

**ENGLISH LANGUAGE TEACHING AT  
GERTRUD BAEUMER VOCATIONAL SCHOOL  
IN LUDENSCHIED GERMANY**

THESIS

Submitted in Partial Fulfillment of the Requirement  
For degree of Bachelor of Education  
In English Education



By:

**LUTHFIA NIBROSI FARIDA**

**1403046039**

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG**

**2019**

## · THESIS PROJECT STATEMENT

I am a student with the following identity:

Name : Luthfia Nibrosi Farida

Student Number : 1403046039

Department : English Education Department

certify that the thesis entitled:

### ENGLISH LANGUAGE TEACHING AT GERTRUD BAEUMER VOCATIONAL SCHOOL IN LUDENSCHIED GERMANY

is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 23<sup>rd</sup> 2019



The Researcher

  
Luthfia Nibrosi Farida

NIM: 1403046039



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang  
50185

### RATIFICATION

Thesis with following identity:

Title : **ENGLISH LANGUAGE TEACHING AT GERTRUD  
BAEUMER VOCATIONAL SCHOOL IN  
LUDENSCHIED GERMANY**  
Name of Student : Luthfia Nibrosi Farida  
Student Number : 1403046039  
Department : English Education Department

had been ratified by the team of final project examiner of Education And Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Education Department.

Semarang, 27<sup>th</sup> December 2019

### THE BOARD OF EXAMINERS

Chair person,

Dr. H. Hkhrom, M.Ag.  
NIP. 196503291994031002

Examiner I,

Nadiah Ma'mun, M.Pd.  
197811032007012016

Advisor I,

Dr. Siti Yarwiyah, M.Hum  
NIP.197211081999032001



Secretary,

Sayyidatul Fadlilah, M.Pd.  
NIP. 198109082007102001

Examiner II,

Dr. Hj. Siti Mariam, M.Pd.  
196507271992032002

Advisor II,

Sayyidatul Fadlilah, M.Pd  
NIP. 198109082007102001

**ADVISOR NOTE**

Semarang, 11<sup>th</sup> November 2019

To

The Dean of Education and Teacher Training Faculty  
Walisono State Islamic University Semarang

*Assalamualaikum wr. wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identify:

Title : **English Language Teaching at Gertrud Baeumer  
Vocational School in Ludenscheid Germany**  
Name : luthfia Nibrosi Farida  
Student Number : 1403046039  
Department : English Education Department

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisono State Islamic University and to be examined at Munaqasyah Session.

*Wassalamualaikum wr. wb.*

Advisor I,



**Dr. Siti Tarwivah, M.Hum**  
NIP. 19721108 199903 2 001

---

**ADVISOR NOTE**

Semarang, 11<sup>th</sup> November, 2019

To  
The Dean of faculty of Education and Teacher Training  
Walisongo Islamic State University

*Assalamu'alaikum Wr. Wb*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : ENGLISH LANGUAGE TEACHING AT GERTRUD  
BAEUMER VOCATIONAL SCHOOL IN LUDENSCHIED  
GERMANY  
Name : Luthfia Nibrosi Farida  
NIM : 1403046039  
Department : English Language Education

I state that the thesis ready to be submitted to Faculty of Education and Teacher training of Walisongo State Islamic University to be examine at Munaqosah Session.

*Wassalamu'alaikum Wr. Wb*

Advisor II

  
Sayyidatul Fadlilah, M.Pd.  
NIP. 198109082007102001

## ABSTRACT

Title : **English language Teaching at Gertrud  
Baeumer Vocational School in Ludenscheid  
Germany**

Writer : Luthfia Nibrosi Farida

Student number : 1403046039

Vocational school students in Germany are required to master English considering that English is the second language. The aims of this research are to find out how English Language Teaching (ELT) is applied in Gertrud Baeumer Vocational School. It is focused on five major parts, namely learning objective, learning materials, ELT resources, assessment, evaluation and curriculum. Descriptive qualitative research design is used in this research. The informants were principals, teachers, and students. The data collection methods are observation, questionnaire, interview, and documentation. Meanwhile, the data analysis techniques are preliminary data analysis and the series of collecting, reducing, displaying, drawing, and verifying data. The result shows that the learning objectives are measurable with the Expected Learning Outcome (ELO) stated in the curriculum. In addition, today's authentic learning materials play significant effects to encourage students to learn English. Interactive resources designed by the teachers support the existing learning material to gain the learning objectives. Regular feedbacks by the teachers are the main point for assessment and evaluation process which becomes the most favorite part from students' perspective. The current curriculum were designed in 2007 according to the government and developed by the school based on what students' and

stakeholders' need. It clearly can be concluded that five majors of ELT in Getrud Baeumer Vocational School are well organized by Circle Corporation between school, parents, and stakeholders.

Keywords: *ELT, speaking, vocational school*

**MOTTO**

*God is never wrong in giving the sustenance.*

**-MS-**



## **DEDICATION**

I dedicate this thesis to my beloved parents, Moch. Satori and  
Nur Fasikhah.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

All praises to Allah, the Lord of the world. To  
Muhhamad, His messenger, solutions are always be presented.

I realized that without advice, motivation, guidance, assistance, and encouragement from people and organizations, this thesis would not be accomplished. I would like to convey my appreciation for this opportunity to:

1. Dr. Lift Anis Ma'shumah, M.Ag., the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlillah, S.Pd.I., M.Pd., the Head of English Department Education and Teacher Training Faculty UIN Walisono Semarang.
3. Dr. Siti Tarwiyah, M.Pd, and Sayyidatul Fadlillah, S.Pd.I., M.Pd., as the advisors, thanks for their generous invaluable guidance, motivation, and suggestion for this thesis from the beginning until the end.
4. All lecturers in Education and Teacher Training Faculty for valuable knowledge and guidance.
5. Agus Prayogo as my lecture who has taught me more than I could ever give him credit for here. He has shown me, by his example, what a good scientist (and person) should be.
6. My parents whose love and guidance are with me in whatever I pursue. They are the ultimate role models.
7. My supportive sister Lulu April Farida and my loving brother Yakut Gilang Farid, who provide unending inspiration.

8. My host family who is living at Olpketalstraße 22 Dortmund. They were letting me stay at their house during the research.
9. Mielke, Wortmann as the Principle of Gertrud Baeumer Vocational School, Antje Lamschik as an English teacher who is allowing me to conduct my research in the school. They have given me times and experiences to be able to do research.
10. Dwi Handyan Prasetyo, a good listener for every problem I faced, especially when I had to revise this thesis and re-start over and over again. Your opinions never stop surprise me and also allow me to see my problem from a different perspective.
11. Sudarto Family, especially my best friend Hana Nabila.
12. Hanik and Nuzulia, my very best friends who always there for me when everything went so wrong.
13. The last but not least, all who come and go in my life because consciously and unconsciously that they always have a part throughout the research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research. Thank you.

Semarang, November 23<sup>rd</sup> 2019  
The Researcher,

Luthfia Nibrosi Farida  
1403046039

## TABLE OF CONTENT

<b>TITLE</b> .....	i
<b>THESIS STATEMENT</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>ADVISOR NOTE I</b> .....	iv
<b>ADVISOR NOTE II</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>MOTTO</b> .....	vii
<b>DEDICATION</b> .....	ix
<b>ACKNOWLEDGEMENT</b> .....	x
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I : INTRODUCTION</b> .....	1
A. Background of the Research .....	1
B. Research Question.....	5
C. Objectives of the Study .....	5
D. The Scope of the Study .....	7
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> ....	9
A. Previous Research .....	9
B. Theoretical Review .....	15
1. English Language Teaching.....	16

2. The Components of Learning and Teaching .....	19
3. Vocational School .....	27
4. Components of Learning and Teaching Perspective of ELT in Vocational School .....	30
5. English for Vocational Purposes .....	36
 <b>CHAPTER III: RESEARCH METHODOLOGY .....</b>	<b>42</b>
A. Research Design .....	43
B. Source of Data Collection.....	43
C. Methods of Collecting Data.....	44
D. Technique of Data Analysis .....	46
 <b>CHAPTER IV: FINDINGS AND DISCUSSIONS .....</b>	<b>50</b>
A. Findings .....	50
B. Discussions .....	59
 <b>CHAPTER V : CONCLUSIONS AND SUGGESTIONS ....</b>	<b>63</b>
A. Conclusions .....	63
B. Suggestions.....	64
 <b>REFERENCES</b>	

## **LIST OF APPENDICES**

Appendix 1	Instrument Interview Guideline
Appendix 2	Interview Guideline For the Principle
Appendix 3	Interview Guideline For the English Teacher
Appendix 4	Interview Guideline For the Students
Appendix 5	Principle Interview's Transcript
Appendix 6	Teacher Interview's Transcript
Appendix 7	Student Interview's Transcript
Appendix 8	The Observation Check- List
Appendix 9	Teacher's Name
Appendix 10	English Subject Time Table
Appendix 11	Profile School
Appendix 12	North Rhein Wesphallia Curriculum (Authentic Text)
Appendix 13	Photos

# CHAPTER 1

## INTRODUCTION

This chapter contains the background of the research, research question, objective and significances of the research, the scope of the research.

### **A. Background of the Research**

English Language Teaching (ELT) continues to be as dynamic and complex as today, if not more so than, it has been in the past. First, the English language itself has undergone a dramatic change in terms of its use and users. It is now used by a much greater number of people around the world and for far more diverse communicative purposes in different social settings (e.g., diverse workplace and academic encounters). In many places in the world, it has assumed a new role as a second or official language of the country where the language is widely used in the classroom as the medium instruction and for social and business purposes in the

community.<sup>1</sup> While there are countries in the world where English still continues to have the status of foreign language or an additional language and has a restricted role in society, and believe that the language will soon assume a more important role in these countries. Germany is a case in point where multinational companies (e.g., BMW, Adidas, Allianz) have started to make compulsory the use of English in some of their business dealings.

According to River (1987) that teaching English should be based on four points, they are: (1) the material should be appropriate with the students' interest and ability, (2) provision should be made in timetable for instruction at frequent interval, (3) ELT must not be a special feature on one or twice a week, (4) the students should have the opportunity to exercise their growing skill every day. Thus, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process.<sup>2</sup>

---

<sup>1</sup> Meilan Liu, English Language Teaching Today : Linking Theory and Practice, *The Journal of AsiaTEFL*, 2017, XIV  
<<https://doi.org/10.18823/asiatefl.2017.14.2.14.373>>.

<sup>2</sup> Wilga Rivers, 'Applied Psycholinguistics', in *Interactive Language Teaching* (New York: Cambridge University Press, 1987), p. xvi.



Teaching and learning process of English as foreign language is very important since the status of globalization in this era. The communication in English naturally becomes fundamental and inescapable because of people's general tool of universal interaction. In order to accommodate their need, the English as a Foreign Language (EFL) curriculum present the community order in the simplified international social order, particularly for beginners to advance English learners in school. In this case, English teachers are taking worldwide perspectives into consideration to concept English subject in the curriculum.

English Foreign Language (EFL) taught since primary until high school which is officially designed in the curriculum today. EFL is also taught in vocational school and it is an English Specific Purposes (ESP) depending on the aim of vocational school's vision. One of vocational school's purposes is to prepare the students to be productive person who can work autonomously, add the vacancy to the industrial and business as the intermediate employee.

The phenomenon of teaching ESP will be easily found at students' specific area of competence in

vocational schools that students reaching their purposes for joining some project courses in the class. The issue of ESP at vocational schools concern on how is providing English as what learners need. ESP then, becomes an essential approach in English language teaching in vocational schools.

ELT in Germany schools are considered a successful. High school students are required to master the skill of speaking considering English is the second language in Germany. As well as in Gertrud Baeumer Vocational School, the focus of ELT is on speaking, so students can communicate in English when they face the real workplace. Thus, the teachers in Gertrud Baeumer Vocational School are creative in order to create the teaching and learning process can be more interesting and conductive. The school is one of the role model school in Ludenscheid, it has complete facilities to support students so that students can compete at the international level. About 20% from the alumni works in the reputable company every year. As a vocational school, Gertrud Baeumer Vocational School applied ESP in English teaching and learning process. It emphasizes their students' need of English in which the purposes are

expressed in functional terms. Therefore, the researcher is inspired to conduct a research focus on how ELT apply in Gertrud Baeumer Vocational School.

## **B. Research Question**

The problems of this research are focused on:

1. How is English Language Teaching at Gertrud baeumer Vocational School?
2. What curriculum is implemented in the teaching learning process at Gertrud Baeumer Vocational School?

## **C. Objective and Significances of the Research**

Based on the research questions, these are the objective of this research:

1. To explain how English Language Teaching at Gertrud Baeumer Vocational School.
2. To explain the curriculum at Gertrud Baeumer Vocational School.

The descriptive research of English language teaching at Gertrud Baeumer Vocational School is expected to have some contributions based on its' objectives as follows:

## 1. Theoretically

In theoretical point of view, this current research has some benefits, they are:

- a) Giving new insight and knowledge about the elements of learning process to readers.
- b) As a fundamental, theoretical basis, and reference for further research related to English language teaching.

## 2. Practically

In practical point of view, this current research has some benefits as follows:

- a) For the researcher

The researcher is increasing the knowledge and experiences on how English Language Teaching in Germany.

- b) For the Readers

The readers get information of English Language Teaching in different way. The result of this research is expected to be a reference for the next researcher.

- c) For University

This research can be used as consideration for University, especially English Language Teaching programs which are aimed for preparing students to be an educator.

#### **D. The Scope of the Research**

This research is limited in order to maintain the focus of the research itself. The limitation of this research is how English Language Teaching at Gertrud Baeumer Vocational School covering learning objectives, learning materials, learning resources, learning assessment, evaluation, and curriculum.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses several theories underpinning this research, as well as putting the position of this research among the similar previous one on English Language Teaching. This chapter is divided in two parts; the previous research and theoretical review.

#### A. Previous Research

The researcher found some literatures of previous researches which are relevant to this current research. The researcher used some previous researches as guidance and compares of the research authenticity. They are:

A research written by Simon Berg Isaksen (2018) entitled “*Teaching and Learning English in Vocational Education Programmes in a Norwegian Upper Secondary School*”. The purpose of this research is to study how teachers and specialized workers evaluate teaching and learning in the school subject, English through upper secondary school. The result showed differences and agreement in how teachers and specialized workers evaluated speaking skills, the

importance of English, the use and anticipation of using English in working life, learning strategies and proficiency. A qualitative research design was chosen to facilitate an in-depth study of the phenomena, and interviews were conducted with both specialized workers and teachers. The teachers were interviewed in focus-group interviews, while the specialized workers were interviewed individually through semi-structured interviews.<sup>3</sup> The strength point is the research through the interview with both teachers and specialized workers can indicate some alignment in how the teachers and specialized workers evaluated the teaching and learning. The weakness point is the method that is used, only involves the teacher and the specialized worker. Student should also be involved, so the results are more complete. The similarity of the previous research with this research is the object of the research is in a vocational school. However, this current research will be focus on the process of ELT Vocational School.

---

<sup>3</sup> Simon Berg Isaken, 'Teaching and Learning English in Vocational Education Programmes in a Norwegian Upper Secondary School', *Faculty of Humanities, Social Sciences, and Education* (The Arctic University of Norway, 2018).

A research written by Suyamto entitled “*The Teaching Learning Process of English at Vocational High School 3 Klaten 2012*”. The research was conducted ethnography study. Which was designed as a qualitative research. The data were collected through observation, interview, questionnaire, and document analysis. The aims of the research is to enhance the learning achievement of English especially at Vocational High School 3 Klaten, by improving student’s ability to solve English Skill’s problem through Teaching Learning Process of English effectively.<sup>4</sup> The strength point is English students’ skill improved by the research. The weakness point is the previous researcher did not give the material that has revised so this previous research can only improve English students’ skill during ongoing research. The similarity of the previous research is the objectives of the research and the object of the research is at Vocational School. Thus, the participants and the instruments are different with this current research.

A research written by Okri Ronaldo in 2016 entitled “*Teaching Material for English Subject in*

---

<sup>4</sup> Suyamto, *The Teaching Learning Process of English at Vocational High School 3 Klaten 2012*. (Muhammadiyah University of Surakarta, 2014).



*Vocational High School*". The purpose of the paper is to evaluate the teaching material of English subject at Vocational High School by referring to ESP approach because, theoretically, teaching English in Vocational High School should relate and support the specific skill which is studied by its students. The research used qualitative inquiry. The research was conducted in SMK N 2 Sinjunjung. The findings of the research is the researcher was found that English teaching material in SMK N 2 Sijunjung does not follow of ESP approach for each specific study in that school yet. The data show that most of content and context of teaching material are still too general for Vocational High School students. It can be concluded that implementation of ESP in Vocational High School could not run well yet.<sup>5</sup> The strength point is the details information problem about the teaching English curriculum that is used in SMK N 2 Sijunjung. However, the researcher did not explain the development of the curriculum to enhance students' quality. The similarity is the object which is held in Vocational School. The previous research described the material

---

<sup>5</sup> Okri Ronaldo, 'Teaching Material for English Subject in Vocational School', *International Seminar on English Language and Teaching (ISELT)*, 4 (2016), 170–79.

used in Vocational School in Indonesia and this current research will describe not only the learning material but also the learning objectives, students' input, learning materials, learning resources, assessment, and the curriculum.

A research written by Chiou-lan Chern and Karen entitled *Learning English by Walking Down the Street* an overview of English language teaching (ELT) in Taiwan. This research traced the historical development of ELT in Taiwan, discusses ELT today, and the implications of foreign language policies on ELT in schools in Taiwan. The research discussed the light of cognitive, affective, and cultural data particular of teaching English in the school. The result showed that English teaching should be done with reference to the socio-cultural norms and values from both of an English-speaking country and the host country, with the purpose of developing the teaching English in non-English-Speaking country.<sup>6</sup> Similarities of this research provides an overview of English Language Teaching in non-English-Speaking countries today and discusses some

---

<sup>6</sup> Chiou lan Chern and Karen Dooley, 'Learning English by Walking down the Street', *ELT Journal*, 68.2 (2014), 113–23  
<<https://doi.org/10.1093/elt/cct067>>.

perspective of English Existence by looking at other foreign languages and how they are implemented in schools in home country. The differences; Collecting data in this study was done in a region of Taiwan. My research will focus on how the English Language Teaching apply in a school and convey what teachers and students' perspective. The weakness of the research is the researcher's expectation did not solve the problem. The researches explain the opportunities using English both in relation to local situations and to international circumstances in which they are interested. The differences; there is native English-speaking teacher's attempts to modify the teaching English learning process in previous research. But in this research will be conducted in Gertrud Baeumer Vocational School which is from non-English-speaking country.

