

Didaktische & methodische Aspekte des bilingualen Sachfachunterrichts

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Begriffsklärung

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



What makes
a bilingual
lesson good?

Didaktische Prinzipien und Methoden



Didaktische Prinzipien und Methoden

*What makes
a bilingual
lesson good?*



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graph TD; A([What makes a bilingual lesson good?]) --> B([ ]); A --> C([Anschaulichkeit & Visualisierung]); A --> D([ ]); A --> E([ ]); A --> F([ ]); A --> G([ ]); A --> H([ ])
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**Anschaulichkeit &
Visualisierung**

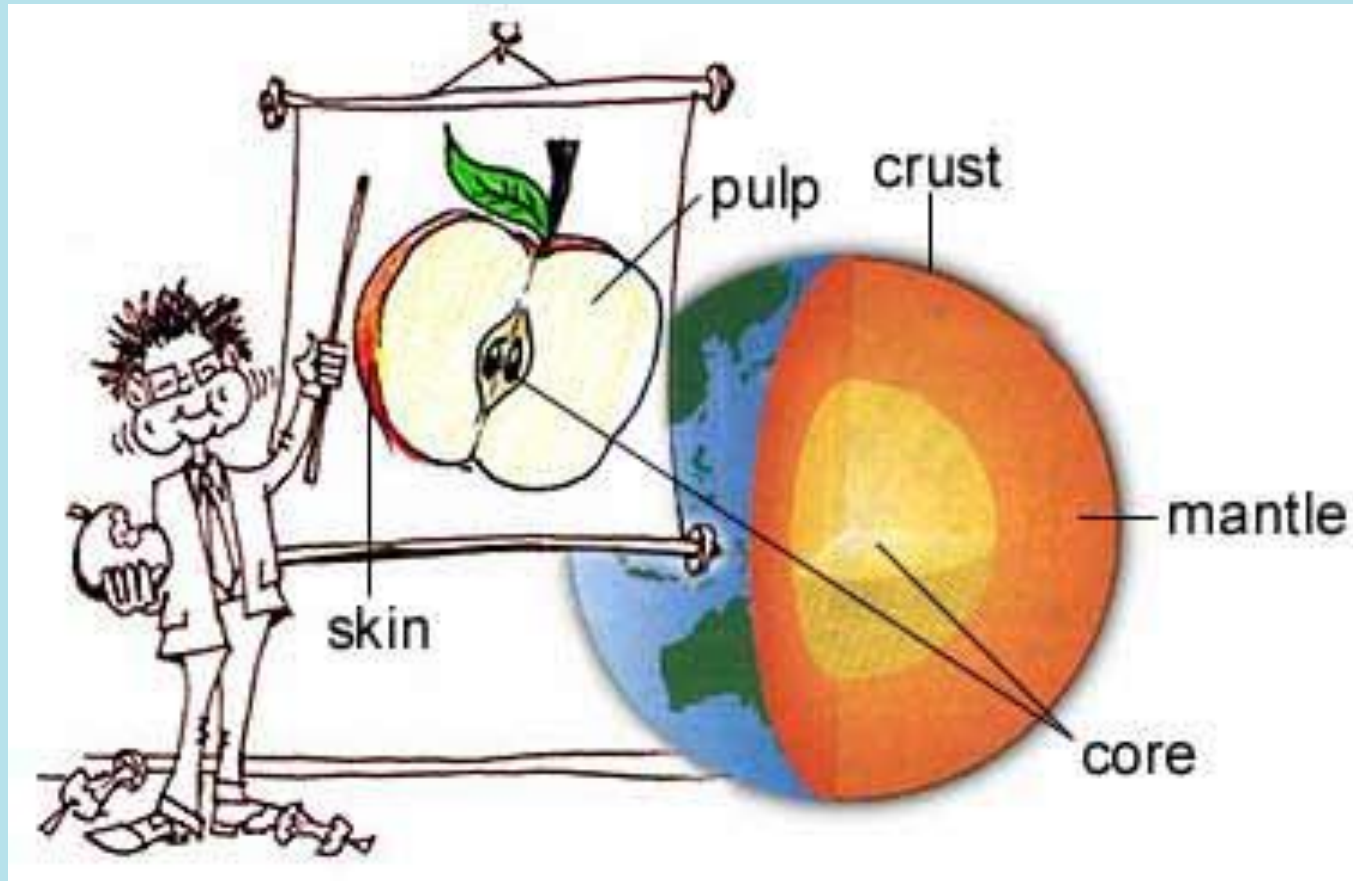
Anschaulichkeit & Visualisierung



Anschaulichkeit & Visualisierung



Anschaulichkeit & Visualisierung



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 disappointed¹⁾ because the wages²⁾ 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

