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The expanded View - Teaching linguistically responsive in multilingual German secondary schools
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1 Introduction

changes in educational politics intensified by migration processes into Europe/Germany

monolingual habit of the multilingual school (Gogolin 1994)

factual multilingualism from the beginning to Abitur since 1960s

2 Language and Subject Teaching – The Berlin Model

integration of language learning (German) as cross curricular challenge in schools accompanied by changes in teacher education

obligatory class with content in GSL-teaching for all pre-service teacher since 2007

- GSL: preparing non german speaking children for basic participation in classroom interaction

demand of linguistically responsive teaching or Sprachbildung in all subjects at all types of schools in 2017/2018

- Sprachbildung: fostering language acquisition in every subject specific class
Learning to teach GS/FL in Berlin Universities

Based on a connection between subject-related and linguistic learning, all subject content linked to language is developed in the following ways:

- linguistic structures of subject-typical texts are analysed
- linguistic challenges for GSL-learners are identified
- language-teaching methods to design language promoting subject classes are discussed

Obligatory classes in BA and M.Ed.
3 Reflexions of students in the Teacher Training Programme

What exactly student teachers think about these new challenges? How they can succeed in
1st) recognizing the new challenges and
2nd) developing ideas on how to master them in professional practice.

→ analysis of the group interview; central research question

How do students in secondary school teacher training reflect on the topic *Language and Subject*?
4 Design of the study

guided group interview
2015 at Freie Universität Berlin
12 motivated students, all of whom are in the third semester of a Master of Education programme with at least one social science teaching subject (Social Studies, Ethics, History, and Religion)

qualitative content analyses (Mayring, 2015)
develop structured evaluation aspects from the material (inductive)
defining standard examples (Ankerbeispiele) for coding
identifying main categories and subcategories
5 Results

Three main categories of reflections on the topic: Language and Subject

1. Balancing the Role of Language and Subject
2. Thoughts on Methodology “Language and Subject”
3. References to General Teaching Structure
Balancing the Role of Language and Subject

“Above all I think that what we are doing continues to be a specialised class and it should not replace German lessons”

students emphasize the importance of subject specific teaching: The objective of language education is to support subject learning

Subcategories:
Creating a Connection to One’s Own Subject
Positioning of Language to the Subject
Reflexion on Use of Language in Teaching
Creating a Connection to One’s Own Subject

discrepancy between largely oral teaching occurrences in school in contrast to the focus on textuality in the university

“Of course (...) it’s extremely bad (...), when the teaching of politics functions (...) so actually only the teacher spaks and not the pupils, because it is exactly in political science classes that it should work oriented to personal freedom and opinion (...)”
Thoughts on Methodology “Language and Subject”

“Therefore, I would have found it practical to offer this lexical field work beforehand”

Reflexions on the implementation of linguistically specialised teaching and learning, about methods, guidance, principles and processes, as well as reflexions on the advantages and disadvantages of language teaching in subject classes

1) Reflexions which focus on reading and
2) Reflexions which relate to the support of oral interaction
Reflexions relating to support via oral interaction

„Mmhmm I find it relatively difficult now, when one is having a controversial discussion, which is often the case in political science class now, if one wants to conduct a controversial discussion and do a pro and contra, either in a role discussion or an open discussion. I don’t have such badass ideas spontaneously, for example. I mean, even with a slide one could perhaps illustrate certain linguistic argumentation aids, but I think that the pupils that are linguistically overstrained should rather be taken out completely, and I don’t really have a good solution yet, nothing occurs to me presently“.
References to General Teaching Structure

“That however, this differentiation according to language proficiency covers quite a lot, like traditional internal differentiation”

The statements reveal excerpts from the self- and role comprehension of students relating to their future profession

Subcategories:
Reflexion on Attribution(s)
Reflexion on Individual Characteristics
Staff Cooperation
**Reflexion on Attribution(s)**

Learning German as a second language should neither be equated with general competence levels, nor could the linguistic competences of students be attributed to a class level. With regard to current migration flows, it should be noted that, in extreme cases, “also people with very difficult linguistic issues might be in a very high class level”.
6 Summary and relations to EUCIM - European Core Curriculum for Inclusive Academic Language Teaching (Roth et al. 2012)

- to comprehend language in its functions, embedded in social action at learning activities ✓

- to recognise native language competences as resources in the process of acquiring the educational language, and hence to integrate them whenever possible. ☐

- to possess a solid knowledge of known and proven successful and effective methods and didactic arrangements in the sectors of text production, reading, reflexion on language ☐
7 Conclusions and Outlook

In the first phase of teacher training students reflect with elements of knowledge, grapple with academic doctrine, and put autobiographic and experience-based knowledge in relation.

Students should have the possibility to observe teaching in linguistically diverse classrooms and learn about subject specific linguistic differentiation.

The role of competence models for linguistically responsive teaching should be discussed.

Teaching GSL-competencies should follow those competence models.
Bibliography


Thank you!

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