A research written by Hanik Nurul entitled *A Descriptive Study of Teaching and Learning as Pre-service English Teacher of Camp Epic 2016 in Bukit Tinggi West Sumatera*. This previous research presents how teacher should be creative in delivering material. The research used qualitative approach. The data were collected by observation, interview, and documentation.

The result of this study can be stated as follows: camp EPIC is program of empowering pre-service English teachers. It is integrative training program which has been planned, organized and evaluated. The teaching learning process during the camp combine both theory and practice. The pre-service English teachers were taught how to teach all language skill competences.<sup>7</sup> The strength point is the researcher is also the participant of the camp and through the interview with both the participants and the educators can indicated all alignment in how the facilitators manage the camp. The weakness point is the theory that the writer presents in Theoretical framework is somehow did not relate with the topic. The similarity of this previous research and my research is the method used in the research is descriptive research and the aim the research is to investigate the English teaching and learning. The differences of the research with my research that the research is only focused how teacher should be creative in pre-service English teacher, and my research is concern of teaching and learning process in Vocational School.

---

<sup>7</sup> Hanik Nurul Faizah, *A Descriptive Study of Teaching and Learning as Pre-Service English Teacher of Camp EPIC 2016 in Bukittinggi West Sumatra*. (Walisongo State Islamic University, 2016).

## B. Theoretical Review

### 1. English Language Teaching (ELT)

English Language Teaching (ELT) is a major international enterprise.<sup>8</sup> These changes include the emergence of different English language teaching methods such as grammar translation method, direct method, suggestopedia, community language learning etc. known as a period of unity as well as period of diversity in 1987.<sup>9</sup>

English language is learned around the world by children in school as a foreign language and often becomes a common denominator or between people of different nationalities when they meet while travelling, doing business, or in any contexts. According to Christine Kenneally in her book “*The First Word*”, that today there are about 6000

---

<sup>8</sup> Martin Dewey and Constant Long, ‘English in English Language Teaching: Shifting Values and Assumptions in Changing Circumstances’, *Working Papers in Educational Linguistics*, 25.1 (2010), 1–15  
<[http://usyd.summon.serialssolutions.com/link/0/eLvHCXMwY2BQMExKSUk0MrcANlaTLNJSUpINkyySgVVFSmJKoqm5eRLKMDZSae4mxMCUmifKoOzmGuLsoQsrGuMTk0C9\\_uSS4nhzExAwA9aCYgy8iaAI4Hk14K1iKeIMrGnA-EoVB5Wh4kDzxBk4IiydfSL9g6BcIRhXrxix8n0mvsEQcWGSDo1vXUM8AALN4Ltg](http://usyd.summon.serialssolutions.com/link/0/eLvHCXMwY2BQMExKSUk0MrcANlaTLNJSUpINkyySgVVFSmJKoqm5eRLKMDZSae4mxMCUmifKoOzmGuLsoQsrGuMTk0C9_uSS4nhzExAwA9aCYgy8iaAI4Hk14K1iKeIMrGnA-EoVB5Wh4kDzxBk4IiydfSL9g6BcIRhXrxix8n0mvsEQcWGSDo1vXUM8AALN4Ltg)>.

<sup>9</sup> Diane Larsen-Freeman, ‘From Unity to Diversity: Twenty-Five Years of Language-Teaching Methodology’, *English Teaching Forum*, 50.2 (1987), 28–38.

languages in the world and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. As Richard stated that English Language Teaching (ELT) textbooks have long been considered central to English language learning and teaching, as they are not only a source of knowledge that teachers rely on to prepare and deliver lessons but also are the main basis of language learners apart from their teacher.<sup>10</sup> Renandya and Widodo concluded in ELT today's book, that there are three broad categories of ELT principles. First, category of principles is fairly general and applies to wider learning contexts:

- 1) L2 curricula should place the learner at the center of learning.
- 2) Teachers should continually engage in reflective practice to boost their professionalism.

Jacobs and Renandya's chapter talked about student-centered learning "Student-Centered Learning in ELT" reflects the first principle above,

---

<sup>10</sup> J. C. Richard, *Curriculum Development in Language Teaching* (Cambridgr: Cambridge University Press, 2001).

e.g., for optimal learning to occur in the L2 classroom, teachers need to take into account students' linguistic, social, cognitive and emotional needs. Farrells' chapter talked about "Does Writing Promote Reflective Practice?" exemplifies how teachers should continually examine and reflect on their beliefs, teaching philosophy and pedagogical practices in order to develop deeper understanding of their own teaching strategies and how these can be used to maximize students learning. They believe that a reflective teacher who places their students at the center of learning is well-placed to create optimal conditions for L2 learning. The second category comes from Mackay in Renandya, some of the key principles are listed below:

- 3) L2 curricula should promote multilingualism.
- 4) L2 curricula should promote awareness of emerging varieties of English and exposed students to these varieties.
- 5) L2 curricula should embrace multiculturalism and promote cross-cultural awareness.

Nafi Annury defines multilingualism in his journal as a cultural phenomenon concerned with languages that occur in a culture.<sup>11</sup>

Mahboob and Lin argued that a monolingual approach to teaching English where English should be used only in the English language classroom is no longer sustainable in today's multilingual contexts. They maintain that students' first languages can instead be used as useful pedagogical resources to aid students' English learning.<sup>12</sup> Those statement are nicely illustrates 3 principles above.

The last category of principles is derived from extensive research in second language learning and acquisition. Some of the key principles include the following;

---

<sup>11</sup> Muhammad Nafi Annury, 'Promoting Multilingualism in the Classroom : A Case Study of ELT Program', *Vision Journal*, 6.1 (2017), 80–88.

<sup>12</sup> Ahmar Mahboob and Angel M. Y. Lin, 'Using Local Languages in English Language Classrooms', in *English Language Teaching Today. English Language Education*, 2016, pp. 161–77 <<https://doi.org/10.1007/978-3-319-38834-2>>.



- 6) L2 curricula should provide learners with large amounts of oral and written language input
- 7) L2 curricula should provide learners with ample output practice opportunities.
- 8) L2 curricula should include deliberate and systematic teaching of language features such as pronunciation, grammar and vocabulary.

## **2. The Components of Learning and Teaching**

Definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning.

Tomlinson states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant

to what is being learned.<sup>13</sup> In addition, Murray and Christison state that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews.<sup>14</sup> Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Similarly, Brown proposes that learning is acquisition or getting information and skill which imply storage systems, memory, and cognitive system. Based on the above definition, Brown breaks down the components of the definition of learning as (1) acquisition or getting; (2) retention of information or skill; (3) retention implies storage system, memory, and cognitive organization; (4) active, conscious focus or and acting upon events outside or inside the organism; (5) permanent but subject to forgetting; (6) practice, perhaps reinforced practice; (7) a change in behavior.

---

<sup>13</sup> Tomlison Brian, *Material Development in Langugae Teacing* (Cambridge: Cambridge University Press, 1998).

<sup>14</sup> Denise E. Murray and MaryAnn Christison, *What English Language Teachers Need to Know Volume I, What English Language Teachers Need to Know Volume I*, 2019 <<https://doi.org/10.4324/9781351139847>>.

In relation to English teaching learning, Harmer suggests that the natural language acquisition can be difficult to replicate in the classroom, but there are elements which can help the students learn effectively. The elements are engage, study, and activate. “Engage” is related to a teaching sequence where teachers try to arouse students’ interest by involving their emotion. Meanwhile, the concept of “study” focuses on the language and how the language is constructed. The last element is “activate”.<sup>15</sup> This term refers to the exercise and activities which are designed to get the students using language as freely and communicatively as they can. In fact, teaching and learning are related to each other. Language learning cannot be separated from language teaching. To learn is to know something while to teach is to let learners know something. Brown defines the concept of teaching. He explains that teaching is guiding and facilitating learning

---

<sup>15</sup> Jeremy Harmer, *T, The Practice of English Language Teaching* (London, UK: Longman, 1983)  
<<https://archive.org/details/HowToTeachEnglish/page/n5>>. P. 24

encouraging the learners to learn, and setting the condition for learning.<sup>16</sup>

Supporting the above definition, Blum in Richard and Renandya said that an effective teaching considers some crucial aspects. It includes well-planned curriculum, efficient classroom activities, focused instruction, and similar things.<sup>17</sup> With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine in effectiveness of teaching process. Those important aspects of teaching can be some guidance to create an effective teaching in the English teaching and learning process.<sup>18</sup>

According to Syaiful Bahri, educational interaction process in teaching and learning consist of seven components which suitable with their

---

<sup>16</sup> H. Douglas Brown, 'Principles Of Language Learning And Teaching Fourth Edition', 1964. P. 4

<sup>17</sup> Jack C. Richards and Willy A. Renandya, *Methodology Language Teaching*, 2002. P.21

<sup>18</sup> Willy A. Renandya and Richard Jack C., *Methodology in Language Teaching an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002)

<[https://www.academia.edu/8643499/Richards\\_Jack\\_C.\\_and\\_Renandya\\_Willy\\_A.\\_Eds.\\_METHODOLOGY\\_IN\\_LANGUAGE\\_TEACHING\\_AN\\_ANTHOLOGY\\_OF\\_CURRENT\\_PRACTICE\\_2002\\_](https://www.academia.edu/8643499/Richards_Jack_C._and_Renandya_Willy_A._Eds._METHODOLOGY_IN_LANGUAGE_TEACHING_AN_ANTHOLOGY_OF_CURRENT_PRACTICE_2002_)>. P. 21

functions until the learning objectives are achieved optimally. Those components are:<sup>19</sup>

a) Learning Objective

Formulating learning goals is never omitted from the teacher's programming activities agenda. Objectives have a significant meaning in the operations of educational interaction. Objectives provide clear and definite instructions where the teacher will conduct the teaching activities. The teacher can choose which task to do and which activities should be discontinued. The accomplishment of learning goals can be seen from the mastery of the material provided to learners during operations of personal interaction.

b) Learning Materials

Materials are substances that will be transferred in the process of educational interaction. The educational interaction will not succeed without learning materials. Therefore, the teacher should learn and prepare the learning material to be delivered to the learners before the

---

<sup>19</sup> Syaiful Bahri Djamarah, *Guru Dan Anak Didik* (Jakarta: PT Rineka Cipta, 2005). P 17-19

teaching learning process begins. The teacher should definitely master the subject matter.

c) Teaching and Learning Activities.

Teaching and learning activities are the essence of activities in teaching learning process. All programmed activities will be conducted in teaching and learning process. All the elements of learning will proceed in it. The key elements are human, teacher, and learners doing activities with their tasks and responsibilities to accomplish the learning objectives.

The differences of the students in the biological, intellectual and psychological aspects are to be considered in classroom management by the teacher. Interactions in the classroom are usually interactions between teachers and learners and interactions between learners and learners when the lesson takes place. Learning activities of the ideal learners determine the quality of interactions occurring in the classroom.

d) Method

Method is a manner that is used to achieve the ultimate goal. In teaching and learning

activities, the teacher needs the methods for learning objectives. The teacher seldom uses one method, but always uses more than one method. Because every method has advantages and disadvantages. It requires the teacher to use various methods.

e) Tools

Tools are everything that can be used in order to achieve learning objectives. Tool is not only a complement, but also as a helper which facilitates the effort to achieve objectives. There are two kinds of tools, namely non-material tools and material tools. Non-material tools in the form of orders, prohibitions, advice, and so on. While the material tools are in the form of globe, blackboard, limestone, pictures, diagrams, paintings, slides, videos, etc. Material tools including audiovisual. The use of audiovisual in the educational interaction process is strongly supported by Dwyer (one of the figures of a good flow of realism). Realism flows assume that perfect learning can only be achieved if near-realistic audiovisual materials are used.

Therefore, there is a tendency from the teacher to provide as much learning material as possible by providing an explanation as real life as possible with the experience of the students.

f) Learning Resources

There are so many sources of learning such as at school, on the lawn, in the city center, in the countryside, and etc. The use of teaching resources depends on teacher creativity, time, costs, and other policies. Everything can be used as a learning resource in order to achieve the objectives.

g) Learning Evaluation

Evaluation is an activity to obtain the data of students' success in learning and the success of the teachers in teaching. The evaluation is carried out by the teacher using a set of data instruments such as an action test, a written test, and an oral test. Therefore, evaluation refers to the act or process of determining the value of something. Evaluation is directed at the success of the student's learning and evaluation of processes that are directed at the success of the teacher's in



teaching, both of which h are activities to collect the widest possible data, profoundly (not as much as possible), which relates to students' abilities or the quality of teacher activities, in order to find out the causes of a teaching activity and student learning outcomes that encourage and develop learning abilities. From the conception, the objective of the evaluation is to collect data that proves the progress of the students in achieving the expected objectives.

### **3. Vocational School**

Vocational school is one alternative for learners interested in practical post-secondary education and work training. Vocational school typically offers comparatively brief career-focused programs that prepare graduates for the workforce rapidly. As an article written by study.com stated a vocational school, sometimes also known as a trade school, career center, or vocational college.<sup>20</sup> They are relevant for many kinds of learners, including; (a)

---

<sup>20</sup> 'What Are Vocational School'  
<[https://study.com/vocational\\_schools.html](https://study.com/vocational_schools.html)>. accessed April 21<sup>st</sup> 2019

people who are planning for the first time to enter the industry, (b) people who are looking to get back into the workforce, (c) people who are interested in pursuing a fresh career.

The education offered at vocational schools allows adults to focus on the skills to enter a particular industry, with the option of not taking unrelated general education courses required for an associate's degree at a community college. Vocational schools also provide technology training or retraining for workers in their current occupations.

Vocational schools can offer programs ranging from short-unit classes of ten weeks or less to long-term programs of up to two years in length. Some states offer public vocational schools and career training programs through community colleges, but the majority of vocational schools are private institutions. Vocational school credits don't typically transfer to academic undergraduate programs like an Associate of Arts program, but they may award students with a certificate credential.

Vocational schools generally focus on programs in career fields that can be completed in two years or

less. Vocational schools focusing on a single field, such as automotive trades or health services, may offer only one training program or give students a choice of several programs in the same industry, such as hair stylist, barber, nail technician or esthetician programs at a cosmetology school. Other vocational schools offer programs in several unrelated fields, like agriculture, office skills and technical training. The following are some common types of vocational school programs; (a) welding, (b) cosmetology, (c) plumbing, (d) carpentry, (e) locksmithing, (f) Electrical installation and maintains, (g) motorcycle and automotive repair, (h) floral design, (i) medical transcription, (j) hotel and restaurant management.

There are several requirements that prospective students are often required to meet in order to be eligible for admission to a vocational school, such as the following; (a) meet minimum age requirement of 16 years and 17 years for some programs, (b) hold high school diploma, or have completed a recognized home school program.

There are also some community colleges that have vocational training programs. For these schools,

admissions requirements may be more extensive. Some possible additional requirements include having acceptable SAT, ACT, or other standardized test scores and passing a school entrance exam.

Some vocational schools combine career education credits with a high school education for high school juniors and seniors pursuing vocational education. Vocational school training can allow aspiring high school graduates to quickly enter the workforce with hands-on training and a career-focused curriculum. For combined high school programs, admission requirements are typically the same as for postsecondary programs, except that no diploma is necessary, and the minimum age requirement is necessarily lower; students may need to be at least 14.

#### **4. Components of Teaching and Learning Perspective of ELT in Vocational School**

There are several differences between teaching English in vocational high schools and teaching English in senior high schools. Teaching English in vocational school should refer to the program of

study of students who are being taught. The English teachers both explain and give information about the English expressions of handling the clients in the real framework. In other hand the teacher also should give special terms that are used by social workers students. The teachers of vocational high schools have to consider the specifics needs of students. The considerations are:

#### 1) Learning Objectives

The objective of learning English in vocational school is to make the learners able to communicate in English to support the learners' major skills. People may think that the main ability to communicate in English is speaking ability. The ability to communicate in English is the ability to understand and produce spoken or written language. The ultimate purpose of vocational school as a formal education is generating ready-to-work graduates by equipping them with English a prerequisite skill to enter the labour market.<sup>21</sup>

---

<sup>21</sup> Aprilia Istanti, *Designing Appropriate English Learning Materials* (State University of Yogyakarta, 2012).

## 2) Learning Materials

According to Heru, teaching English in vocational schools also covers the four language skills, namely speaking, listening, writing, and reading. But the focus of teaching English in vocational school is teaching the expressions that are used based on learner's major. In teaching vocabulary, the teachers give information about the special terms that are often both used based on learners' major. There is no teaching genre of text, like narrative, descriptive, report, news item, etc. in teaching reading and writing at vocational schools.<sup>22</sup>

## 3) Teaching and Learning Activities

There are three main activities in teaching English at vocational schools, namely opening activity, main activity and closing activity. The English teachers of vocational schools often conduct the drilling activity in speaking class. The students are

---

<sup>22</sup> 'A Study on Teaching English..., Heru Pramono, FKIP UMP 2012', 2011, 16-17.

demanded to speak with their partners in front of class in doing conversation. Besides that, the teachers usually ask students to discuss the materials that have been explained before doing the exercise. In addition, the teachers also provide some media, like authentic materials to make students more interesting in participate the teaching and learning process.<sup>23</sup>

#### 4) Method

Theories of learning and teaching suggest the principles of the method. Richard and Rodgers state that the teachers of learning and teaching may respond two questions, namely (a) what are the psycholinguistics and cognitive processes involved in language learning, and (b) what are the conditions that need to be met in order for these learning processes to be activated. The following assumptions relate to the theories of learning

---

<sup>23</sup> 'A Study on Teaching English..., Heru Pramono, FKIP UMP 2012'. 18

and teaching.<sup>24</sup> English for Specifics Purposes (ESP) is an approach to language teaching which aims to unify the need of particular learners. Heru state in his research that ESP is the method that is suitable for teaching English at Vocational School.<sup>25</sup>

#### 5) Tools

Alison states that Vocational schools should encompass the development of technical, theoretical and creative skills. Learners should be “getting their hands dirty” with equipment at every opportunity.<sup>26</sup> In improving students’ English skills, vocational schools should provide tools to support the English learning process. Not only whiteboard, textbooks and projectors but also each class should have media education based n their major for example bakery class, they

---

<sup>24</sup> T.S Richards, J.C and Rodgers, *Approachs and Methods in Language Teaching*, 2nd edn (University Press).

<sup>25</sup> ‘A Study on Teaching English...’, Heru Pramono, FKIP UMP 2012’. 22

<sup>26</sup> da Vinci Leonardo, *Media Education and Vocatiobal Training in a Multicultural Society* (EU Leonardo Project Cream Creative and active Media Educator).



have mini kitchen, automotive class they should have mini garage etc.

