

**DOCUMENTATION OF THE SYMPOSIUM**  
on October 28, 2019 in Bremen

**FROM THE  
PRELIMINARY COURSE  
TO THE SOCIAL STUDIES  
AND NATURAL  
SCIENCES —  
TEACHING IN THE  
LOWER SECONDARY  
LEVEL**

**Shaping transitions together:  
Input and exchanges for the design of  
culture and language sensitive  
subject teaching**

A cooperation between the University of Bremen,  
the State Institute for Schools and the QBZ Morgenland

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## Cooperation partners of the symposium



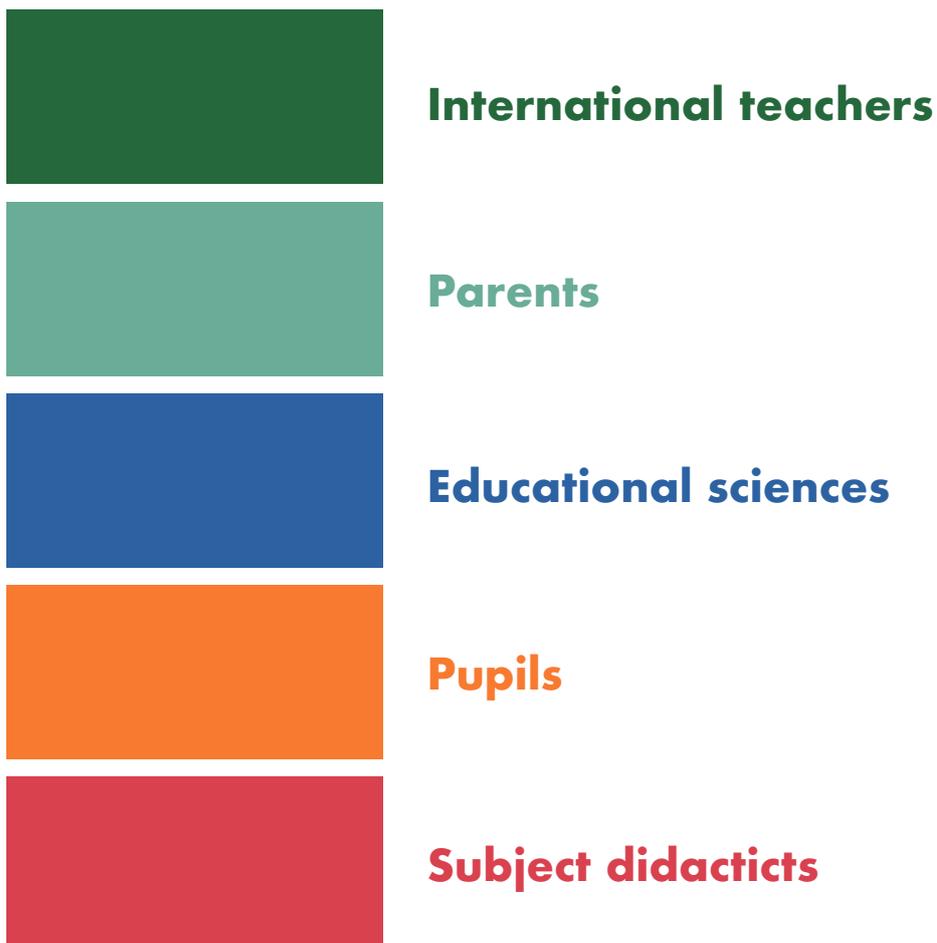
## Thank you very much—

This symposium was made possible thanks to the support of the Freudenberg Foundation and the Child Benefit Foundation. We would like to thank the foundations for their generous financial support as well as for the appreciation of our work.



# COLOR CONCEPT

The individual perspectives are marked in the articles with different colors:



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# DESIGNING TRANSITIONS INTO REGULAR CLASSES TOGETHER

— Yasemin Karakaşoğlu, Katja Baginski &  
Aysun Doğmuş

The question of how transitions for newly immigrated pupils from the preliminary course to the regular lessons can be *jointly* designed was the focus of ...

... the symposium “From the preliminary course to the social studies and natural sciences-teaching in the lower secondary level”, which took place on October 28, 2019 at the State Institute for Schools in Bremen (LIS) with approximately 70 participants. The event was organized by the Intercultural Education Department (AbIB) at the University of Bremen (Prof. Dr. Yasemin Karakaşoğlu and Katja Baginski) in cooperation with the LIS (Anja Krüger, Sandra Opler, Saskia Lohmann and Imke Remmert) and the Quarter Education Center (QBZ) Morgenland (Jasmina Heritani).

The idea for this symposium came up in 2017 as part of the *Fach + Sprache* project. The project is based in the *Lehr-Lern-Werkstatt Fach\*Sprache\*Migration* of the AbIB at the University of Bremen and was initi-

ated in the course of the increased migration movements after 2015 with the support of the Bremen Child Benefit Foundation and the Freudenberg Foundation. Since then, together with subject didactics and teacher

**The *Fach + Sprache* project offers language-sensitive specialist teaching that is based on previous technical, school-cultural experience and the language-wide repertoire of newly immigrated students.**

training students at the University of Bremen, teaching materials were developed for the subjects chemistry (by Lilith Rüschenpöhler and Prof. Dr. Silvija Markic),

biology (by Dr. Dörte Ostersehl), geography (by Dr. Fried Meyer zu Erbe) and history (by Prof. Dr. Sabine Horn), that are used in the Lehr-Lern-Werkstatt in courses with newly immigrated students and are continuously developed at the same time. In a modified form, they can also be used in school lessons.

As a didactic-methodical measure, the aim of deploying these materials is to shape the transition between preliminary courses and regular lessons. For this purpose, newly immigrated young people are given an insight into working methods and issues relating to the above-named subjects. The courses led by student teachers take place weekly over a period of three months. One lesson lasts 90 minutes.<sup>1</sup> The peculiarity of the materials can be described in two ways: The subject lessons are framed and prepared as language-sensitive lessons for the initiation of the German (educational/ technical) language so that the subject lessons can be linked to the language support in German. Likewise, previous school-cultural experience and language skills of newly immigrated students – not just their knowledge of German – are given a central didactic and methodological value, so that a culturally sensitive and multilingual approach to the acquisition of teaching/ learning content is relevant.

The special concern for the symposium was to thematize the multiple perspectives of such a project context and to take it up cooperatively for planning, design and implementation. In addition to those actively involved in the project, actors in teacher training and advanced training as well as newly immigrated pupils and parents, teachers and student teachers should also be involved. The various target groups of the symposium therefore formed a highly heterogeneous group: lower secondary level teachers, teacher training students, schoolchildren who had participated in the project, representatives of subject didactics from the university and the state institute for schools, as well as international teachers.

The lead time of over two years documents the complex requirements of such an experimental project. Even if there was a fundamental interest in a cooperation with the LIS, it was necessary to bring the various institutional structures, pedagogical approaches and time and goal concepts closer together through the gradual joint conception of the conference. The teaching materials were presented and discussed in various committees and the objectives and implementation of such a symposium had to be discussed and coordinated in various meetings. For this process the change can be marked in a line of thought, which turned from a (deficient) view of students with insufficient knowledge of German to the fact that knowledge of different languages in the acquisition of the German language can be used in lessons in a resource-oriented manner. Multilingualism in the classroom turned out to be a much discussed and offered controversial perspectives. Likewise, it had to be agreed, for example, that the focus should be placed on the consideration of the individual subjects named above. This question is important for the state of Bremen insofar as these subjects are embedded in interdisciplinary teaching concepts at lower secondary level, chemistry and biology in the natural sciences (NaWi) subject, and history and geography (together with politics) in society and politics (GuP). In the second introductory article there is the perspective of the LIS as a partner for

**Multiperspectivity:  
heterogeneous composition of  
the cooperation partners, the  
active participants and the target  
groups.**

**The State Institute for Schools  
(LIS) acted as a partner for the  
organization of the symposium.**

**The symposium offered multifaceted specialised lectures that focused on various topics.**

**The multiple perspectives of the actors involved can be found in the subject-related working groups and in the documentation of topic-specific meetings with student teachers, international teachers, parents and newly immigrated students.**

the organization of the symposium, as well as the program of the symposium. Dr. Heidemarie Rose (former head of the Department for Young People and Family at the Senator for Social Affairs, Youth, Women, Integration and Sports in Bremen) moderated the symposium, offered multi-faceted specialized lectures in the morning and working groups in the afternoon. In her fundamental contribution, Prof. Yasemin Karakaşoğlu introduced theoretical-conceptual considerations of a school in the migration society that, in contrast to a 'school of the nation', are necessary if educational equality is to be made possible under the complex phenomena of migration (contribution **FOUR**). Jasmina Heritani described concrete experiences from the teacher training project "Syrian teachers for Bremen" and the neighborhood education center. She also focused on the perspective of using the diversity of teaching and learning cultures for Bremen (contribution **FIVE**). Hennie Kesak gave insight into the Swedish education system with her contribution and presented the concept and experiences in the training of language assistants and their work as an impetus for the local system (contribution **SIX**). Nele Hilfert also gave impulses. She presented the concept of multilingual educational films from BINOGI and gave an insight into the experiences of their use in teaching in Sweden and Germany (contribution **SEVEN**). The morning was rounded off with a contribution by Katja Baginski. She presented the concept and the materials of the *Lehr-Lern-Werkstatt* (LLW) and, by showing migration and language biographies, provided access to their diversity with reference to the students as addressees of the LLW (contribution **EIGHT**). The type of documentation takes into account the multiple perspectives of the actors involved. These are initially bundled in the four subject-related working groups for the subjects chemistry and biology, as well as geography and history, which were carried out jointly by representatives in the didactics from the University of Bremen and the LIS on the afternoon of the conference. The main question was how the participation and educational success of immigrant students in the respective subjects can be systematically supported. In addition to the contributions made by representatives of the subject didactics, teacher training students presented the subject-related teaching materials of the *Fach + Sprache* project, which they are involved in developing and which they use in the courses of the teaching-learning workshop. Perspectives from international teachers and students were also included and, on this multi-perspective basis, subject-related stumbling blocks and tips for improvement were collected (contribution **NINE**). The commitment of the students in teacher training is particularly noteworthy. In a follow-up discussion with Katja Baginski and Aysun Dođmuş, they shared their impressions of the symposium and the resulting impulses that they gained (contribution **TEN**).

A unique perspective for the conference was the participation of international teachers who could be won for the symposium through the cooperation with the *Quartiersbildungszentrum Morgenland* (QBZ) and who had taken part in the teacher training project located there. Even before the conference, a preparatory and evaluation meeting took place with them, together with the project managers Jasmina Heritani and Katja Baginski. The contribution represents

responses from the international teachers who had also actively participated in the subject-related working groups and reported on their experiences as subject teachers before their migration to different countries (contribution **ELF**). In addition, discussions with parents and students took place in the preparatory phase, which were organized by the *Lehr-Lern-Werkstatt* in the context of the project and which took place in the premises of the *Lehr-Lern-Werkstatt* at the University of Bremen. Farina Maletz's contribution gives an insight into the perspectives and the range of experiences of parents whose children took part in the *Fach + Sprache* project. It makes it clear that the German language is formulated as a central requirement for their participation in schools in Bremen. However, in a country comparison it becomes clear that, in addition to the language requirements, other structural framework conditions for successful cooperation between schools and parents are important for the parents' opportunities to participate (contribution **TWELVE**). In particular, the newly immigrated students can be called experts on the question of the transition from the preliminary course to the regular class. They are not only the addressees to whom the measures are aimed at. They are also the actors who can report on their experiences, both in comparison to their school experiences before and during the migration and with regard to preliminary courses and the transitions into regular classes, in which stumbling blocks have to be taken into account and in which conditions for success should be implemented structurally. They impressively presented these in preliminary talks, during the symposium as active participants and in follow-up talks. Mona Schiele's contribution gives insight into her perspectives and her extensive range of experiences (contribution **THIRTEEN**).

With this broad spectrum, this documentation aims to make the experiences of the cooperation partners and the contributions to the discussion of the actors involved in the conference accessible to an interested public. Conclusions on all perspectives and aspects are summarized in the conclusion (contribution **FOURTEEN**). In our opinion, they offer important starting points for the constructive examination of structural conditions of schools in the migration society and (school) education-relevant migration discourses with a focus on newly arrived immigrants. With this in mind, we wish stimulating impulses for the readers! —

<sup>1</sup> <https://www.lehrlernwerkstatt.uni-bremen.de/FachundSprache.html>

# THE STATE INSTITUTE FOR SCHOOL (LIS) AS A PARTNER OF THE SYMPOSIUM

—Anja Krüger & Imke Remmert

*“We live diversity — Bremen is colourful.”* – This slogan of the Bremen Council for Integration advertises with and for the multifaceted nature of the people of this city, because *“Bremen is ...*



**Anja Krüger** (photo) – Head of department for general education schools in the School Development/ Further Training department, especially responsible for supporting schools in their teaching development

**Imke R Emmert** – Head of the Competence Center for Interculturalism in the School Development/ Further Training Department at the State Institute for School Bremen

**Teachers are faced with the challenge of taking into account the different learning starting points of the students in the classroom and of enabling individual support for the learners.**

**The Competence Center for Interculturality in Schools (Kom.In) in the LIS Bremen supports the schools with information, advice and training offers for the implementation of preliminary courses and was a partner in the organization of the symposium.**

*... a colourful, cosmopolitan, intercultural and people-friendly city”.*

The schools are a reflection of this social diversity, which is also expressed in the various competencies of the students. Teachers are faced with the challenge of taking into account the different learning starting points of the students in the classroom and of enabling individual support for the learners. The School Development/ Further Training department of the Bremen State Institute for Schools provides a selection of extensive further education and qualification offers in the respective subject areas and supports school development processes. Innovative approaches from the educational and subject sciences are of particular importance for the field of school and lesson development. Cooperation with external institutions such as of the University of Bremen are important partnerships so that scientific knowledge and feedback between theory and practice can flow into the school development processes.

With this in mind, the symposium “From the preliminary course to the subject lesson” was organized in October 2019. The aim of the cooperation between the University of Bremen, the *Lehr-Lern-Werkstatt* located there and the LIS was to be a support element in the field of school and teaching development for all the schools in Bremen that are designing the transition from their own preliminary course to regular lessons for the newly immigrated students in the lower secondary level.

The first lesson for newly immigrated students takes place in Bremen for about one year in the so-called preliminary courses with the focus on language acquisition. In this subject area, the Competence Center for Interculturalism in Schools (Kom.In) in the State Institute for School Bremen supports the schools with information, advice and training offers and was a partner in the organization of the symposium. The Kom.In exists since 2012. This special advice center for intercultural school development in Bremen is conceptually based on the Development Plan for Migration and Education (EMiBI), which was developed under the direction of Prof. Dr. Yasemin Karakaşoğlu (University of Bremen).

The field of action of Kom .In comprises four pillars:

1. Offers for qualification, further training and further education of the educational staff,
2. Advice for everyone employed at a school,
3. Networking: Promotion of cooperation between schools and other institutions,
4. Technical impulses and public relations.

**The symposium offered an exchange platform for the interface between didactically well-designed subject teaching and learning-oriented teaching for the subjects “Society and Politics” and “Natural Sciences”, which works under the conditions of inclusion, interculturalism, diversity and standard orientation.**

**The classroom design of suitable learning environments for newly immigrated students requires – as the symposium has shown – much more than the sensitive handling of missing educational language skills.**

The transition to the “regular classes” of the schoolchildren and the associated schooling success, among other things, depends on how one can communicate in the educational language. What are the conditions for a successful transition of the students from the pre-class to the regular class? The symposium offered an exchange platform for the interface between didactically well-designed subject teaching and learning-oriented lessons for the subjects “Society and Politics” and “Natural Sciences”, which functions under the conditions of inclusion, interculturalism, diversity and standard orientation. Lectures made it possible to sensitize participants to teaching and learning cultures, and various workshops and information stands presented suggestions for language education and language support offers. The symposium offered opportunities for the networking of actors and the associated sustainable educational work.

