

# *Didaktische & methodische Aspekte des bilingualen Sachfachunterrichts*

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**Man hat einen gewissen Kick Englisch zu sprechen, denn man kann sich ja durch [sprachliche] Fehler nicht verschlechtern.**

Schülerzitat Ende Kl. 7

*Bilingualer  
Unterricht*



**Sachfachunterricht  
in der Fremdsprache**



**Content and Language  
Integrated Learning (CLIL)**

# Didaktische Prinzipien und Methoden



SEMINAR KARLSRUHE  
REALSCHULEN

What makes  
a bilingual  
lesson good?

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*What makes  
a bilingual  
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**Klare  
Strukturierung**

**Didaktisch reduzierte  
Materialien**

**Wiederholung und  
Umwälzung**

**Anschaulichkeit &  
Visualisierung**

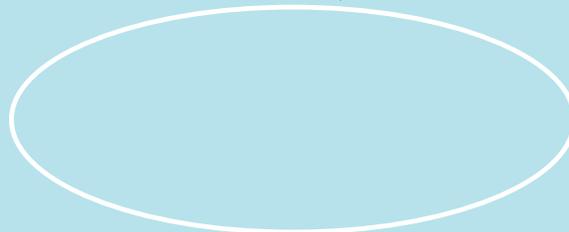
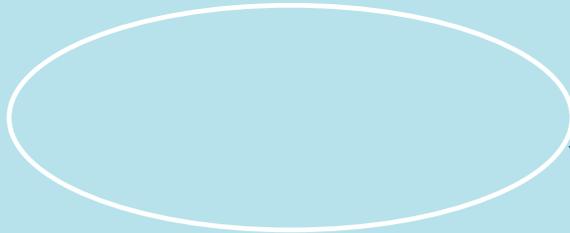
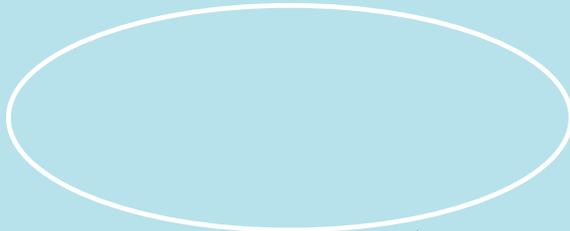
**Schüler- & Handlungs-  
orientierung**