#### 6) Learning Resource

The teachers of vocational schools often consider the learning resources that are used in teaching. Surrounding is one of learning resources for students. It can be as lesson media. Physical, social and culture surroundings are also as resources which are very rich to learn matter for students. The advantages of using it are to develop some skills, such as; inspecting and making notes, questions, hypothesis, clarifications, and articles.

#### 7) Learning Evaluation

Evaluation in learning process can be broadly defined as practices that emphasize more formative dimensions of assessment, tighter connections between learning outcomes and teaching activities, greater student involvement in self-assessment, increasing student independence and

enhanced teacher responsibility for ensuring all students learn.

Hutchinson and Waters (1994:146-149) state, recognizes three basic types of assessment. There are tests which are used to place learners in the ESP course most suited to their needs, and normally come at the beginning of the course. Such tests are namely placement test. There are also achievement tests, which test how well the learner is keeping up with the syllabus and administered any time through the course. The others are proficiency test, which assess whether or not the learner can cope with the demands of particular situation.

## **5. English for Vocational Purposes**

English for Vocational Purposes (EVP) is defined as a program sited in both the secondary education and tertiary education sectors, which equips students with English competence that supports their vocational expertise. The role of English as a medium of vocational communication helps students

understand their vocational content, build and develop their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language.<sup>27</sup> According to Platt in 1996, English language programs are contextualized within the process of learning vocational competencies, and English language skills are viewed as social practices and specific disciplines as dynamic because the actual use of the language happens in authentic environments, in which students engage.<sup>28</sup> In other words, the emphasis is on using the language to learn or make sense of vocational content. In addition, vocational socialization inducting learners into the culture of their chosen vocations or disciplines and literacies, language as dynamic social practice are key components of Vocational English.

Mackay and Mountfod stated ESP is generally used to refer to teaching of English for clearly

---

<sup>27</sup> Handoyo Puji Widodo, 'Teaching English for Specific Purposes (ESP): ENGLISH for Vocational Purposes (EVP)', in *English Language Teaching Today. English Language Education*, 2016, pp. 161–77 <<https://doi.org/10.1007/978-3-319-38834-2>>.

<sup>28</sup> Elizabeth Platt, 'The Vocational Classroom: A Great Place To Learn English', 1996.

utilitarian purposes.<sup>29</sup> Since the 1960s, ESP becomes one of the most effective of Applied Linguistics in general, and in specific Teaching English as a Foreign Language (TEFL).<sup>30</sup> That is to say that English should be taught to achieve specific language skills real situation, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.

In many ESP studies, the context of EVP or Vocational Purposes remains institutionally situated in higher education (e.g., Schools and universities). Following this argument, Widodo adds one more category to Basturkmen's classification of ESP branches as in the following figure.

English for Vocational Purpose is viewed as a program socio institutionally situated in the secondary education sector; Vocational English is designed for students who have a particular vocational interest. Depending on student choice of

---

<sup>29</sup> R Mackay and A and Mountford, *English for Specific Purposes: A Case Study Approach* (London, UK: Longman, 1978). P.2

<sup>30</sup> Chams Eddine Lamri, 'Introduction to {English} for {Specific} {Purposes} - {Online} Lectures for Third Year "{Licence}" Level', *Abou Bekr Belkaid University – Tlemcen*, 2016, ii + 22. P.4

specialization, English Vocational Purpose is the point of departure for developing English for Academic Purpose (EAP), English for Professional Purpose (EPP), or English for Occupational Purpose (EOP) competences as students continue their studies into higher education programs. Taken together, the ESP domains are grouped into four major branches: academic, professional, vocational, and occupational. In particular, EV is designed to meet the English language needs of learners in a myriad of specializations, in which these learners prepare both for immediate employment and for higher education either at School or university or polytechnics.<sup>31</sup>

According to Gage and Prince cited in Banun 2018 Vocational English (VE) in the context of ESL has a history dating back to the 1970s.<sup>32</sup> Also based on Egloff in Banun within the framework of VE refers to a program enabling learners to communicate not only in the next real workplace but also provides a more general competence that integrates

---

<sup>31</sup> H. P. Widodo, *Contextually Flaming the Design of ESP Materials*, Teaching L (Dubai: TESOL Arabia, 2014), H. EMERY &.

<sup>32</sup> Banun Havifah Cahyo Khosiyono, 'TOPIC-BASED ESP MATERIALS FOR VOCATIONAL SCHOOL', *Prominent Journal*, 1.1 (2018), 4–11 <<https://jurnal.umk.ac.id/index.php/Pro/article/view/2486/1379>>.

vocational, linguistic, and social skills.<sup>33</sup> Further, it involves the vocational aspects of the learner's life but is not limited to the immediate occupational demands of work. In this secondary education sector, EV is designed for learners who are prepared for a range of semiskilled employment or occupations, which require English as an additional competence. Thus, in the educational sphere such as in the secondary vocational education, VE has been institutionally recognized.

Currently, VE is also a major trend addressing the integration of language learning and vocational learning for learners across vocations. In the context of EV, it is also an ESP-based language approach. This program can be characterized by (a) the specificity of vocational (disciplinary) language coupled with general (commonsense) language; (b) the relevance of vocational knowledge; (c) the centrality of vocational discourses; and (d) specificity of vocational activities or tasks. Both culture and identity are socially embedded.

---

<sup>33</sup> Banun Havifah Cahyo Khosiyono, 'Topic-Based ESP Materials for Vocational School', *Prominent*, 1.1 (2018), 4–11.

There are seven key elements of ESP materials that support the aim of ESP, they are; (1) authenticity, (2) topic/ themes, (3) texts and context, (4) knowledge and language, (5) task or activities, (6) representations of participants and social practices, and (7) pedagogical prompts. Those elements emphasize the totality of what constitutes ESP materials.<sup>34</sup>

---

<sup>34</sup> Widodo Handoyo Puji, 'Teaching English for Specific Purposes (ESP) English for Vocational Purposes (EVP)', 2016, pp. 161–77.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter is about research methodology which discussed the research design, source of data collection, method of collecting data, and technique of data analysis.

#### A. Research Design

Research method plays an important role in the research. Based on the study and the objective above, it is considered that research design that will be suitable for applying in this research in Descriptive Qualitative Research. This is based on the purpose of the research and the nature of the study. Qualitative research is an approach to research that produces descriptive data in the form of data written or spoken of the people and the agents were observed.<sup>35</sup> The form of research is descriptive research is a study that intends to conduct inspections and measurements to certain symptoms.<sup>36</sup>

---

<sup>35</sup> Lexy J. Moloeng, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosda Karya, 2004). P.6

<sup>36</sup> Abdurrohman Fathoni, *Metodologi Penelitian Dan Teknik Penyusunan Skripsi* (Jakarta: PT Rineka Cipta, 2006). P.97



In this research, the researcher will analyzed of the method in teaching English language at Gertrud Baeumer Vocational School. Then the researcher defines of the ELT at Gertrud Baeumer Vocational School.

## **B. Source of Data Collection**

Prastowo states that consideration of data source is based on the kind of the data determined. This study will use primary source and secondary source, particularly in normative research based on document source or reading material.<sup>37</sup> This research will get the data from some sources related to the research.

The primary sources of this research are from:

1. The principle of Gertrud Baeumer Vocational School;
2. Gertrud Baeumer Vocational School's teachers
3. Students

The secondary sources of this research are from:

1. Website
2. Logbook

---

<sup>37</sup> Andi Prastowo, *Metode Penelitian Kualitatif: Dalam Prespektif Rancangan Penelitian* (Jogyakarta: Ar- Ruzz Media, 2011). P.207

3. Academic documentary (syllabus, lesson plan)
4. Course Book

### **C. Method of Collecting Data**

To reach the objectives of the research, the researcher will use the following methods to collect data. In collecting data, the researcher will use:<sup>38</sup>

1. Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted.<sup>39</sup>

During the learning activity, the researcher does an observation to record the whole activity starting from preparation before learning activity until the learning process done in the class. The researcher uses non-participatory observation because the researcher does not participate in the activity of the research object. The researcher observed the teaching methodology, learning

---

<sup>38</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: CV. Alfabeta, 2008).

<sup>39</sup> David Nunan, *Research Method in Language Learning* (New York, USA: Cambridge University Press, 1992)  
<<https://books.google.co.id/books?id=qheTAgAAQBAJ&printsec=copyright#v=onepage&q&f=false>>. P.93

material, learning media, and learning evaluation which is used by the teacher.

## 2. Interview

As stated by Cohen, interview is two-person conversation initiated by interviewer for the specific purpose of gaining research relevant information and focused by the interviewer on content specified by research objectives of systematic, description prediction, and explanation.<sup>40</sup> The Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space spontaneity and the interviewer can press not only for complete answers but also for responses about complex and deep issues.<sup>41</sup> In short, the interview is a powerful implement for researcher. The interview in this research use direct questions and answers between the researcher and the informant. The

---

<sup>40</sup> Cohen Louis, *Research Method in Education* (New York: Routledge Fahmer, 2005). P.269

<sup>41</sup> Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in HRM, Human Resource Management*, 2014, LIII <<https://doi.org/10.1002/hrm.21698>>. P.349

researcher conducted individual (face-to-face) interview with the principle of the school, English teacher and the students to get information about the learning objectives, evaluation and the development of students. Because of the researcher was geographically dispersed, the researcher also conducted a structural distant interview to complete the data.

### 3. Documentation

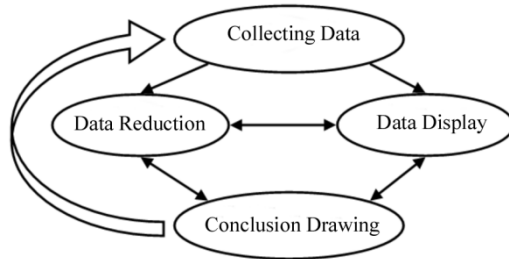
Completing the syllabus and lesson plan to explore the learning objective, Triangulation data held at the end of collecting data process, the researcher will analyze the result of research observation and interview compared with documentation taken to ensure that the data is comprehensive and valid.

## **D. Technique of Data Analysis**

Bodgan stated that *“Data analysis is the process of systematically searching and arranging the interview transcript, field note, and other materials that you accumulate to increase your own understanding of them and*

do enable you to present that you have discovered to others”<sup>42</sup>

According to Miles and Huberman<sup>43</sup>, there are some steps to analyze qualitative data which is shown in the figure below:



## 1. Data Collection

The data which is needed to conduct the research were collected to gain information, such as history of Bilingual program. The researcher collects the data such as the schedule of the English Teaching and learning, the teacher in in Bilingual Natural Science class.

## 2. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the ‘raw’ data that appears

---

<sup>42</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016). P.244

<sup>43</sup> Matthew B Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods*, Second Edi (California: Sage). P.21-22

in written-up field notes. Data reduction means summarizing, choosing, and focusing the main data as a theme. The data that got from field is so many. So, it needs to be reduced. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

### 3. Data Display

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. After reducing the data, the next step is data display. In qualitative research, the data can be displayed in a flowchart and short explanation. The most frequent form of display for qualitative data has been Through a narrative text. Displaying data helps the researcher to understand what is happening and to do some things if further analysis or caution is needed.

### 4. Conclusion drawing and verifying

The third stream of analysis activity is conclusion drawing and verification. To get the credible data, the researcher must find the fixed data. If the conclusion that found in the first are same with the last conclusion, so the data is credible. The data that presented preliminary

conclusion is still tentative and will be change if do not found the evidence that supports strong data collection on the next stage.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher describes how the English Learning Teaching applied in Gertrud Baeumer Vocational School Germany. The analysis in this discussion is displayed in five major parts, they are learning objective, learning materials, ELT resources, assessment, evaluation and curriculum.

#### **A. Findings**

After conducting observation and interview at Gertrud Baeumer Vocational School, the researcher found several findings as follows:

##### **1. Learning Objective**

Learning objectives have a crucial role in English Language Teaching. Before doing the ELT in the class, it should formulate objectives. The general objective of ELT at Gertrud Baeumer Vocational School is to prepare the students to be able to compete globally. Then the specific objective of ELT at Gertrud Baeumer Vocational School is to help the students' insight be open anything that exists in



today's era. The principle of the school believes that the ELT is very important so the students have more learning resources.

## **2. Learning Materials**

Learning materials is a crucial point that supports the ELT learning process in order to achieve the objective of ELT learning process itself. The teacher may decide follow or not to follow the sequence of activities in the unit for a particular reason. The teacher combined the materials with the conditional environment. The ELT learning process at Gertrud Baeumer Vocational School is different for each class depend on the major of the class. The engineering class and social class basically have the same material but in some terms are different, for example in teaching vocabulary.

There was a book that used by the teacher in teaching English at social class. The book is "Freeway" (*Soziales, Englisch für Berufliche Schulen*). The textbooks are contained as follows:

### **a. Basic Course**

#### **1) Unit 1: Young people in Europe**

The topics of this unit are blogs of young Europeans, colleges and jobs, youth culture. This unit provided video lounge, which consisted of present simple and present continuous. The skill trained in this unit is how to do multiple choice exercises.

**2) Unit 2: Working in a social environment**

The topics of this unit are people in social work, Newcastle hospitals, and applications: a job as an au pair, job interviews. In this unit provided video lounge which discuss about sheltered accommodation. This unit presented simple past, simple present perfect, and present perfect continuous. The skill trained in this unit is how to describe statistics.

**3) Unit 3: Young people as consumers**

The topics in this unit are young people's attitudes to branded products, protecting young consumers, and analyzing advertisement.

**4) Unit 4: Living with the media**

The topics in this unit are young people and media consumption, advantaged and dangers

of computers and the Internet, big brother is watching you. The grammar that taught in this unit are simple future, future continuous, adjectives, adverbs. The skill trained in this unit is how to write a composition/ comment, and how to describe cartoon.

**5) Unit 5: Developments in Society**

The topics in this unit are social changes in different groups, social commitment/ volunteers for a Youth in Action programme, women's roles. The skill trained in this unit is how to anticipate, skim and scan.

b. Advanced Course

**1) Unit 6: Environment and education**

The topics in this unit are protecting the environment, work of NGOs, teaching children about wildlife, sustainable school. This unit provided video lounge: talking about environmental protection. The skill trained in this unit is how to report speech and How to work with a dictionary.

**2) Unit 7: Staying healthy in a technological world**

The topics in this unit are genetic engineering, cloning, in-vitro fertilization, biotechnology. This unit taught passive voice as a grammar. The skill trained in this unit is how to write a comment.

**3) Unit 8: Time-out**

The topics in this unit are developments in the tourist industry, mass tourism and sustainable tourism, international youth volunteering programmes. This unit also provided video lounge: showing about keeping people fit. The skill trained in this unit is how to answer questions on a text.

**4) Unit 9: The world is getting smaller**

The topics in this unit are young people and globalization, multicultural Britain, keeping trade fair. In this unit taught the grammar as follows, infinitive and gerund. The skill trained in this unit is how to do multiple choice exercises.

**5) Unit 10: International Politics**

The topics in this unit are United Nations, a poor country in the Third World (Zimbabwe)

the political systems of the USA, Britain and the European Union. This unit provided present participle and past participle The skill trained in this unit is how to do mediation exercise.

**6) Unit 11: Living and working in Britain**

The topics in this unit are finding a work placement, finding accommodation, making phone calls, writing an e-mail.

**7) Unit 12: Meeting People**

This unit contained materials about; (a) the meeting people for the first time, (b) showing people around, (c) finding the way, (d) eating out, (e) making conversation.

**8) Unit 13: Working in different social settings**

This unit contained (a) at the nursery school, (b) making appointments, (c) healthy food in the nursery school, (d) in the nursery school kitchen, (e) at the hospital, (f) managing situations

**9) Unit 14: Different countries, different cultures**

This unit contained; (a) touring Scotland, (b) renting a car, (c) an American in London, (d) what you should know about Britain (e) Test your English.

### **3. Learning Resources**

In this current research, the researcher found that there were two main sources of ELT they are designed-learning resources and utilized-learning resources. The principle and the teacher of the school explained that designed-learning resources; course book, smart board, labs, class room designed according to the major, while the utilized-learning resources are; museum, exhibition, social environment. They also let the student to have learning resources from anything and anyone who influences them both directly and indirectly for success in learning experiences.

### **4. Learning Assessment**

The focus of the assessment is to measure the capabilities of the students in mastering English and to understand the material that has delivered by the teacher. Based on the observation, the teacher has carried out an assessment for learning during the

learning process and was usually used as a basis improving the English teaching. It found the teacher gave assignments, presentation in a group. It was called formative assessment. The teacher said there were block evaluation or evaluation per chapter to measure the students' understand and the final evaluation that held by the government in the end of the school to get *staatlichen anerkannt*. The principle said there were written and oral test. In the *Nord Rhein Westfalen* curriculum stated that the assessments contains of peer assessment, portfolio, presentation. Peer assessment were doing by the students, portfolio were assess by the teacher, while presentation were asses by the other group of students. The test object is combined object composed of a writing exercise and two other subtasks, those are selected from the set in the following table object type. The written exam lasts 180 minutes. It contained multiple choice and essay. The oral exam lasts 20 minutes assessed by the English teacher. The vocabulary used in the examinations was familiar to students. In general; the unknown word must be deduced from context and

used of language dictionaries too. Words or phrases that were difficult to understand are given in explanations.

## **5. Curriculum for the Vocational College in North Rhine-Westphalia**

NRW curriculum prepared by professional teacher who is experienced in preparing the curriculum. This curriculum began to be used effectively in 2007 until now. In this curriculum contains guidelines for teaching in Vocational College for NRW regions. In the curriculum contains teaching guidelines and objectives that must be achieved. Where these guidelines include class eleventh, class twelfth, and class thirteenth.

Each class level has different guidelines to adjust the teaching objectives to be achieved in accordance with the major of the classes. The objectives to be achieved in learning English are where students can compete according to international company standards in terms of mastery of English both verbal and non-verbal according to the field being well informed for example social class, automotive class, culinary class etc.



## **B. Discussions**

### **1. Analysis of Learning Objectives**

The learning objective was appropriate with Vocational School level and it was in line with the objective of English teaching based on NRW curriculum, they are “to improve significantly in the foreign language to communicate orally and in writing from the upper secondary level in the complexity and flexibility, to increase open-mindedness and interest in the foreign language and to enable self-discovery and self-realization, understanding and tolerance by dealing with culturally different ways of life and values. It can be conclude that learning objective of ELT at Gertrud Baeumer Vocational School was following the NRW curriculum.

### **2. Analysis of Learning Materials**

In ELT the materials that were used by the teacher were authentic material for listening subject such as advertisements, menus, notes, receipts, recipe, tickets, and non-authentic material for teaching writing and reading. The teacher used course book from school “Freeway (*Soziales, Eglisch für berufliche Schulen*). The

materials which were those textbooks were appropriate to the student's condition and also appropriate with the curriculum. The materials were designed based on the learning objective, and student need. In developing the material, the teacher used some strategies which were based on Richard and Harmer theory. They re-organized the sequence of the tasks from natural to complicated degree of complexity and based on the lesson.

