English as an additional language affect the students’ written proficiency in a Y3 class at a German-bilingual primary school?***”

In the following, you can see a brief overview on how the collected information are used and stored as well as the rights the participant has.

What are the possible risks or discomforts?

The participation in this study does not involve any physical or emotional risk to them beyond that of everyday life.

If the participant is uncomfortable answering some of the questions, he/she are free to skip to the next question, take a break or stop the interview.

How will I protect the information I will collect and how will that information be shared?

As this interview is either recorded (if possible) or notes are taken on paper and not online, there are no worries about any data leaking online. The papers will be safely stored in a specific folder in my house or the recording will be saved on a USB stick that only I have access to.

As the participant does not have to give their name, there is no need to worry about personal data getting into the hands of another person. Even if the participant decides to give their name, no name will be stated in my research paper. In my research paper everything will be anonymous.

Additionally I promise secrecy not to talk about the outcomes of this interview with anyone.

The results of this research will be used by my university only. If asked, I can share the final research paper with the school or individuals.

What are the rights as a research participant?

The **participation** in this interview **is voluntary**, if the participant does not want to answer the questions, or if there are any concerns about this interview they do not have to answer any questions.

Furthermore, whilst taking part in the interview or after that, the participant at any time, has the **right to withdraw** their consent **or discontinue** the participation. Withdrawing or cancelling the participation will have no effects at all.

The participants’ individual privacy and personal information will be maintained at all times.

Consent

I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree that the researcher may carry out the interview, as described above and will receive a copy of this consent form.

Participant's Name (block capitals)

Signature

Date