

Innovative language training through team teaching

Intensive exchange of specialist and language teachers enables participants to understand complicated language content



iQ | GOOD PRACTICE to the point

Addressees for transfer:

Facilities of adult education, which are active in the field of vocational qualifications and bridge training.

Concept "Team Teaching":

For team teaching, specialist and GSL (German as a Second Language) lecturers work together in a job training scheme. In doing so, the lecturer takes over the primary teaching design and the GSL lecturer observes, analyses, advises and supports the teaching process. The interlinking and coordination of the professional and linguistic contents results in a language training with a high degree of practical relevance. Participants can be mentored and encouraged more directly, which is a great advantage, especially in heterogeneous groups with different language levels.

Project:

Language service centre

Implementing organisation:

Thüringer Volkshochschulverband e.V.
(Thuringian Association of Adult Education)

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Offer:

The templates for class observation, team discussion and teaching assistance can be ordered from the project partner Swetlana Dominnik-Bindi using the above e-mail address.

Starting position/challenge

In order to test the concept of team teaching, a needs analysis was carried out in the Network IQ Thuringia for existing job training schemes. It became clear that general teaching of language skills is not sufficient to make complex and specific subject matter comprehensible and applicable for the participants. For example, this includes the understanding of specialist texts or the preparation for examinations. Team teaching means the joint planning and execution of the lesson by specialist and language lecturers with greater methodological diversity.

Based on the determined needs, team teaching was piloted in the "MINT Bridge" project. In this job training scheme (implementing organisation: Knoten Weimar GmbH), academics are trained in the fields of project management, labour law, IT applications, application training, etc. Creating and conducting a joint lesson proved to be a major challenge for the specialist and GSL (German as a second language) lecturers. The cooperation made the work easier, but also led to necessary compromises regarding didactic habits.

Implementation

The team teaching concept can be applied flexibly to different subjects. The procedure includes the following steps: First, the lecturer for German as a second language (GSL lecturer) observes the class and then exchanges information with the subject lecturer in the team discussion. In the second step, the language lecturer assists in the subject by providing language simplifications to individual participants or small groups.

The third step involves the joint preparation of lessons and the subsequent team teaching, i.e. teaching the class together. The GSL lecturer uses the developed templates for teaching observation, team discussion and teaching assistance to plan, analyse and

Team discussion

- Professional learning priorities
- Language requirements



document every step in team teaching. Through the close interlacing of the language and subject-specific lesson, the participants can be offered a tailor-made German lesson.

Summary

In the project "MINT Bridge", the linguistic skills of the 13 participants (starting on "good" language level of A2 to B1 of the Common European Framework of Reference for Language) were further developed in such a way that they were able to comprehend and process complex technical content. The concept of team teaching has proven itself: By the end of the course, everyone was able to demonstrate a German skill level of B2+ and are currently working on a C1 language course for "fast learners".

After testing it in the IQ job training scheme "MINT Bridge", the concept was transferred to the IQ job training project "Healthcare Job Training" in 2016. Currently, the team teaching concept is applied in both newly launched job training courses.

“A written warning is like the yellow card”

GSL lecturers sensitize specialist lecturers for the linguistic difficulties of the participants

The team teaching concept is of great importance when it comes to imparting the most demanding professional content. The special feature about this is the interlinking of linguistic and technical elements in a bridge training. An interdisciplinary team of specialist and GSL lecturers works hand in hand and jointly assumes responsibility for the preparation, implementation and evaluation of the class. This interlocking is necessary so that German speakers can master the challenges that arise in work-related language learning. In the IQ job training scheme “MINT Bridge”, the use of a GSL lecturer in the subject of labour law was considered absolutely necessary for the successful completion of

the class. For example, the German word “Fehlverhalten” in “misconduct leads to a warning by officials” was misunderstood by the participants and had to be discussed. The GSL lecturer intervened and explained: The German word “Fehlverhalten” is literally translated as “erroneous behaviour” and is derived from “making a



mistake” (einen Fehler machen). The group understood the meaning and responded actively with numerous comments. The GSL lecturer added: “A written warning is like the yellow card in football, so what comes after it?” The participants answered: “The red card, that’s the termination.” As the project progressed, the GSL lecturer also provided support to participants individually, in small group work settings as well as in joint lectures. Another benefit of team teaching was the increasing linguistic awareness of the lecturers. They learned to consciously perceive the linguistic difficulties of the participants and to assess their comprehension and absorption capacity better.

Three questions to Swetlana Dominnik-Bindi, project manager for team teaching at the language service centre in the Network IQ Thuringia

“Identify problems, find solutions”



What is the innovative aspect of team teaching?

Ensuring the practical implementation of the interlinking of professional and linguistic content is a very innovative, but also a quite challenging approach for the specialist and GSL lecturers. In the beginning, it requires more time for planning, coordination, as well as evaluation. The method is particularly suited to enrich the class with greater perspective and method diversity. The

joint teaching enables greater differentiation possibilities for learning the job-specific language and individual support of the students. Problems become obvious much faster, and in return solutions are found faster.

Is it possible to introduce this format in other regions?

The format is transferable, because it can be implemented in various

industries with just about any content. This is done with the help of templates, which were specifically developed for this purpose and are available to the GSL lecturers, in order to plan, analyse and document every step in team teaching with the lecturer. Specifically, they consist of a teaching observation sheet, a team discussion template and a protocol template for teaching assistance. All steps are coordinated and interrelated, and have their own objectives and target results to produce the best possible education.

What can team teaching achieve in the long term?

The concept is sustainable, because it will be applicable in the future in various professional areas without additional effort. It is designed for continuous implementation and can be planned a long time ahead. The method is efficient because the language skills of the participant group can be taken into account and further developed in a targeted way that is specific to the profession. This way, the dropout-rate in job training schemes can be significantly reduced, and the participants can enter the labour market more quickly.

Imprint

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Network IQ

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