The material in "*Freeway*" book are in line with the elements of ESP materials that explained by Handoyo Puji Widodo those are; (1) authenticity, (2) topic/themes, (3) texts and context, (4) knowledge and language, (5) task or activities, (6) representations of participants and social practices, and (7) pedagogical prompts.

The authentic materials can be simplified based on language and content they wish to learn. The students also can work on shorter texts with relatively easy vocabulary and with simple clauses. Identifying themes is one of the important criteria for selecting materials because Huang and Morgan stated that a content topic is

always the starting point for learning.<sup>44</sup> Specifically in ESP materials, a theme is also a crucial component of disciplinary knowledge construction. Specifying content in materials also frames topics of relevant to what students are currently doing in their school.

### **3. Analysis of Learning Resources**

This school has two main learning resources they are desinged-learning resources and utilized-learning resources. One of the benefits of using learning resources by design is that a teacher can give clear explanation of the materials. The students are more comfortable to understand the materials, and they looked not bored. It is in line with the objective of the school. In this case the learning resources of ELT at Gertrud Baeumer Vocational School are relevant with the Syaiful Bahri statement; everything can be used as learning resources in order to achieve the objectives.

### **4. Analysis of Assessment**

In English teaching and learning, the assessment used by the teacher was the assessment of learning, assessment for learning, and assessment as learning.

---

<sup>44</sup> Liu Meilan, 'English Language Teaching Today: Linking Theory and Practice', *The Journal of Asia TEFL*, 14.2 (2017), 373–75.

These assessments were appropriate to the student's need. In fact, the teacher has been using the assessments well. The researcher found that the teacher gave the students assignment, presentation in group, group projects. In the end of oral examination, the teacher directly gives some feedback to the students. According to the students, this part is the most favorite part in the assessment process.

## **5. Analysis of Curriculum**

Curriculum is a tool to achieve the objective of learning and teaching. The curriculum that is used at Gertrud Baeumer Vocational School was the *Nord Rhein Westphalia* curriculum. It is the curriculum for school in NRW regions; they are contained of 76 cities. It set based on students' need. The curriculum is aligned with the English for Specific Purposes. NRW curriculum is not often changed.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this research. Those are presented here based on the objectives of this research.

#### **A. Conclusion**

The researcher had several things to conclude related to the findings of this current research. The researcher concluded as follows:

The objective of English Language Teaching at Gertrud Baeumer Vocational School was in accordance with English for Specific Purposes and NRW curriculum.

Materials of English Language Teaching in Gertrud Baeumer Vocational School are applied according to the major of the class. Materials which were used by teacher were authentic and created material.

English Language Teaching resources at Gertrud Baeumer Vocational School are learning resources by design and learning resources utilization. Those resources can be used on the characteristic of the material, and it also facilitated the students learning.

Assessment and evaluation at Gertrud Baeumer Vocational School was applied achievement test, which test how well the learner is keeping up with the syllabus and administered any time through the course.

The curriculum were applied at Gertrud Baeumer Vocational School is the curriculum that arranged by BiBB *Nord Rhein Westphalia*. It set of plans and arrangements regarding content, teaching materials. The curriculum is a tool to achieve English Language Teaching.

## **B. Suggestions**

The researcher highly appreciates the suggestion for better process of English Language Teaching at Gertrud Baeumer Vocational School. The researcher would like to offer some following suggestion based on the relevant theoretical review and synthesized data. The researcher wishes that the school could socialize the English Language Teaching that is applied at Gertrud Baeumer Vocational School to other vocational school, especially in non-English speaking country.

## REFERENCES

- ‘A Study on Teaching English..., Heru Pramono, FKIP UMP 2012’, 2011, 9–28
- Abdurrohman Fathoni, *Metodologi Penelitian Dan Teknik Penyusunan Skripsi* (Jakarta: PT Rineka Cipta, 2006)
- Andi Prastowo, *Metode Penelitian Kualitatif: Dalam Prespektif Rancangan Penelitian* (Jogyakarta: Ar- Ruzz Media, 2011)
- Annury, Muhammad Nafi, ‘Promoting Multilingualism in the Classroom: A Case Study of ELT Program’, *Vision Journal*, 6.1 (2017), 80–88
- BROWN, H. DOUGLAS, ‘PRICIPLES of LANGUAGE LEARNING AND TEACHING FOURTH EDITION’, 1964
- Chern, Chiou lan, and Karen Dooley, ‘Learning English by Walking down the Street’, *ELT Journal*, 68.2 (2014), 113–23 <<https://doi.org/10.1093/elt/cct067>>
- Cohen, Louis, Lawrence Manion, and Keith Morrison, *Research Methods in HRM, Human Resource Management*, 2014, LIII <<https://doi.org/10.1002/hrm.21698>>
- David Nunan, *Research Method in Language Learning* (New York, USA: Cambridge University Press, 1992) <<https://books.google.co.id/books?id=qheTAGAAQBAJ&p rintsec=copyright#v=onepage&q&f=false>>
- Dewey, Martin, and Constant Long, ‘English in English Language Teaching: Shifting Values and Assumptions in Changing Circumstances’, *Working Papers in Educational*

*Linguistics*, 25.1 (2010), 1–15  
<[http://usyd.summon.serialssolutions.com/link/0/eLvHCX MwY2BQMExKSUk0MrcANlaTLNJSUpINkyySgVVFS mJKoqm5eRLKMDZSae4mxMCUmifKoOzmGuLsoQsrGuMTk0C9\\_uSS4nhzExAwA9aCYgy8iaAl4Hkl4K1iKeIMrGnA-EoVB5Wh4kDzxBk4IiydfSL9g6BcIRhXrxix8n0mvsEQcW GSDo1vXUM8AALN4Ltg](http://usyd.summon.serialssolutions.com/link/0/eLvHCX MwY2BQMExKSUk0MrcANlaTLNJSUpINkyySgVVFS mJKoqm5eRLKMDZSae4mxMCUmifKoOzmGuLsoQsrGuMTk0C9_uSS4nhzExAwA9aCYgy8iaAl4Hkl4K1iKeIMrGnA-EoVB5Wh4kDzxBk4IiydfSL9g6BcIRhXrxix8n0mvsEQcW GSDo1vXUM8AALN4Ltg)>

Handoyo Puji, Widodo, ‘Teaching English for Specific Purposes (ESP) English for Vocational Purposes (EVP)’, 2016, pp. 161–77

Handoyo Puji Widodo, ‘Teaching English for Specific Purposes (ESP): ENglish for Vocational Purposes (EVP)’, in *English Language Teaching Today. English Language Education*, 2016, pp. 161–77 <<https://doi.org/10.1007/978-3-319-38834-2>>

Hanik Nurul Faizah, ‘A *Descriptive Study of Teaching and Learning as Pre-Service English Teacher of Camp EPIC 2016 in Bukittinggi West Sumatra*’ (Walisongo State Islamic University, 2016)

Harmer, Jeremy, *T, The Prctice of English Language Teaching* (London, UK: Longman, 1983)  
<<https://archive.org/details/HowToTeachEnglish/page/n5>>

Istanti, Aprilia, ‘*Designing Appropriate English Learning Materials*’ (State University of Yogyakarta, 2012)

J. C. Richard, *Curriculum Development in Language Teaching* (Cambridgr: Cambridge University Press, 2001)

Khosiyono, Banun Havifah Cahyo, ‘TOPIC\_BASED ESP MATERIALS FOR VOCATIONAL SCHOOL’, *Prominent*, 1.1 (2018), 4–11



———, ‘TOPIC-BASED ESP MATERIALS FOR VOCATIONAL SCHOOL’, *Prominent Journal*, 1.1 (2018), 4–11  
<<https://jurnal.umk.ac.id/index.php/Pro/article/view/2486/1379>>

Lamri, Chams Eddine, ‘Intruduction to {English} for {Specific} {Purposes} - {Online} Lectures for Third Year “{Licence}” Level’, *Abou Bekr Belkaid University – Tlemcen*, 2016, ii + 22

Larsen-Freeman, Diane, ‘From Unity to Diversity: Twenty-Five Years of Language-Teaching Methodology’, *English Teaching Forum*, 50.2 (1987), 28–38

Leonardo, da Vinci, *Media Education and Vocatiobal Training in a Multicultural Society* (EU Leonardo Project Cream Creative and active Media Educator)

Liu, Meilan, *English Language Teaching Today: Linking Theory and Practice*, *The Journal of AsiaTEFL*, 2017, XIV  
<<https://doi.org/10.18823/asiatefl.2017.14.2.14.373>>

Louis, Cohen, *Research Method in Education* (New York: Routledge Fahmer, 2005)

Mackay, R, and A and Mountford, *English for Specific Purposes: A Case Study Approach* (London, UK: Longman, 1978)

Mahboob, Ahmar, and Angel M. Y. Lin, ‘Using Local Languages in English Language Classrooms’, in *English Language Teaching Today. English Language Education*, 2016, pp. 161–77 <<https://doi.org/10.1007/978-3-319-38834-2>>

Matthew B Miles & A. Michael Huberman, *Qualitative Data*

*Analysis: A Sourcebook of New Methods*, Second Edition (California: Sage)

Meilan, Liu, 'English Language Teaching Today: Linking Theory and Practice', *The Journal of Asia TEFL*, 14.2 (2017), 373–75

Moloeong, Lexy J., *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosda Karya, 2004)

Murray, Denise E., and MaryAnn Christison, *What English Language Teachers Need to Know Volume I, What English Language Teachers Need to Know Volume I*, 2019 <<https://doi.org/10.4324/9781351139847>>

Platt, Elizabeth, 'The Vocational Classroom: A Great Place To Learn English', 1996

Richards, J.C and Rodgers, T.S, *Approachs and Methods in Language Teaching*, 2nd edn (University Press)

Richards, Jack C., and Willy A. Renandya, *Methodology Language Teaching*, 2002

Ronaldo, Okri, 'Teaching Material for English Subject in Vocational School', *International Seminar on English Language and Teaching (ISELT)*, 4 (2016), 170–79

Simon Berg Isaken, 'Teaching and Learning English in Vocational Education Programmes in a Norwegian Upper Secondary School', *Faculty of Humanities, Social Sciences, and Education* (The Artic University of Norway, 2018)

Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016)

———, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif,*

*Kualitatif, Dan R&D* (Bandung: CV. Alfabeta, 2008)

Suyamto, 'The Teaching Learning Process of English at Vocational High School 3 Klaten 2012' (Muhammadiyah University of Surakarta, 2014)

Syaiful Bahri Djamarah, *Guru Dan Anak Didik* (Jakarta: PT Rineka Cipta, 2005)

Tomlison Brian, *Material Development in Langugae Teacing* (Cambridge: Cambridge University Press, 1998)

'What Are Vocational School'  
<[https://study.com/vocational\\_schools.html](https://study.com/vocational_schools.html)>

Widodo, H. P., *Contextually Flaming the Design of ESP Materials*, Teaching L (Dubai: TESOL Arabia, 2014), H. EMERY &

Wilga Rivers, 'Applied Psycholinguistics', in *Interactive Language Teaching* (New York: Cambridge University Press, 1987), p. xvi

Willy A. Renandya, and Richard Jack C., *Methodology in Language Teaching an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002)  
<[https://www.academia.edu/8643499/Richards\\_Jack\\_C.\\_and\\_Renandya\\_Willy\\_A.\\_Eds.\\_METHODOLOGY\\_IN\\_LANGUAGE\\_TEACHING\\_AN\\_ANTIHOLOGY\\_OF\\_CURRENT\\_PRACTICE\\_2002\\_](https://www.academia.edu/8643499/Richards_Jack_C._and_Renandya_Willy_A._Eds._METHODOLOGY_IN_LANGUAGE_TEACHING_AN_ANTIHOLOGY_OF_CURRENT_PRACTICE_2002_)>

## **LIST OF APPENDICES**

Appendix 1	Instrument Interview Guideline
Appendix 2	Instrument Interview Guideline For the Principle
Appendix 3	Instrument Interview Guideline For the English Teacher
Appendix 4	Instrument Interview Guideline For the Students
Appendix 5	Principle Interview's Transcript
Appendix 6	Teacher Interview's Transcript
Appendix 7	Student Interview's Transcript
Appendix 8	The Observation Check- List
Appendix 9	Teacher's Name
Appendix 10	English Subject Time Table
Appendix 11	Profile School
Appendix 12	North Rhein Wesphalia Curriculum (Authentic Text)
Appendix 13	Photos

## Appendix 1

### **INSTRUMENT INTERVIEW GUIDLINE**

No.	Indicators	Data Collection	Source
1.	Learning objective	Interview	Principle, teacher
		Documentation	Academic documentation
2.	Learning material	Observation	Live report
		Interview	Principle, teacher, students
		Documentation	Live report, course book
3.	Learning resource	Observation	Live report
		Interview	Principle, teacher, students
4.	Assessment and evaluation	Interview	Principle, teacher, students
5.	Curriculum	Interview	Principle, teacher
		Documentation	Academic documentation

Appendix 2

**INSTRUMENT**  
**INTERVIEW GUIDELINE**  
**FOR PRINCIPLE OF GERTRUD BAEUMER**  
**VOCATIONAL SCHOOL**

**Interviewees : Wortmann, Mielke**

No.	Aspects of the observation	Question
1.	Learning Objective	<ol style="list-style-type: none"><li>1. What is the main purpose of the English Language Teaching in Gertrud Baeumer Vocational School?</li><li>2. According to you, how is the important of ELT for the students?</li></ol>
2.	Learning Material	<ol style="list-style-type: none"><li>1. How to arrange the learning materials of ELT?</li><li>2. Do all the classes use the same ELT materials?</li></ol>

3.	Learning Resource	<ol style="list-style-type: none"><li>1. How do students access the learning resources to fulfill the learning materials?</li><li>2. Are the learning resources available at school?</li></ol>
4.	Assessment	<ol style="list-style-type: none"><li>1. How is the process of student's assessment?</li><li>2. Is the process conducted by all the English teacher?</li></ol>
5.	Curriculum	<ol style="list-style-type: none"><li>1. Do this school use the same ELT curriculum as other vocational school?</li><li>2. How often curriculum changes are held?</li></ol>

Appendix 3

**INSTRUMENT**  
**INTERVIEW GUIDELINE**  
**FOR ENGLISH TEACHER OF GERTRUD BAEUMER**  
**VOCATIONAL SCHOOL**

**Interviewees : Lamschik, Antje**

No.	Aspects of the observation	Question
1.	Learning Objective	1. What is the main purpose of the English Language Teaching in Gertrud Baeumer Vocational School? 2. According to you, has ELT in this school already reached the goal?
2.	Learning Material	1. How do you arrange the material for the students? 2. Do all the classes use the same ELT materials?
3.	Learning Resource	1. How do students access the



		<p>learning resources to fulfill the learning materials?</p> <p>2. Are the all learning resources available at school?</p>
4.	Assessment and Evaluation	<p>1. How is the process of student's assessment?</p> <p>2. Is the process conducted by all the English teacher?</p>
5.	Curriculum	<p>1. Does this school use the same ELT curriculum as other vocational school?</p> <p>2. How often curriculum changes are held?</p>

Appendix 4

**INSTRUMENT**  
**INTERVIEW GUIDELINE**  
**FOR ENGLISH STUDENTS OF GERTRUD BAEUMER**  
**VOCATIONAL SCHOOL**

**Interviewees : Arthur, Nika, Melanie**

No.	Aspects of the observation	Question
1.	Learning Objective	1. What did you get after learning English? 2. Do you think it is important to master English?
2.	Learning Material	1. Do you have any course book for learning English? What's book? 2. Is there any another source to learn English?
3.	Learning Resource	1. Where do you improve your English skills? 2. Are the English subject applicable to your daily life?
4.	Assessment and	1. What do you think about your

	Evaluation	English examination so far? 2. What do you prepare before English examination?
--	------------	--

Appendix 5

**GERTRUD BAEUMER VOCATIONAL SCHOOL'S  
PRINCIPLE INTERVIEW TRANSCRIPT**

**Interviewees : Wortmann, Mielke**

No.	Question	Answer
1.	<p>3. What is the main purpose of the English Language Teaching in Gertrud Baeumer Vocational School?</p> <p>4. According to you, how is the important of ELT for the students?</p>	<p>1. The purpose of ELT here is certainly prepare students to be able compete globally. Thus students stay updated on international news, the today's era. By knowing this, they will certainly help their insight be open to anything that exists and yes they can expect what will happen in the future of course.</p> <p>2. Absolutely, It's Very Very important, especially for engineering students, because by mastering English, they have more learning resources. All instruction in the tools, equipment, stuffs are using</p>

		<p>English. They have to know the guidelines for operating it which is in English. So, it's a hundred percent that ELT is very important for students.</p>
2.	<p>3. How to arrange the learning materials of ELT?</p> <p>4. Do all the classes use the same ELT materials?</p>	<p>1. Learning materials are adapted to the lesson plan, of course arranged to achieve the learning objectives itself. We encourage students to engage English by designing the laboratory role-play based. Thus, students have sense of learning in the real situation, that's we called the authentic material.</p> <p>2. Basically, students learn the same material but some terms are different, depend on their major and how teachers deliver it in the class. for example, culinary classes with social classes will certainly have many different vocabulary words or</p>

		even with engineering classes.
3.	<p>3. How do students access the learning resources to fulfill the learning materials?</p> <p>4. Are the learning resources available at school?</p>	<p>1. I let the students to make anything as learning resource they can freely access the online books or physical books in the library. And yes, they could access the company nearby the school to support their data for learning resources.</p> <p>2. Of course, we facilitate the students. We provide learning resource by design such as learning books, smartboard, laboratory, classrooms designed according to the major's need.</p>
4.	<p>3. How is the process of student's assessment?</p> <p>4. Is the process conducted by all the English</p>	<p>1. There are 2 types of English exams, written and oral. Both of them have been arranged in curriculum and teachers applied it regularly.</p> <p>2. Yes, the exam is supervised by the English teachers. Because</p>

	teacher?	the teachers will give feedback to each student. Regarding to students testimonial, feedback is the favorite part from students' side.
5.	<p>3. Does this school use the same ELT curriculum as other vocational school?</p> <p>4. How often curriculum changes are held?</p>	<p>1. Yes, but sometimes there are some terms that have to be adjusted to the situation of students so it is not exactly as like in other Vocational School. So school has a decision to develop the current curriculum designed by the government.</p> <p>2. It depends; there is rarely a change because the curriculum is still relevant and flexible. The school are given the authority to develop it independently. The latest was designed in 2007</p>