**Fremdsprachl.  
Aspekte**

**Strukturierte  
Ergebnissicherung**

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Visualisierung**



# Anschaulichkeit & Visualisierung



SEMINAR KARLSRUHE  
REALSCHULEN

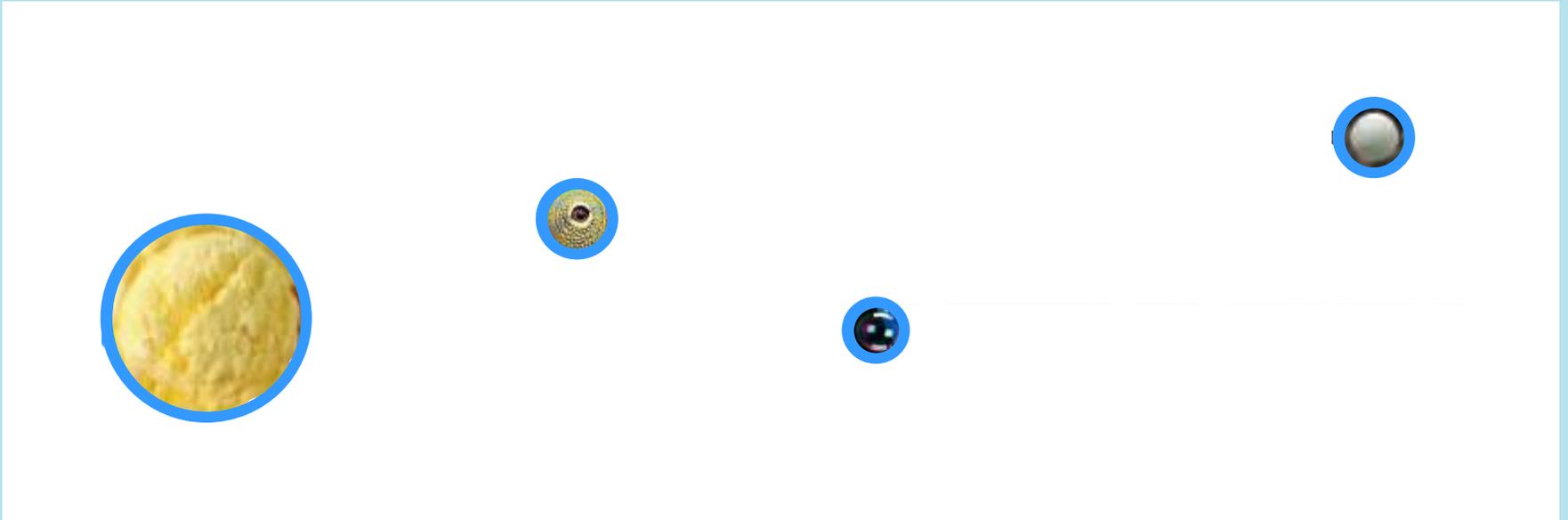


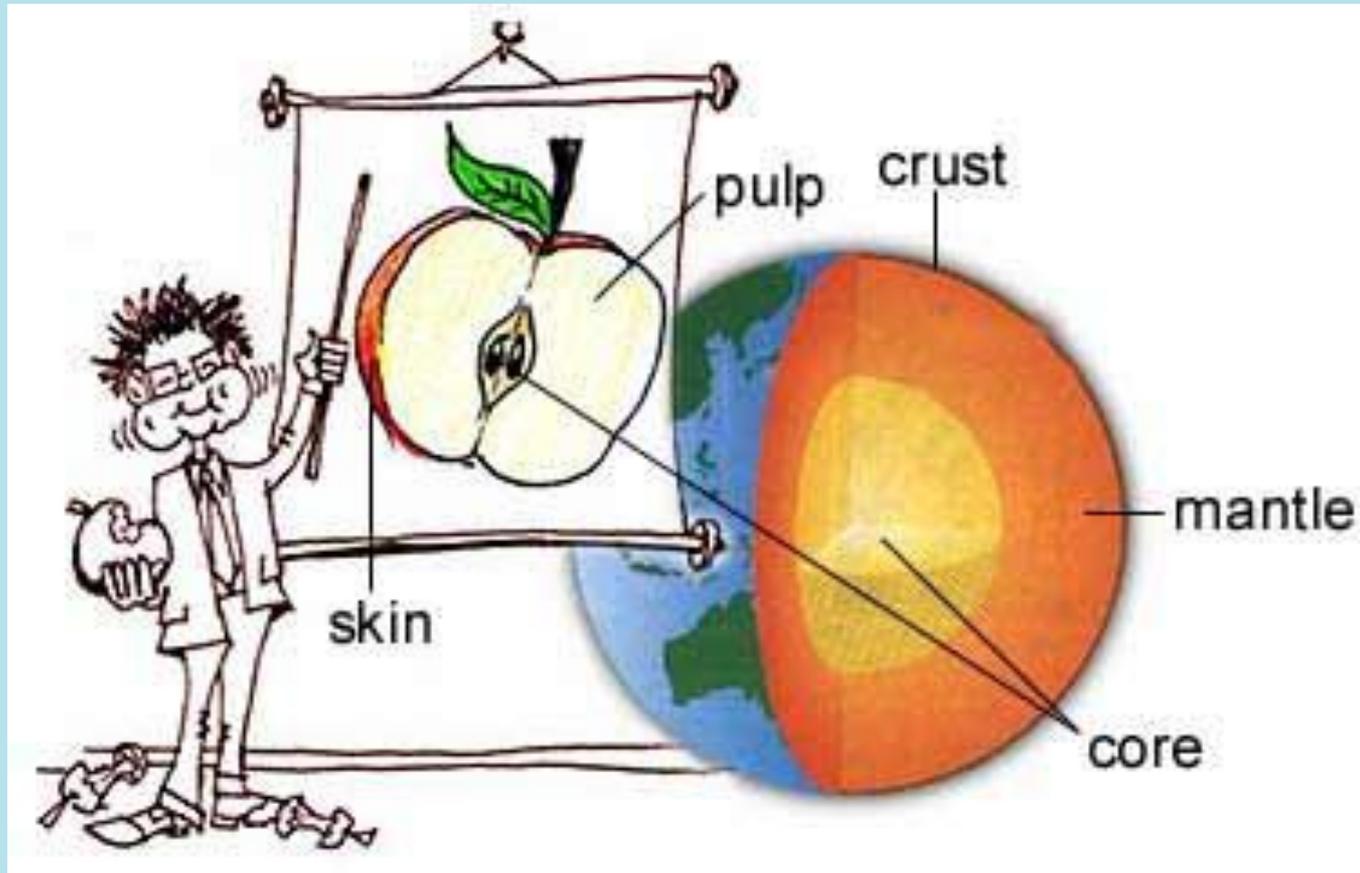
# Anschaulichkeit & Visualisierung

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SEMINAR KARLSRUHE  
REALSCHULEN





**The Layers of the Earth**

## What to do....

1) Look at animals



2) Answer questions



3) Read texts



4) Talk to a partner



**Extra:**  Draw with a pencil

# Didaktisch reduzierte Materialien



## Original version

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 were 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.”