Didaktisch reduzierte Materialien

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.

Didaktische Prinzipien und Methoden

**Klare
Strukturierung**

**Didaktisch reduzierte
Materialien**

**Anschaulichkeit &
Visualisierung**

*What makes
a bilingual
lesson good?*



Wiederholung und Umwälzung

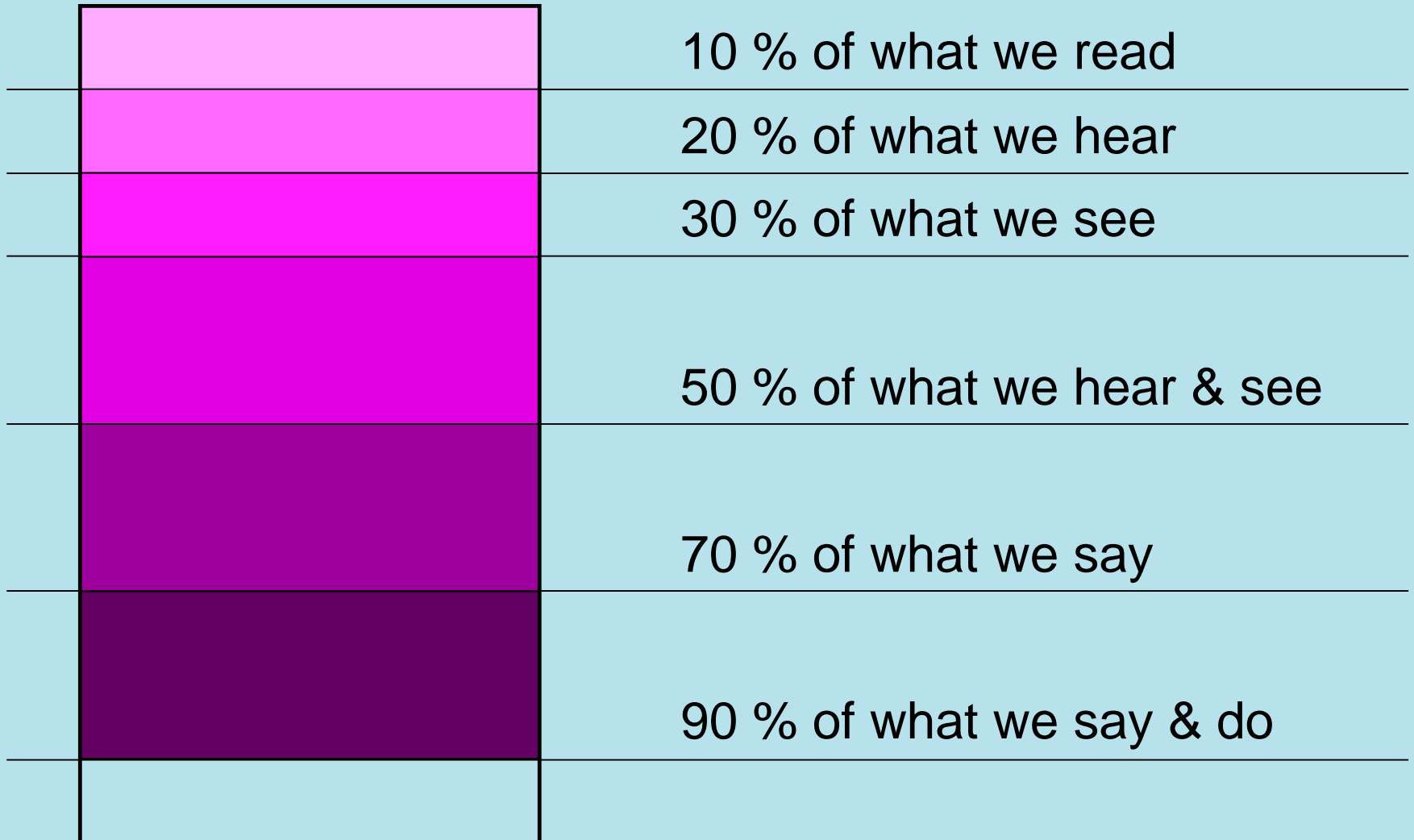


Wiederholung und Umwälzung



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

Schüler- und Handlungsorientierung

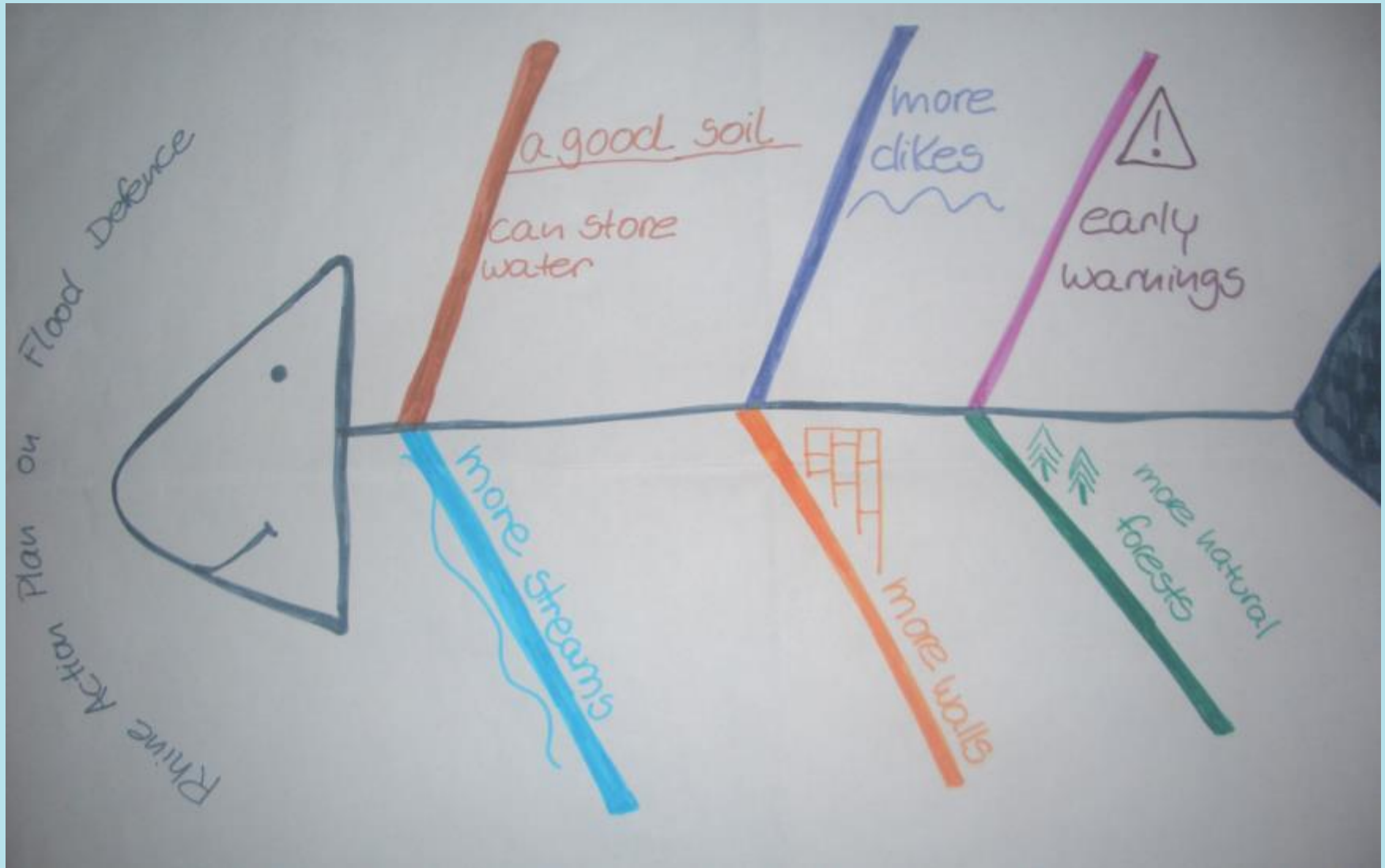