Appendix 6

**GERTRUD BAEUMER VOCATIONAL SCHOOL'S  
TEACHER INTERVIEW TRANSCRIPT**

**Interviewees : Lamschik, Antje**

No.	Question	Answer
1.	<ol style="list-style-type: none"><li data-bbox="357 483 645 841">1. What is the main purpose of the English Language Teaching in Gertrud Baeumer Vocational School?</li><li data-bbox="357 867 645 1062">2. According to you, has ELT in this school already reached the goal?</li></ol>	<ol style="list-style-type: none"><li data-bbox="738 483 1135 954">1. As we know, English is an international language, so after all students are required to master English, especially speaking skills, to equip them when working so they can compete internationally.</li><li data-bbox="738 980 1135 1393">2. ELT in this school gain the objective. We can see from the English achievement of the students. The now generation students have known the important of English for their own life.</li></ol>



2.	<ol style="list-style-type: none"> <li>1. How do you arrange the material for the students?</li> <li>2. Do all the classes use the same ELT materials?</li> </ol>	<ol style="list-style-type: none"> <li>1. I designed the material in accordance with the NRW curriculum, lesson plan and the book guidelines, but still I combined it with a conditional environment.</li> <li>2. No, it depends on the major of class. All English teachers are having a regular discussion about the teaching and learning materials and aids. So, sometime every single teacher has different ELT material but the main goal of learning objective is same.</li> </ol>
3.	<ol style="list-style-type: none"> <li>1. How do students access the learning resources to fulfill the learning materials?</li> </ol>	<ol style="list-style-type: none"> <li>1. They can access it anywhere and anytime. I never limit their learning. I let them to learn English freely.</li> </ol>

	<p>2. Are the all learning resources available at school?</p>	<p>2. Yes, if there is something missing, I usually propose to the school to be filled with facilities or go to a place that we need. Like museum, exhibition, etc.</p>
<p>4.</p>	<p>3. How is the process of student's assessment?</p> <p>4. Is the process conducted by the all English teacher?</p>	<p>1. I usually do the assessment per chapter, so students will remember and immediately I give the feedback. I just want to make sure the students master the chapter comprehensively before move to the next chapter. But in the end of semester there is a big test conducted by NRW, the questions compiled by the team.</p> <p>2. For written test can be conducted by other teachers, for oral tests</p>

		conducted by the respective English teachers.
5.	<p>3. Do this school use the same ELT curriculum as other vocational school?</p> <p>4. How often curriculum changes are held?</p>	<p>1. Yes, but some terms adjust it conditionally. As I mention advance that English teachers are regularly having discussion. So we could support each other both in the same and different school.</p> <p>2. Depending on if there are needs to be changed. the curriculum will be changed, so far it is not often. The latest curriculum changed in 2007</p>

## Appendix 7

### GERTRUD BAEUMER VOCATIONAL SCHOOL'S STUDENTS INTERVIEW TRANSCRIPT

**Interviewees : Arthur, Nika, Melanie**

No.	Question	Answer
1.	<ol style="list-style-type: none"><li>1. What did you get after learning English?</li><li>2. Do you think it is important to master English?</li></ol>	<ol style="list-style-type: none"><li>1. I can improve my English skill</li><li>2. Yes, how I can interact with people when I work or travelling?</li></ol>
2.	<ol style="list-style-type: none"><li>1. Do you have any course book for learning English? What's book?</li></ol>	<ol style="list-style-type: none"><li>1. a) Yes I have course book, we have "KEEP GOING"</li><li>2. a) Yes, I learn English everywhere, not only from the books that the school gives to me but also I looking for in the</li></ol>

	<p>2. Is there any another source to learn English?</p>	<p>internet, and other places when having outing class or after school we still have time to learn English individually.</p> <p>b) Yes, I learn from the game too. Chatting with friends</p> <p>c) I learn from the movie, music and whatever.</p>
<p>3.</p>	<p>1. Where do you improve your English skills?</p> <p>2. Are the English subject applicable to your daily life?</p>	<p>1. a) I improve my English at home, my parents insist me to speak English.</p> <p>b) I improve also at home and sometime we speak English in the class right?</p> <p>c) Yes we are. Watching movie as well.</p> <p>2. Yes, I practice what I learn at school in my daily life.</p>
<p>4.</p>	<p>1. What do you think about your English examination</p>	<p>1. a) So far so good, I like when the teacher gives me feedback.</p> <p>b) I don't like the written exam, I prefer oral.</p>

	so far? 2. What do you prepare before English examination?	c) I study some terms that I don't understand well. b) I learn all the material I prepare the oral exam.
--	---	---

## Appendix 8

### **The Observation Check- List**

Date : July, 2<sup>nd</sup> 2018

Time : 09.00 – 10.30

Teacher : Lamschik, Antje

No.	Condition of Class	Fact	
		Yes	No
1.	Teacher prepares Lesson Plan		
2.	Materials are conceptually correct		
3.	The accuracy of choosing an active learning strategy		
4.	Using learning media		
5.	Teacher opens the class by greeting		
6.	Teacher motivates and makes students ready to learn		
7.	Teacher explains the learning goal		
8.	Teacher delivers the material systematically		
9.	Teacher delivers the material clearly		
10.	Teacher chooses the right active		

	learning strategy		
11.	Teacher uses concrete examples and illustration		
12.	Teacher uses an appropriate teaching method		
13.	Teacher assesses student's knowledge, attitude, skill		
14.	Teacher assesses student's comprehension orally		
15.	Implementation of evaluation		
16.	Conclusion and follow up		
17.	Teacher gives homework		



Appendix 9

**Teacher's Name of Gertrud Baeumer Vocational School**

## Lehrerinnen und Lehrer



Das Lehrerkollegium am 06.03.2018

Name	Name	Name	Name
<b>A</b>			
Alfes, Dagmar	Allgaier, Mirjam		
<b>B</b>			
Baumhoff, Christina	Beckmann, Daniela	Benninghaus, Uwe	Bieker, Christine
Boeva, Natalia	Böhm, Michelle	Bohn, Melanie	Born, Melanie
Dr. Brabender, Marian	Breucker, Julia	Brinkmann, Gerhard	
Burbach, Jennifer			
<b>C</b>			
Czonstke, Iris			
<b>D</b>			
Diekenbrock, Holm	Dohle, Christiane	Drees, Sieglinde	Drummer-Leimkühler, Dorothee
<b>F</b>			
Fleischhauer, Elke	Fricke, Anna Natalia	Fricke-Bogatic, Pia Kathrin	Froch, Kathrin
<b>G</b>			
Gebehenne-Werth, Stefanie	Geenen, Jasmin	Geptin, Katharina	Glatzel, Silvia
Gömpel, Heidrun	Görke, Ulrich	Gomes, Tatjana	Grothmann, Sandra
Grundhoff, Diana	Gündogdu, Hatice		
<b>H</b>			
Heidenreich, Petra	Hirsch, Ellen	Hoefeld, Robert	Hoffmann, Susanne

**Hombach, Sonja****J****Jankewitz, Katharina**      **Juckenack, Christina****K**

<b>Kelter, Petra</b>	<b>Kessler, Angelika</b>	<b>Keylock, Michael</b>	<b>Kinzel, Nadine</b>
<b>Kirsch, Jennifer</b>	<b>Klein, Desiree</b>	<b>Klimczuk, Jaroslaw</b>	<b>Kronitzer, Katharina</b>
<b>Krumtschmidt, Verena</b>	<b>Küpper, Yvonne</b>		

**L****Lamschik, Antje**      **Lasitzka, Yvonne**      **Lopatenko, Marianne****M**

<b>Maag, Sandra</b>	<b>Marczoch, Kay</b>	<b>Meininghaus, Karsten</b>	<b>Meurer, Lisa</b>
<b>Minnerop, Thomas</b>	<b>Moser, Linda</b>		

**N****Neye-Wolff, Martina****P**

<b>Pauls, Eva</b>	<b>Peper, Sandra</b>	<b>Pohlmann, Sebastian</b>	<b>Pohlmann, Walburga</b>
-------------------	----------------------	----------------------------	---------------------------

**R**

<b>Reher-Dietz, Melanie</b>	<b>Reifenrath, Claudia</b>	<b>Reininghaus, Benjamin</b>	<b>Reininghaus, Kirsten</b>
<b>Reucker, Kristina</b>	<b>Richardson, Juliane</b>	<b>Richardt, Sandra</b>	<b>Rotter-Jung, Kathrin</b>

**S**

<b>Sasse, Bianca</b>	<b>Sawoteev, Valentina</b>	<b>Schäfer-Teuber, Claudia</b>	<b>Scheffer, Marion</b>
<b>Schenke, Miriam</b>	<b>Schilling, Juliana</b>	<b>Schmand-Averdung, Maria</b>	<b>Schmelcher, Cristin</b>
<b>Schmidt, Beatrix</b>	<b>Schrappner, Heike</b>	<b>Schröder, Stephanie</b>	<b>Schröter, Monika</b>
<b>Schwering, Julia</b>	<b>Seekatz, Martina</b>	<b>Spannagel, Ina</b>	<b>Sperlich, Stephanie</b>

**T****Teutemann, Lukas**      **Tichi, Oliver**      **Tigges, Ina****V**

<b>Vetter, Marion</b>	<b>Vogelsang, Nora</b>	<b>Vogtmann, Tabea</b>	<b>Vorwerk, Nina</b>
-----------------------	------------------------	------------------------	----------------------

**W**

<b>Waßerfuhr, Anke</b>	<b>Weidauer, Luisa</b>	<b>Winter-Ahrens, Doris</b>	<b>Wirbals, Verena</b>
------------------------	------------------------	-----------------------------	------------------------

**Wortmann-Mielke, Ursula****Z****Zapf, Christina**      **Zayc-Schmidt, Eva-Maria**      **Zeppenfeld, Peter**

Wenn Sie eine Lehrerin oder einen Lehrer unserer Schule direkt per Mail kontaktieren wollen, so nutzen Sie bitte die Mailadresse nach folgendem Muster:

Vorname.Nachname@gertrud-baeumer-bk.de

# Appendix 10

## English subject Time Table of Gertrud Baeumer Vocational School

Gertrud-Bäumer-Berufskolleg des Märki chen Kreises  
LAM gültig ab Donnerstag, 3. Mai 2018

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	
1		PEA3	SP		FOG2 B213	
2				EA2 B205		
3	EA2 B205	EPEA3	EFO2G	SGFO2G B213	EEA1 LTH	SP
4						
5	Länderscheid FO1G B212	E	SGSZA AZ13	EGA2 LTH	SPAEV1 Symm 2. H.	SG
6						
7			EA2 LTH	SP		
8						
9						
10		SGSZA	PRA			

Stand: 27.04.2018 12:17:29

Source : Antje's Document

## Appendix 11

# Information of Gertrud Baeumer Vocational School

## Profile School

22/11/2019

Das Schulprofil

### Das Schulprofil

Das GBBK ist ein Ort, an dem Interessantes erlebt, gelernt, gelehrt und erarbeitet werden kann. Dazu gehören Unterrichtsinhalte, kulturelle Begegnungen und Feste. Es soll ein harmonisches Schulklima auf der Grundlage der gegenseitigen Achtung und respektvollen Begegnung aller Beteiligten herrschen.

Das GBBK will möglichst optimale Lern- und Lehrvoraussetzungen für alle ermöglichen. Als Grundlagen dafür sind Engagement und Motivation zu schaffen bzw. zu erhalten.

Um möglichst viele Ziele zu erreichen und erreichte Ziele zu stabilisieren, müssen folgende Anforderungen erfüllt werden:

Alle Mitglieder tragen innerhalb ihrer Möglichkeiten und Aufgabenbereiche aktiv dazu bei, unsere Schule als Lern- und Lebensraum lebendig zu gestalten und im Sinne des Schulprogrammes weiterzuentwickeln. Besonders wichtig sind uns dabei ein gesundes Schulumfeld und der verantwortungsvolle Umgang mit Energiereserven. Dies kann nur gelingen, wenn wir alle mitwirken, Verantwortung übernehmen, fair miteinander umgehen und Regeln beachten.

---

22/11/2019

The school profile

### The school profile

The GBBK is a place where interesting things can be experienced, learned, taught and developed. These include lesson content, cultural encounters and festivals. It should be a harmonious school climate based on the mutual respect and respectful meeting of all parties.

The GBBK aims to provide the best possible learning and teaching prerequisites for all. The basis for this is commitment and motivation to create or maintain.

In order to achieve as many goals as possible and to stabilize targets, the following requirements must be met:

All members contribute actively within their possibilities and task areas to make our school as learning and living space alive and to develop further in the sense of the school program. A healthy school environment and the responsible use of energy reserves are particularly important to us. This can only succeed if we all participate, take responsibility, treat each other fairly and observe rules.

---

Translated by google web.

## Profile School

22/11/2019

Gertrud Bäumer Vocational College (Märkischer Kreis) - Wikipedia

WIKI-DATENSATZ: 2019-11-22 14:05:00, org: DE, DB: N, type: building, page: Gertrud-Bäumer-Berufskolleg (Märkischer Kreis) (de) (page)

# Gertrud Bäumer Vocational College (Märkischer Kreis)

---

The **Gertrud Bäumer vocational college** in Lüdenscheid and Plettenberg is a vocational college with a focus on health, social affairs, nutrition and care and personal hygiene. The school is centrally located in the quarter Buckesfeld in Lüdenscheid in Märkischer Kreis and is with about 1,100 students and 100 teachers, the largest in Märkischen Südkreis. The school is named after the women's rights activist and politician Gertrud Bäumer .

## Table of Contents

**story**

**Offered degrees from the school**  
**professions offered by the school**  
**web links**

## History

In 1956, the domestic-commercial part of the vocational schools in the district of Altena and in the city of Lüdenscheid became independent and was called "commercial schools II". This institution soon opened up to male students, just as girls began training in hitherto traditional male occupations.

In the course of school development planning, it came to the August 1, 1988, the reconnection of the school Plettenberg to the Gertrud Bäumer School. The dependently operated Dependancenlösung has contributed to the fact that programs in the occupational fields of nutrition and home economics, personal care and social and health care in Lennetal can be obtained. Housed is the school in Plettenberg in a 1964 inaugurated school building on the Bredder. The further development of educational offers in the Lennetal valley was made possible not least by a decision of the district council in 1997, which after long discussions confirmed the independence of the school site Plettenberg.

---

### Gertrud-Bäumer-Berufskolleg



Gertrud-Bäumer-Berufskolleg

<b>type of school</b>	vocational college
<b>Schoolnumber</b>	181031
<b>address</b>	Raithelplatz 5 58509 Lüdenscheid
<b>place</b>	Lüdenscheid and Plettenberg
<b>country</b>	North Rhine-Westphalia
<b>Country</b>	Germany
<b>coordinates</b>	<span><span><span><span><span>51°13′37″N</span>, <span>7°36′32″O</span></span></span></span></span>
<b>carrier</b>	Märkischer Kreis
<b>student</b>	about 1100
<b>teachers</b>	about 100
<b>website</b>	<a href="http://www.gertrud-baeumer-bk.de">www.gertrud-baeumer-bk.de</a> ( <a href="http://www.gertrud-baeumer-bk.de/">http://www.gertrud-baeumer-bk.de/</a> )

On April 23, 1991, a school partnership with the Medical High School in Myslenice in Poland was signed. In October 1991, a development association was founded to provide the material and moral aid for the partner school. School trips and a variety of activities since then, the intensification of contacts.

In 2002, the College was appointed Environmental School in Europe . Other awards followed, such as the recent award as a school without racism, school with courage .

---

## Offered degrees from the school

---

The College offers the acquisition of various degrees:

- Hauptschulabschluss after 9 and 10
- Fachoberschulreife without and with qualification
- Specialist in Social Education
- High School

---

## Offered occupations of the school

---

The professions offered at the vocational college are:

- hair stylist
- State approved assistant for nutrition and care
- State-approved / -r nannies / -in
- State-approved / -r educator / -in
- State-certified social assistant / -in
- State-approved / -r Heilerziehungspfleger / in

In addition, levels 1 and 2 Vocational Schools can improve school qualifications and acquire professional skills.

---

## Web links

---

- Official website (<http://www.gertrud-baeumer-bk.de/>)

---

Abgerufen von „[https://de.wikipedia.org/w/index.php?title=Gertrud-Bäumer-Berufskolleg\\_\(Märkischer\\_Kreis\)&oldid=190298798](https://de.wikipedia.org/w/index.php?title=Gertrud-Bäumer-Berufskolleg_(Märkischer_Kreis)&oldid=190298798)“

This page was last modified on 10 July 2019 at 12:53.

The text is available under the license "Creative Commons Attribution / Share Alike" ; Information about the authors and the license status of integrated media files (such as pictures or videos) can usually be retrieved by clicking on them. Each content may be subject to additional terms. By using this website, you agree to the Terms of Use and the Privacy Policy. Wikipedia® is a registered trademark of Wikimedia Foundation Inc.

---

Sources; Wikipedia

Appendix 12

**North Rhein Wesphalia Curriculum (Authentic Text)**



**Lehrplan  
für das Berufskolleg  
in Nordrhein-Westfalen**

**Englisch**  
**Bildungsgänge der Fachoberschule  
(Anlage C9 bis C11 und D29)**

ISBN 978-3-89314-913-1

Heft 40006

Herausgegeben vom  
Ministerium für Schule und Weiterbildung  
des Landes Nordrhein-Westfalen  
Völklinger Straße 49, 40221 Düsseldorf

Copyright by Ritterbach Verlag GmbH, Frechen

Druck und Verlag: Ritterbach Verlag  
Rudolf-Diesel-Straße 5-7, 50226 Frechen  
Telefon (0 22 34) 18 66-0, Fax (0 22 34) 18 66 90  
[www.ritterbach.de](http://www.ritterbach.de)

1. Auflage 2007

**Auszug aus dem Amtsblatt  
des Ministeriums für Schule und Weiterbildung  
des Landes Nordrhein-Westfalen  
Nr. 07/07**

**Berufskolleg;  
Bildungsgänge der Fachoberschule nach § 2 Abs. 1  
Anlage C 9 bis C 11 und § 2 Abs. 3 Anlage D 29  
der Verordnung über die Ausbildung und Prüfung in den Bildungsgängen des Berufskollegs (APO-  
BK);**

**Richtlinien und Lehrpläne**

RdErl. d. Ministeriums für Schule und Weiterbildung  
v. 16. 6. 2007 – 612-6.08.01.13-3200

**Bezug:**

RdErl. des Ministeriums für Schule, Jugend und Kinder  
vom 24. 6. 2004 (ABl.NRW. 7/04 S.239)

Unter Mitwirkung erfahrener Lehrkräfte wurden die Richtlinie und die Lehrpläne für die Bildungsgänge Fachoberschule nach § 2 Abs. 1 Anlage C 9 bis C 11 und § 2 Abs. 3 Anlage D 29 APO-BK erarbeitet.