As a cooperation partner, the *LIS* took on the design of the content with regard to the subject-specific lesson development for secondary schools and high schools, which established the current teaching practice and the reference to the Bremen subject curricula in the specialist workshops. The classroom design of suitable learning environments for newly immigrated students requires – as the symposium showed – much more than the sensitive handling of missing educational language skills. As part of the subject-related workshops in the afternoon, there was the opportunity to exchange ideas with newly immigrated pupils and teachers about their learning and teaching experiences, and to notice differences but also similarities between the various educational systems. From a didactic perspective, it was examined to what extent the didactic self-understanding of the individual subjects can also lead to learning hurdles. For example, the fact that the natural matter in schools in Bremen to carry out experiments in science lessons is completely new territory for some students, as they do not even know this didactic approach. In addition to many differences, we also found numerous similarities between the education systems here and “there”. Far from the establishment of new stereotypes, such as claiming “This is how teaching is in all of Syria!”, myths and misconceptions have been refuted.

The symposium can be described as a courageous and refreshing novelty in the advanced training landscape in Bremen. In this context, the abilities of the newly immigrated students who were present were also refreshing and

**The symposium can be described as a courageous and refreshing novelty in the Bremen training landscape. The skills of the newly immigrated students were refreshing and astonishing, and they were able to explain with impressive clarity which teaching methods were particularly helpful to them.**

astonishing, as they were able to explain with impressive clarity which teaching methods have helped them in particular in dealing with their educational language deficits. The symposium managed to broaden our horizons through this change of perspective. The LIS team of moderators for professional lesson development and the team of employees from Kom.In can look back on a successful conference and thank everyone involved for the good cooperation. The symposium designed for cooperation succeeded in generating a sharpening of the strengths analysis that recognizes and values the expertise of the other actors in a forward-looking manner. Thus, the foundation for further cooperation could be created.

There is no question that further cooperation is necessary in order to advance the development of current and future areas of responsibility with overlaps. In this context, the LIS would like to thank the teachers and the newly immigrated students for the work in the learning and teaching workshop, which on the one hand represents a further additive offer of language and subject support for the students and thus represents a piece of the mosaic for more educational equity. On the other hand, the value of the *Lehr-Lern-Werkstatt* is also of particular importance for future teachers: students in teacher training are already made aware of the relevance of language in class during their studies. This language-sensitive attitude, which they develop at the beginning of their teaching career, will bear fruit in the future. In the future, we will have more courageous colleagues in schools who understand the request of the students when they say: *“Trust us! Let us speak, we know the answer, even if we may be using wrong grammar. We have a voice, don’t make us remain silent.”* —

# THE PROGRAM OF THE SYMPOSIUM

University of Bremen, *LIS Bremen* & *QBZ Morgenland*

## **“From Pre-Course to Social Studies and Natural Science Lessons in Lower Secondary Level”**

Shaping the transitions together: Input and  
exchanges for the design of culture and  
language sensitive subject teaching

October 28, 2019

9:00 a.m. – 5:00 p.m. at the *LIS Bremen*

08:30 a.m. Registration/ open start with coffee & tea

Hosting moderation:

Dr. Heidemarie Rose (former senator for Social Affairs, Youth, Women, Integration and Sport)

09:00 a.m. Greetings / opening

09:15 a.m. Lectures:

- "School in Migration Society"

(Prof. Dr. Yasemin Karakasoglu, University of Bremen)

- "Using the diversity of teaching and learning cultures for Bremen – experiences from teacher training"

(Jasmina Heritani, *QBZ Morgenland*)

Short Break

10:10 a.m. Lecture:

- "Experiences from Training the Language Assistants and their Work - What can Bremen Learn from the Swedish System?"

(Hennie Kesak, Linnaeus-Uni. Växjö Sweden; Depart. of Pedagogy and Learning)

Short Break

11:15 a.m. Lectures:

- "The concept of multilingual educational films and experiences from use in teaching in Sweden and Germany"

(Nele Hilfert, BINOGI)

- "Subject + Language: Presentation of the concept and materials of the *Lehr-Lern-Werkstatt Fach\* Sprache\* Migration*"

(Katja Baginski, *Lehr-Lern-Werkstatt* University of Bremen)

12:00 p.m. Lunch break, including the poster and material exhibition

12:30 p.m. Subject-related working groups (with individual breaks)

- **History** (Dr. Sabine Horn, University of Bremen & Matthias Kiy, LIS Bremen)
- **Geography** (Dr. Fried Meyer zu Erbe, University of Bremen & Simon Udert, LIS Bremen)
- **Biology** (Dr. Dörte Ostersehl, University of Bremen & Christian Herzog, LIS Bremen)
- **Chemistry** (Lilith Rüschenpöhler, PH Ludwigsburg & Corinna Lampe, LIS Bremen)

04:00 p.m. Closing meeting with coffee

Consolidation of the working group results – Feedback – What next?

05:00 p.m. End of conference

SPECIALISED LECTURES  
**FOUR**

# SCHOOL IN THE MIGRATION SOCIETY

— Yasemin Karakaşođlu



Since October 2004

**Prof. Dr. Yasemin Karakaşođlu**  
has been a Professor of Intercultural  
Education in the General Pedagogy  
Department of the Educational Science  
Faculty at the University of Bremen.

I, too, extend a warm welcome to you. As a representative of the University of Bremen, I took part in the content-related preparation of this symposium through Katja Baginski from the intercultural education department. I would like to take the opportunity to thank all the colleagues from the *LIS* for the constructive collaboration as well as Katja Baginski and the organizational team of the intercultural education department. I should also like to thank Jasmina Heritani, who cooperated with us on behalf of the *Quartiersbildungszentrum Morgenland* and Heidemarie Rose for the moderation. At the same time, I would like to thank Aysun Dogmus, who will contribute to securing the results of this symposium through documentation. She is supported by Mona Schiele, a former student remedial teacher, who worked in her master thesis on the symposium's topic. The symposium is significantly financed by the Freudenberg- and the Child Benefit foundation Bremen.

Although all cooperating partners work vigorously on migration and education from their specific perspectives participating in teacher education and school development, it is a feature to organise a joint symposium and bring actors of different positions in a working environment as well. Thus, teachers from the school, state institute, Quartiersbildungszentrum and University with and without migration experience will work together with pupils and students with and without migration experience, on the topic "education and migration" and hopefully discuss lively and constructive with one another.

The actors' perspectives are individual and determined by their respective position:

**The perspectives of the actors at the conference are individual and determined by the respective position.**

- **Pupils:** they pursue educational goals, possibly under the aspect of transnational living perspectives, for which the expansion of lingual expertise of German and other languages is significant. They introduce their experiences.
- **School teachers:** they bring in their experiences with the integration of pupils into the mostly monolingual oriented specialized classes.
- **Teachers who gained their qualifications outside of Germany:** They wonder what job prospects arise for them and how they can contribute with their expertise.
- **Teachers working in the education and training of teachers:** they offer their perspective from the qualification of teachers in the migration society.
- **Representatives of the educational policy:** they expect impulses for school development in the migration society and proposals for appropriate measures, a transfer of scientific insights into policy advice.

- **Representatives of science:** they expect insights into practice, insights into the possibility of transferability of their knowledge into practice as well as interlinking with educational policy.

**The increased number of refugees in 2015/2016 made the discussion about schools in the migration society broader, deeper and more confrontational in society as a whole.**

Parents won't be represented today, but were invited for another occasion and asked about their positions. The results will enter the documentation.

The increased number of refugees in 2015/2016 made the discussion about school in the migration society broader, deeper and more confrontational for the whole of society. The system was not prepared for an increase of immigrants who had to be integrated into the system through supporting measures in the German language. In Bremen alone, it doubled in a year (school year 2014/2015: 1,194 children and adolescents; 2015/2016: 2,490 children and adolescents). Ad-hoc measures were set up, and the university was also involved in the temporary training of unaccompanied refugee minors as part of the *LLW* subject\*language\*migration in the Intercultural Education department. Attempts were made at different locations to develop ideas and models to do the situation in the interests of the pupil's justice. However, the actors have not yet been networking.

For this reason, too, it is something special that today so different actors work together on the subject of migration and education for a whole day. The focus is both on the "integration" of students into existing structures, such as the integration of their linguistic needs into the specialized classes and on the consideration of their previous technical experiences brought into these specialized classes, depending on the scope of activity and requirements. In our talks today, however, we will also deal with more general school-organizational, educationpolitical and social issues of a school in the migration society. I would like to contribute with my short input, which is supposed to open up these perspectives initially.

**It is not just about the so-called "migrants", but about the migration society to which we all belong.**

My lecture is titled 'Schule der Migrationsgesellschaft' (school of the migration society), so migration is at the centre of attention, and yet it is not just about the so-called 'migrants' but the migration society to which we all belong. A society that is largely impacted by the fact of migration. Migration can be described as a form of mobility, as a movement of people in an area, which crosses the political, economic, cultural, lingual and symbolic borders of societies composed mostly of nation-state-based societies and which thereby also question the validity of these borders. Pendulum, chain, transmigration, temporary or circular and illegal migration must also be included, in addition to the phenomena of immigration or emigration to address only a few phenomena that are politically and pedagogically important in different ways. In Germany, the perspective of migration mostly remains unidirectionally restricted on 'migration' (Schroeder/Seukwa 2018).

For migration societies – and this brings me to the first key term of my talk – a broad spectrum of empirical phenomena is characteristic, for instance: the translation or mixing e.g. of languages as a result of peregrination (Pries 2010, Dirim 2016), the emergence of legal and social intermediate worlds and hybrid

identities (Modood/Werbner (ed.) 2015 (1997), Ha 2005; Mecheril 2003), the creation of new forms of individual and collective, further transnational, affiliations (Seukwa 2007), the phenomena of internal and external attribution of foreignness and belonging (Battaglia 2007), structures and processes of racism (in individual as well as institutional terms) but also its combating (Fereidooni/El (ed.) 2017).

Migration and related experiences of internationality, interculturalism, with family life between countries and continents, different perspectives of residence and global orientations, with media images of peregrination as well as worldwide digital networking possibilities, with a variety of partially contradicting socio-cultural values and norms, different languages and religions shape directly and indirectly the socialization experiences of all children and adolescents in the migration society today. In the perception of the influence of events in other parts of the world on one's own living conditions, migration becomes a horizon of experience that shapes society as a whole in some dimension.

**Under these circumstances, the nation-state can no longer be the sole reference for politics and education. The 'School in the Migration Society' has opposed the 'School of the Nation'.**

My core thesis for the necessary transformation of school is therefore: Under these circumstances, the nation-state can no longer be the sole reference for politics and education. It is therefore not surprising that the school, which was originally founded as the 'School of the Nation', now faces the special challenges of rethinking its contribution to shaping a social 'We'. I, therefore, contrast the image of the school of the nation with that of the 'school of the migration society'. From this perspective, too, but not exclusively from this perspective, the usual practices and organisation pattern of school have to be reconsidered more than ever. It has long been clear that the idea of promoting learning through external homogenization, by dividing it into age groups oriented, successive class levels with pupils of approximately similar educational prerequisites, learning opportunities and learning levels is illusory. Not least Bremen is trying, under difficult financial circumstances, to cast off the 'label' of the 'loser of education', which has been repeatedly assigned over the past years in the comparison between federal states. Extensive reforms of the school structure were initiated and implemented; I only mention the introduction of "inclusion" and the new school type "Oberschule", which enables students to obtain intermediate-level education or a high school diploma after 13 school years. The goal is to satisfy the individually differing prerequisites of students as much as possible. The fact that the new form of school "Oberschule" and in general the transition to inclusion as a core dimension of the entire system in Bremen are generally well accepted by those responsible in schools, even if the implementation is perceived as heavily preconditionally and financially dependent, what seems to not be available to the extent necessary is an important basis for anchoring migration-societal perspectives stronger than before into the system.

With the semi-integrative model of the preliminary courses and their location at almost all schools in Bremen – regardless of the type of school – Bremen has taken important steps towards structurally linking inclusion with sensitivity to migration. Of course, an extension of learning time in the sense of an **increase**

**Important steps in Bremen: Linking inclusion with migration sensitivity. Necessary at the same time: raising the age for the right to attend school and migration-sensitive questioning of practices and basics for regular teaching.**

**in age for a right to attend school** would be another sensible structural measure for many of the students with frequently interrupted or incomplete school biographies. The next consequent step would have to be a **migration-sensitive survey of the practices and basics for regular lessons**.

Inclusion involves, for example, a resource-oriented view of the students. It includes not only identifying missing competencies and prerequisites for school education but also to seize additional or others for which there previously was no room in the classic, established German school body of knowledge. The view would have to be opened for diverse, often non-European languages acquired during the migration alongside the family language, for access to mathematical solutions from the logic conveyed in other regions of the world, for different perspectives on political relationships and historical relationships in other regions of the world as well as aspects of German history. Therefore, the fact of migration calls for our understanding of school as the school of the nation and of teaching, which is based on the experience from German domestic contexts as the students' lifeworld as well as the learning materials used, to be questioned fundamentally. This is inconvenient but irreversible and ultimately an opportunity to adequately adapt to the potentially transnational educational and professional biographies of all children and adolescents in an increasingly globalized world. An expanded range of foreign languages which proactively (viz. by explicitly pointing out this possibility to parents and students) elevates the students' family languages to the tier of second or third recognised foreign languages and promotes professional development correspondingly, a transfer of subject content using the overall language repertoire of children and adolescents so they do not have to wait for input of content until they are good enough in German to follow the German-language specialist lessons would further be sensible elements of a migration-sensitive school.

The acknowledgement of lectureship experience from other country contexts for the quickest possible integration of teachers with experience from other country contexts would be an equally significant step. We'll hear shortly more about that from Jasmina Heritani and her great project on teachers from Syria for Bremen. More flexible, individualized learning periods as well as inter-year groups enable an extension of learning time which meets the different educational needs of newly immigrated pupils for more learning time.

A rethink also applies to subject-related content in history, geography, world- and environmental studies, which should take into account the events in other parts of the world from primary school on and thus facilitating the connectivity of children and adolescents with and without a migration background to the global networks that already make up a big part of their reality of life, which will only increase in the future. Conversely, schools have to adjust to the fact that commonalities that were previously taken for granted, such as the orientation on the Latin alphabet, a Christian calendar and therefore the course of the year shaped by Christianity with holidays, etc., as such, are increasingly no longer to be assumed as knowledge and will require special explanation. For these purposes, language and methods must be found that respectfully deal with other knowledge bases and at the same time introduce the stock that has relevance

**Rethinking the education system also means doing justice to the worldwide networks of students and questioning assumed commonalities.**

**A critical revision of teaching content and materials, of established forms of communication and a work on the attitudes of teachers would be helpful.**

**As the TraMIS project shows, there are successful examples in the USA; Italy, Sweden, Canada but also in schools in Germany.**

**Multi-professional and multi-cultural teams are a key for the positive acceptance of tasks of social learning and the school community as a learning and living community as well as a social center of city districts.**

here in the regional context – not least in the sense of a confluence into professional or academic contexts. A critical revision of teaching contents and materials would be helpful (see the results of the textbook study of the Georg Eckert Institute for Textbook Research 2015), of established forms of communication e.g. with parents (only German-speaking parents' evenings exclude parents with little or no knowledge of German) and – last but not least – of the attitudes of teachers towards children and parents with a so-called migration background. Since recent studies on the effects of teachers' attitudes towards migration on the learning atmosphere and the learning success of students with a migration background have shown, negative attitudes to changes in school through migration, which are expressed in discriminatory attributions to students, have an impact on the belief of the students that their teachers perceive them to be clever and eager to learn, that there is confidence in their performance and that their perspectives are respected (SVR 2017).