## Adapted version for Realschule, year 8

Anna Perthen, a worker in the textile industry, tells about her youth around 1880:

“Life in my childhood was very hard. I had nine brothers and sisters. Six of them died when they were still babies.

When I was twelve years old, I had to work in the textile industry. I had to work from 5 a.m. to 7 p.m. In the afternoons from 4 to 6 we went to the factory school, which took place in a pub next to the factory. Learning was very difficult, because we were so tired.

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. For some time I lived with somebody else and went home only on Saturdays. We slept in a small room on 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 I was disappointed<sup>1)</sup> because the wages<sup>2)</sup> were so low. I had to pay for the school and for the room. And on Saturdays father was already waiting to take the rest of my money.

When I was fourteen, there was a six-week strike, because the workers wanted shorter working hours. Father who was active in the strike, was fired and did not find any more work anywhere. So we didn’t have enough money and mother and I couldn’t buy enough food for the family.”

### Words:

1) disappointed = enttäuscht

2) wages = the money you get for working

## Einfacher Wortschatz

At times I **lodged** with somebody and went home only on Saturdays.



For some time I **lived** with somebody else and went home only on Saturdays.

## Wenig unbekannte Grammatikstrukturen

The two hours of schooling **were** of course **taken off** our money.



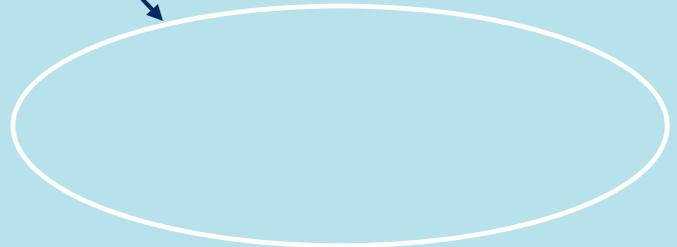
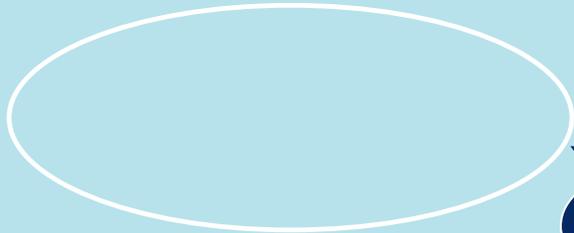
I **had to pay** for school.

**Klare  
Strukturierung**

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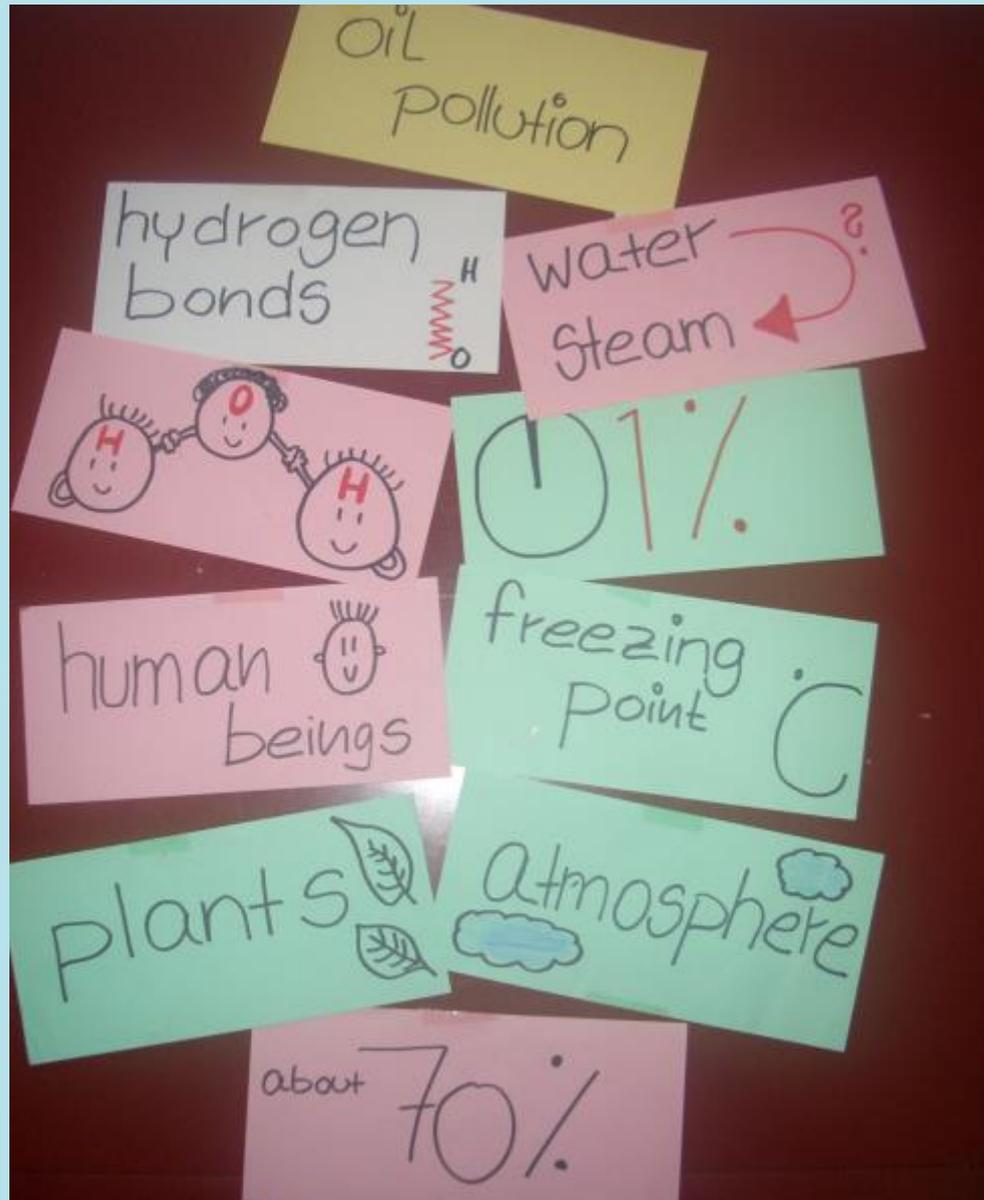
*What makes  
a bilingual  
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# Wiederholung und Umwälzung