Die Richtlinie und die Lehrpläne für die in der **Anlage** aufgeführten Fächer werden hiermit gemäß § 29 Schulgesetz (BASS 1 – 1) mit Wirkung vom 1. 8. 2007 in Kraft gesetzt.

Die Veröffentlichung der Lehrpläne erfolgt in der Schriftreihe „Schule in NRW“.

Die Richtlinie und die Lehrpläne sind allen an der didaktischen Jahresplanung für den Bildungsgang Beteiligten zur Verfügung zu stellen und zusätzlich in der Schulbibliothek u. a. für die Mitwirkungsberechtigten zur Einsichtnahme bzw. zur Ausleihe verfügbar zu halten.

Die Erlasse vom

– 7.2.2000 - 634-36-0-3 Nr. 27/00 (n. v.)

– 22.5.2000 - 634-36-0-3 Nr. 113/00 (n. v.)

– 5.3.2001 - 634-36-0-3 Nr. 55/01 (n. v.)

– 6.6.2001 - 634-36-0-3 Nr. 118/01 (n. v.)

werden bezüglich der Regelungen für die Klasse 13 der Fachoberschule mit Wirkung vom 1. 8. 2007 aufgehoben. Der Erlass vom 17. 6. 2002 – 634-36-0-3-90/02 (n. v.) wird mit Wirkung vom 1. 8. 2007 aufgehoben. Die im Bezugserrlass aufgeführten Lehrpläne sowie die Richtlinie zur Erprobung, die von den nunmehr auf Dauer festgesetzten Richtlinie und Lehrplänen abgeleitet werden, treten mit Wirkung vom 1. 8. 2007 außer Kraft.

**Anlage**

Fach	Heft-Nr.
1. Agrarmarketing	40200
2. Agrartechnologie	40201
3. Bauphysik	40100
4. Bauplanungstechnik	40101
5. Bautechnik	40102
6. Betriebswirtschaftslehre mit Rechnungswesen	40160
7. Biologie	40002
8. Biologietechnik	40150
9. Chemie	40003
10. Chemietechnik	40151
11. Datentechnik	40110
12. Datenverarbeitung	40004
13. Deutsch/Kommunikation bzw. Deutsch	40005
14. Druckgrafik	40190
15. Elektrotechnik	40111
16. Energietechnik	40112
17. Englisch	40006
18. Erziehungswissenschaft	40180
19. Französisch	40007
20. Freies und Konstruktives Zeichnen	40191
21. Gestaltungstechnik	40192

22. Gesundheitswissenschaften	40181
23. Grafik-Design	40193
24. Holztechnik	40103
25. Industrie-Design	40194
26. Informatik	40008
27. Informationstechnik	40009
28. Informationswirtschaft	40161
29. Konstruktions- und Fertigungstechnik	40120
30. Kunst/Kunstgeschichte	40195
31. Maschinenbautechnik	40121
32. Mathematik	40010
33. Mediengestaltung/Mediendesign	40196
34. Naturschutz und Landschaftspflege	40202
35. Ökologie	40203
36. Pädagogik	40182
37. Physik	40011
38. Physikalische Chemie	40152
39. Physiktechnik	40153
40. Politik/Gesellschaftslehre bzw. Gesellschaftslehre mit Geschichte	40012
41. Produktdesign	40197
42. Prozess- und Automatisierungstechnik	40113
43. Prüfwesen und Labortechnik	40130
44. Psychologie	40183
45. Schnitt-Konstruktionstechnik	40131
46. Soziologie	40184
47. Spezielle Betriebswirtschaftslehre (Außenhandelsbetriebslehre)	40162
48. Textil- und Bekleidungstechnik, Profil Bekleidungstechnik	40132
49. Textil- und Bekleidungstechnik, Profil Textiltechnik	40133
50. Umweltschutztechnik	40154
51. Vermessungstechnik	40104
52. Volkswirtschaftslehre	40163
53. Werkstofftechnik	40122
54. Wirtschaftsinformatik	40164
55. Wirtschaftslehre	40013
56. Wirtschaftsrecht	40165
57. Richtlinien für die Bildungsgänge der Fachoberschule Klassen 11, 12 und 13	40001



## Struktur der curricularen Vorgaben für die Bildungsgänge der Fachoberschule

### Richtlinie

Die Richtlinie enthält grundsätzliche Informationen und Vorgaben zu den Bildungsgängen der Fachoberschule, zu Aufgaben und Zielen, zu Organisationsformen, Fachrichtungen und Lernbereichen und zu den Prüfungen. Hier finden sich auch die Stundentafeln.

Die Richtlinie gilt **für alle Fächer** und Fachrichtungen und wird durch die einzelnen Lehrpläne konkretisiert und ergänzt.

### Lehrpläne

**Für jedes Fach** existiert ein Lehrplan. Er enthält verbindliche Vorgaben und Hinweise zu den Unterrichtsinhalten und ggf. zu den Prüfungen in diesem Fach.

Daneben enthält der Lehrplan noch bis zu zwei exemplarische Unterrichtssequenzen für häufig vertretene Fachrichtungen.

### Exemplarische Unterrichtssequenzen

Die exemplarischen Unterrichtssequenzen stellen in Tabellenform **mögliche** unterrichtliche Ausgestaltungen des jeweiligen Faches für ausgewählte Fachrichtungen vor.

<b>Inhalt</b>		Seite
<b>1</b>	<b>Vorbemerkungen</b>	<b>8</b>
<b>2</b>	<b>Jahrgangsstufe 11</b>	<b>10</b>
<b>3</b>	<b>Jahrgangsstufe 12</b>	<b>11</b>
3.1	Curriculare Hinweise	11
3.2	Fachhochschulreifeprüfung	13
<b>4</b>	<b>Jahrgangsstufe 13</b>	<b>16</b>
4.1	Curriculare Hinweise	16
4.2	Abiturprüfung	18
<b>5</b>	<b>Exemplarische Unterrichtssequenzen für die Jahrgangsstufen 12 und 13</b>	<b>20</b>
	<b>Anlagen</b>	<b>31</b>

## 1 Vorbemerkungen

Das Fach Englisch ist in der Fachoberschule den folgenden Leitziele verpflichtet:

- die situationsangemessene Kommunikationsfähigkeit in der Fremdsprache im Hinblick auf wissenschaftliche, berufliche und private mündliche und schriftliche Kommunikationssituationen im Vergleich zum mittleren Schulabschluss in Komplexität und Flexibilität deutlich zu steigern,
- Aufgeschlossenheit und Interesse für die Fremdsprache zu verstärken und durch Auseinandersetzung mit kulturell unterschiedlichen Lebensformen und Wertvorstellungen Selbstfindung und Selbstverwirklichung, Verständnis und Toleranz zu ermöglichen,
- den verantwortlichen Gebrauch von Sprache bewusst zu machen, um die Voraussetzungen für erfolgreiches berufliches und wissenschaftliches Arbeiten zu schaffen und die Reflexions- und Urteilsfähigkeit der Schülerinnen und Schüler zu erweitern.

Das Fach Englisch wird seiner Stellung als Fach des berufsbezogenen Bereichs gerecht, indem es in relevanten Lerngebieten und Unterrichtsgegenständen mit den anderen Fächern des berufsbezogenen Bereichs kooperiert, ohne jedoch auf seine fachliche Eigenständigkeit zu verzichten. Möglichkeiten der Zusammenarbeit mit den anderen Fächern des berufsbezogenen und des berufsübergreifenden Bereichs ergeben sich in allen im Weiteren genannten Themenbereichen.

So können z. B. Projektpräsentationen in den Fächern des fachlichen Schwerpunkts zweisprachig erfolgen (Deutsch und Englisch), was einer authentischen Kommunikationssituation in vielen Ingenieurberufen, in Wirtschaft und Handel und im Bereich Gestaltung entspricht. Auch Homepages im Internet zu gestalten, ist für international operierende Firmen und Institutionen ohne englische Fassung kaum denkbar. Englisch ist die Verkehrssprache bei internationalen Kongressen z.B. auch im Bereich des Sozial- und Gesundheitswesens, so dass Beiträge zu derartigen Veranstaltungen ebenfalls zum Gegenstand des Unterrichts werden können.

Das Prinzip der Beruflichkeit berücksichtigt die konkreten beruflichen Vorerfahrungen bzw. die beruflichen Interessenslagen der Schülerinnen und Schüler und nutzt diese für die Gestaltung von Unterrichtsprozessen. Berufsbezug zur konkreten Erfahrungswelt der Lernenden lässt sich durch die Auswahl und den Einsatz aktueller und authentischer Materialien, ggf. auch durch direkte Kontakte zu international operierenden Firmen, Institutionen oder Internetkontakte herstellen.

Das Prinzip der Studierfähigkeit verlangt die Vorbereitung der Schülerinnen und Schüler auf ein Studium an einer Fachhochschule oder Universität im Sinne wissenschaftspropädeutischen Arbeitens und ermöglicht durch die Auswahl der Inhalte und Methoden den Schülerinnen und Schülern einen erfolgreichen Übergang zur Hochschule.



Diesen Prinzipien ist - auch im Sinne einer Progression von der Jahrgangsstufe 11 bis zur Jahrgangsstufe 13 - in Bezug auf die Unterrichtsgestaltung und das Anspruchsniveau Rechnung zu tragen. Die in der Fachoberschule anzustrebenden Niveaustufen entsprechen der des Allgemeinen Europäischen Referenzrahmens nach Beschreibung der KMK-Standards

in Jahrgangsstufe 11: B 1 +

in Jahrgangsstufe 12: B 2

in Jahrgangsstufe 13: B 2 + (Grundkurs).

## 2 Jahrgangsstufe 11

Nach Abschluss der Jahrgangsstufe 11 bzw. der einschlägigen Berufsausbildung besitzen die Lernenden im Vergleich zum mittleren Schulabschluss differenziertere Kenntnisse des Wortschatzes und der wesentlichen grammatischen Strukturen.

Im Bereich der **Rezeption** sind sie in der Lage, von *native speakers* gesprochene Texte in British und American English im Zusammenhang zu verstehen und mittelschweren authentischen Texten mit Hilfe von Leitfragen und ggf. geeigneten Wörterbüchern die wichtigsten Informationen zu entnehmen.

Im Bereich der **Produktion** können sie Texte phonetisch richtig lesen und sich im Gespräch oder mündlichen Vortrag phonetisch und idiomatisch verständlich äußern. Darüber hinaus können sie orthografisch und grammatikalisch richtig sowie idiomatisch angemessen, den Inhalt von gehörten oder gelesenen Texten zusammenfassend wiedergeben, Fragen zu Texten und über Situationen beantworten und Mitteilungen, wie beispielsweise Briefe, anfertigen.

Der angestrebte Kompetenzzuwachs gilt in gleicher Weise für die Bereiche der **Interaktion** und der **Mediation**.

In der Jahrgangsstufe 11 werden die in der Sekundarstufe I erworbenen Kenntnisse und Fertigkeiten anhand allgemeiner und berufsbezogener Themen gefestigt und vertieft. Neben vereinfachten und adaptierten Texten aus Lehrbüchern für den Übergang zur Sekundarstufe II werden zunehmend auch sprachlich aufbereitete authentische Texte und Materialien Gegenstand des Unterrichts.

Die Lernenden erarbeiten Themen, die ihre private und berufliche Wirklichkeit mit einbeziehen, wie z. B. „Young people and their problems“ oder „Looking for a job“ mit unterschiedlichen Textsorten (fiktional, nicht-fiktional) und Texttypen /-formen. Darüber hinaus sollen landeskundliche Themen bearbeitet werden. Grundlegende Bereiche der englischen Grammatik werden wiederholt und vertieft. Die Lernenden werden in den Umgang mit einem einsprachigen Wörterbuch eingeführt.

Bei Arbeitsaufträgen empfiehlt es sich, Operatoren zu verwenden, die die Zuordnung zu Anforderungsbereichen deutlich machen (s. Anlage 2).

In den Klausuren wird ein Wortschatz verwendet, der den Schülerinnen und Schülern grundsätzlich geläufig sein soll. Einzelne unbekannte Wörter sind aus dem Kontext zu erschließen. Der Gebrauch einsprachiger Wörterbücher ist zugelassen. Die Bedeutung schwierig zu erschließender Einzelwörter und Ausdrücke dürfen in den Annotationen angegeben werden.

### 3 Jahrgangsstufe 12

#### 3.1 Curriculare Hinweise

Das Hauptziel des Unterrichts in der fortgeführten Fremdsprache in der Jahrgangsstufe 12 ist eine im Vergleich zum mittleren Schulabschluss deutlich gesteigerte Kommunikationsfähigkeit in Bezug auf Alltag, Studium und Beruf. Dazu ist es erforderlich, den Gebrauch komplexerer grammatikalischer Strukturen zu erlernen, den allgemeinsprachlichen Wortschatz zu festigen und zu erweitern und einen schwerpunktspezifischen Fachwortschatz zu erwerben. Dies gilt für die Bereiche der **Rezeption**, der **Produktion**, der **Interaktion** und der **Mediation** gleichermaßen.

Im Bereich der **Rezeption** sollen die Schülerinnen und Schüler die Fähigkeit erwerben, anspruchsvollere allgemeinsprachliche und gängige berufstypische Texte sowie fachsprachliche Äußerungen in unterschiedlichen Texttypen im Ganzen zu verstehen und im Einzelnen auszuwerten.

Hier kommt Sachtexten, die einen Bezug zur jeweiligen Fachrichtung bzw. zum jeweiligen fachlichen Schwerpunkt besitzen, eine besondere Bedeutung zu. Besonders bei der Erarbeitung fachspezifischer Texte sind Methoden der Wortschatzschließung und der Wortschatzerweiterung (*word nets*, *mind maps* etc.) einzuführen und zu vertiefen.

Die Behandlung fiktionaler Texte kann sich auf die literarischen Kurzformen beschränken (*poems*, *songs*, *short stories*, *sketches*). Grundlegende Aspekte von Analyse und Interpretation (*characterization*, *setting*, *point of view*, *imagery* etc.) sowie das dazugehörige Textbesprechungsvokabular sollen eingeführt und geübt werden.

Neben Texten sollen auch authentische visuelle und auditive Medien Gegenstand des Unterrichts sein, um die „media literacy“ der Lernenden zu erweitern.

Im Bereich der **Produktion** sollen die Schülerinnen und Schüler lernen, berufstypische Schriftstücke und mündliche Mitteilungen unter Berücksichtigung von Vorgaben und Verwendung von Hilfsmitteln zu entwerfen und sprachlich weitgehend korrekt zu formulieren. Sie können auf Fragen hin Aspekte von Inhalt und Kontext eines Textes, einer visuellen Vorlage oder einer Audiosequenz benennen und beschreiben, einordnen und gewichten und ihre Ergebnisse in der englischen Sprache mündlich und schriftlich präsentieren.

Im Bereich der **Interaktion** sollen die Schülerinnen und Schüler die Fähigkeit erwerben, Gespräche und Diskussionen, ggf. auch virtuell, in der englischen Sprache zu führen. Sie sollen lernen, auf schriftliche und mündliche Mitteilungen situationsgerecht zu reagieren, mit angemessenem Ausdrucksvermögen und im richtigen Sprachregister. Dazu gehört neben allgemeinsprachlichen Anforderungen die Bewältigung beruflicher Kommunikationsaufgaben.

Neben der Kompetenzerweiterung in einsprachigen Situationen gewinnt der Bereich des Agierens in zweisprachigen Situationen im Rahmen einer praxis- und lebensrelevanten Ausrichtung des Englischunterrichts zunehmend an Bedeutung.

Im Hinblick auf eine Erweiterung der Fertigkeiten im Bereich der **Mediation** sollen die Schülerinnen und Schüler die Fähigkeit entwickeln, Sachverhalte und Problemstellungen in der einen Sprache zu erfassen und sinngemäß, jedoch nicht wörtlich, in die andere Sprache zu übertragen. Um zu vermeiden, dass übersetzt wird, kann gleichzeitig ein Wechsel des Texttyps oder zwischen mündlich und schriftlich vorgenommen werden. Die Übersetzung ist eine spezifische Form der Sprachmittlung, bei der Texte detailgenau in die Zielsprache zu übertragen sind. Für beide Formen der Mediation ist die Vertiefung der Arbeit mit einem einsprachigen Wörterbuch, mit Fachwörterbüchern und gegebenenfalls auch zweisprachigen Wörterbüchern angezeigt.

Bei Arbeitsaufträgen empfiehlt es sich, Operatoren zu verwenden, die die Zuordnung zu Anforderungsbereichen deutlich machen (s. Anlage 2).

In Klausuren und Prüfungen wird ein Wortschatz verwendet, der den Schülerinnen und Schülern grundsätzlich geläufig sein soll; einzelne unbekannte Wörter sind aus dem Kontext zu erschließen. Der Gebrauch einsprachiger Wörterbücher ist zugelassen. Die Bedeutung schwierig zu erschließender Einzelwörter und Ausdrücke wird in den Annotationen angegeben.

Für die Jahrgangsstufe 12 sind folgende Themenbereiche, die jeweils bildungsbezogen auszugestalten sind, **verbindlich**:

- **People and Society**
- **Culture, Leisure, Work**
- **Environmental Issues**

Ergänzungen durch weitere Themen sind möglich. Die Entscheidung darüber obliegt der Bildungsgangkonferenz. Fächerübergreifende Bezüge, z. B. durch Projekte und Lernaufgaben, sind zu berücksichtigen.

### 3.2 Fachhochschulreifeprüfung

Die schriftliche FHR-Prüfung dauert 180 Minuten. Die Gesamtaufgabe deckt die Bereiche der Textrezeption und der Textproduktion ab. Alle Anforderungsbereiche - I (Comprehension), II (Analysis) und III (Evaluation / Comment) - sind angemessen zu berücksichtigen.

Die Prüfungsaufgabe ist eine kombinierte Aufgabe, die aus einer Textaufgabe und zwei weiteren Teilaufgaben besteht, die aus den in der nachfolgenden Tabelle vorgegebenen Aufgabenarten auszuwählen sind.

Ein gedanklicher Zusammenhang zwischen zwei Teilaufgaben ist erforderlich, ein Gesamtzusammenhang zwischen allen drei Teilaufgaben ist wünschenswert. Die Prüfungsaufgabe insgesamt soll einen deutlichen Bezug zur Fachrichtung bzw. zum fachlichen Schwerpunkt haben.