Schools need to be more decisive about discriminatory statements and racialising attributions. This also means to act resolutely against social discourses that defame migration as a threat to national integrity and 'culture' and not to be intimidated by new national demands, such from the AfD on the so-called political 'neutrality' of teachers. Political education in the migration society is a genuine task of the school. Germany and thus, of course, Bremen could learn from other countries.

In the Transnational Mobility in Schools (TraMiS) project, we try to provide concrete examples of this with a look to the USA, Italy, Sweden and Canada. In this research and development project, we look at successful examples from Germany as well, since there also is a very differentiated school landscape in this country in which successful examples of the adequate handling of transnational educational interests of young people can be found in the state-funded regulatory system. For example, when the AvH-Grammerschool in the Huchting district of Bremen has offered courses for recently immigrated pupils as part of the school profile for over 10 years, so that they are not automatically referenced outside the Grammerschool and when the teachers for all subjects are specifically selected with qualifications in German as a foreign language as a criterion. When an in-house language strategy at the Neue Oberschule Gröpelingen ensures that all signage is written in German, English and Turkish, as a demonstrative example of a linguistically welcoming culture, when specialists for intercultural education and communication support the college communicating with parents, language-sensitive specialized classes are implemented and when during the hiring of teachers the greatest possible representation of diversity is considered. These are examples giving hope that a migration-sensitive direction of schools will continue to establish itself here in Bremen.

Other examples of how multilingualism or the fact that the national language is not yet mastered when entering school can be found in the context of the TraMiS project, e.g. in Sweden, where the learning and development status of newly immigrated students is possible in a mapping process in 37 languages and web courses qualify teachers to be able to assess the expertise of students without knowledge of Swedish. An interesting perspective expansion

also provide special school projects in New York (International's Network of Public Schools) or in Toronto (Greenwood Secondary School) for newly-immigrant students. Examples of the constructive cooperation between school and a child's parental home can be found in the multidimensional cooperation between schools and immigrant organizations in Toronto or Winnipeg/Canada, where telephone translation services enable schools to contact parents in all languages spoken at school. Such examples are more common in countries and regions with many years of experience with immigration or transnational mobility in border regions – the latter also applies to Germany.

Multi-professional and multi-cultural teams are a key to the positive acceptance of roles in social learning and the school community as a learning and living community as well as the social centre of districts. In schools located support systems aimed at new immigrants for initial orientation prove to be helpful for the cooperation between schools and parents. With community and intercultural workers in schools, Canada has set a good example here that – as I was able to convince myself of three weeks ago during a research stay – works very well. Incidentally, students in Toronto and Winnipeg, where I did my research, are considered 'new immigrants' during the first four years after their immigration with the right to special support in English as a second language. In the province of Ottawa, English is promoted as a second language not only in two but in 5 – 7 years accompanying regular lessons, which better corresponds to findings from language acquisition research on the acquisition of educational language skills among side-entering students rather than our 1 – 2 year preliminary course. However, this would also involve the ability to further employ qualified personnel, who undoubtedly are lacking at present, as the extensive recourse to students in teacher training via the district school in Bremen exemplify. Campus projects, such as the Rütli campus, the square kilometre of education that is supported by the Freudenberg Foundation in Mannheim, Herten and Berlin as a long-term project for 10 years are also models in Germany that implement the idea of schools as social and cultural district centres. Those progressively influenced educational approaches in workshops are inspired by the idea of the Canadian community education centres. With this illustrative insight into concepts and ideas from other – including international contexts – in which we time and time again can experience enthusiastic colleagues who do not understand the much-quoted phrase of 'migration as an opportunity' as an empty formula, but have internalized it and put it accordingly into pedagogical practice, I want to close my talk.

Thank you! —



# USING THE DIVERSITY OF TEACHING AND LEARNING CULTURES FOR BREMEN – EXPERIENCES FROM TEACHER TRAINING

— Jasmina Heritani

Presently, career changers from other professional groups are already being integrated into the profession of school teaching and qualifications of teacher graduates from other EU countries ..



**Jasmina Heritani** has been head of the educational counseling project at the district educational center Morgenland since May 2017. The advisory team has advised several hundred people over the past few years and accompanied them through the recognition process to the job market. Jasmina Heritani is also in charge of the "Teacher Training Project - Syrian teachers at Bremen schools" project in the district education center, which has already cooperated with five secondary schools in Bremen and was awarded in 2016 by the German Child Benefit Foundation.

... are already being recognized.

However, teachers who have been trained outside of the EU, and have completed an academic education, have not been included in any research yet. In addition to their academic education, these teachers have moreover acquired foreign language skills as well as work experience in their countries of origin. For several years now, most of the refugees who have fled to Germany are from Syria. In 2016, 266.250 asylum applications were submitted by Syrian citizens, making Syria the number one country of origin for asylum applications in Germany, as Syrian citizens made up 36.9% of all asylum-seeking applicants (see Federal Office for Migration and Refugees, Key Figures Asylum 2016).

Many Syrians are academics, including numerous teachers, and are on the look-out for career opportunities in Germany. As a result of the strong social change caused by immigration, a prominent cultural diversity can be observed in the student body of most academic institutions. This, however, is not reflected to the same extent in the teaching staff in Germany. Thus, the following question arises: Why are the teachers who are trained in Syria not integrated into the German education system? What obstacles are there concerning integration and what options are there in this regard? How are teachers from Syria trained and how does the school system in Syria differ from the German school system? What strengths and skills do Syrian teachers bring with them? In which areas do they need support and further training?

**Due to immigration, there is a strong social change and great diversity in the student body, which is not yet reflected to the same extent in the teaching staff. Therefore, the question arises why not the teachers who were trained in Syria are integrated into the German education system.**

### **The Göttingen Model for the Integration of Teachers Trained Abroad into School Practice Through the Example of Syrian Teachers**

**In the teacher training pilot project, the specific needs for an advanced training program for the selected target group are determined.**

The Teacher Training Project is a pilot project in which the specific needs for an advanced training program for the selected target group were determined. The integration of the teachers took place depending on qualifications and was individually coordinated in four phases. The teaching and learning experiences of teachers, who had expressed their interest in participating in the project, were ascertained through qualitative interviews. At the same time, the official recognition process for their qualifications commenced.

### **Support Through the Recognition Process is Provided by the Office of the Outreach Educational Counseling in the Morgenland Neighborhood Education Center**

**The outreach educational counseling aims to show people the possibilities and opportunities of further education, to work out an educational plan with them and to accompany and support them on the way to their goal.**

The purpose of outreach educational counseling is to seek out people who are not reached through the regular advisory structures of further education, to show them the possibilities and opportunities of further education, to work out an educational plan with them, and to accompany and support them on their way to their goal. In addition to the central advice centers, the outreach advice offers a direct solution. The professional qualification, further professional development and the recognition of professional and university qualifications acquired abroad form a focus of the advice given to the group of teachers from Syria and other countries outside the EU.

The teachers were intensively accompanied during the practical work and the preparatory phase. They were accompanied through the recognition process and supported during the selection of further training and special German courses by the consultants of the outreach educational counseling. The selection of the advanced training and the German courses took place based on the survey during the practical phase.

An extensive consultation was always held subsequent to the internship and the feedback from the certification body. Together, the further professional path of the customer was worked out as part of the consultation. During this phase, there was often support with a professional reorientation or with enrollment at the university in order to gain recognition as a teacher in Germany through another partial course of studies.

### **Model for the Design of the Practical Phases**

To facilitate the implementation of the scientific research model described above, the practical situation has to be created first. In this regard, a profound insight into the work and actions of the relevant group can only be facilitated

**The needs were surveyed at each of the cooperation schools. How was the situation at the school, in which areas did the school need or did the students need support and where could the Syrian teacher be deployed according to their competence?**

through teachers doing practical work as well as through the simultaneous provision of scientific support through supervision, videography, and supervision discussions.

As mentioned at the beginning of the article, the needs of the participants were explicitly surveyed continuously at each of the cooperation schools. The surveys contained questions such as; What was the situation at the school like? In which areas did the school or did the students require support and where could the Syrian teacher be deployed according to his / her competence? These questions were clarified with each cooperation school before the teacher's practical phase. The survey ensured that the teacher was employed according to his/ her skills and would not teach in a subject they were not familiar with. This is only one of the many tasks of that the project management team had to complete in order to define the intersection between the accrual needs of the school and the teacher's potential.

The teacher was supervised during the entire practical phase.

In the **first phase**, teaching practice is acquired, which is part of the endeavor of supporting foreign students. These lessons are (also) carried out in English or in their mother tongue because the teachers are (at most) on level B1 in German.

In the **second phase**, the teachers are already employed as support teachers for students with different nationalities. The lessons are held in German as well as in the respective native languages for additional support. The German qualification continues parallel to this, while its use in regular lessons is still excluded because the teacher's German language skills are not sufficient yet.

In the **third phase**, the teachers can be employed as substitute teachers while German lessons continue simultaneously. The aim is to fully integrate and employ the teachers with full teaching positions in the fourth phase.

During the entire time (from the selection of the teachers to their official employment) the teachers were accompanied so that in addition to their language qualifications, other qualifications could be recognized and developed. This includes supporting them to help them solve potential problems and acquire the necessary additional skills.

### **Experiences from the Teacher Training Project**

The practice-orientated concept in form of the modular integration of teachers into everyday school life could establish a possible concept for foreign teachers because it enables them to interact with their German colleagues in addition to acquiring practical experience. This concept also allows every teacher to decide

**The practice-oriented part in the form of a modular integration into everyday school life could be a possible concept within the framework of a qualification for foreign teachers; this gives them the opportunity to exchange practical experience as well as to exchange ideas with their German colleagues on an equal footing from which the German colleagues too could benefit.**

for themselves in which position exactly they see themselves in the future (as a co-teacher, as a remedial teacher, as a substitute teacher or as an equivalent teacher), subsequent to the completion of the respective training program. During their acquisition of hands-on experience, the teachers were accompanied by those offering scientific support. This support included records that were kept through videography, as well as consultancy in the forms of discussions after lessons and the option to receive targeted advice. The counselling was eventually taken over by counselors from the outreach educational consultancy. Based on the feedback from the school and the school management, as well as from the researcher responsible for the teacher training project, the consultants of the outreach educational consultancy were able to direct the teachers to suitable training programs, e.g. at the LIS in Bremen.

The aim of the Teacher Training Project is to give teachers the chance to gain practical experience at schools in Bremen, survey the skills and needs of Syrian teachers, and support children and adolescents at the schools through additional lessons and/or through the employment of a teacher with multilingual competence.

To this day there is a large group of foreign teachers in Germany who have yet to find their way to school. This phenomenon can however not be attributed to limited qualifications, the nonrecognition of their skills or to their unfamiliarity with the German school system, but to fears. These prevent teachers from Syria from seeking an internship on their own. *“It is great that you started this project, because it helps so many Syrian teachers who just don’t know how to get into school here.”* (Hassan)

The participating teachers viewed the project as positive support and as an opportunity to take the first steps as a teacher in Germany and in Bremen. During the qualitative interviews that were held as part of the project, the teachers stated that they would be willing to undergo the process of post-qualification. The post-qualification must, however, pursue the goal of recognizing the Syrian qualification as equivalent to the German teacher’s qualification.

*“Germany is the land of opportunity, this is my personal opinion, the land of opportunity, the land of integration... the person who is hard-working will be successful, who makes an effort can do it, but we as professionals, we as teachers, as academics ... and your project, we are ready as teachers for any form of recognition of our certification, any form of curriculum, any form of courses at the university, we do what is required of us for the recognition, but at the same time we want to go to school, teach, practice our profession as university graduates... start from scratch under the supervision of a teacher and go step by step, just that we’re going in the right direction, so that at the end when our degree is recognized and we are allowed to teach here, if our degree is recognized in the end, we went the same way as the Germans and followed the same curriculum, I personally know, there are many things that I’m missing...”* (Ahmed)

**Three of the project leaders were hired through the education authority. Especially in Gröpelingen there is still a strong need for additional school support for children in the afternoon.**

The project fulfilled its goal of integrating Syrian teachers into the German school system. So far, three of the teachers who participated in the project have been hired by the local education authority. In Gröpelingen in particular, a great need for additional educational support for children in the afternoon still exists, which will allow teachers from the program to gain more hands-on experience. The teachers from the Teacher Training Project will continue to offer subject-oriented support in language and science subjects to help the children with their homework.

The implementation of the project was made possible thanks to financial support from the German Child Benefit Foundation Bremen. The Child Benefit Foundation will continue its support, with a focus on tutoring, in order to open up professional prospects for teachers and to offer support for children and young people outside of school. —

# **EXPERIENCES FROM TRAINING THE LANGUAGE ASSISTANTS AND THEIR WORK – WHAT CAN BREMEN LEARN FROM THE SWEDISH SYSTEM?**

— Hennie Kesak

## **The Swedish education system in brief**

A special feature of the Swedish education system is that a child can attend preschool from the age of one. It should be emphasized that a new law for children from 6 years of age ...



**Hennie Kesak** has been a lecturer at Linnaeus University, Department of Pedagogy and Learning in Växjö, Sweden, since 2018.

**Children and young adults whose family language is different from Swedish can receive lessons in the family language in primary, secondary and other school types.**

... has been in force since autumn 2018: Attending a preschool class for children is compulsory. Preschool classes are a separate, free type of school that includes, to a large extent, creative work and play. From the age of 7, all children attend comprehensive school. This is also mandatory. General compulsory schooling applies to grades 1 to 9. Most young people attend upper secondary level for three years after comprehensive school. Newcomers who have been granted permanent residence can start their upper secondary education before the end of the spring semester in the year they turn 20. For asylum seekers, this limit is the year they turn 18. However, there are also certain requirements for the recognition of grades from previous educational qualifications. The upper secondary level prepares the pupils for the university, the university college or for taking up employment with further training.

### **Lessons in the family language**

Children and young adults whose family language is other than Swedish can receive instruction in the family language in primary, secondary and other school types.

### **The purpose of family language teaching**

Classes in the family language are aimed at promoting language skills in the family language, expanding bilingual skills and deepening knowledge of one's own culture. An important aspect of teaching in the family language is the comparison between the Swedish-speaking area and the area in which the family language is spoken, both linguistically and culturally. The teachers often have a similar cultural background as the learners. As a rule, the teachers have developed skills in the Swedish language and an extensive knowledge of Swedish society.

### **The right to receive instruction in the family language**

A student can receive lessons in the family language if the following requirements are met: At least one parent speaks a language other than Swedish, the student has sufficient skills in this language, the language is spoken at home every day (adopted children and adolescents are excluded from this rule), at least five children and adolescents want lessons in this language and a suitable teacher is available. If more than one language is spoken at home, only one must be chosen. Students who belong to a national language minority have an extended right to instruction in the family language. They are completely exempt from the requirement that the family language is spoken at home every day and that there should be at least five learners speaking this language.

### **Study groups**

When there are five or more students who want to be taught in a language, study groups are organized. It happens that such groups are organized between several schools and learners have to go to another school for these classes.

### **Grading**

In primary school, family language lessons are a separate, voluntary subject with its own curriculum. If a student takes part in these classes, however, attendance is mandatory. As in other subjects, the criteria for grading are stated in the curriculum and offer the same opportunities as other school subjects.