SEMINAR KARLSRUHE  
REALSCHULEN



# Wiederholung und Umwälzung



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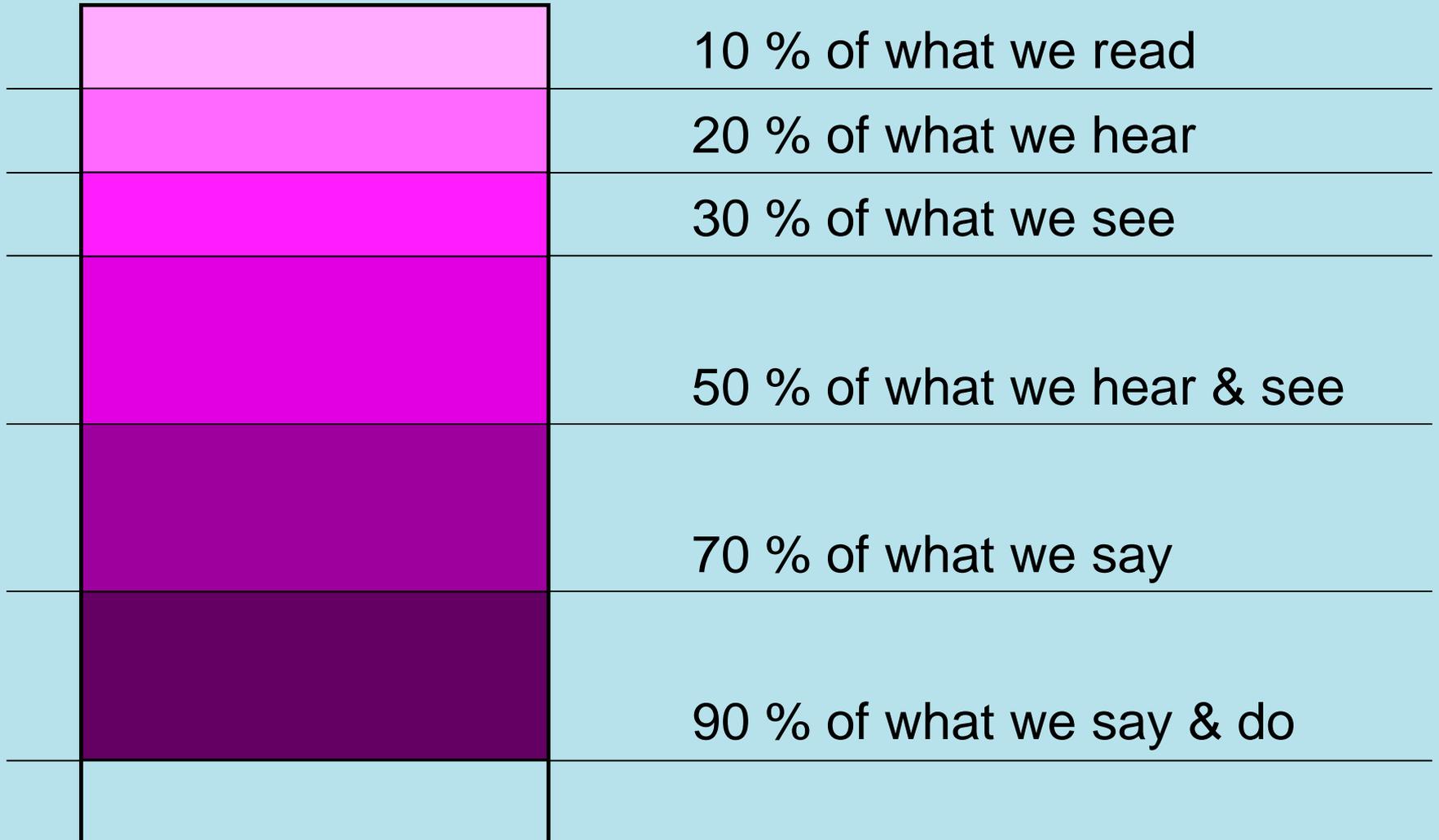