adapted from Edgar Dale





Schüler- und Handlungsorientierung



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

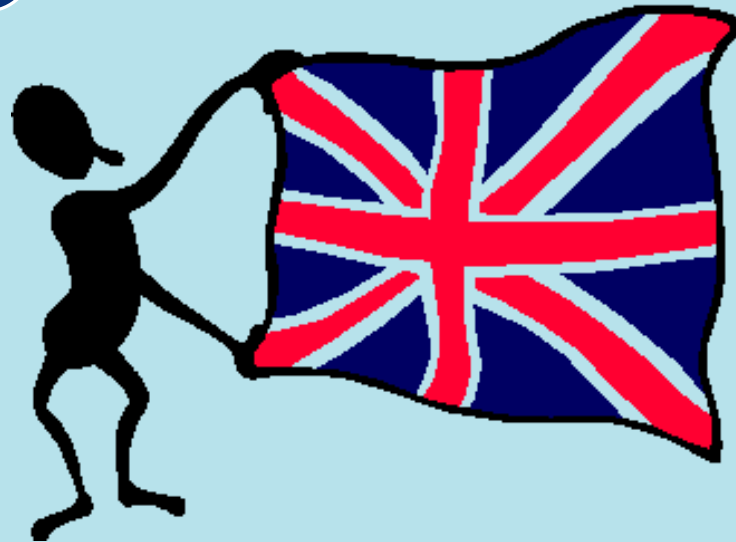


Didaktische Prinzipien und Methoden



Weitgehende Einsprachigkeit

***In English,
please!***



Umgang mit unbekanntem Wortschatz



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.

Verknüpfung von Inhalt & Sprache

- **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

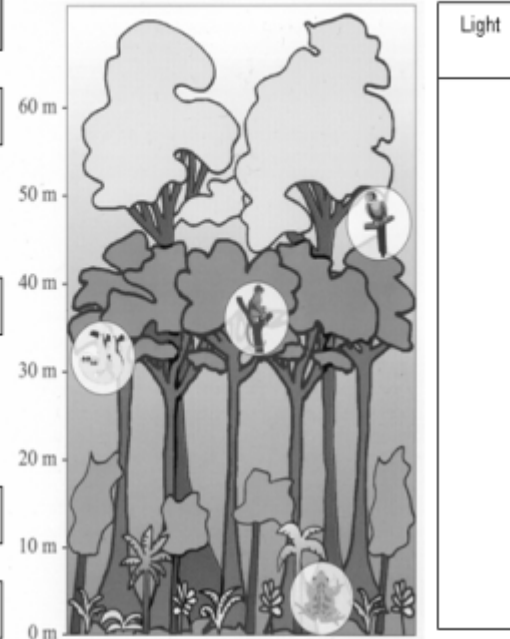
Where do epiphytes* grow?

- ☐ 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

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 ...



winter

spring



In



summer

autumn



it is ...

Precipitation

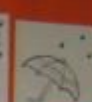


The



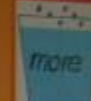
wettest

month is ...

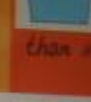


driest

In ... 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 ...

Sprachliche Hilfen

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...