### **Study guide in the family language § 12 i**

A newly arrived student who has been admitted to the secondary level of compulsory school, elementary school or special school in the school system and whose knowledge has been assessed according to § 12 c, receives study

assistance in the family language, if this is not obviously unnecessary. The aim of the study aid is to provide the learners with the prerequisites to meet the lowest knowledge requirements that must be achieved. The study assistance can be given in the strongest school language of the learners if this differs from the family language (Law 2018: 1303). Study assistance and family language lessons are offers for newly arrived and multilingual students.

### **Approach and goals**

**The starting point is the approach that the family language is of great importance for the language development, identity, personality and thought development of the children and that the opportunity to develop family languages makes it easier to learn new languages and knowledge.**

The starting point for these legally stated offers is the approach that the family language is of great importance for language development, identity, personality and thought development of the children, as well as that the possibility of developing family languages facilitates the learning of new languages and knowledge. The school has the task of organizing lessons for students with another family language in such a way that the students have the prerequisites to develop languages (both family language and Swedish) and knowledge in parallel. The purpose of family language classes is to give students the opportunity to develop knowledge in and about their own family language. Specialist teachers and study guides work together in the lessons of the students.

### **Success factors for study assistance in the family language**

Success factors are that

- the language and the specialist knowledge of the student is assessed first,
- the offers are adapted to the conditions and needs of the student,
- the school has skills in dealing with multilingualism,
- the study guide and the student's teacher work together,
- the study assistance is given alternately in the family language or the strongest school language of the students and in Swedish so that the students can develop tools for their own learning.

### **The study aid for newly immigrated students**

Children and young people who have recently come to Sweden and cannot follow Swedish lessons linguistically and / or technically can receive support in the form of study assistance in the family language or their strongest school language. In an effective study aid in the family language, the work takes place

alternately in the family language and in Swedish, which increases the student's knowledge of both the subject and the Swedish language. Sometimes study instructions are given in preparation for class.

Experience shows that the opportunity to develop an understanding of the topic in the family language can lead to more security and a deepening of learning in regular lessons. The guidance of the students in addition to the Swedish school lessons in the subject is rated positively by many students. Those who have difficulty following Swedish lessons appreciate getting help immediately and say that it saves time. Sometimes the study aid is given after class as a repetition of a specific unit. How and when the student should receive study aid is decided on a case-by-case basis and adapted to the content of the course and the needs of the student. All variants can be combined for a student at different times, depending on how language and knowledge develop.

At the school in which the student is attending class, study assistance is provided in the family language in parallel with the subject being taught in Swedish. The study guide usually works with the regular class teachers so that they can support each other and give the student the best chance of learning and developing skills. The task of assessing the abilities of the student rests with the regular teacher and not with the study guide.

### **Examples of challenges and success factors**

Organizing study assistance in the family language is a complex task that can pose major challenges for schools and school administrators. In some cases the study guides are employees at a school, in other cases there is a central unit in the municipality where the study guides are employed and from which the schools can apply for study assistance if necessary. If a study guide is employed centrally, he or she may have duties in multiple schools and this can make it difficult for the guide and the subject teacher to meet. It can also be a challenge for schools and school administrators to find study guides with the skills they need, i.e. a study guide who knows both the language and the subject.

**Success factors for schools are, for example, the adaptation of the offers to the conditions and needs of the students, the schools' competence in dealing with multilingualism, cooperation and the combination of the family language with the Swedish language.**

It can also be difficult to determine a time slot in which the student can access study assistance without missing out on regular class. Despite these challenges, it is of course important that schools and school administrations make an effort to implement the lessons consciously and well planned. At the same time, it is important that the study guide works with the teacher in the subject or subjects as closely as possible in order to meet the needs of the students in a satisfactory manner. The study guide is then responsible for providing the students with adequate support in accordance with the action program, while the subject teacher is responsible for teaching the subject, assessing the students' knowledge and determining the grades. Schools that have come a long way in the organization and implementation of study assistance in the family language are often characterized by the following success factors:

- Language and specialist knowledge of the student are diagnosed first,
- Offers are adapted to the conditions and needs of the student,
- The school has competence in dealing with multilingualism,
- The study guide and the student's teacher cooperate,
- Lessons take place alternately in the family language of the student and in Swedish.

In order to find out how family language learning guidance can be organized in a school, an analysis of needs should be carried out. For example, the school staff may receive advanced training in the field of multilingualism and language-sensitive specialist instruction. The school management, teaching staff and the course management must agree on what the study aid is to achieve and how the agreements are to be implemented. Creating the conditions for the development of an effective study aid is an important task. It is about giving faculty and study guides the opportunity to jointly plan study assistance based on the conditions and needs of each student. —

SPECIALISED LECTURES  
SEVEN

# THE CONCEPT OF MULTILINGUAL EDUCATIONAL VIDEOS – EXPERIENCES OF USAGE IN TEACHING IN SWEDEN AND GERMANY

— Nele Hilfert



## KEY QUESTIONS OF THE PRESENTATION

- Introduction
- What are the main challenges in school classes?
- What is the current state of research?
- How can multilingualism be practically implemented in school classes?
- What are the advantages of multilingualism in German subject classes?
- What experiences have been gained so far?
- What advantages does the inclusion of parents have?
- What influence does Binogi have on the academic success of students?
- How can a school get access to Binogi?

*During the presentation the audience was transferred into a classic school situation. The audience took the role of a newly immigrated student by viewing a video scene in Arabic.*

[You can see the video here: <https://app.binogi.de/l/hoeren> ]

### **What is the video about?**

Some viewers did not understand the video, others guessed that it was an educational video for the school subject music which thematised Beethoven. For improved understanding the video was showed once again, this time with German subtitles. Again, the same question was asked: *What is the video about?* The audience found out that the video was about “Hearing” for the subject of biology. The video clip was then continued in German language.

### **What are the main challenges in school classes?**

Many students experience this exact situation in German school classes on a daily basis. Students from many different countries come to Germany, sit in classes and are not able to understand a single word; some are even unable to determine the topic from the context.

The two years are spent in *DaZ/DaF*-courses to learn German. Afterwards, or with a little bit of luck even earlier, the students can be integrated into regular school classes. And even though the basics of the German language have been covered well in the *DaZ/DaF*-courses, these students do not have the same educational opportunities and chances of a good school leaving certificate as German students. The academic German language has not been able to be fully developed yet, so that the students are often unable to understand schoolbook

texts and to participate in classroom discussions. This often leads to frustration, for the students as well as for the teachers.

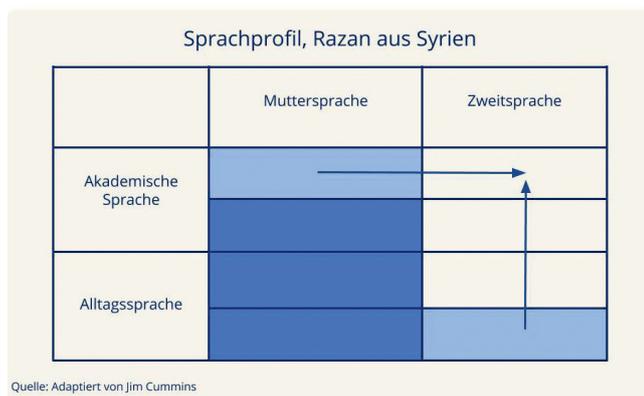
### What is the current state of research?

Scholars like Jim Cummins are working on this specialised research topic since decades. Due to scholars such as Jim Cummins and Binogi science projects in Sweden, three important findings were drawn, which are assumed to be considered by pedagogues and teachers who create teaching concepts. The three findings are the following:

1. Subject contents and language should be taught in parallel.
2. Students should further develop their academical mother tongue.
3. What helps newly immigrated students also helps all other students.

#### Muttersprache als Basis nutzen

Binogi



The language profile shows why the first finding has such an important meaning. This is a language profile of Razan, a student who migrated from Syria. Jim Cummins distinguishes between the everyday language and the academic language in language acquisition. We use our everyday language in diverse situations, for example for grocery shopping, in school breaks or to converse with our fellow colleagues or classmates. The academic language is required whenever we read or write texts or participate in classroom conversations. Razan had the chance to go to a school in her native country before she migrated to Germany. The blue marked areas show that she has been able to almost fully develop her academic language in Arabic. She has recently come to Germany and now has to learn German. She starts with the everyday language, meaning the bottom right corner in the model at hand, moving then further to the top as she develops her German language skills further. That works quite well; after three months her teachers and fellow classmates already have the impression that they are able to converse with Razan. However, when it comes to her regular classes, she lacks a lot of specific vocabulary and other academic language characteristics that would enable her to collaborate in class and understand the

subject contents. According to Jim Cumming, the language learning process has a mean duration of approximately seven years. The transition to regular classes and to graduation is therefore slowed down tremendously due to the language barrier.

If Razan had the chance to learn in multiple languages, she would have been able to learn and internalize the subject contents in her mother tongue first and transfer the knowledge to German afterwards. She would have had a direct access to subject contents, and despite having unsatisfactory knowledge of the German academic language, she would have been able to learn the relevant German subject vocabulary much faster. She would have not only closed the gap between the top and the bottom in the shown model, she would have also closed it from the left to the right, which accelerates the language learning process by a whole year.

### **How can multilingualism be practically implemented in school classes?**

**Through digital, multi-lingual educational videos to the specialized content students are given the opportunity to learn in their strongest language first and then in German. They can develop their academic mother tongue and learn the second language faster.**

Binogi used the research findings of Jim Cummins and other scholars as a basis and created a learning platform that made multilingualism implementable for teachers of regular classes.

Through digital and multilingual educational videos of subject contents, students get the chance to learn these contents in their strongest language first and in German afterwards. They can develop their academic mother tongue and learn their second language more quickly. The spoken language and the subtitles in the Binogi's educational videos can be adjusted anytime, through which specific subject vocabulary can be learned.

The learning videos by Binogi are currently available in seven different languages (German, English, Arabic, Somali, Dari, Tigrinya and Spanish). The availability of other languages is currently being developed, so that more students get the chance to learn relevant subject contents in their mother tongue.

The Binogi videos convey subjects such as maths, physics, chemistry, biology, history, geography and religious studies based on typical everyday situations or short stories. Through multilingual and playful quizzes in three distinguished levels, students can test their freshly acquired knowledge. This is not only important to deepen the knowledge of the subject contents but also for the students' personal development.

### **What are the advantages of multilingualism in German subject classes?**

Through multilingual subject classes, students with a mother tongue other than German get the chance to further develop their academic German language. Subtitles in videos help students to connect German subject vocabulary to their mother tongue faster, which can lead to an acceleration of the whole language learning process.

Students furthermore do not lose time because of a language barrier, but rather

**Multilingual teaching content enables a faster acquisition of the second language and opens up opportunities to further develop the mother tongue.**

they get access to subject contents from first day of school onwards. Students who migrated to Germany often have high hopes and are very motivated; we need to utilize this motivation and break down language barriers. Multilingual subject contents do not only make a quicker language learning process of the second language possible but also facilitate the further development of the mother tongue. Many students have not completely or not at all had the chance to develop their academic mother tongue, for example because they never could visit a school in their native country.

Teachers in German schools are confronted with several challenges when trying to meet the needs of students with different educational backgrounds and native countries. Binogi gives them the opportunity to teach all students collectively and still respond to the individual needs. By working with Binogi in Swedish and German schools, it was found out that multilingual learning can also have advantages for the parents of newly arrived students. Because of the language barrier they find themselves often unable to help their children with school work and they do not trust much in the German educational system. Access to multilingual learning contents creates trust and gives parents the opportunity to support their children and learn together with them.

The advantages of multilingualism for newly arrived students are obvious. However, multilingualism has advantages for German students as well, especially for fast learners. These students could learn using two languages simultaneously, for example English or Spanish to be challenged additionally, while other students can use that time to deepen their knowledge in German.

### **Which experiences have been gained so far?**

Binogi is implemented in Swedish schools since 2014 and is currently used in more than 40% of Swedish public schools. Binogi has been developed for German schools in 2016 and is currently implemented in thirty schools in Germany.

Through scientific monitoring of international scholars such as Jim Cummins, the learning portal in Germany was able to create more than 400 videos in seven different languages and put them to the test in German schools. The further development is quick and the demand is rising internationally, so that Binogi is also currently active in Canada, Finland, Kenia and Tanzania.

Binogi is used in Germany in almost every type of secondary school as well as in international classes of schools for work preparation<sup>2</sup> to prepare students faster for their graduation. The educational videos are implemented in DaZ/ DaF courses as well as in subject lessons. New concepts and implementation possibilities are constantly developed in collaboration with teachers, pedagogues, school institutions and universities. Depending on the school concept and the digital equipment of a school, Binogi is implemented in different variations. One of the established methods is for example the flipped classroom concept, in which the students learn subject contents by themselves and deepen it with the support of a teacher afterwards.

**In Germany, Binogi is used in almost all types of secondary school, as well as in international classes at vocational schools or training preparation classes. The learning videos are used both in German as a foreign language classes and in subject-related teaching.**

# WHAT PUPILS SAID:

## What I like about Binogi is:

What I like about Binogi is that its really eazy and it kinda make's math more fun.

I like that you can change the language so you can read and that it shows you a video to help you understand more I also really like how it gives you a harder math problem so it would be fun to see if you could do them.

## What I learned with Binogi is:

What I learned with Binogi is Math because at first I didn't get it.

THAT ITS A GREAT THING THAT CAN TEACH KID DON'T SPEAK A LOT OF ENGLISH

### **What advantages does the inclusion of parents have?**

Every fourth parent is unable to help their child with their homework. During a special project at a school in Sweden, Binogi has given these parents access to the learning portal to improve the situation. The results of the project: Through the inclusion of their parents, students have doubled the amount of videos they have worked through. By getting access to the Binogi, parents were able to support their children with their school work, learn Swedish with their children and develop their own mother tongue even further. This project overall led to a higher satisfaction among parents, children and teachers.

### **What influence does Binogi have on the academic success of students?**

A research survey in Canada tested the influence of multilingual learning videos on students. Through an introduction of the Binogi club during a lunch break, students were invited to deepen their mathematical knowledge using Binogi learning videos. It was possible in the scope of the survey to compare the student group that used Binogi learning videos with the one who did not.

Altogether, the research project showed that studying with Binogi helped those who watched and worked through the learning videos strengthen their confidence in maths, especially in comparison to other students. These students participated more actively in class and experienced less stress in terms of maths in general, which could also be led back to the playful quizzes in the Binogi program. The teaching staff felt generally supported by the usage of the learning portal in school, especially in terms of the inclusion and advancement of newly immigrated students.

### **How can a school get access to Binogi?**

The first good experiences have been gained. In close collaboration with schools and cities Binogi should be further developed and optimised in future. We invite school authorities to participate in the Binogi educational programme, this is to implement Binogi in schools step-by-step and to develop meaningful concepts collectively. During the three-year cooperation, the learning portal will be further developed with regard to content, language and functions. The educational programme will be scientifically monitored by the international network of notable scientists such as Jim Cummins, which allows schools and school authorities a direct exchange of innovative teaching concepts with other schools, institutions and government agencies on national as well as international level. —

**SUBJECT + LANGUAGE:  
PRESENTATION OF  
THE CONCEPT AND  
MATERIALS OF THE  
LEHR-LERN-WERKSTATT  
FACH \* SPRACHE \*  
MIGRATION**

—Katja Baginski



**Katja Baginski,**  
pedagogical director of the "Lehr-Lern-  
Werkstatt Fach\*Sprache\*Migration" in  
the intercultural education department at  
the University of Bremen.

Dear ladies and gentlemen,

Before introducing the *Lehr-Lern-Werkstatt Fach\*Sprache\*Migration (LLW. F\*S\*M)*, I wanted to thank everyone who contributed to making today's symposium possible.