Für die Prüfung sind ausschließlich authentische Texte zu verwenden, die nicht im Unterricht behandelt und auch nicht einem im Unterricht eingesetzten Lehrwerk entnommen wurden. Es sollen grundsätzlich in sich geschlossene Texte oder Textausschnitte vorgelegt werden. Geringfügige Kürzungen sind nur in Ausnahmefällen möglich, sofern dabei die gedankliche Struktur und die Kohärenz der Textvorlage erhalten bleiben. Sie sind durch eckige Klammern zu kennzeichnen. Der ungekürzte Originaltext ist mit einzureichen.

Grammatik- und Wortschatzaufgaben sind nicht zulässig.

Textaufgabe	Evaluierende Zieltextaufgabe bzw. Berufliche Kommunikationsaufgabe
<ul style="list-style-type: none"> <li>• Erarbeitung eines authentischen Textes (ggf. mehrerer Texte)</li> </ul> <p>(nicht- fiktional oder fiktional, halbjahresübergreifend aus der Jahrgangsstufe 12)</p> <p>ca. 400 Wörter (Unterschreitungen bei fiktionalen Texten sind möglich)</p> <p>Eine Teilaufgabe bestehend aus 2 - 3 Arbeitsaufträgen, die sich auf die Erarbeitung des Textes und seines Kontextes beziehen und eine in sich schlüssige Darstellung ermöglichen</p>	<ul style="list-style-type: none"> <li>• Verfassen eines differenzierten Kommentars oder einer weiterführenden, ausführlichen Stellungnahme</li> <li>• Verfassen eines Berichtes, eines Vermerks, eines persönlichen Briefes oder eines Dialogs</li> <li>• Analyse und Kommentierung einer visuellen Vorlage (z.B. Foto, Karikatur, Schaubild, Tabelle, Zeichnung)</li> <li>• Mediationsaufgabe (max. 100 Wörter)</li> <li>• Verfassen eines englischen Geschäftsbriefes auf der Grundlage deutscher Angaben (im Bildungsgang Wirtschaft und Verwaltung als eine Teilaufgabe verpflichtend)</li> <li>• Erarbeitung einer berufsbezogenen Audiosequenz (etwa 4 Min.)</li> <li>• Erarbeitung einer berufsbezogenen Videosequenz (etwa 5 Min.)</li> </ul> <p>Zwei Teilaufgaben sind auszuwählen und zu erstellen, je 1 bis 2 Arbeitsaufträge</p>

Bei der Findung der Gesamtnote sind die Aufgabenteile entsprechend der vorgesehenen Arbeitszeit und des Anspruchsniveaus zu gewichten.

**Hilfsmittel:**

einsprachiges Wörterbuch; bei Übertragungen in die Fremdsprache oder Muttersprache ggf. für diesen Aufgabenteil auch zweisprachiges Wörterbuch

Für die mündliche FHR-Prüfung gelten folgende Anforderungen:

Vorbereitungszeit:	Eine angemessene Vorbereitungszeit, in der Regel 30 Minuten.
Dauer:	In der Regel 20 Minuten.
Grundlage:	Inhalte der Jahrgangsstufe 12 (ein Text; ein Text in Verbindung mit einer visuellen Vorgabe; Rollenvorgaben)
Wortzahl:	ca. 250 Wörter (in Verbindung mit visueller Vorgabe ca. 200 Wörter)
Aufgabenstellung:	<p>2 – 3 Arbeitsaufträge zu Inhalt des Textes, Einordnung in den Kontext und Stellungnahme, ggf. Versprachlichung einer visuellen Vorgabe oder Gestaltung einer berufsspezifischen Rolle in einem interaktiven Zusammenhang</p> <p>Die Leistungsanforderungen machen das Erreichen aller Notenstufen möglich.</p> <p>Die mündliche Prüfung darf sich weder auf das Sachgebiet eines Kurshalbjahres beschränken noch eine Wiederholung der schriftlichen Prüfung sein.</p>
Hilfsmittel:	einsprachiges Wörterbuch; bei Übertragungen in die Fremdsprache oder Muttersprache ggf. für diesen Aufgabenteil auch zweisprachiges Wörterbuch
Ablauf:	<p>1. Teil: Zusammenhängende Präsentation der Aufgabenlösung mit während der Vorbereitungszeit erarbeiteten Materialien</p> <p>2. Teil: An die Präsentation anknüpfendes Prüfungsgespräch unter Berücksichtigung anderer weiterführender Bereiche</p>

## 4 Jahrgangsstufe 13

### 4.1 Curriculare Hinweise

Die Anfangsphase wird in der Jahrgangsstufe 13 dazu dienen, die in der Fachhochschulreifeprüfung erreichten Kompetenzen zu reaktivieren und zu harmonisieren, da für einen Teil der Lernenden die aktive Beschäftigung mit der Fremdsprache Englisch schon längere Zeit zurück liegt. Das Lerntempo wird adressatengerecht so gesteigert, dass zum Zeitpunkt der Prüfung zur Allgemeinen Hochschulreife das erforderliche Niveau erreicht ist.

Die Unterrichtsinhalte in der Jahrgangsstufe 13 sind darauf ausgerichtet, die Anforderungen im Hinblick auf die angestrebte Studienqualifikation sowie die vertieften beruflichen Kenntnisse anhand bildungsgangbezogener Themen und authentischer Materialien zu konkretisieren. Durch zunehmend komplexere und anspruchsvollere Unterrichtsgegenstände und Arbeitsmethoden werden tiefere Erkenntnisse und differenziertere Kompetenzen ermöglicht und entwickelt.

Im Bereich der fortgeführten Fremdsprache Englisch bedeutet das eine deutliche Verbesserung der Kommunikationsfähigkeit im fachbereichs- bzw. bildungsgangbezogenen, alltagssprachlichen, gesellschaftlichen und literarischen Bereich und zwar in den Kompetenzbereichen

- **Rezeption**
- **Produktion**
- **Mediation**
- **Interaktion.**

Im Bereich der **Rezeption** wird die Fähigkeit erweitert, anspruchsvolle mündliche und schriftliche Äußerungen zu allgemeinen und berufsbezogenen Inhalten im Ganzen zu verstehen und im Einzelnen differenziert auszuwerten. Grundlage der unterrichtlichen Arbeit sind komplexe Texte aus der jeweiligen Fachliteratur, der Fachpresse sowie authentische Audio- und Videosequenzen.

So wird durch eine Auseinandersetzung mit der Lebens- und Arbeitswelt im anglo-amerikanischen Sprachraum eine fundierte Teilnahme an internationalen Kommunikationssituationen ermöglicht. Ein wesentlicher Aspekt des Umgangs mit Texten und anderen Hilfsmitteln liegt im wissenschaftspropädeutischen Arbeiten.

Neben nicht-fiktionalen berufsbezogenen Texten und Materialien sind auch literarische Texte Unterrichtsgegenstand, wodurch die Fähigkeit geschult wird, Sprachvarianten zu begreifen und Möglichkeiten und Wirkungen von Sprache zu reflektieren sowie englischsprachige Literatur kennen zu lernen und interkulturelle Fragestellungen zu bearbeiten. Es ist eine Ganzschrift (*novel, drama*) in längeren Auszügen zu lesen.

Im Bereich der **Interaktion** und **Produktion** erweitern die Lernenden anhand von Simulationen und authentischen Situationen die Kompetenz, Fachgespräche im Kontext situations- und adressatengerecht zu führen. Hierzu gehört, zu komplexe-



ren Sachverhalten fundiert Stellung nehmen zu können. Deskriptive, informative, argumentative und appellative Texte sind nicht nur Gegenstand der Rezeption, sondern auch der eigenen Textproduktion.

Im Bereich der **Mediation** ist im Hinblick auf die Berufs- und Studienqualifikation auch die Fähigkeit zu erweitern, anspruchsvolle, in der englischen Sprache beschriebene Sachverhalte oder Probleme deutsch darzustellen (ggf. unter Verwendung von Hilfsmitteln) oder umgekehrt auf Deutsch dargestellte Inhalte frei, d.h. in der eigenen Diktion, aber stilistisch angemessen in die Fremdsprache zu übertragen. (Wegen der Unterscheidung zu einer Übersetzung wird auf das Kapitel 3.1 verwiesen.)

Für die Jahrgangsstufe 13 sind folgende Themenbereiche, die jeweils bildungs-gangbezogen auszugestalten sind, **verbindlich**:

- **Science and Technology**
- **Communication and the Media**
- **Politics and Economics**

Ergänzungen durch weitere Themen sind möglich. Die Entscheidung darüber obliegt der Bildungsgangkonferenz. Fächerübergreifende Bezüge, z. B. durch Projekte und Lernaufgaben, sind wie in der Jahrgangsstufe 12 auch in der Jahrgangsstufe 13 zu berücksichtigen.

Bei Arbeitsaufträgen empfiehlt es sich, Operatoren zu verwenden, die die Zuordnung zu Anforderungsbereichen deutlich machen (s. Anlage 2).

## 4.2 Abiturprüfung

In der schriftlichen und mündlichen Abiturprüfung sind Texte zu bearbeiten. Es handelt sich um authentische Texte in englischer Sprache, die einen der Kursart angemessenen sprachlichen Schwierigkeitsgrad haben, in Thematik und Struktur hinreichend komplex und bildungsgangsspezifisch bedeutsam sind.

Die Aufgabenstellung richtet sich nach den Zielen, Inhalten und Anforderungen des Faches, wie sie in den Bildungsgängen der APO-BK Anlage D gelten. Sie muss so beschaffen sein, dass Leistungen in allen drei Anforderungsbereichen - I (Comprehension), II (Analysis) und III (Evaluation) – erbracht werden können. Der Bezug zur Fachrichtung bzw. zum fachlichen Schwerpunkt muss deutlich erkennbar sein.

Als Aufgabenarten für die schriftliche Abiturprüfung im Fach Englisch kommen in Betracht:

- Textaufgabe

Eine Textaufgabe verlangt die Erarbeitung und Auswertung von einem oder zwei fiktionalen oder nichtfiktionalen Texten. Sie enthält analytisch-interpretierende und / oder anwendungs- / produktionsorientierte Arbeitsaufträge. Werden zwei Texte vorgelegt, stehen sie in einem thematischen Zusammenhang und werden in Hinblick auf eine gemeinsame Fragestellung hin bearbeitet.

Die Textlänge beträgt - unabhängig von der Zahl der Texte - zwischen 500 und 700 Wörtern. Bei stark verdichteten und mehrfach kodierten Texten (wie z.B. Gedichten und Drehbüchern) kann die vorgeschriebene Wortzahl unterschritten werden.

Aufgaben zur Sprachmittlung (Mediation) , d.h. die Übertragung eines Inhalts von einer Ausgangssprache in eine Zielsprache, sind in Verbindung mit der Textaufgabe möglich. Aufgabenformen sind hier z.B. die sinngemäße (schriftliche oder mündliche) Übertragung oder Zusammenfassung des wesentlichen Gehaltes eines oder mehrerer deutscher Ausgangstexte ins Englische; in begründeten Fällen auch die sinngemäße (schriftliche oder mündliche) Übertragung oder Zusammenfassung des wesentlichen Gehaltes eines oder mehrerer englischer Ausgangstexte ins Deutsche; Sprachmittlung durch sukzessive Wiedergabe von mündlichen Aussagen.

- Kombinierte Aufgabe

Eine Kombinierte Aufgabe verlangt die Erarbeitung und Auswertung eines Textes und einer auditiven, visuellen oder audio-visuellen Vorlage. Die beiden Aufgabenteile sollen in einem gedanklichen Zusammenhang stehen und werden in Hinblick auf eine gemeinsame Fragestellung hin bearbeitet.

Bei diesem Aufgabentyp verringert sich die oben angegebene Wortzahl. Die Länge einer Audio- bzw. audio-visuellen Sequenz beträgt höchstens 5 Minuten.

Für die Prüfung werden ausschließlich authentische Texte verwendet, die nicht im Unterricht behandelt und nicht einem im Unterricht eingesetzten Lehrwerk entnommen wurden. Es sollen grundsätzlich in sich geschlossene Texte oder Textausschnitte vorgelegt werden. Geringfügige Kürzungen sind nur in Ausnahmefällen möglich, sofern dabei die gedankliche Struktur und die Kohärenz der Textvorlage erhalten bleiben. Sie sind durch eckige Klammern zu kennzeichnen. Der ungekürzte Originaltext ist mit einzureichen.

Die Abiturprüfung der FOS bezieht sich auf Inhalte der Jahrgangsstufe 13. Es wird ein Wortschatz verwendet, der den Schülerinnen und Schülern weitgehend geläufig sein soll. Die Benutzung zweisprachiger Wörterbücher in der Prüfung des einjährigen Bildungsgangs der FOS 13 ist deshalb von der Aufgabenstellung abhängig zu machen und zu begründen; für die Auswahl zweisprachiger Wörterbücher gelten die in den Lehrplänen der APO-BK, Anlage D gemachten Vorgaben. Vorgezogen ist der Gebrauch einsprachiger Wörterbücher. Unbekannte Wörter sind aus dem Kontext zu erschließen. Die Bedeutung schwierig zu erschließender Einzelwörter und Ausdrücke dürfen in den Annotationen angegeben werden.

Für die schriftliche Prüfung zur Allgemeinen Hochschulreife gelten folgende Anforderungen:

Dauer:	180 Minuten mit zusätzlicher Auswahlzeit von 30 Minuten
Unterrichtliche Voraussetzungen:	Halbjahresübergreifende Inhalte der Jahrgangsstufe 13
Anzahl der Prüfungsvorschläge:	Den Prüflingen werden zwei Aufgaben zur Auswahl vorgelegt. Die Anzahl der Vorschläge und Aufgaben wird durch die Richtlinie geregelt.
Wortzahl:	500 – 700 (bei kombinierten Aufgaben entsprechend weniger; Unterschreitungen auch bei Fabeln oder Gedichten)
Anzahl der Arbeitsaufträge:	3-5 (Comprehension, Analysis, Evaluation)
Aufgabenarten:	Mindestens eine nicht-fiktionale und eine fiktionale Textvorlage; eine der Aufgaben muss eine kombinierte Aufgabe sein.
Hilfsmittel:	einsprachiges Wörterbuch; die Benutzung eines zweisprachigen Wörterbuchs in der FOS 13 muss begründet werden, zulässig z.B. bei Übertragungen in die Fremdsprache oder Muttersprache

Für die mündliche AHR-Prüfung im Fach Englisch gelten folgende Anforderungen:

Vorbereitungszeit:	Eine angemessene Vorbereitungszeit, in der Regel 30 Minuten.
Dauer:	In der Regel mindestens 20, höchstens 30 Minuten.
Grundlage:	Inhalte der Jahrgangsstufe 13 (ein Text; zwei thematisch verbundene Texte; ein Text in Verbindung mit einer visuellen Vorgabe; Audiosequenz oder Filmausschnitt)
Wortzahl:	ca. 300
Aufgabenstellung:	2 – 3 Arbeitsanweisungen; mind. zwei der drei Hauptaspekte Comprehension, Analysis, Evaluation
Hilfsmittel:	einsprachiges Wörterbuch; Verwendung eines zweisprachigen Wörterbuchs muss begründet werden, z.B. Übertragungen in die Fremdsprache oder Muttersprache
Ablauf:	<p>1. Teil: Zusammenhängende Präsentation der Aufgabenlösung mit während der Vorbereitungszeit erarbeiteten Materialien</p> <p>2. Teil: An die Präsentation anknüpfendes, aber deutlich darüber hinaus gehendes Prüfungsgespräch unter Berücksichtigung größerer fachlicher und fachübergreifender Zusammenhänge</p> <p>Alle drei Hauptaspekte (s. o.) müssen im Verlauf der gesamten mündlichen Prüfung einbezogen werden.</p> <p>Die mündliche Prüfung darf sich weder auf das Sachgebiet eines Kurshalbjahres beschränken noch eine inhaltliche Wiederholung der schriftlichen Prüfung sein.</p> <p>Die Leistungsanforderungen müssen das Erreichen aller Notenstufen ermöglichen.</p>

## 5 Exemplarische Unterrichtssequenzen für die Jahrgangsstufen 12 und 13

Im Folgenden werden zunächst zu den verbindlichen Themenbereichen bildungsbezogene Konkretisierungen vorgeschlagen, die dann im Weiteren in exemplarische Unterrichtssequenzen zusammengesetzt werden.

## **Verbindliche Themenbereiche in der Jahrgangsstufe 12**

### **People and Society**

Individual perspectives

Groups in society

Cultural influences

### **Culture, Leisure, Work**

Hobbies and interests

Youth cultures, traditions, trends

Employment and working conditions

### **Environmental Issues**

Preservation, developments and risks

Alternative energies

## **Verbindliche Themenbereiche in der Jahrgangsstufe 13**

### **Science and Technology**

Opportunities and risks of modern technology

### **Communication and the Media**

Radio, TV, the press

New forms of communication

Advertising

### **Politics and Economics**

Living and working in Europe

Employment

## **Bildungsgangbezogene Konkretisierungen**

Die nachfolgenden Beispiele möglicher Konkretisierungen sollen als Anregung für die Ausgestaltung der allgemeinen Themenkomplexe nach dem Baukastenprinzip dienen, wobei viele der genannten Konkretisierungen durchaus nicht ausschließlich für die zugeordnete Fachrichtung allein relevant sein müssen. Dies gilt insbesondere für die der Fachrichtung Wirtschaft zugeordneten Themenaspekte.

Je nach Aspektierung und Textauswahl können einzelne Unterpunkte unterschiedlichen Themenkomplexen zugeordnet werden. Die Ausgestaltung der verbindlichen allgemeinen Themenkomplexe steht im Ermessen der Schule. Ein deutlicher Bildungsgangbezug muss erkennbar sein.