I've heard a lot  
about continental  
drift, but I can't  
believe this!!!

# Schüler- und Handlungsorientierung



SEMINAR KARLSRUHE  
REALSCHULEN



adapted from Edgar Dale

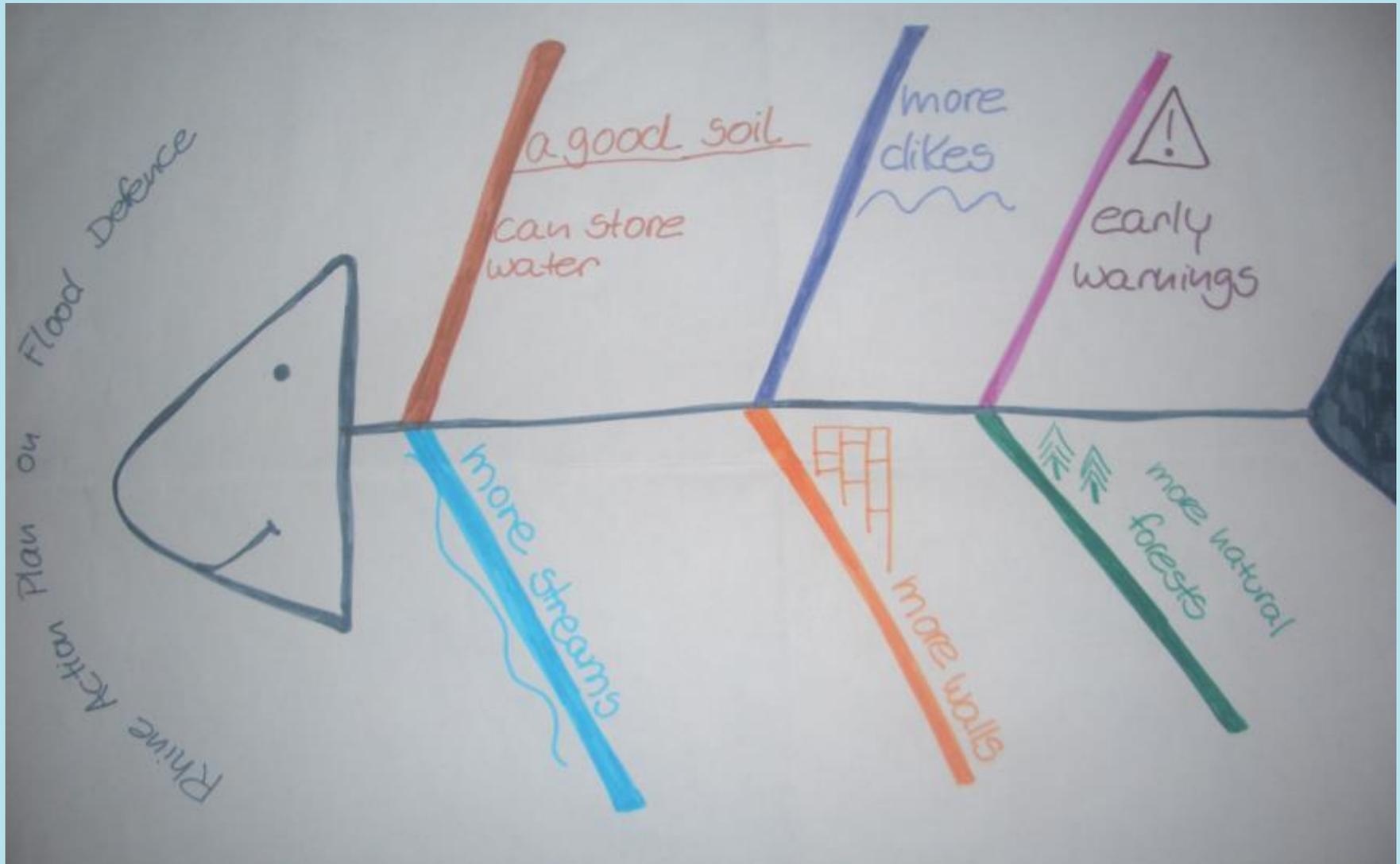
# Schüler- und Handlungsorientierung



SEMINAR KARLSRUHE  
REALSCHULEN



# Strukturierte Ergebnissicherung



# Strukturierte Ergebnissicherung



Transportation of goods	1. ship	2. plane	3. cargo train	4. truck
				
1. a) Where can it drive / fly?				
1. b) Where can it stop?				
2. What is good about transport by ...?				
3. What is bad about transport by...?				