### **Demands in Specialized Classes**

**The Lehr-Lern-Werkstatt enables teacher training students to prepare theoretically and practically for work in migration-related heterogeneous learning groups during their studies. They teach learning groups of 5–8 students who, after school, voluntarily attend the university's LLW funding opportunities.**

Pupils who attend the pre-course had schooling experiences in schools in their country of origin and therefore have experience with learning new languages. We try to use this potential didactically in the *LLW* to facilitate the learning of the German language in specialized classes for the pupils.

Role expectations, task formats, teaching practices, assessment standards, working with different media, subject contents and many other factors besides German may be either familiar in another way or unfamiliar at all.

I am going to start by informing you briefly about the *LLW. F\*S\*M*, where the learning module *Fach + Sprache* is being developed. Then I will explain the goals and contents of *F + S*.

The *LLW* is an institution of the working group Ikb lead by Prof. Yasemin Karakaşoğlu at the University of Bremen, in which students of teaching pre-

pared themselves theoretically and practically during their studies to work in immigration-related heterogeneous learning groups. They taught throughout their course of study classes of 5 – 8 pupils who attended the sponsorship offer of the *LLW* at the University voluntary and additionally after school. Mrs Karakaşoğlu likes to call the *LLW* a “small school inside the university”. About 200 pupils take advantage of this offer on average.

The student support teachers are disposed for the work at the *LLW* in a lecture series within the scope of the compulsory module “Umgang mit Heterogenität in der Schule” (the handling of heterogeneity in schools) and a particular seminar. Students who teach *F + S* attend a weekly workshop where the lessons are being prepared and followed up. The teaching materials result from long processes, chaperoned by specialists in didactics of the University of Bremen, as a kind of workpiece and are freely accessible on the homepage of the *LLW*. Those materials will be presented by students this afternoon so that I only will be outlining the concept instead of delving into specific materials.

### Available Educational Opportunities of the LLW (1)

The courses offered by the LLW include "classic support programs", German for school and subject + language (Fach + Sprache).

The *LLW* has three kinds of courses to offer to pupils. Since 2006 there is the “classical offer” of remedial teaching, where the assistance takes place in groups separated by class level parallelly to the specialized classes, e.g. mathematics for pupils of the 8th grade or biology for pupils who are preparing for the Abitur.

### Available Educational Opportunities of the LLW (2)

The second offer “Schuldeutsch” (German for educational purposes) aims at pre-course pupils. “Schuldeutsch” combines the learning of the German language with expertise and interdisciplinary competences, for example by teaching reading strategies for school book texts and tasks in the contexts of different subjects.

### Available Educational Opportunities of the LLW (3)

*F + S* is an offer for pupils of the first secondary level who participate in the pre-course and/or the regular lessons. The pupils are gathering in small groups three months of language training and concerted support in a subject, for example in chemistry.

We are creating learning opportunities in “Schuldeutsch” as well as in *F + S* where pupils can use their expertise and linguistic competences to learn German and subject content of specialized classes at the same time. As an example, I'd like to illustrate the reading strategy which is being taught in every *F + S* module.

Both in German for school and in Fach + Sprache, learning opportunities are created in which the students can use their technical and linguistic skills in order to simultaneously learn German and the subject matter of various subjects. One method is reading strategies.

## Working With Text Supporting Elements

“Working with text-supporting elements” is a strategy which is taught in the offers “Schuldeutsch” as well as *F + S*. The photo at hand was taken in a “Schuldeutsch” course, where adolescents who migrated unaccompanied were learning German in combination with exercises in different subjects from the very beginning. In the photo, you can see how a textbook page about climate is being processed utilising the reading strategy “working with text supporting elements” after about 50 hours of German lessons in total. Some of the adolescents attended school in proportion to their age for only a brief amount of time.

We had no experiences in integrating materials from specialized classes that early into the German as a secondary language course at that point.

The workflow for this strategy is as follows:

**1. Utilizing informational media containing a reduced amount of language**

(pictures, graphics, tables, headers, highlighted words)

**Impulse:** What is the subject? What do you understand? How did you identify the information?

**Experience:** If a pupil recognized a theme but lacked the German vocabulary, they pointed for example at a picture and said: “I understand”. The subject was denominated by the group and with the help of the instructor.

**2. Marking the parts of the class book text which are understood.**

**Impulse:** What do you understand on this textbook page? Highlight it in red, even the pictures.

**Experience:** Pupils took this task very seriously. First, they asked for explanations of individual words but soon they engaged with concentrating on what they understood.

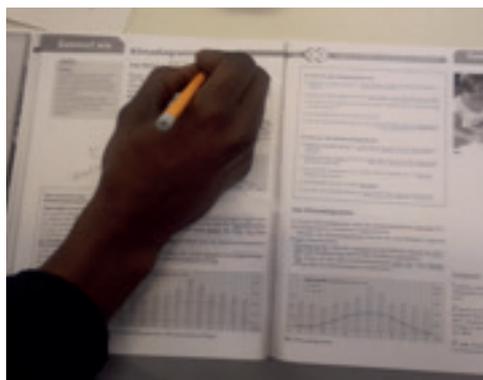
**3. Reading texts in the group in other languages than German from the internet (Wikipedia) and compiling information about the subjects content.**

**Impulse:** Read the text. With your neighbour, you can talk in Arabic about the text.

**Experience:** The group was working intently for about half an hour. It was obvious that a lot was being asked and explained.

**4. Marking the parts of the German text that had been understood in the working language of origin during the working phase.**

**Impulse:** What do you understand now? Highlight it in blue.



**Experience:** The pupils realised that working with the non-German speaking Text helped with learning the German (specialised) language. For example, the meaning of the word “Niederschläge” (rainfall) occurred to one of the pupils during that phase, a word he didn’t highlight in the header “Temperatur und Niederschläge” (temperature and rainfall) when he first worked with a text about the climate.

## 5. Writing down important words in the vocabulary notebook.

**Impulse:** Which words do you find important to this subject? Write ten words into your vocabulary notebook at most.

**Experience:** A lot of pupils want to note more words. The limit was set so that the pupils focus on the important information and learn the words, too.

The text is being read and worked on further in the *F+S* courses. The goal was to ease the fear of a school book text and to convey a strategy which enables the first access to a text. This demanding exercise was very exciting for the pupils as well as for me, who tried this approach during this pilot phase myself. However, this photo, which was taken during the break, shows that the pupils engaged with this challenge and even continued to work during their break.

The reason for this approach is the finding of the Expert Council of German Foundations for Integration and Migration from 2016 that German lessons without the imparting of specialist knowledge lead to a loss of skills and resources.

We arrived at this approach for various reasons:

The Expert Council of German Foundations on Integration and Migration (SVR) concluded in 2016 that German lessons without the mediation of exercise lead to a loss of competence and resources. It says in the Assessment „Was wir über Flüchtlinge (nicht) wissen. Der wissenschaftliche Erkenntnisstand zur Lebenssituation von Flüchtlingen in Deutschland“ (What we (don’t) know about refugees. The concurrent scientific insight into the livelihood of refugees in Germany):

*„Das langjährige Erlernen der deutschen Sprache und eine häufige anfängliche sprachliche Überforderung behindern in vielen Fällen erfolgreiche Bildungsverläufe. Zugleich gehen andere mitgebrachte sprachliche und fachliche Kompetenzen durch mangelnde Wahrnehmung, Förderung und Anwendung im Laufe der Zeit verloren“ (SVR 2016b:72).*

*(“Many years of acquisition of the German language and a frequent linguistic overstraining, in the beginning, obstruct a successful educational trajectory in many instances. Yet other brought-in linguistic and technical competences are being lost over time due to a lack of appreciation, promotion and application” (SVR 2016b:72).)*

A loss of competences impedes the participation of pupils in the German educational context, but also in the case of an onward or remigration. Moreover, unused resources could (Buchenwald/Hobfoll, 2013) trigger a negative dynamic

relating to the confidence and lead to a “resource loss spiral”. A resource orientation – which can be concretized in a scholar context as a didactic integration of linguistic and technical competences – has the potential to reinforce the confidence and competence of children and teenagers during lessons and to facilitate from the start the role of “students in all subjects”. This support can be of particular importance to people whose confidence has been shaken by the events before, during and after migrating (Kühn & Bialek, 2017).

Education is for teenagers from an exodus of crucial importance. I am quoting the psychologists Schreiber/Iskenius:

### About the Importance of Education in the Context of Exodus

**Education in the context of refugees also gains importance through the fact that it promises young people that they cannot be taken away and that they experience independence and effectiveness.**

*„Für jüngere Flüchtlinge scheint die Perspektive, eine (akademische) Ausbildung erreichen zu können, besonders machtvoll zu sein. Mit Bildung wird assoziiert, dass sie einem nicht mehr genommen werden kann und dass sie Unabhängigkeit und Wirksamkeit verspricht“* (Schreiber/Iskenius 2013: 6).

*“The prospect of achieving (scholar) education seems to be particularly powerful for younger refugees. Education is associated with the notion that it couldn’t be taken away again and that it promises independence and effectiveness”* (Schreiber/Iskenius, 2016:6).

Our pupils who will partake in the workshops this afternoon will attest to this as well. Several students answered, “My goal!” and “My future” to the question about what gives them the strength for the effort in school. The specialized class and future graduation with good grades is very, very important to them.

Teenagers have to learn German in a very short amount of time to achieve educational attainment. They also may have to acquire technical knowledge which their peers already have. This is especially the case when educational biographies are disrupted by states of war and crisis as well as years of migration, the more so as they had only a few years to visit the school if at all.

**Fach + Sprache is about making the German or perhaps Bremen teaching culture for this subject lesson transparent for students who are not yet used to a subject or who are used to completely different questions and tasks and to practice working methods in approaches.**

Now I’m getting at the teaching module *Fach + Sprache*. *F + S* is an educational provision offered to pupils in their transition from the pre-course to specialized classes. Since 2016 teaching modules of 12 double periods are developed, tried and tested in the *LLW* together with the expert didactics Sabine Horn (History), Dörte Ostersehl (Biology), Lilith Rüschenpöhler (Chemistry), Fried Meyer zu Erbe (Geography) and students to give insight into domain-specific questions and work methods.

For pupils who never had an academic subject or are used to other questions and tasks, the goal of *F + S* is to make the German (or “bremisch”) teaching culture for that school subject transparent and to practice methods and approaches. Neither the topics during the 12 double periods are discussed in the same depth as in regular classes nor is the support of the German language as in-depth as in the *DaZ*-lessons (*DaZ* = German as a second language).

As already mentioned, students will be presenting such a module quickly in the workshops this afternoon.

I now want to outline the different educational experiences by presenting some information about pupils who attended the *F + S* course in the *LLW*:

### **Spotlight on F + S pupil's educational experiences**

#### **Pupil A, 16 y/o, born in West Africa**

- Five years of schooling in their country of origin without explicit science lessons
- Erstsprachen: Wolof und Französisch
- language of instruction in the school of origin: Arabic

#### **Pupil B, 14 y/o, born in Iraq**

- attended grade 1 – 4 in Iraq, 2 years of schooling in their first refugee camp afterwards, 2 years without a school in their second refugee camp
- primary languages: Kurdish and Arabic
- language of instruction in the school of origin: Arabic

#### **Pupil C, 14 y/o, born in Syria**

- bilingual schooling in Syria until grade 7
- primary language: Arabic
- languages of instruction in the school of origin: Arabic and English (science and maths were taught in English)

As schools aren't the only places where people learn, no statement can be made about the actual linguistic and technical competence of the pupils described here. Pupils of the *LLW* report being educated by family members, digital and other media. Example A has maybe less expertise in natural science than example C. Possibly example C encounters subject contents in specialized classes in Bremen which were already known from the school of origin. C learns "only" how those are being communicated in technical terminology in German. They will probably be able to follow the lessons very soon. Possibly example A doesn't know certain subject contents and subject-typical ways of thinking and it's going to be a lengthy process to familiarise with those.

As an example, I want to tell about a little teaching unit, in which we made day times and seasons a subject of discussion through models, performative elements and a visit to the planetarium. While most pupils were privy to the scientific explanation, some answered the question "How do you explain day and night?" with "because the Almighty wants it that way". The pupil then followed smirkingly up with "and now explain how he does that?". This means probably that the teaching unit caused interest in a scientific explanation which the pupil wasn't able to comprehend yet.

**At the LLW, we encourage students to use their entire language repertoire in class. A fixed element in all modules is a small presentation in German, in which we encourage the young people to say the first sentences in the language in which they feel most confident, in order to gain more self-confidence in this exciting situation.**

Back to our three examples: the thing that connects A and C and differentiates B is the experience that the language of instruction in the respective schools of origin was new, similar to German as the language of instruction in Germany. We don't know which experience of language is each time connected to learning at first Arabic and English, respectively, in school and if it induced the feelings of powerlessness and exclusion as Busch described (Busch, 2012, S. 6) or if they individually felt proud while learning in these new languages. We encourage pupils to use their full repertoire in the *F + S* courses of the *LLW*. A fixed element in every module is a short presentation in German, where we, for example, motivate the teenagers to speak the first few sentences in the language they feel most comfortable in to give some confidence in this exciting situation. The adolescents report, that they experience sometimes blackouts when they're being called to the blackboard. Every one of our three described pupils may encounter classroom situations which they didn't experience like this or at all in their schools of origin, although they seem natural to other pupils.

Teaching materials are being developed and modified in the *LLW* in a lengthy, laborious and far from finished process. Often questions arise like:

- How intensive can a technical aspect be deepened?
- Which knowledges of the German language, which know-hows, which tacit knowledges are indispensable for this lesson sequence?
- How are the proportions of technical input and mediation of German?

Sometimes modules are getting overloaded with technical content, sometimes the trade-off is being made in favour of strategy communication and prolonged discussions ensue. We made the experience that interdisciplinary collaboration takes a lot of time, of which no one has enough. But there is and has been work done on *F + S* in different ways. Two master theses resulted, the work was evaluated, the concepts for the preparation seminar and the accompaniment were modified. And this symposium will give us plenty of important impulses to further improve our approach. *F + S* was created for the distinct conditions in the extracurricular offers of the *LLW*. Maybe *F + S* will be able to provide impulses for the school offers designated to subject lessons. We would be glad. To teach and to learn is always a reciprocal process and I am happy that so many actors can learn from and mutually stimulate each other today. Thank you! —

# MULTI-PERSPECTIVE APPROACHES IN THE SUBJECT- RELATED WORKING GROUPS

— Aysun Dođmuş



**Aysun Dođmuş**

has been a research assistant (postdoc) at the Helmut Schmidt University/ University of the Federal Armed Forces in Hamburg, Department of Education – Intercultural and Comparative Educational Research, Faculty of Humanities and Social Sciences since July 2020. Before that, she worked as a research assistant and lecturer at the Westfälische Wilhelms-Universität Münster (2018 – 2020) and at the Intercultural Education department (AbIB) at the University of Bremen (2012 – 2018).