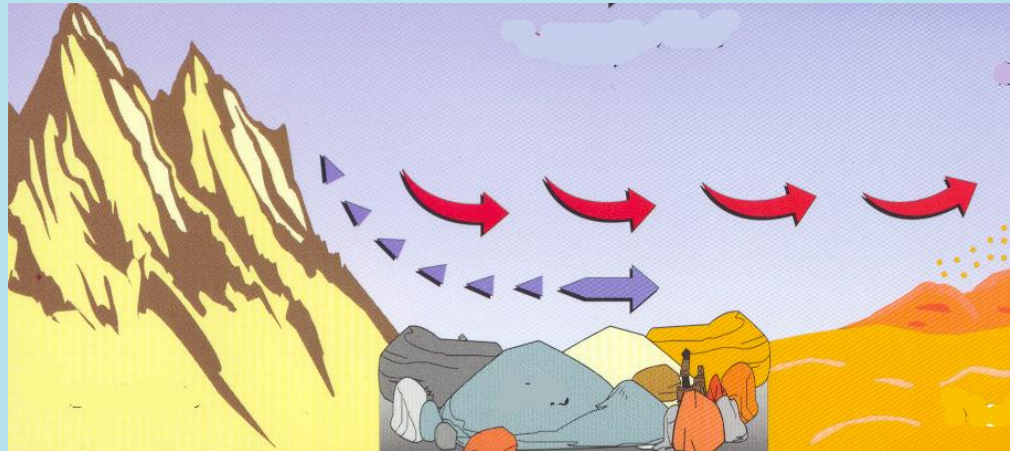
**Hat mir keine Angst eingejagt als wir
erfahren haben, dass wir EWG
(Erdkunde-Wirtschaftskunde-Gemeinschaftskunde)
auf Englisch haben...**

... aber meiner Mutter schon.

