



Individual learning of “teachers’ language”

Analysis for potential ensures that foreign teachers acquire communication skills according to personal needs



IQ | GOOD PRACTICE to the point

Addressees for transfer:
Institutions which carry out job-related language training courses or offer job training of foreign skilled workers

Tool “Potential analysis”:
Language trainers support the bridge training of the State Institute for Teacher Training with an analysis for potential. The participants learn the technical terminology of the teachers’ language in order to reflect on their own language skills and receive an individualised plan for them with a training recommendation. They can select their training modules individually and they continuously receive feedback on their individual language skills. As a result, trained teachers later communicate more professionally in their work environment.

Project:
Support of teachers with foreign professional credentials

Implementing organisation:
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Offer:
The templates for the implementation of the analysis for potential can be ordered from the responsible contact person, Christiane Eiberger, under the above email address. All IQ good practice examples published so far can be found at www.netzwerk-iq.de.

Starting position/challenge

As part of a job training scheme at the IQ regional network Hamburg - NOBI, immigrant teachers with recognised teaching degrees can complete a bridge training (APQ) or an aptitude test at the Hamburg State Institute for Teacher Training and School Development in order to achieve the full recognition of their professional qualification. The “teacher’s language” is at the centre of the measure because experience showed that standardised training courses did not meet the diverse background knowledge of the target group. However, mastering the teacher’s language is necessary to carry out work professionally. The IQ subproject addresses this challenge with a new approach and developed the “diagnostic tool for occupational language competence in the teaching profession”.

Implementation of the tool

The diagnostic tool “Potential analysis”, initiated and developed by language trainers as part of the project “Support for Teachers with Foreign Professional Credentials”, serves to ascertain the occupational language competence and determine the development needs of the participants. The potential analysis forms the basis for the occupational language preparation of the teachers before the beginning of the actual bridge training. The participants are given the task of performing various standard communicative situations from the area of teaching and school, such as presenting themselves at the parent-teacher conference, presenting an explanation for a process or telling a story. These exercises are recorded with a video camera or, for example, reading is recorded on tape. The video and audio recordings are then analysed and evaluated by the language trainers. This



way, each participant receives personal feedback on his or her language skills and individual training goals and reflects on the applied linguistic tools. The training plan includes feedback on accent expression, the knowledge of the vocabulary of the subject, and the characteristics such as speaking rate or emphasis. Based on the individual diagnosis and demand situation, the participants can choose the offers which are most suitable for their linguistic development.

Summary

The analysis for potential to improve the teachers’ language of the participants has been carried out since 2015 and shows very promising results in the evaluation. It relies on a high level of self-motivation and a strong commitment to the personal learning objectives of teachers from all over the world. It is also characterised by a high degree of professionalism for the linguistic area, which is also passed on to the pupils by the participants, as well as a professional approach to different linguistic cultures.

Desire for achievement: “I can do better!”

Language, culture and personality – Language competence of teachers is more than correct pronunciation

The structures of the analysis for potential that the two language trainers Christiane Eiberger and Katrin Hannappel-Schröder created together with the project's contact person, Heide Hildebrandt, consist of the acquisition of vocabulary, monitored self-reflection and an individual training plan. The individually designed training plan with a description of the linguistic personality in the professional context does not only take the expected assessments of accent, grammar and vocabulary into account, but also the characteristics of the speaker, such as the speech rate, emphasis, melody, voice and strength, the content of the speech, as well as facial expression



and gestures. “Language competence of teachers is much more than correct pronunciation,” says Katrin Hannappel-Schröder. “Teachers are, for example, given feedback in three categories in the assessment of their first-language accent: sounding native, audible accent and degree of intelligibility.” When intelligibility is limited,

there is a clear recommendation for training, as there are many linguistic tasks in the classroom which require native language skills, e.g. dictating, spelling or reading aloud. “An audible accent alone, which does not limit intelligibility, enriches the linguistic teaching landscape in form of cultural diversity,” explains the language trainer. An important factor for the success of the bridge training and later in the profession is in each case the motivation to continue practising the independent training beyond the seminar. “When I recognise my potential during training, I get enthusiastic about the language performance and think: I can do even better!”

Three questions to Christiane Eiberger, language trainer in the project “Support of teachers with foreign professional credentials”

“Continuously re-evaluate the language profile”



What is the innovative aspect of the potential analysis?

The potential analysis is an evaluation model that specifically reflects the linguistic requirements of the profession and as a result a highly differentiated training plan. This enables the teachers to balance the self image and the public image. The language training concept in the IQ project “Support of teachers with foreign professional credentials” requires this evaluation in order to be able to work specifically on the individual challenges of the participants. Analysis and training build on each other and correspond to the vocational qualification throughout the course. Using individual portfolio work, the participants can repeatedly re-evaluate their personal language profile based on the given criteria.

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Can the format be implemented in other contexts?

The authors have already presented their concept to trainers from

other professions. It was confirmed that the linguistic categorisations used, like the tools for teachers' language, are also widely accepted by other trainers. We have therefore created a transferable, applicable practice example. Before transfer, only the linguistic activities of the respective profession have to be put into focus and formulated.

What can the adaptation measure effect in the long-term?

The analysis for potential influences the professional activity during and after the bridge training. It controls the development process of the teachers' language not only during the training but also in school-based practice, as it shows the strengths and weaknesses of the participants in the professional context. Participants develop linguistic confidence in the formulation of their skills and transfer these to the requirements in the work processes of bridge training and school. The project managers save on personnel and time resources through the independent selection and implementation of the training content by the participants.

Imprint

The project is funded as part of the Network IQ. It is a subproject of the Network IQ Hamburg - NOBI.

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Editor: Christian Zingel, Canan Ulug, ebb GmbH
Photos: Hamburg State Institute for Teacher Training and School Development, Julia Schlach (RockABYTE GmbH)
Layout: Gereon Nolte, ZWH
Version: 2017
www.netzwerk-iq.de

Network IQ

The Network “Integration through Qualification (IQ)” aims at sustainable improvements in the labour market integration of adults with a migration background. The programme is funded by the German Federal Ministry of Labour and Social Affairs (BMAS) and the European Social Fund (ESF). Strategic partners in implementing the programme are the German Federal Ministry of Education and Research (BMBF) and the Federal Employment Agency (BA).

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