Didaktische Prinzipien und Methoden des bilingualen Unterrichts

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Anschaulichkeit / Visualisierung
Klare Strukturierung

Staatl. Seminar für Didaktik und Lehrerbildung (Realschulen) Schwäbisch Gmünd
ausbilden – fortführen – Unterricht entwickeln

[Quelle: Hilbert Meyer; Was ist guter Unterricht? 2004]
Anna Perthen, a worker in the textile industry, tells about her youth around 1880:

“The wages of Father were low, so that Mother always had to go back to work right after having given birth and despite nine children. As the way to the factory was too far for us, we worked at home sewing buttons. Of the nine brothers and sisters only three survived. Mother's exhaustion and malnutrition might have been the cause of their deaths. When I was twelve years old, I had to work in the textile industry, where the working hours lasted from 5 a.m. to 7 p.m. in those days. In the afternoons from 4 to 6 we went to the factory school, which took place in an inn next to the factory. Learning was hardly possible, we looked at these two hours more as a rest. Work was rather mentally tiring. When I went home to sleep, I had to get up at 3.30 a.m., because the way to the factory was very long. At times I lodged with somebody and went home only on Saturdays. In the town where the factory was we slept in an attic, where there were so-called long plank beds and straw mattresses next to each other. We were lucky, because older women, who looked after us, were there, too. I was glad that I earned money, but often the disappointment was bitter. The wages were low. The two hours of schooling where of course taken off our money. When I had paid for lodging only little was left, and on Saturdays father was already waiting to take the rest of my money. When I was fourteen, I went to a factory together with my parents, but we still had to work at home on Sundays and at night. When a six-week strike began to achieve shorter working hours I was sent to a different factory. Father who was active in the strike, was fired and did not find any more work anywhere. So mother and I were left to worry about the other siblings. I stayed in that factory long after I was married, because as was the case for most poor girls, after the wedding more grief and problems started. They did for me, too.”

Words:
1) disappointed = enttäuscht
2) wages = the money you get for working
Schüleraktivierung

Selbstständiges Arbeiten

Präsentieren
Strukturierte Ergebnissicherung
Wiederholung am Stundenanfang
Aspekte
der Sachfächer
Beachtung sachfachlicher Ziele

New York - An American City

- Travelling
  - booking a hotel
  - using public transport
  - asking for information
  - etc.

- Sights
  - Statue of Liberty
  - Empire State Building
  - Central Park
  - etc.

- Cultural Center
  - music
  - art
  - entertainment
  - subculture
  - sports
  - etc.

- Historical and political aspects
  - Ellis Island
  - World Trade Center
  - etc.

- Multicultural society
  - individual aspects
  - ethnic neighbourhoods
  - problems
  - etc.

- Problems of big cities
  - crime
  - unemployment
  - poverty
  - pollution
  - traffic
  - etc.

- Urban Development
  - chessboard pattern
  - conurbation
  - urban sprawl
  - urban revitalization
  - gated communities
  - etc.

- Functional structure
  - administration
  - banks and offices
  - shopping
  - amusement
  - living
  - etc.

Staatl. Seminar für Didaktik und Lehrerbildung (Realschulen) Schwäbisch Gmünd
ausbilden – forbilden – Unterricht entwickeln
Beachtung sachfachlicher Ziele
Vermittlung von fachtypischen Arbeitsweisen

**pH-value**

1. Fill the syringe with 5 ml of water.
2. Put the water into one of the glass bottles.
3. Do the same with the other glass bottle.
4. Put one glass bottle into the pointed end of the plastic stand and close it.
5. Add 2 drops of pH-Test-Reagenz to the other glass bottle.
6. Close the glass bottle and shake.
7. Put the glass bottle into the plastic stand and open both bottles.
8. Put the plastic stand on the colour scale and compare the colours.
9. Write the number in your field protocol.
10. Put the chemicals into the waste bottle.

**Nitrate**

1. Fill the syringe with 5 ml of water.
2. Put the water into one of the glass bottles.
3. Do the same with the other glass bottle.
4. Put one glass bottle into the pointed end of the plastic stand and close it.
5. Add 1 flat spoon of the Nitrat-Test-Reagenz to the other glass bottle.
6. Close the glass bottle and shake.
7. Wait 5 min.
8. Put the glass bottle into the plastic stand and open both bottles.
9. Put the plastic stand on the colour scale and compare the colours.
10. Write the number in your field protocol.
11. Put the chemicals into the waste bottle.
Vermittlung von fachtypischen Redemitteln

Climate graphs:
- This is the climate graph for …
- The minimum / maximum temperature is …
- The annual range of temperature is …
- The highest precipitation is in …
- There are … months with little precipitation.
- There are … humid / arid months.
- …

(Thematic) maps:
- This is a map of … / a map that shows …
- It’s a thematic (physical / political / …) map.
- The yellow symbols / colour / … stand(s) for …
- In the north / south / … of …
- West of … / south of …
- … is located / is situated …
- … is about … km / miles away from …
- …
Terminologische Zweisprachigkeit

Dornsavanne

short grass savanna

Trockensavanne

long grass savanna

Feuchtsavanne
Handlungsorientierung
Fremdsprachliche Aspekte
Can I say it in German?
Vermittlung von fachübergreifenden Redemitteln

**Pictures:**
(Foto: Hieber)

**Tables:**

<table>
<thead>
<tr>
<th>Settlement</th>
<th>Population</th>
<th>Convenience Shops</th>
<th>Super-markets</th>
<th>Department Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford</td>
<td>124058</td>
<td>52</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Abingdon</td>
<td>395491</td>
<td>5</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Grove</td>
<td>7317</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Charts:**

- This pie chart is about ...
- It shows ...
- ... is the (second / third / ...) highest ...
- ... produces most / least / only ... %
- ... produces more than twice / three times / ... as much ... as ...
- ... produces nearly as much ... as ...
- ...