Schülerzitat Ende Kl. 7

Leistungsbewertung

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



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

► *Allgemeinsprachl. Fehler*

Fehlertoleranz im sprachlichen Bereich

Fachsprachliche Fehler

Falsche Fachbegriffe

Verstöße, die im bilingualen Unterricht als Fehler zu bewerten sind

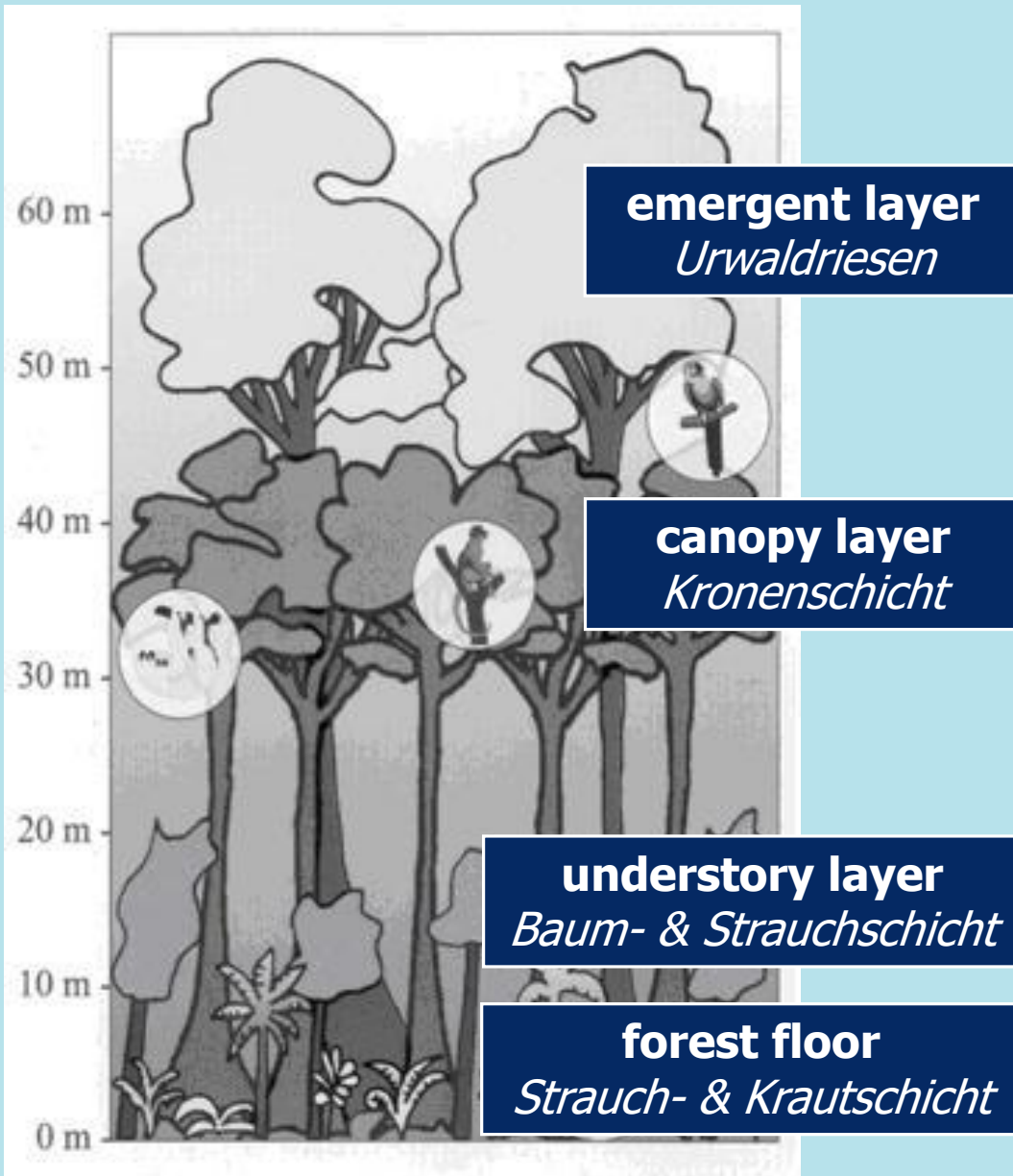
Allgemeinsprachliche Fehler

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



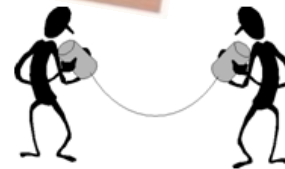
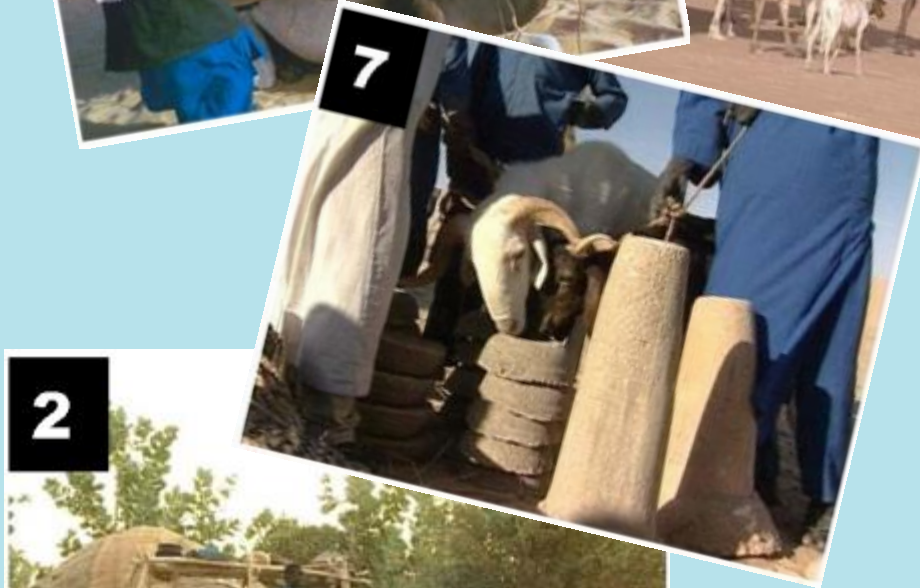
REPTILES

VOCABULARY



ENGLISH	GERMAN
backbone	Wirbelsäule
amphibians	Amphibien, durch
reptiles	

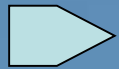
Sprachliche Aktivierung



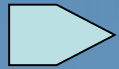
Tuareg life

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

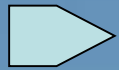
Fremdsprachliche Aspekte



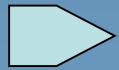
Weitgehende Einsprachigkeit



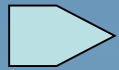
Umgang mit unbekannten Wortschatz



Sprachliche Hilfen



Fehlertoleranz



Terminologische Zweisprachigkeit



Sprachliche Aktivierung

*Thank you
for your attention!*

Judith Faupel

Rebecca Georg

Sandra Peters