# Aspekte der Sachfächer



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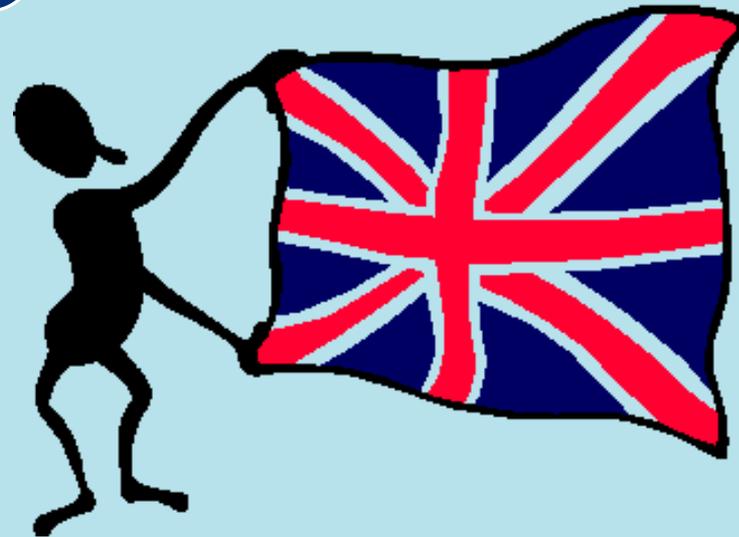
**Anschaulichkeit &  
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**Fremdsprachl.  
Aspekte**

**Strukturierte  
Ergebnissicherung**

***In English,  
please!***





## Verknüpfung von Inhalt & Sprache

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.

- ▶ VISUALISIEREN
- ▶ PROMPTING / BRIDGING
- ▶ CODE-SWITCHING
- ▶ PARAPHRASIEREN
- ▶ RÜCKGRIFF AUF ALLGEMEINSPRACHL. FORMULIERUNGEN

# Sprachliche Hilfen



## The layers\* of the rainforest

### The layers of the tropical rainforest

The emergent layer is made up of the tallest trees. They can be over 5 m high. There are usually only one or two giant trees per hectare (100m x 100m). The trees of the canopy layer are about 30 to 40 m high. They grow\* very close together. They only let 5 per cent\* of the sunlight pass through and only two out of ten raindrops fall through this layer. In the understory layer you can find medium-sized trees. They aren't much bigger than trees in a German forest. The forest floor is so dark that not many plants can grow there. But there are very big ferns\* and shrubs\*. They can be as high as two metres.

Flowers usually need light to grow\*. What do you think, where do they grow in the rainforest?

### A trip through the canopy layer

How can you see the canopy layer in Costa Rica?

- climb on a tree.
- look at it from a helicopter
- go on a tram.

How many different species\* of trees can you find in the rainforest?

- 5 or 6 different species
- hundreds of species
- thousands of species

Where do epiphytes\* grow?

- on the forest floor
- on other trees.

How do they get their "food"?

from the \_\_\_\_\_ and the \_\_\_\_\_.

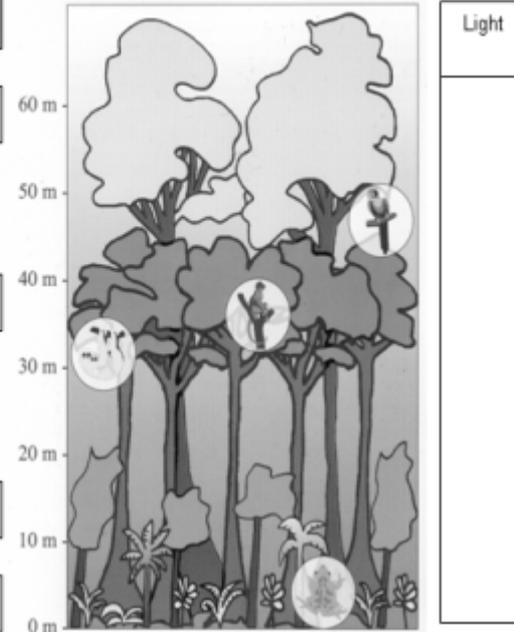
Write down the names of these two epiphytes:











### Word box

layers – Schichten, hier: Stockwerke  
to grow – wachsen  
per cent – Prozent  
ferns – Farne  
shrubs – Sträucher  
species – Arten  
epiphyte – Aufsitzerpflanze

# Sprachliche Hilfen



**Temperature**

**Precipitation**

**8°C**

8 degrees  
Celsius

**-3°C**

3 degrees  
below 0

30°C

scorching

25°C

hot

20°C

warm

15°C

mild

10°C

cool

5°C

cold

-5°C

freezing

The

hottest    coldest  
month in ... is ...