**Description:**
- The picture shows / illustrates / tells us about / provides information about / ...
- In the foreground / background / centre / ... there are ...
- In the top left corner ...
- ...

**Interpretation:**
- It looks as if ...
- Probably there is / there are ...
- ...
- This table shows ...
- ... is the biggest / the smallest settlement ...
- In ... there are about ten times more ...
- In ... the number of supermarkets is ... lower than ...
- ...
Hilfen bei der fremdsprachlichen Produktion

Geographische Begriffsbildung am Beispiel der Auswertung eines Experiments zur Verwitterung (Hitze-/Kälte-Sprung)

L: What happened to the stone?
S: Er dehnt sich aus.
L: In English?
S: It gets bigger.
L: There is a word for it: It expands. (Tafelbild ①)

(…)

S: Then it’s getting smaller.
L: Yes, the stone contracts. (Tafelbild ②)

(…)

L: In the Sahara it’s hot during the day and cold at night. What happens?
S: The stone expands and contracts.
L: This happens very often and one day the stone cracks. You can also say the stone weathers.
(Tafelbild ③)

Sicherung von zentralem Wortschatz
**I Describe, You Guess!**

In the game I Describe, You Guess, one person describes the triangle on the card. The other person tries to guess what is described.

---

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>α = 67°</td>
<td>α = 73°</td>
</tr>
<tr>
<td></td>
<td>β = 90°</td>
<td>β = 67°</td>
</tr>
<tr>
<td></td>
<td>γ = 23°</td>
<td>γ = 40°</td>
</tr>
<tr>
<td>2</td>
<td>???</td>
<td>???</td>
</tr>
<tr>
<td></td>
<td><strong>right-angled triangle</strong></td>
<td><strong>acute-angled triangle</strong></td>
</tr>
</tbody>
</table>

Be sure your partner does not see your card!
## Fehlertoleranz in der Fremdsprache

<table>
<thead>
<tr>
<th>Fachsprachliche Fehler</th>
<th>Allgemeinsprachliche Fehler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falsche Fachbegriffe</td>
<td>Kategorie I</td>
</tr>
<tr>
<td>Fehler beim Ausdrücken von Kausalitäten</td>
<td>Sprachliche Fehler mit Beeinträchtigung der Verständlichkeit</td>
</tr>
<tr>
<td>Verstöße, die im bilingualen Unterricht als Fehler zu bewerten sind</td>
<td>Kategorie II</td>
</tr>
<tr>
<td></td>
<td>Sprachliche Fehler ohne Beeinträchtigung der Verständlichkeit</td>
</tr>
<tr>
<td></td>
<td>Pragmatische Fehler (kultur- oder situations-unangemessenes Sprechen)</td>
</tr>
<tr>
<td></td>
<td>Verstöße, die im bilingualen Unterricht nicht als Fehler zu bewerten sind.</td>
</tr>
</tbody>
</table>
**Kooperation mit dem Fremdsprachenunterricht**

**Arbeitsbereiche für die Vorbereitung**

**Sprachfertigkeit:**
- Classroom phrases und classroom management
- Präsentationsbezogene Redemittel
- Methodenorientierte Redemittel (role-playing, pro/contra argumentation, …)
- Medienbezogene fachübergreifende Redemittel (describing pictures, graphs, charts, …)

**Wortschatz:**
- Umgang mit Nachschlagewerken
- Kenntnis der Lautschrift

**Textarbeit:**
- Arbeitstechniken (high-lighting, note-taking, …)
- Lese- und Erschließungstechniken: skimming, scanning, detailed reading

**Hörverstehen:**
- authentisches Filmmaterial

**Arbeitsbereiche für die Nachbereitung**

**Sprache:**
- Kommunikative Verarbeitung: role-play, debating and discussing, …
- Festigende und/oder weiterführende Wortschatzarbeit (Wortfelder, …)
- Aufarbeitung von sprachlichen / strukturellen Problemen

**Inhalt:**
- Ergänzende und/oder vertiefende inhaltliche bzw. landeskundliche Aspekte
- Kreativ-kommunikative Anschlussaufgaben
Fill in the missing words:

strip farming – contour ploughing – terracing – shelter belt – rotating crops

- A line of trees alongside the cropland, a so-called _________________, stops the wind blowing the soil away.
- When different crops are planted in a field every year it is called ________________.
- _________________ reduces the amount of soil which is laid bare at harvest time because crops and grass are planted in alternate rows.
- Cutting the slope into wide steps is called ________________.
- An alternative to up and down ploughing is _________________. The land is ploughed across the slope.

The photo shows two different methods of farming.

1. Name the two methods that you can see and explain them.
2. Give reasons why they are used on the Great Plains.
3. Which other methods of soil conservation do you know?