

BaCuLit and its adaptation for Second Language Pupils in Bavaria / Germany

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Symposium/Workshop "Make every teacher a teacher of
literacy" - Teaching Disciplinary & Content Area Literacy
in European Countries

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Three sections of the differentiation

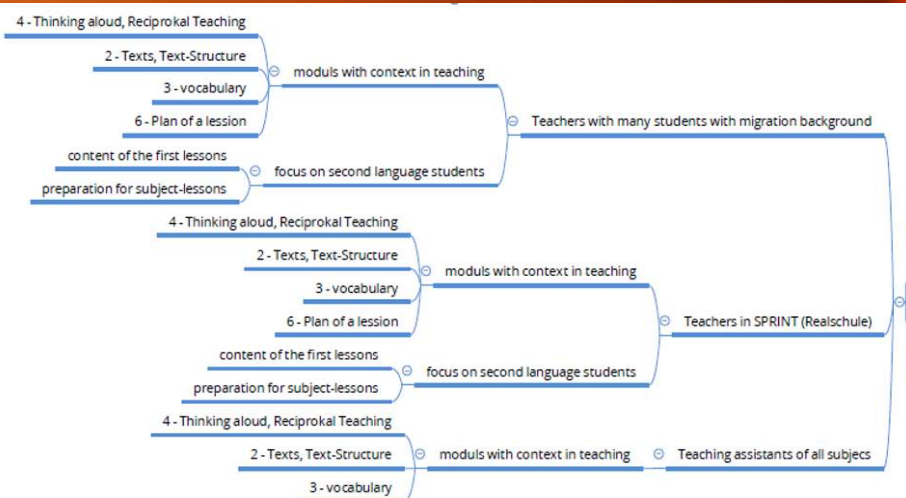
- Teacher Training for Teachers and referendares of teachers
- Teachers Training for Multipliers in all types of school and
- Courses for students for Teachers with German as Second language.

Basic of the three sections

modules of BaCuLit - including some adaptations

- enormous number of refugees and immigrants
- new curriculum: language teaching skills in every subject necessary
- What shall the pupils know and be capable of after the lesson?

Teacher Training for Teachers and referendares of teachers



Change in the BaCuLit-modules for teachers of all subjects

1

Arguments for Changes in the modules

- high share of immigration
- not all modules from BaCuLit essential and useful for teachers who have already had several years of experience

Focus on some modules for teachers of all subjects

1

- Focus on modules
 - 4 (Loud Thinking and Reciprocal Teaching),
 - 2 (texts and text structures) as well as
 - 3 (subject vocabulary) have been focussed instead
- direct reference to the subject-specific lesson could be produced independently of the studied subjects

Teachers who teach in the Bavarian project SPRINT (at Bavarian Realschule)

2

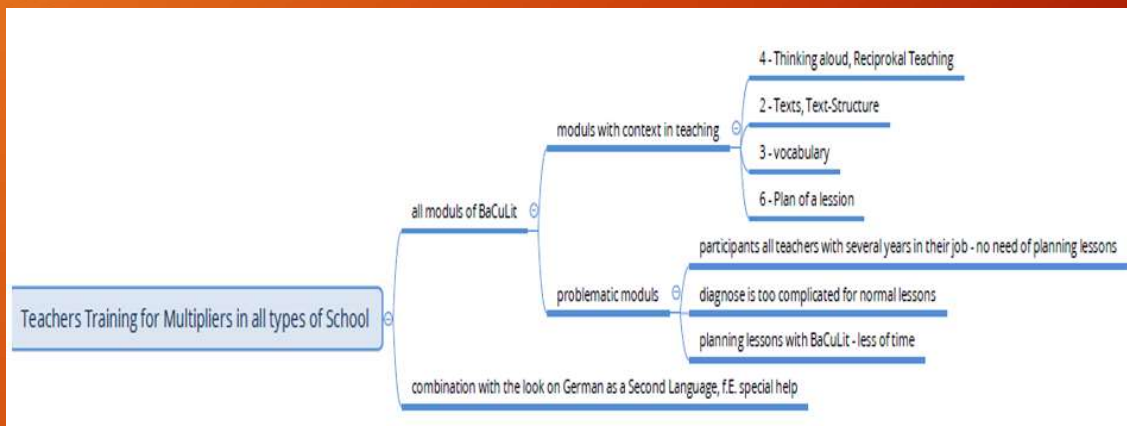
- teachers teach the students not only the colloquial language
- Teachers are also supposed to prepare for the participation in the regular technical lecture → module 2, 4 and 3 + adjustments to German as Second Language
- Important: SPRINT must at the same time learn the language in a relatively short period of time in order to meet the requirements of a real school

Teaching Assistants

3

- Intention: sensitize to the need to pay attention to the language in the subject
- illustrate the necessity of language teaching in the subject lesson within the technical boundaries, without considering it as "German instruction".

Multipliers in all types of School



Multipliers in all types of School

- all modules were part of the advanced training
- credible and practicable modules:
 - 4 (Loud Thinking and Reciprocal Teaching),
 - 2 (texts and text structures),
 - 3 (subject vocabulary) and
 - 6 (planning and presentation of teaching units) proved to be credible and practicable modules
- In contrast, Module 1 (lesson planning) and Module 5 (diagnosis) and for experienced teachers were too time-consuming and practically unworkable

Students for Teacher with German as Second Language

Students for Teacher with German als Second Language

all moduls of BaCuLit

advantage: concrete lessons all over the school-types

concret look on German as Second Language: more support for writing

Students for Teacher with German as Second Language

- different basic knowledge bases for teaching planning
- all the modules from BaCuLit were a part of the seminar. Module 1, in particular, laid the foundations for the planning of the future own unit and proved to be essential for the success of module 6.
- Students developed teaching hours for the respective type of school, which were presented and discussed during the seminar; Subsequently the seminar was followed by the reflection and revision of the teaching hours on the basis of the feedback.

Changements in BaCuLit-modules

Module 4

- pupils are offered speech-like phrases
- different levels: While weaker pupil parts or a pre-written text are obtained, stronger students get only possible verbs (in infinitive and inflected form);
- the goal is that the students no longer need help
- Communication - basic of every lesson

Changements in BaCuLit-modules

Module 2 "Texts and text structures"

- typical text patterns as basic of own textes
- pupils write their own report on the basis of the sample (also with wording).

Changements in BaCuLit-modules

Module 3 (vocabulary of vocabulary)

- different disciplines are of great importance to their specific definitions and structures
- Students are given the opportunity to understand a conceptual explanation before they receive it in professional concentration
- Second-language learners must not only acquire the meaning of an operator, but also learn its specific meaning in order to interpret it in a different context
- Concept Map: basic of a summary of a text for example

Result - Conclusions

- Modules 4, 2 and 3 are primarily suited to provide teachers with tools for the second language acquisition within the framework of the education language
- It is therefore important
 - to provide exemplary materials for the training of teachers, but also
 - to use examples in different disciplines in the classroom,
- On the whole, however, it is clear that language-aware teaching is not only a service for the weak pupils, but also for second-language learners, in order to meet the requirements of the professional language of education.