The temperature  
in ... is

higher    lower  
than in ...

The

wettest    driest  
month is ...

It ... it rains

more    less  
than it ...

It rains a lot  
in ...

There is some rain  
in ...

It rains a little bit  
in ...

It doesn't rain in ...

winter  
spring

In                      it is ...

summer  
autumn

I know about ... that...  
I'm not sure, but I think...  
I think...

What do you think?  
What do you know about...?

I think you're right/wrong.  
I understood it differently.

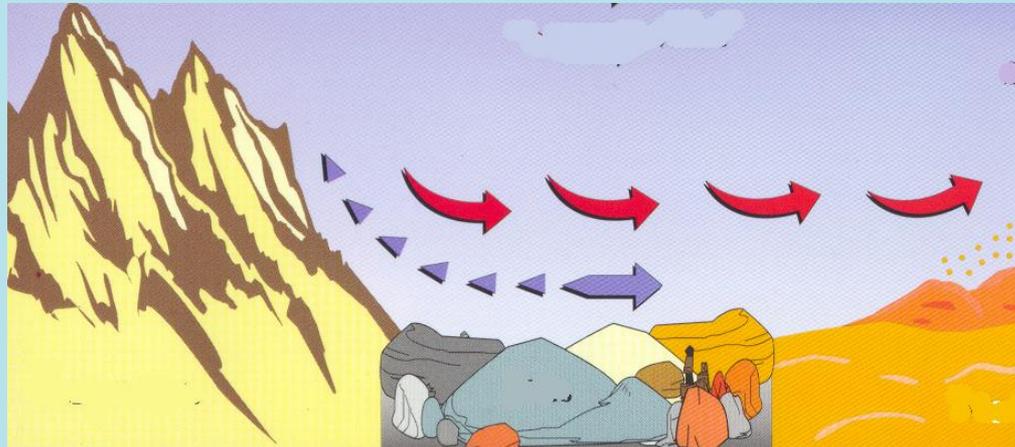
I want to add that...  
It's also important that...



**Hat mir keine Angst eingejagt als wir  
erfahren haben, dass wir EWG  
(Erdkunde-Wirtschaftskunde-Gemeinschaftskunde)  
auf Englisch haben...  
... aber meiner Mutter schon.**

Schülerzitat Ende Kl. 7

In the desert: *Why do the stones break?*



- *Because weathering.*  
The stones expands and contracts.  
After some times pieces break off.