Following the lectures, four subject-related working groups with 15 to 20 participants, each on the following subjects, took place in the afternoon of the symposium from 1.30 to 4 p. m.: Chemistry, biology, geography and history. In Bremen, the subjects of physics, chemistry and biology are merged in the natural sciences (NaWi) and politics, geography and history in the subject of society and politics (GuP). For the symposium, the aim of the subject-related working groups was to get to know the perspectives of various actors on subject teaching and to jointly pursue the following key question:

**How can the participation and educational success of immigrant students be systematically supported in the respective subject class?**

**The aim of the working groups was to get to know perspectives of different actors on the subject lesson and to jointly pursue the question of how participation and educational success of immigrant students in the respective subject lesson can be systematically supported.**

The special features of the working groups were their preparation and design, for which various actors in subject didactics came together at the **University of Bremen** and the **State Institute for Schools (LIS)**, as well as the **Morgenthal district education center**. **Teacher training students** who work with the *Fach + Sprache* materials as part of the *Lehr-Lern-Werkstatt* (see contribution EIGHT and contribution TEN), as well as **international teachers** (see article FIVE and contribution ELEVEN) and **students** of the *Lehr-Lern-Werkstatt* (see article THIRTEEN) also participated:

- From the **perspective of the university's didactic specialists**, the principles of the subject, working methods and special features of the subject-specific language had to be presented.
- From the **perspective of the LIS**, examination requirements in the school as well as experiences and possible stumbling blocks from practice with students who were not socialized in the German education system from the first school grade, as well as support approaches were introduced.
- **Teacher training students** presented materials from the *Fach + Sprache* project and discussed the extent to which the materials offer an insight into the requirements of the subject. In addition, they presented examples of working materials and named tasks which, based on their experience in the *LLW*, are perceived as particularly relevant and interesting for the target group.
- From the **perspective of international teachers**, it was possible to give insight into the specialist teaching of the respective school in the home country. They also described principles, working methods, examination requirements and possible stumbling blocks in subject lessons for students who were not socialized in the German educational system.

- The **pupils' perspectives** clarified their teaching experiences in subject lessons with regard to what was important in the learning process, but also unclear, helpful, particularly easy and particularly difficult. The students also gave information about what inputs they were missing and what teachers should consider.

	WORKING GROUP <b>CHEMISTRY</b>	WORKING GROUP <b>BIOLOGY</b>	WORKING GROUP <b>GEOGRAPHY</b>	WORKING GROUP <b>HISTORY</b>
<b>Subject-related didactics</b>	Lilith Rüschenpöhler	Dr. Dörte Ostersehl	Dr. Fried Meyer zu Erbe & Anastasia Werner	Katharina Kracht (stellvertretend für Dr. Sabine Horn)
<b>LIS   School</b>	Corinna Lampe	Christine Herzog	Sandra Opler	Matthias Kiy
<b>Students</b>	Rudolf Reichel & Hassan Kuchani	Jannik Wilmik, Sosin Ahmad & Jan Sigmund	Elif Bayburt, Zeynap Tayarar, Elvan Wegener & Sipan Abbas	Clara Ödén, Vanessa Moll & Sabrina Heins
<b>International teachers</b>	Huda Hikmet & Muna Dima	—	Mohammad Altorke	Burhan Bawadekji & Nevin Mansour
<b>Pupils</b>	Tajuddin Rasooli	Juma Mirzai & Mavian Khairi Jijo	Aida Jahan Dideh	Bayan Alaia & Fatemeh Rahimi
<b>Protocol</b>	Matthias Linnemann (AbIB)	Torben Dittmar (AbIB)	Lukas Engelmeier (AbIB)	Lydia Heidrich (AbIB)

The following presentation is based on these different perspectives in order to be able to highlight both the multiple perspectives on the individual subjects and the experiences of the students. Similar themed content is presented once in the working groups in order to avoid repetitions and to be able to focus the relevance of central content. This is followed by a summary of the discussion results and a collection of “tips” from the respective perspectives. The basis is set by the lecture materials and the protocols of the subject-related working groups that were created by employees of the AbIB.

### Perspectives of representatives of the subject didactics and the state institute for schools.

**Language and culture-sensitive chemistry lessons take into account links to different world-views and aim to reflect on subject-specific scientific culture**

The working groups were initiated through contributions from representatives of the university's subject didactics and the State Institute for Schools (*LIS*). For the **SUBJECT OF CHEMISTRY**, Lilith Rüschenpöhler (University of Education Ludwigsburg) presented the didactic concept of *Fach + Sprache* Chemistry, in which the requirement is to prepare the lessons in a language-sensitive and culturally sensitive manner. She first pointed out that there are already established concepts for language sensitivity, such as CLIL (Content and Language Integrated Learning), for which training courses are also taking place in Bremen. By contrast, cultural sensitivity in chemistry classes is largely ignored in Germany. There is research from other national contexts, such as North America and Australia. With the culturally sensitive perspective in the concept of *Fach + Sprache*, the demand is taken up to create connections for different world views without fundamentally questioning the validity of the natural sciences. The *Fach + Sprache* Chemistry work materials developed by her aim to reflect and raise awareness of subject-specific science culture (Nature of Science), also for different "teaching cultures" of chemistry/ natural sciences in different school systems.

Corinna Lampe from the *LIS* first pointed out that chemistry is an experimental science that, as a natural science, just like technology, shapes local society in all areas. It is true that there may be different opinions about what everyone should know about chemistry, and not all people need to know the exact reaction mechanism of the polymerization to produce plastics, but there are indispensable techniques and fundamental skills that everyone must have in order to be able to participate in social life. For chemistry, these basic competencies are, for example, the substance-particle concept or the structure-property concept. For newly immigrated students, however, it cannot be assumed that they know these concepts, perhaps because they are not taught in their country of origin or because they have not yet been taught these concepts due to interrupted educational biographies.

**When it comes to chemistry lessons, teachers orientate themselves to the educational standards in language and culture-sensitive lessons and aim at imparting scientific competence: specialist knowledge, knowledge acquisition, communication and assessment**

Corinna Lampe further emphasized that teachers are obliged to let themselves be guided by the educational standards. For chemistry lessons this is: "The pupils combine experimental results with model ideas and acquire a deeper understanding of chemical reactions and material properties in the particle area" ("Educational standards in chemistry MSA" 2004, p.6-7). The central goal of chemical education is to develop the students' scientific competence. This competence is gained from the areas of technical knowledge, knowledge acquisition, communication, and evaluation. According to Corinna Lampe, the challenge lies in the increasing diversity of students in terms of motivation, performance, prior knowledge, language skills, culture, age, and religion. At the same time, she emphasized the aim of giving all students, regardless of their origin, the same opportunities for development in class. It is also relevant to know that in the local school system the first basic concepts in the 5th and 6th grades are initiated through simple experiments. The substance-particle

**The entry into subject-specific lessons is a challenge for newly immigrated students not only because of the educational language German, but also potentially because of a lack of specialist knowledge and unknown forms of work.**

concept and the structure-property concept are therefore only briefly repeated by the teacher in the subsequent chemistry class. As a consequence, for newly immigrated students this can mean that they are no longer taught the relevant basic concepts and task formats. The students then often find it difficult to understand the concepts that are built on them and to learn technical terms. A lack of basic knowledge can also lead to fears and potential dangers when dealing with chemicals. Ms. Lampe pointed out that fear when experimenting can have various causes.

During the scientific experiment, the independence and self-discipline of the students are promoted. The experiment is the starting point for theoretical considerations, serves to test hypotheses and enables a sensual experience through observation. In order to achieve the stated competence goals, cooperative forms of learning and individualized learning are practised from elementary school onwards. The protocols that document the path of knowledge in natural science are just as central. The forms of learning and working methods that are common at many German schools cannot simply be assumed for newly immigrated students.

With regard to the link between subject and language, a teacher in this working group talked about a graduation-oriented preliminary course (advanced vocational qualification) at her school, in which mathematics, German, English, GuP, chemistry, and physics are also being taught. The other participants were not familiar with this model from their own practice. A discussion arose about prospects for graduation certificates for newly immigrated schools. The participants rated the situation as precarious. A teacher, for example, works in a 10th grade in Bremerhaven, which is only attended by young people who were previously in the preliminary course. This school uses the diagnostic tool “2 P” (2p-mto.de) to assess the competencies of newly immigrated students. In class, the teacher works exclusively with language-sensitive materials and has had positive experiences with them. In addition, in the regular classes she found that students with German as their first language also benefit from these materials.

In her didactic contribution to the **SUBJECT OF BIOLOGY**, Dr. Dörte Ostersehl (University of Bremen) presented (1) central principles of the subject of biology, (2) the *Fach + Sprache* Biology project and (3) special features of subject-specific language in biology lessons. The principles of the subject can also be transferred to the subjects of physics and chemistry. In the natural science subjects, there are the competence areas of special knowledge, knowledge acquisition, communication, and assessment. In general, various basic concepts should be taught in the subject of biology, such as “structure and function” or “variability and adaptability”. In the competence area of knowledge acquisition, research-based learning in particular is implemented. For the *Fach + Sprache* Biology project, Dr. Dörte Ostersehl asked how students can be prepared for the requirements of regular biology classes. As an example, this question was elaborated on the topic of “forest ecosystems”. The special features of the

language in biology classes were summarized by Dr. Dörte Ostersehl as follows:

- Many technical terms
- High density of technical terms in schoolbooks
- Technical terms are often compounds made up of two nouns: e.g. leaf litter (*Laubstreu*), birdsong (*Vogelgesang*), wood ant (*Waldameise*)
- Technical terms can come from everyday language in their symbolism: e.g. ear drum (*Trommelfell*), ventricle (*Herzkammer*, “heartchamber”)
- At the same time, word meanings sometimes differ greatly from their meanings in everyday language: the students may know the verb “vorbeugen” from everyday life as a body movement (*to bend forward*), but not from the health sector in connection with prevention (*to prevent*).
- Anthropomorphic ideas and terms can be helpful for understanding, but an awareness should be created that human actions cannot be transferred to natural processes. Example of an anthropomorphic description: “The forest provides good air”
- Impersonal representations can be irritating, for example the use of the pronoun “man” (*comparable to “one”*)

**Technical terms that come from everyday language, but differ significantly in their subject-specific meaning, can lead to misinterpretations for the students.**

**Differentiation material for different German and subject levels supports learning processes in heterogeneous learning groups.**

Christina Herzog (*LIS*) reported on her experiences at school from the perspective of subject teachers. She pointed out that an integrated science lesson (NW) takes place at secondary schools in Bremen up to grade 7. In high schools, unlike in grammar schools, subject teaching materials are available to differentiate between different levels, through which the increasing heterogeneity in classes can be countered. Teachers usually conduct the lessons alone, but a double occupation with one German and one subject teacher for the respective subject would be desirable. Christina Herzog also emphasized that most of the newly immigrated pupils would like to be assigned to a regular class as soon as possible and take part in regular subject lessons.

At the start of the working group for **GEOGRAPHY**, a Russian-language geography lesson was simulated in order to give the participants a direct impression of the teaching experiences of newly immigrated students. It was noticed that individual words could also be understood by “non-Russian-speaking ears”, such as “climate” or “meridian”, but the text could not be fully understood. The participants looked for known words in the text and tried to understand the topic through images. Afterwards it was noted that not understanding was not

**Current didactic perspectives on geography lessons examine geographic processes with spatial examples that are also relevant to the examination requirements.**

**The areas of competence include: specialist knowledge, spatial knowledge, reproduction, re-organization, transfer, reflection and problem solving.**

**The specifics of the technical language in geography are characterized on the word, sentence and text level, e.g. by compound words, passive constructions and by an impersonal, descriptive form.**

**Basic principles of history didactics are: development of historical awareness and culture, multiple perspectives, relevance to the present and narrativity.**

perceived as unpleasant, as it was assumed that almost everyone else did not understand much either. It would probably have been different if one would be alone in understanding almost nothing because – according to one of the participants – “you don’t feel good”. The students commented: “Yes, we know that, that’s how it always was in school two years ago”.

Afterwards, Dr. Fried Meyer zu Erbe (University of Bremen) explained didactic perspectives on geography as a science of space. Starting from the concept of space in classical geography - delimited spaces are described in their physio-geographical properties - he explained that in recent geographic history spatial processes have not been tied to delimited spaces. Currently, processes are being examined instead of rooms. Physical geography and human geography are about the integration of spatial and process perspectives (structures, functions, processes). Building on this, Dr. Fried Meyer zu Erbe talked about exam requirements in geography. It was emphasized that process knowledge is relevant, which is exemplarily illustrated using rooms. In addition to subject-related knowledge and spatial orientation, the competencies are communication, gaining knowledge, assessment, and action.

Anastasia Werner (University of Bremen) then highlighted the technical language requirements of geography, for which maps, tables and graphics are the main information medium. This information would have to be recorded and put into another form orally or in writing. It therefore requires transformation services based on analysis, interpretation, and discussion. The specifics of the technical language are marked as follows:

- on the word level through compound words, foreign words, nominalization, and abstracts,
- on the sentence level through passive constructions, complex noun groups and attributes,
- on the text level through an impersonal, descriptive form that is accompanied by an enormous density of information.

Matthias Kiy (*LIS*) from the working group for the **SUBJECT OF HISTORY** focused on “language-sensitive subject teaching”. A further training concept was presented, in which the objective is pursued that all students are taught the language of education and that they receive the individual support they need. The focus of the working group was on integrating the previous knowledge of newly immigrated students better than before. Theories, methods, and materials for language-sensitive subject teaching are central. With reference to the current Bremen education plan, Matthias Kiy first emphasized the geographical, social, and historical dimensions of the subject society and politics (GUP). He also noted that the classes are often taught by teachers – and here mainly by teachers who teach history – who have no relation to the subject. With regard to the basic concepts of history didactics, he emphasized not only the development of a historical awareness and culture, but also multiple perspectives, the

Klasse:		Thema:	Datum:
Standard aus dem Lehrplan			
Sprachhandlung			
Ausformulierter Erwartungshorizont			
Sprachliche Mittel	Wortebene		
	Satz- und Textebene		
Erweiterter Standard mit sprachlichen Lernzielen			

Raster zur Konkretisierung sprachlicher Lernziele  
(Quelle: Tajmel, T. 2011, S. 10)

relevance to the present and narrative. Another important perspective is that today's generation will be the future witnesses of recent history.

As an example of language-sensitive subject teaching, he cited reading strategies through which pupils activate their previous knowledge and form "islands of understanding" in order to further develop linguistic and technical skills from there through "scaffolding" (linguistically supporting tasks and materials). As an aid for the lesson planning, Matthias Kiy presented the planning grid based on a task by Tanja Tajmel (2011) (see below), with which a more concrete discussion can take place about which symbols, language structures/ idioms, vocabulary should be learned. He recommended using lots of pictures and encouraging students to make descriptions using the vocabulary available to them. The teaching of operators (verbs that are used in the imperative for tasks) was emphasized by the students as being particularly relevant.

In the subsequent discussion, it was also noted in this workshop that experience has shown that language-sensitive subject teaching facilitates and intensifies learning for all students, regardless of their knowledge of German. The assessment of the performance of newly immigrated students was named as a problem. Another topic of discussion was the integration of migration-related multiple perspectives of students on historical events. The choice of topics in the classroom must also be reflected in this regard. One teacher reported that

religious students asked when Yazidis were being talked about and that they wanted to find out "something about themselves" as related to their studies. The teacher complied with this request, but first had to familiarize herself with the topic. One tip from the plenary session was to let the students bring up the topic themselves in the form of a presentation. This was countered by other participants in the plenary meeting that this procedure entailed the risk of attributing belonging and professional competence and the associated excessive demands.