**Fachrichtung Wirtschaft und Verwaltung**

Business communication (letter writing, faxing, e-mailing, telephoning)  
Making appointments  
Banking and finance (e.g. means of payment, INCO -terms)  
Work ethics  
Time management: free time versus working time  
Economy versus ecology  
Modern technology and the workplace: rationalization/ automation  
Unemployment  
Presenting a company  
Business organizations and business policy  
Logistics  
Production, trade and transport  
Advertising: the last step to selling a product  
Women at work  
Work in a globalized economy  
Job satisfaction and job alienation: e.g. mobbing, work relationships  
Markets and monopolies  
Elements and principles of economic activity  
Aspects of economy as presented in literature  
Poverty in an affluent society  
Human rights  
Current political/ economic issues as presented in the media  
Tourism and its socio-economic impacts

**Fachrichtung Technik**

Importance of technology in modern life  
Use of computers and robots  
Transport  
Technology and environment: Does modern technology save or waste natural resources?  
Technology and design  
Tools and appliances  
Technical branches: e.g. automotive technologies and industries, electrical engineering, printing technologies, textile industries  
Jobs, crafts and skills  
Manuals  
The internet  
Technology transfer and globalization  
Global challenges for textile/ automotive... manufacturing: competition with low-cost economies  
Atomic power versus alternative energies  
Automation, rationalization and employment  
Jobs and the new technologies  
Utopian and dystopian outlooks on a computerized world  
Technology and freetime: impact of new technologies on private life  
The idea of progress in the American Dream: from Henry Ford to Bill Gates

### **Fachrichtung Sozial- und Gesundheitswesen**

Educational influence and psychology  
Youth cultures  
Social services  
Opportunity and risk of modern technology (e.g. genetic engineering)  
Health care  
Health education  
Health and nutrition  
Health issues in the media  
A stressed society: health at work  
The welfare state  
Job profiles/ job market  
Educational problems: (media consumption, peer group pressure, addiction, generation conflict, personal freedom versus responsibilities for others)  
Lifestyles  
Presentation of youth in the media (movies, TV programmes...)  
The aging society: challenges and opportunities as presented in fictional and non-fictional texts  
Changing family structures  
The multicultural society: minority groups and integration

### **Fachrichtung Gestaltung**

Advertising – creative aspects  
Techniques of advertising  
Promoting a product  
Marketing  
Arts and design (painting, architecture, photography)  
Home design (e.g. furniture, colours)  
Advertising and society  
Consumer protection/ consumer rights  
Job profiles/ job market  
Economic impact of advertising campaigns  
Technological aspects of modern design (e.g. from CAD to CAM)  
Product design/ industrial design  
The internet  
Web-design  
What is „modern“ design? A history of design (e.g. cars, clothes, furniture, architecture)  
Design and functionality: challenges for modern design

**Fachrichtung Ernährung/Hauswirtschaft**

Nutrition (food, minerals, vitamins)  
Food preparation (cooking, baking, storing)  
Household equipment (e.g. kitchen appliances, washing machine)  
Health education  
House and textile care  
Home design (e.g. furniture, colours)  
Food processing and manufacturing industries  
Genetic food  
Fast food and eating disorders: trends of a stressed society  
Job profiles/ job market  
New trends in food- food as fashion (eg slow food)  
Trends in health care (wellness, fitness)  
Food and lifestyles  
Home design  
Automation in the household  
Ecological aspects  
Mass-produced food versus organic food  
Household equipment  
Food preparation  
Hotel keeping and catering  
The restaurant business

**Fachrichtung Agrarwirtschaft**

Job profiles/ job market  
Agricultural devices and machines  
Marketing and advertising techniques  
Natural resources  
Agriculture in a globalized economy  
Conventional and organic farming  
Genetic food  
Self-employment: organization and financing  
The impacts of global warming on agriculture  
Profit and ecology- a conflict?  
Technological aspects of agricultures: machines, automation, rationalization  
Automation and rationalization: the "workerless" farm  
Agriculture and the EU agricultural policy  
Mass production/ overproduction  
Migrant workers  
Markets and monopolies (e.g. the concept of fair trade: a model for agriculture in the developing countries?)  
Elements and principles of economic activity  
Scientific progress and society: influences on professional and private life



<b>Jahrgangsstufe 12: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Gestaltung</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>People and Society</b>
Individualism and/or mainstream: The perspective of the artist
Social issues in art and design
Multicultural influences on the British/ American art scene
Drugs and creativity

<b>Jahrgangsstufe 12: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Wirtschaft und Verwaltung</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>People and Society</b>
Immigration
A globalized world: an economic and multicultural challenge
Conflicts and solutions: integration and cultural identity in Britain/ America

<b>Jahrgangsstufe 12: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Technik</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Culture, Leisure, Work</b>
The impact of electronic media on youth culture
Reading a book - watching a film: the language and technology of visual media
The body cult: do machines keep you fit and healthy?

<b>Jahrgangsstufe 12: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Ernährung und Hauswirtschaft</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Culture, Leisure, Work</b>
Food as culture: a multicultural journey through the English-speaking world
Germany- a fast- food culture
Food as fashion: Slow food
Cooking as a freetime activity
Cooking programs on television: a new culture of food and eating

<b>Jahrgangsstufe 12:</b>	<b>Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Agrarwirtschaft</b>
<b>Themenbereich(e)</b>	
Themen/Inhalte	
<b>Environment</b>	
Conventional and organic farming	
Alternative energy at home and abroad: models for developing countries (biogas, solar collectors ...)	
The impact of global warming on agriculture	

<b>Jahrgangsstufe 12:</b>	<b>Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Sozial- und Gesundheitswesen</b>
<b>Themenbereich(e)</b>	
Themen/Inhalte	
<b>Environment</b>	
Health and nutrition	
Genetic food, organic food	
Pollution and health	

<b>Jahrgangsstufe 13: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Gestaltung</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Science and Technology</b> The history of design: <ul style="list-style-type: none"> <li>- arts and crafts</li> <li>- the scientific image</li> </ul> Light in art, science, technology and society  The science of colour  Computer aided design in architecture  Industrial design: creativity and mass production

<b>Jahrgangsstufe 13: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Ernährung und Hauswirtschaft</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Science and Technology</b>  Technology and food: food processing and mass production  Large-scale livestock farming  Automation in the household: from the individual household to canteen kitchens

<b>Jahrgangsstufe 13:</b>	<b>Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Sozial- und Gesundheitswesen</b>
<b>Themenbereich(e)</b>	
Themen/Inhalte	
<b>Communication and the Media</b>	
	Presentation of social and health issues in the media
	Promoting health
	Communication structures within the family
	The influence of the media on child development (TV, internet, computer games...)

<b>Jahrgangsstufe 13:</b>	<b>Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Wirtschaft und Verwaltung</b>
<b>Themenbereich(e)</b>	
Themen/Inhalte	
<b>Communication and the Media</b>	
	Modern communication in the business world: from e-mail to intranet
	Internet and a globalized economy
	Marketing strategies

<b>Jahrgangsstufe 13: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Technik</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Politics and Economics</b>
Technology transfer and globalisation
The responsibility of the scientist
International (safety) standards in technology
The idea of progress in the American Dream: from Henry Ford to Bill Gates

<b>Jahrgangsstufe 13: Exemplarische Unterrichtssequenz für das Fach Englisch in der Fachrichtung Agrarwirtschaft</b>
<b>Themenbereich(e)</b>
Themen/Inhalte
<b>Politics and Economics</b>
International competition and global markets: a fight for fair trade
Agriculture in Europe: the curse and blessings of subsidies
Direct marketing of regional products
Going green: an alternative for farmers in Europe?

### Anlage 1 Beispiele für Lernaufgaben

Ein Beispiel für eine fächerübergreifende Unterrichtssequenz in der Fachrichtung Technik im Rahmen einer Lernaufgabe zum Thema **Energy and Pollution** „Prognosen zum CO<sub>2</sub>-Gehalt der Erdatmosphäre“

Deutsch/Kommunikation	Veröffentlichungen von Umweltverbänden, wissenschaftliche Fachtexte, aktuelle Presse
Chemie	Kohlendioxid, chemische Bedingungen in der Erdatmosphäre
Englisch	Internetrecherche nach Originaldaten (Mauna-Loa-Kurve) und Informationen bei internationalen Umweltverbänden und Regierungen, Fachtexte
Informatik	Programmschleifen, Aufbereiten von realen Messdaten (Mauna-Loa-Kurve) durch Stichproben und Mittelwertbildung, Erstellen einer Wertetabelle zur Weiterverwertung
Mathematik	Auswerten der Daten durch Bestimmen des Funktionsterms, Überprüfung mit den vorliegenden Werten, Prognosenrechnung, Modellrechnungen für geänderte Bedingungen
Politik/Gesellschaftslehre	Umweltschutzproblematik, Kyoto-Protokoll, Agenda 2000, gesellschaftliche Relevanz, politische Gremien
Wirtschaftslehre	Umweltpolitik, Umweltschutz als Wirtschaftsfaktor, als Wirtschaftshemmnis, Handel mit CO <sub>2</sub> -Kontingenten

Ein Beispiel für eine fächerübergreifende Unterrichtssequenz im Rahmen einer Lernaufgabe zum Thema „*Starting your own business- required skills, analysis, conditions, qualifications, planning, consequences*“:

Deutsch/Kommunikation	Produktpräsentationen, Verkaufsgespräche, Werbung, Geschäftskorrespondenz
Wirtschaft und Politik	staatliche Förderprogramme für Firmengründer, Marktanalyse, Buchführung, der Kapitalmarkt: Kredite und Investitionen, Bilanzen, Kriterien für die Firmengründung, rechtliche/steuerliche Bedingungen für Firmengründer, Unternehmensmodelle (bspw. Aktiengesellschaft, GmbH, Franchisemodelle, GbR)
Englisch	eg international business terms, commercial correspondence, product presentations, international contacts and intercultural awareness in business talks, presenting your company, import/ export, means of payment (eg confirmed irrevocable letter of credit transaction)
Informationstechnik	E-business, Entwicklung von Webseiten, Netzwerke, Datensicherheit
Mathematik/ EDV	excel, Datenbanken, Kalkulation
Wirtschaftslehre/Marketing	Marketing Strategien (bspw. Werbung, Public relations), Zielgruppenanalyse, Qualitätsmanagement
Technische Fächer	Produktentwicklungen und Innovation
Gestaltung/Design	Webpage-Design, Logos, Gestaltung von Werbematerialien
Ernährungslehre	Stress und gesunde Ernährung, Gesundheitsrisiken, Burn-out
Sport	Fitness am Arbeitsplatz, Rückenschule



## Anlage 2 Anforderungsbereiche I bis III: Liste der Operatoren

Mögliche Formulierungen für Arbeitsaufträge, die in den Klausuren und Prüfungsaufgaben verwendet werden können, sind in der folgenden Tabelle definiert, durch Beispiele dokumentiert und den Anforderungsbereichen I (Comprehension), II (Analysis) und III (Evaluation /Comment) zugeordnet.

Zu beachten ist, dass die konkrete Zuordnung der Operatoren zu den Anforderungsbereichen auch vom Kontext der Aufgabenstellung abhängt. Es ist möglich, dass dasselbe Verb in unterschiedlichen Kategorien erscheinen kann. Die Liste erhebt keinen Anspruch auf Vollständigkeit.

Operatoren	Anforderungsbereich	Definition	Beispiele
analyse	II	describe and explain in de-tail certain aspects and / or features ...	Analyse the opening paragraph ...
assess	III	make a judgement after thinking carefully about sth	Assess the impact of ... on ...
characterize	II	describe and examine the typical features of sb or sth	Characterize the hero of ... Characterize the mood in ...
classify / categorize	II	put persons or things in a group according to the similarities they share	Classify the various forms of ...
comment	II	express an opinion supported by evidence	Comment on the possible effects of the new smoking restrictions at your school.
comment	III	express an opinion on complex issues based on specific knowledge and qualified consideration	Comment on the Chancellor's assessment of the BSE crisis in regard to ...
compare	II	point out similarities and / or differences	Compare the British and the German forms of subsidising entrance fees ...

compare	III	consider and judge similarities and / or differences between two or more things	Compare the advantages and disadvantages of ...
consider	III	think about sth, especially before making a decision	Consider the impact of ... on ...
contrast	II	point out the differences between two or more things	Contrast the behaviour of the two opponents ...
contrast	III	point out the differences between two or more things and comment on them	Contrast the author's idea of human aggression with the theories of aggression you have read about.
define	I	give a clear and precise meaning of a term or idea	Define the term ...
describe	I	give a detailed account of sb or sth	Describe the salesman's appearance ...
describe	II	give an account of the results of an analysis	Describe the way the playwright creates an atmosphere of suspense ...
discuss	III	weighing a question giving reasons for and against	Discuss the dangers of ...
draft	III	plan and design	Draft a solution ...
evaluate	III	express an opinion after carefully considering the arguments	Evaluate the success of the following measures ...
examine	II	describe and explain in de-tail certain aspects and / or features	Examine the author's use of ...
explain	II	describe and define in detail	Explain the function of ...
illustrate	II	use examples to explain or make clear	Illustrate the consequences of ...
interpret	III	analyse and evaluate	Interpret the setting of ...

justify	III	give adequate grounds for decisions or conclusions	Justify the decision ...
outline	I	give the main features, structure or general principles of a topic	Outline the author's views on ...
point out	I	name certain aspects	Point out the main ideas on ...
present	I	show	Present the situation of ...
prove	III	give evidence	Prove the innocence of ...
state	I	name	State the basic facts ...

### **Anlage 3 Lernerfolgsüberprüfung**

Gegenstand der Lernerfolgsüberprüfung sind die im Unterricht erworbenen Kenntnisse, Fähigkeiten und Fertigkeiten. Sie orientiert sich an den Prinzipien und Zielen des Faches in diesem Bildungsgang.

Die im Unterricht vermittelten Kompetenzen werden im Rahmen der Sonstigen Leistungen und durch Klausuren überprüft. Die Schülerinnen und Schüler sind zu Beginn des Kurses über Inhalte, Formen der Lernerfolgskontrolle und Beurteilungskriterien und während des Kurshalbjahres regelmäßig über ihren Leistungsstand zu informieren. Für die Schülerinnen und Schüler dient die Feststellung und Bewertung des individuellen Lernerfolgs zur Verdeutlichung ihrer Lernfortschritte und Lernschwierigkeiten. Sie ist eine Hilfe für weiteres Lernen. Im Sinne eines pädagogischen Leistungsprinzips steht die Verbindung von Leistungsanforderungen mit individueller Förderung im Mittelpunkt schulischen Lernens.

Lernerfolgsüberprüfungen erfüllen grundsätzlich mehrere Funktionen:

- Setzung und Wahrung von fachlichen Qualitätsstandards,
- Nachweis des fachlichen, berufsfeldbezogenen und wissenschaftspropädeutischen Lernzuwachses,
- Beurteilung und Bewertung der Schülerleistung, diagnostische Einschätzung und Beratung der einzelnen Schüler,
- Überprüfung und Steuerung von Unterrichtsplanung und Lernprozessen.

Grundsätze der Lernerfolgsüberprüfung sind:

- Bezug zum Unterricht,
- Eindeutigkeit der Anforderungen,
- Berücksichtigung aller Anforderungsbereiche,
- Gewichtung der Bewertung nach der Art der Anforderung und Leistung,
- Würdigung von alternativen Lösungen.

Der Kompetenzzuwachs im Fach Englisch betrifft die Bereiche

- Produktion,
- Rezeption,
- Mediation,
- Interaktion.

Die in der Fachoberschule anzustrebenden Niveaustufen entsprechen der des Allgemeinen Europäischen Referenzrahmens nach Beschreibung der KMK-Standards

in Jahrgangsstufe 11: B 1+

in Jahrgangsstufe 12: B 2

in Jahrgangsstufe 13: B 2+ (Grundkurs).

Die Lernerfolgsüberprüfungen stellen den Kompetenzzuwachs in den genannten Bereichen sicher und bereiten von Art und Umfang der Aufgabenstellung her auf die Abiturprüfung vor. Komplexität und Progression in Klausuren und Sonstigen Leistungen sollen das Erfüllen von Anforderungen und das Erbringen von Leistungen in allen drei Anforderungsbereichen (*Comprehension, Analysis, Evaluation*) ermöglichen. Es ist darauf zu achten, dass die Gewichtung der Anforderungen sich in der Leistungsbewertung entsprechend widerspiegelt. Die reproduktiven Anteile dürfen nicht überwiegen. Schülerinnen und Schüler erhalten durch die Art der Aufgabenstellung Gelegenheit zum eigenständigen Analysieren und zu problemlösendem Denken. Im Bereich der Sonstigen Leistungen sind weitere Aufgaben möglich, die spezifische Formen der Kommunikation und kooperative Arbeitsformen erlauben.

Im Fach Englisch sind neben den inhaltlichen Anforderungen die sprachliche Richtigkeit, das Ausdrucksvermögen und die Darstellung besonders zu berücksichtigen. Bei der Bildung der Gesamtnote kommt der sprachlichen Leistung die größere Bedeutung zu. Eine ungenügende sprachliche oder inhaltliche Leistung schließt eine Gesamtnote im Bereich der Notenstufe ausreichend aus.

Der inhaltlichen Leistung sind zugeordnet:

- Textverständnis und Informationsentnahme,
- Problemverständnis und Grad des Problembewusstseins
- Sicherheit im Umgang mit der Fachterminologie,
- Verfügbarkeit von Methoden der Analyse und der Präsentation,
- Umfang und Differenziertheit der Kenntnisse,
- Vielfalt der Gesichtspunkte, Gewichtung der Aspekte, Gedankenführung,
- Einordnung der Kenntnisse in fachbezogene Zusammenhänge,
- Reflexion der Thematik in einem größeren Kontext,
- Argumentation und Urteilsbildung,
- Korrektheit der Aussagen.

Der sprachlichen Leistung sind zugeordnet:

- Sprachrichtigkeit: Lexik, Grammatik, Rechtschreibung, Aussprache,
- Ausdrucksvermögen: Reichhaltigkeit, Präzision und Differenziertheit des Vokabulars, Kenntnis des Funktions- und Sachwortschatzes, Idiomatik, Klarheit, Komplexität und Variation des Satzbaus, Angemessenheit der Stilebene(n), Sprachregister,
- Beachtung der Konventionen der angestrebten Zieltextformate,
- Textkohärenz: sprachliche Verknüpfung.

Inhaltliche und sprachliche Qualitäten sind bei der Lernerfolgsüberprüfung von schriftlichen und mündlichen Leistungen hervorzuheben.

## Appendix 13

### Photos



Classroom



Classroom



Bakery Class



The Principle of the School and I



The Interviewees Students and I



The Building of the School



The English book

# CURRICULUM VITAE

## A. Personal Identity

1. Name : Luthfia Nibrosi Farida
2. Date of Birth : Pemalang, December 7<sup>th</sup> 1995
3. Student Number : 1403046039
4. Address : Nusabarung II RT. 03 RW. 12  
Perumnas Bojongbata Pemalang
5. Email : [luthfia.nibrosi@gmail.com](mailto:luthfia.nibrosi@gmail.com)

## B. Educational Background

1. SD : SD Negeri 02 Kebondalem
2. SMP/ MTs : MTs Negeri Pemalang
3. SMA/ MA : SMA Negeri 1 Pemalang
4. University : UIN Walisongo Semarang



## THESIS PROJECT STATEMENT

I am a student with the following identity:

Name : Luthfia Nibrosi Farida  
Student Number : 1403046039  
Department : English Education Department

certify that the thesis entitled:

### **ENGLISH LANGUAGE TEACHING AT GERTRUD BAEUMER VOCATIONAL SCHOOL IN LUDENSCHIED GERMANY**

is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 23<sup>rd</sup> 2019

The Researcher

**Luthfia Nibrosi Farida**

NIM: 1403046039