Allgemeinsprachl. Fehler

## Fachsprachliche Fehler



Falsche Fachbegriffe



Verstöße, die im bilingualen Unterricht als Fehler zu bewerten sind

## Allgemeinsprachliche Fehler



Sprachliche Fehler **mit** Beeinträchtigung der Verständlichkeit



Sprachliche Fehler **ohne** Beeinträchtigung der Verständlichkeit

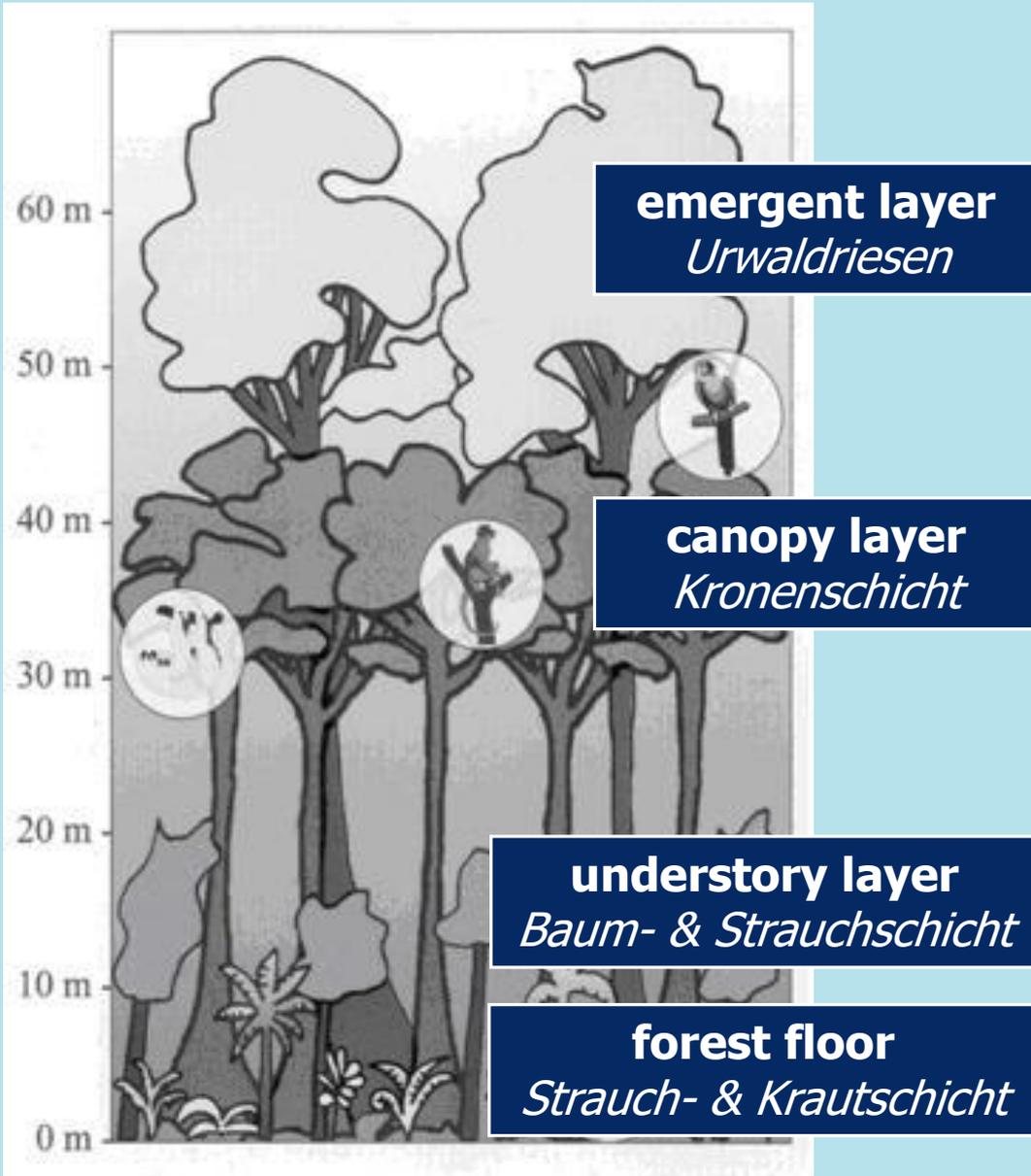


Verstöße, die im bilingualen Unterricht **nicht** als Fehler zu bewerten sind

# Terminologische Zweisprachigkeit



SEMINAR KARLSRUHE  
REALSCHULEN

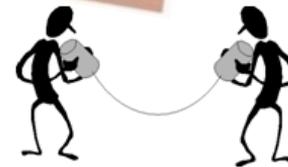
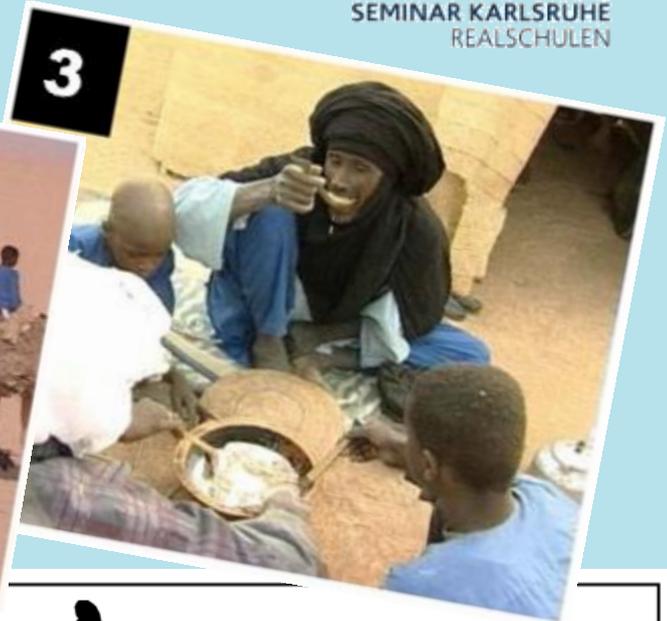


# REPTILES

## VOCABULARY

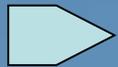


ENGLISH	GERMAN
backbone	Wirbelsäule
amphibians	Amphibien, durch
reptiles	



## Tuareg life

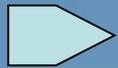
1. What can you see in your photo?
2. What does the photo tell us about Tuareg life?



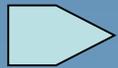
**Weitgehende Einsprachigkeit**



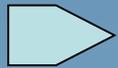
**Umgang mit unbekanntem Wortschatz**



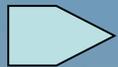
**Sprachliche Hilfen**



**Fehlertoleranz**



**Terminologische Zweisprachigkeit**



**Sprachliche Aktivierung**

*Thank you  
for your attention!*

Judith Faupel

Rebecca Geörg

Sandra Peters