**When/ where/ how and why do people learn about history, who teaches history and how is history taught in class?**

Katharina Kracht (University of Bremen/ School Center Rübekamp) made a contribution to the cultural positioning of the subject of history. Participants were asked to think about when/ where/how and why to learn about history, who teaches history and how history is taught in class. The answers have been summarized as follows:

- Excursions with school classes e.g. to the movies
- Grandparents' stories (learn multiple perspectives of the past)
- Influence on upbringing style, personality development and family history (National Socialism)
- School: awareness of history, competence in questions, deconstruction as an important ability to get to know differentiated perspectives
- History as a discourse that shapes the present
- History as a cultural concept (is constructed and present)
- When does history begin?
- Differentiation: factual knowledge and its assessment
- Educate yourself historically in self-organized learning groups
- Series like "Babylon Berlin" or historical novels
- Museum: looted art? Renaming streets that were named after colonists? Rededication of the elephant as an anti-colonial monument

An intensive discussion on colonial history developed from these questions. It was discussed that (critical) colonial history is hardly anchored in the curriculum in Bremen and is rather discussed in the upper secondary level. International participants raised the question of why Germany's colonial history does not have a similar status in history lessons as National Socialism. The following aspects were mentioned:

- Maybe because it did not take place on German soil?
- It was not reinforced by the allies as National Socialism was
- Confrontation with National Socialism was initiated by the film series "Shoah, re-education"
- Appeal to include colonial history in the curriculum
- In 2016 it was a central topic of the *Abitur*
- In Bavaria, colonial history is part of the class 8 curriculum (Spain, France ... Germany's role is relativized)

- Germans' excuse: colonialism is part of European history, then we would all have to deal with it
- Who actually has to deal with what?

### Insight into the working methods and materials of FACH + SPRACHE

As part of the subject-related working groups, subject-specific materials and working methods from the *Fach + Sprache* project from the *Lehr-Lern-Werkstatt* were presented by teacher training students. The **principles and goals of the project** are:

- Linking subject-related content and linguistic support
- Resource orientation
- Integration of multilingualism
- Mediation of learning and reading strategies
- Mediation of typical working methods
- Increasing learner autonomy
- Empowerment

In the working group for **CHEMISTRY**, the student Rudolf Reichel discussed how the student support teachers didactically integrate the multilingualism of the students in *Fach + Sprache* courses. The following points were listed:

- **Use of translation aids** that are used with the smartphone. Programs like Google Translate, however, were not considered useful for entire subject texts, as the automatic translations are often incomprehensible.
- Guidance of multilingual **peer learning processes in language groups**.
- Enabling the pupils to **speak in the language they are most familiar with**, for example during a presentation that is immediately followed by the same presentation in German in order to give the pupils more confidence in the presentation at the beginning.
- **Mediation of forms of change of representation**, such as representational, pictorial, linguistic and symbolic.

- **Teaching of reading strategies** to which multilingual texts are used as a supplement.
- **Use of texts in other languages** as preliminary relief if students do not understand the teaching material in German.

In the working group for the **SUBJECT OF BIOLOGY**, the teacher training students Sosin Ahmad and Jan Sigmund presented **materials and concepts** from *Fach + Sprache* that have proven to be particularly practical when working with students. This was demonstrated using the example of a lesson on the topic of “Forest Animals”:

- **Communicate technical principles:** The objective of the lesson is to convey the technical terms, “category” and “class”.
- **Working with text aids:** This strategy is designed to help students learn to quickly grasp the subject of a textbook page. To do this, the page without the main text can first be distributed and worked on: What information do the text aids contain (graphics, tables, headings, and signatures, highlighted words or phrases)? In this way, an initial approach to the topic is to be established without starting directly with a complex and high-requirement text.
- **Scaffolding:** In lessons in which experiments are carried out, observations and measured values can be entered in a prepared table and results can be recorded with the aid of predefined sentence beginnings.
- **Mediation through examples from everyday life:** The concept of a food chain can be explained with the help of a necklace. This everyday example prepares pupils for the construction of passive sentences (e.g. “The nut is eaten by the squirrel”).

The former support teacher Anastasia Werner described the didactic principle “from near to far” (Bremen — Germany — the world) in the working group for the **SUBJECT OF GEOGRAPHY**. In *Fach + Sprache* Geography the pupils learn how to work with atlases. It is also taught how to set up and check hypotheses, how to work with discontinuous texts such as tables and diagrams, and how to develop and give presentations. On the subject of internet research, strategies are also taught, which also include reflecting on the language selection for the research (what am I looking for, with which goal, in which language?).

In addition to the previously described working methods in the *Fach + Sprache* courses, the students Sabrina Heins, Clara Öden and Vanessa Moll explained the relevance of procedures and logics of the **SUBJECT OF HISTORY** in this support program. The central theme of the materials for the subject of history is working with historical sources. At the beginning, the course addresses the

culture-related nature of the perception of historical events through the presentation of different chronological systems (Gregorian, Muslim, Jewish). This is followed by work with historical sources on the “industrial revolution”. In terms of content, however, the students were primarily interested in the history of the 20th century and especially in recent German history.

With the help of sample texts and scaffolding, the students analyzed historical source types. However, their pupils did not seem to be familiar with the concept of reconstruction and deconstruction of perspectives. The students also realized that concepts like “slavery”, which they assumed were known, were not familiar to all students. It was difficult for the students to give spontaneous explanations. The creation of word lists with explanations in German, too, which they gave the students for each lesson, was initially a challenge. The lists were worked out jointly in the weekly workshop meetings.

The students described their own increase in learning by raising their awareness of language-sensitive teaching, for example by improving their understanding of which words are difficult and which terms need to be put on word lists. In addition, they felt a greater cultural sensitivity insofar as they recognized their own privileges by working with the students who had to leave their country due to the political after-effects of the colonial and global power structures that still have an impact today.

### Perspectives of international teachers and pupils

International teachers and pupils reported in the working groups on their school experiences in the countries from which they migrated to Germany. In contrast to the didactic perspectives, they did not refer to conceptual discourses, but to individual experiences. They drew attention to their previous experiences and made comparisons between educational systems. The students also reported on their experiences in schools in Bremen (see contribution THIRTEEN).

**In the schools of origin, experiments were rarely carried out due to the lack of specialist rooms and materials.**

The international teachers talked about their **experiences in schools in their home country**, for example, about their in part purely theoretical teaching of **CHEMISTRY** when the schools did not have laboratories. Instead, images and videos were used to convey the message. In the working group for **GEOGRAPHY**, an international teacher reported on her teaching experiences at a school in Syria and on her university education. In secondary schools, geographers would teach who have completed a degree in natural sciences, but without subject-didactic components. Only students who are trained to work in elementary school receive an educational qualification in Syria. For her own lessons, the teacher emphasized that the geography lessons were mainly theoretical and text-based due to the lack of media equipment.

A student who migrated from Iran and who is currently in year 11 in Bremen had this experience. She reported that the same content was taught in Iran as

For the subject of history, the relevance of the perspectives of colonial history became apparent.

The experiences of the students at Bremen schools showed, for example, the relevance of the speaking speed and didactic-methodical procedures in regular lessons, as well as the consideration of their learning requirements and needs by the teachers.

at her school in Bremen, but only with the help of “thick” and text-heavy books. Up to the 6th grade, the subject of geography (as in the state of Bremen) was taught together with the subjects history and politics on the basis of a textbook that was used for all schools in Iran. The pupil reported that the acquisition of the subject matter took place in particular through the memorization method. In the working group, however, it was stated that this does not represent a contradiction to learning in Germany.

For the **SUBJECT OF HISTORY**, a teacher from Syria also reported that the lessons are taught according to a nationally standardized textbook in a fixed thematic sequence. The function of the subject is then often more to convey a certain interpretation of historical events. A teacher from Togo made the multiple perspectives on the relevance of colonialism visible. Colonial history is taught in Togo from grade 4 onwards; it is not abstract but is present there in everyday life. At the same time, for example, lessons are still given in the colonial language of French and based on the French model. The relevance given to German colonial history in history lessons in Germany was felt to be too little.

Regarding the **experiences at schools in Bremen**, a student in the working group for **CHEMISTRY** reported that he had not attended any science class before his migration to Afghanistan. Even in his first school in Bremen he had no science lessons, but only learned German. At his second school, he received semi-integrative schooling. He also noted that he basically understood and learned more in the preliminary course than in the regular class. He saw this as being due to the fact that in the regular class people talked too quickly without addressing their learning needs. Students in the working group for the **SUBJECT OF BIOLOGY** stated that especially learning through texts was too much for them. The students asked about the methodology of biology lessons in the state of Bremen and suggested explaining technical terms before working on the text. A schoolgirl who migrated from Syria described that she had learned the subject matter of **HISTORY** by heart without understanding it and therefore developed an aversion to the subject. This changed when her teacher explained the purpose of the subject to her so that today she could say that she “loves” history. She would prefer teachers to present more, since it is more difficult to understand the learning content solely through texts than through a teacher lecture. She learns by looking up words, digital videos, and tutorials. She can stop this according to her own learning pace and see it several times. It confirms that simple translations of (technical) terms are not sufficient if they are not known in the language of instruction in the school of origin.

Another topic was the consequences of interrupted educational biographies. The school in the home country was sometimes only attended for a few years, so that the educational language of the home school was correspondingly poorly developed. One student added that she had already experienced the history class in Afghanistan as “a new language”. In Bremen she cannot follow history lessons very well because the text work is done without the explanations she needs. Blackboard writing would make her work easier. She also finds it difficult to write summaries. In order to still be able to work on topics, she uses books in simple German from the library.

The students emphasized that the explanation of the operators was particularly important for them. They want to understand the meaning behind the tasks and named the willingness of the teachers to respond to the ‘new’ students, to listen and to meet them with openness and patience as a central factor that supports learning. Finally, they described their participation in the *Fach + Sprache* project as very helpful in order to write source analyses on their own. The materials for the source analysis are also used by siblings who have not attended this offer. They described the university as a place of learning that is “really cool!”

### Discussion results:

#### Subject-related stumbling blocks and helpful tips

In addition to the contributions of the various actors, subject-related stumbling blocks and helpful tips were also collected within the framework of the subject-related working groups. For the **SUBJECT OF BIOLOGY**, this collection was made with regard to **working methods** and **performance evaluation** (see table). For **GEOGRAPHY**, the need to build on the knowledge of the pupils was particularly emphasized. What the pupils found to be helpful in the lesson was collected:

- × Provision of vocabulary lists that were created by the teachers and distributed in advance for the next lesson, so that words could be researched independently, and the lessons could be relieved. Provision of **word lists with explanations for preparation and preliminary relief for the next lesson**
- × The vocabulary list was highlighted as an aid when reading school texts so that tasks can be recorded and processed independently. Provision of **word lists with explanations of technical texts**
- × Using the smartphone for translations or for an image search that helped understand words. The **availability of the smartphone as a research tool is therefore necessary**
- × Systematize the content of texts in a table
- × Receive feedback on self-written texts from the teacher
- × Provide specific questions about texts and the beginning of sentences for the answers
- × Practice to orient themselves in the Atlas
- × Use as many images as possible to aid understanding of the text
- × Creating a calm learning atmosphere
- × Organization of excursions on the subject of the lesson
- × Provision of additional materials which, if necessary, help to develop subject-specific content from previous years

WORKING METHODS		PERFORMANCE EVALUATION	
Stumbling blocks	Tips	Stumbling blocks	Tips
Experiments: Read and understand the experiment instructions	<ul style="list-style-type: none"> <li>× Relief through pictures, videos</li> <li>× Small steps, experiment instructions must be explained in detail</li> <li>× Demonstration of the experiment</li> <li>× Flow charts</li> <li>× Didactically use heterogeneity (tandems, group work)</li> <li>× Structure given by a test protocol</li> <li>× First specify the research question</li> <li>× Scaffolding while logging</li> </ul>	<p><b>What is a fair and transparent assessment and how can it be achieved in subject teaching?</b></p> <ul style="list-style-type: none"> <li>× What can be expected of the pupils linguistically and technically?</li> <li>× (How) Can technical gaps due to educational biographies be taken into account in the assessment?</li> <li>× How can problems of interfering linguistic and technical skills be dealt with?</li> <li>× With whom can such questions be clarified in a binding manner?</li> </ul>	<ul style="list-style-type: none"> <li>× Compensation for disadvantages can be designed individually</li> <li>× Cooperation between support teacher and subject teacher</li> <li>× Form sponsorships (preparation for class work / exams)</li> <li>× Comprehensive schools: differentiated performance evaluations</li> <li>× Less text-heavy task/ answer formats</li> <li>× project-oriented work (as a substitute performance)</li> <li>× stronger assessment of oral performance/ short presentations</li> <li>× Cooperation with parents, also because it is not always guaranteed that teachers' written assessments can also be read and understood by them.</li> </ul>
Independence: Support without excessive or insufficient demands	<ul style="list-style-type: none"> <li>× Stepwise learning aid</li> <li>× Students can decide for themselves when they need study assistance</li> </ul>		
Prior knowledge: consider what is missing	<ul style="list-style-type: none"> <li>× Definition</li> <li>× Gathering prior knowledge in study groups</li> <li>× Multilingual material (also digital)</li> </ul>		
Viewing levels: · macroscopic · microscopic · molecular	<ul style="list-style-type: none"> <li>× many pictures and models</li> <li>× Assign images to the various levels</li> <li>× appeal to all senses</li> </ul>		
Heterogeneity: How can permanently changing groups/ students be dealt with?	<ul style="list-style-type: none"> <li>× Clarification of the choice of material</li> <li>× Clarification of how the educational plan can be fulfilled</li> </ul>		

**Stumbling blocks and tips for the subject of biology**

- × Formulation of tasks that are based on the students' knowledge of German
- × Encouragement & motivation from teachers

While this collection was being made, one student made it clear how difficult it was for her to participate in the class discussion. According to her impression, German learners are often not included in the class discussion. That is why she demands: "We want to speak, too!" She feels that often only those students are considered for oral contributions who already have good grades, but German learners overlooked. At the same time, they were criticized at the parents' day for a low participation and a low oral grade. The students evaluate this as unfair. The working group came to the following conclusion:

- × Well-established convictions emerge towards the students in a class, which have to be broken down, e.g. by communicating the problem to the teacher. This was therefore highlighted as the trust and encouragement of teachers, which was described by the students as being central to their motivation to learn and their self-efficacy.

In the working group for the **SUBJECT OF HISTORY**, it was also discussed which new perspectives on history (GuP) arise from linguistically and culturally heterogeneous learning groups and how multilingualism can be didactically integrated into subject teaching more. This was also taken up as a tip by the students. They also formulated the following tips:

- × Provision of extra-curricular mentoring / tutoring in the native languages
- × Creation of diverse cultural and linguistic references in the lessons

The central theme in all working groups was that both teachers and students had to be patient and listen carefully. After all, the pupils wanted teachers to be more willing to explain and respond to pupils' questions. —

# FEEDBACK FROM TEACHER TRAINING STUDENTS

— Aysun Doğmuş

Following the symposium, on December 11, 2019, a meeting took place at the University of Bremen with teacher training students who have experience as student support teachers in the *Lehr-Lern-Werkstatt Fach\*Sprache\*Migration* and who have participated in the symposium. As student support teachers, they were involved in the development and implementation of the offers German for educational purposes (Elif Bayburt, Elvan Wegener), *Fach + Sprache* (Elif Bayburt, Elvan Wegener, Sabrina Heins) and / or taught student support classes (Sipan Abbas, Elif Bayburt, Elvan Wegener, Sabrina Heins). Sabrina Heins presented the offer *Fach + Sprache Geschichte* (history) in the subject-related working group for GuP history lessons. At the symposium it was initially noted that it had given a lot of impetus for her further work as a student support teacher. The combination of specialist lectures and subject working groups was highlighted as being particularly insightful and productive. This concept

**The combination of specialist lectures and subject-related working groups was highlighted as being particularly insightful and productive.**

should be retained for future symposiums, especially because the specialist lectures of the speakers have shown a coordinated spectrum and provided a good framework for the subject-related working groups. It was noted, however, that a second day would have been useful in order to be able to deepen the exchange

and discussions within the framework of the working groups. Interest in related subjects was also expressed. This could have been deepened if the results from the subject-related working groups had been presented and discussed more comprehensively in the plenary. The students received new impulses, especially with regard to the perspectives of the pupils and international teachers, as well as the practice in Sweden (see article SIX). An “aha-moment” was described as the natural way in which the first languages of students are structurally anchored in schools in Sweden – and the attitude behind it. They described this naturalness as an experienced contrast to theory and practice in Germany. The students described the previously unknown non-recognition of the professional ability

**An “aha-moment” was described as the natural way in which the first languages of students are structurally anchored in schools in Sweden - and the attitude behind it.**

of international teachers in Germany as another “aha-moment” (see article FIVE). The participation of this group in the symposium was particularly appreciated by the students and they expressed the wish to form tandems with them as part of the *Lehr-Lern-Werkstatt* in order to be able to learn from their experiences for multilingual and culturally sensitive teaching. They also formulated an idea of working with the international teachers on the creation of the materials.

**The student teachers expressed the wish to form tandems with international teachers as part of the Lehr-Lern-Werkstatt in order to learn from their experiences for multilingual and culturally sensitive teaching.**

**The desired attitude towards pupils was formulated: “I am there for you” – instead of a lack of interest or a lack of willingness to get involved in migration-related challenges and difficulties.**

**Closer dovetailing with schools was set relevant, for example with a view to jointly developing teaching materials and exchanging skills.**

From a didactic perspective, the students emphasized, for example, that pupils had reported that analytical tasks were new to them, and at the same time that, for example, in Syria, didactics were not taught in teacher training courses. Sipan Abbas pointed out that school practice in Syria cannot be presented in a standardized way, for example there are differences in the north and south of the country. At the same time, he described an unexpected, negative surprise in class that he got to know in Bremen. Contrary to his expectations, he did not find teachers very committed and there was also a lack of a variety of methods that he witnessed during his studies. The students also formulated the desired attitude towards schoolchildren to convey “I am there for you” – instead of a lack of interest or a lack of willingness to deal with migration-related challenges and difficulties. From the students’ point of view, this has the effect that students are demotivated and could stay away from classes in frustration.

In addition, the students asked whether the conference would allow a different view of the *Lehr-Lern-Werkstatt*. Establishing closer links with schools was relevant for them. They also expressed this with a view on the fact that teaching materials are being developed jointly so that the materials previously created for the *Fach + Sprache* project can also be used in regular classes. The students also reported on the comment of a teacher who had clarified the challenges and problems faced by schools. Although the *Fach + Sprache* materials were rated positively, the question of how students should be rated when other subjects are dealt with in regular lessons was raised. There is no longer-term compensation for disadvantages for students. It was also regretted that the examination language is always German. It was also noted that in *DaF/ DaZ* (German as a second language) seminars there is no technical reference, as it is imparted in the *Lehr-Lern-Werkstatt* based on practice theory.

In summary, the students described that the symposium had shown them how current the topic is and how relevant their work in the *Lehr-Lern-Werkstatt* is. The topic of the symposium and the processed access should therefore also be a natural matter in the training and further education of future teachers. They expressed their wishes for a continuation, for example through regular work meetings, interlinking the competencies of teachers with practical experience and them as teacher training students and future teachers, through which impulses could be given and exchanged. For example, sponsorships and mentoring and thematic processing in the context of theses, which could be embedded through the collaboration between university, school, and *LIS*, would be conceivable. —

# FEEDBACK FROM INTERNATIONAL TEACHERS

— Aysun Doğmuş



Impression of the symposium: International teachers, Jasmina Heritani, Yasemin Karakaşoğlu and Katja Baginski

Even before the symposium, there were two meetings with international teachers, Jasmina Heritani (neighborhood education center, QBZ) and Katja Baginski (*Lehr-Lern-Werkstatt Fach\*Sprache\*Migration*) in the QBZ Morgenland, who all also took an active part in ...

**Despite the need for teachers in Germany, it made it difficult for international teachers to enter the teaching profession.**

... the subject-related working groups. After the symposium, another meeting took place on November 26th, 2019, at which three international teachers, as well as Jasmina Heritani, Katja Baginski and Aysun Dođmuş (documentation) took part. The theme of the obstacles faced by international teachers to gain access to the local teaching position was a common thread in these meetings. The exchange made it clear that various initiatives failed due to the requirements for recognition of the qualification in the country of origin. This fact was difficult to understand for the international teachers insofar as there is a need for teachers in Germany and their motivation to continue their profession is high. The requirements, however, such as starting/ commencing their studies in Bremen, do not fail due to a lack of motivation, but are not affordable for many international teachers due to the need to secure their livelihood and that of their families.

Against this background, the teachers referred in particular to the Swedish model presented by Hennie Kesak and the opportunity it offers migrated subject teachers. It also shows that opportunities for professional integration must in principle be feasible, which could also help to implement the perspectives of multilingualism and cultural sensitivity introduced in the context of the symposium. At the same time, it was found that opportunities to participate in schools or the *Lehr-Lern-Werkstatt*, for example in the context of internships or fee-based work, are not justifiable and cannot be implemented against the background of the necessary financial security and recognition of their activities.

**Discrepancy between the reference levels of speaking of the international teachers and the didactic perspectives of the Bremen colleagues.**

This finding was also relevant for the reflection of their participation at the symposium, for example with regard to who could learn from whom and contribute what they had learned in practice or not. For the conception of the subject-related working groups, there was also a discrepancy in the sense that the international teachers reported on their professional experiences, while the subject-didactic perspectives of the Bremen colleagues related to a canon of subjects and/ or to educational plans. These different levels of reference in speaking also raised the question of reflection as to the extent to which an unintended effect arises and the international teachers could be perceived as substitute speakers for their home country. This became particularly clear with regard to the logic of a nationally differentiating “we” and “you” that was repeatedly invoked on the symposium. Such a dichotomy, combined with the assignment of specific characteristics, runs the risk of provoking a pejorative culturalization problem. The international teachers also reported, for example, that there may be differences in teacher training courses and professional practice between their countries of origin and the situation in Bremen, but there are also similarities that should be emphasized. In the subject-related working groups, they were sometimes confronted with pictures of participants about their countries of origin in the homogenizing equation with schools, which caused irritation in them. An international teacher insisted: “In Syria there are also rulers!” —

# INSIGHTS INTO THE RANGE OF EXPERIENCES OF PARENTS

— Farina Maletz

The *Lehr-Lern-Werkstatt (LLW) Fach\*Sprache\* Migration* invited parents of newly arrived students for a meeting on the 19th June 2018 at the university. The meeting was organised by Farina Maletz (former employee of the *Lehr-Lern-Werkstatt*) and a *LLW* teacher, Esther Nora Peters. Peters did research on immigrated parents' information demand concerning Bremen school system during her master thesis. Other participants were the pedagogical head of the *Lehr-Lern-Werkstatt*, one parent from Armenia, one parent from Senegal, one parent from Syria and one parent from Ukraine (totalling three mothers and a father) as well as some translators. The main goal was the exchange of experiences that parents have gained regarding their children's schools in both, the country of origin and Germany. First the aims and working methods of the project were introduced and then parents were invited to give feedback about their children who participated in the project, *Fach\*Sprache\* Migration*.

The parents talked about various educational experiences in their home countries. Two of them spoke of an active exchange with the teachers regarding the school performances and the behaviour of their children. They reported they were happy parents were kept up to date regarding the organizational work in everyday

school-life, as well as in projects and events. This made it easier for parents to communicate and be informed about their child, even without an appointment. They also expressed their gratitude that there were two

## **Flow of information and opportunities for parents to participate in their children's schools before they emigrated from Armenia, Senegal, Syria and Ukraine**

parentteacher conferences every year, where they could discuss school achievement and the behaviour of their child. However, some parents stated that these individual conversations usually took place when there was a time conflict. The parents could also take part in organizing different events, such as Parents Day. Ultimately, the parents' task is to check their child's homework, to provide school materials, and make sure their child attends and regularly participates in classes. Concerning the experiences with Bremen schools, the parents mentioned their challenges in communication and participation, as the knowledge of the German language is seen as a central requirement. Although they were able to receive help from language translation (by e.g. a spouse or a multilingual school secretary), they expressed their worries about

### Challenges in communication and participation in schools after migration in Bremen

missing important information about the school due to the language barrier. For example, that a letter concerning their child or indicating an upcoming Parents' Day meeting cannot be clearly understood. Therefore, the parents wished for concrete indications in letters so that they know how to reply and what to do, especially for those parents who were accompanied by a translator during the meeting. Parents found it very stressful that it was not possible for them to take part in their child's school life, due to a language barrier. They also described their participation, for example, keeping in touch with the teachers via e-mail, arranging an appointment with the teacher and at parent-evenings. Finally, the many excursions and festivals organized by the school for the children were highlighted positively. The perception of their role as parents regarding such events, however, is rather passive.

Concerning the courses offered in the project, the parents consistently reported that their children liked taking part in the courses because they found the contents to be necessary for their regular lessons after the preparatory course. They also observed that their children's interest in the subjects increased. One parent also reported that their child had no previous knowledge in the school subject and that learning the subject content was sometimes difficult. That is why the child is particularly happy when they were able to present newly learned terms from the project to their family.

The exchange with the parents made it clear that they were very interested in their child's academic career and were happy to talk about experiences and ask questions. Obviously the teachers want to continue to network with other parents to exchange more information in the future.

As organizers, we would like to thank the parents for coming and we hope, in partnership with the parents and the cooperation partners of the symposium, that new perspectives for cooperation between schools and parents can be developed. —



**Farina Maletz**, state-recognized social worker B.A., worked from October 2017 to September 2019 at the Lehr-Lern-Werkstatt Fach \* Sprache \* Migration. There she organized the courses and was the contact person for students, pupils, parents and teachers.

# PERSPECTIVES AND THE RANGE OF EXPERIENCES OF PUPILS

— Mona Schiele

In preparation for the symposium, a two-hour group discussion took place with former preliminary course students two weeks beforehand at the University of Bremen. The aim of this meeting was to offer ...



**Mona Schiele** is a pedagogical employee at the project "Bremen Integration Qualification (BIQ)" at the Center for School and Work. At BIQ, immigrants between the ages of 18 and 26 receive lessons in German, mathematics and career orientation. Mona Schiele accompanies young people in the meantime, helps with questions and problems and supports them in developing a professional perspective for the time after BIQ.

As part of the Lehr-Lern-Werkstatt, Mona Schiele taught teenagers and young adults with predominantly little school experience in the project branch "School German" for about a year and helped develop teaching materials for the project.

... the students a safe space with more time for their first exchange of thoughts and experiences, regarding their progress from the preliminary course to the regular lessons. For the group discussion, ten former preliminary course students, who are currently taking part in the remedial classes at the University of Bremen, were asked for feedback by the teaching-learning workshop. Out of the ten students, seven of them were able to take part in the discussion and actively participated in the specialised working groups of the symposium.

As part of the group discussion, the students had the opportunity to exchange their experiences at school in Germany. This exchange was stimulated by the following initial questions: "What has nobody ever asked you about your school experiences in Germany?" and "Which question would you liked to have been asked?" In the further course of the group discussion, the perspectives they brought in were deepened through additional questioning and references to the content of the conference were made.

After the symposium, two students agreed to a one hour individual interview. In this context, the topics of the discussion were deepened. The experiences and perspectives introduced by the students could be bundled into the following subject areas:

- Difficulties in making progress from the preliminary course to the regular class.
- Students' strategies for dealing with the learning situation at the regular class.
- Support measures in regular lessons and after school.
- Being surrounded by strong and motivational role models.
- Students' technical resources from school experiences before the migration.
- Students' suggestions for improvement.

### Difficulties transitioning from the preliminary course to the regular course

Ablauf

- 1/ Erklärung zum Fachtag (28.10.2019) und zum Workshop (heute)
- 2/ Vorstellungsrunde
- 3/ Themen für den Workshop sammeln 
- 4/ Gruppenarbeit: Themen vertiefen 
- 5/ Eure Botschaft: WAS möchtet ihr WEM gerne sagen? 

The students agreed that the focus on grammar and everyday German in the preliminary course is very important, however it is not enough for the subsequent regular lessons and the related technical language requirements. They also claimed that the German language skills acquired in the preliminary course, during a six to twelve months period, did not correspond to the language requirements and the contents in the regular class. Although they understood and could speak everyday German, their lack of knowledge regarding more technical vocabulary needed for the specific lessons meant that, despite their physical participation in the lesson, they hardly understood anything in terms of the content, and thus could not learn the subject matter. Using the example of the physics class, one of the student stated that the content of the physics class in Germany was new to her in comparison to what she had learned for a year at her school in Syria and that she was initially unable to follow the language of the class. Therefore, the students concluded that a preliminary course would have helped

**Lack of teaching the subject-related language for regular classes in the preliminary course**

**German-language standards, lack of sensitivity and too little practical support for teachers**

them to learn technical terms for the specific subject. With regard to the teachers of the regular classes, the students expressed their wishes for more support and sensitivity because in their opinion, some of the teachers were not prepared for the fact that newly immigrated pupils “*Cannot speak German after a month*”. The same standard for oral participation were set for student with German as their first language and for the newly immigrated students. At the beginning of the course some of them had “4”, “5” or even “6” for their oral participation grade, because they were unable to participate in the class. This evaluation problem also applies to written work. Despite scoring full points for content and structure, points were deducted from the students due to their spelling and grammatical mistakes and resulting in a poor grade.

Another problem was reported; when the students asked the teachers for help with their comprehension questions, the teachers said they do not have time and instead told them to cope on their own or they would delegate support to classmates. However, the native German classmates can be overwhelmed with the addition of extra work. In the case of one schoolgirl, for example, the classmate simply read the task that was not clear again, however she could not explain it. Despite their desire to help, the classmates did not have much time to support them because they first have to understand the content themselves. They also lack time after school to further assist them.

**Fear and nervousness when speaking German due to negative experiences in class**

At the same time, learning in the class was described as uneasy. For example, one of the student mentioned a situation in which he explained something in front of the class and was laughed at by a classmate. Although the teacher explained to the rest of the class that mistakes in a new language were bound to happen, this caused the pupil to “suddenly forget everything” he wanted to talk about and led to him feeling nervous when speaking German in class. He expressed that he wished someone would ask him why he is afraid to speak in front of the class.

**Uncertainty due to few or no contacts in class**

A feeling of uncertainty also arises if friendships cannot be made with classmates during regular lessons. The newly arrived students perceives their imperfect German skills as the reason that the native student only answer their question briefly or not at all and this discourages the newly arrived classmates to address the native student again. However, in the preliminary course, everyone talks to each other and has fun together. Everything is different in regular lessons, sometimes the newly arrived students would get answers to their questions, but otherwise they were more likely to sit alone in their seat. The high learning effort that has to be made in the transition from the preliminary course to regular lessons was described as a significant aspect because German learners, unlike their classmates, first have to translate all the content and technical terms of the lesson in order to understand them and be able to follow the lesson. Using the example of English lessons, one student reported that she had initially learned new vocabulary in the English-German system prescribed by the lessons – her linguistic repertoire could therefore not be used and because of her poor knowledge of German at that time, she did not understand most of the vocabulary correctly, and rather she learned it by heart. Eventually, she

**No teaching of learning strategies and a high learning effort**

realised that this system did not work for her, so she decided it was easier for her to learn by translating English vocabulary into Arabic first, which took a much longer time to complete the task. The students have a long way to school, around an hour's drive, and/or a long afternoon class, this limits the time they have in the evenings to do their homework, the necessary translations and to be able to process what they have learned that day. Besides, there is a lack of adequate space in the school or in their home for the students to work on their homework after the school day. This results in student having no time for leisure activities on the weekends.

### **Students' strategies in dealing with the learning situation during the regular lessons**

**"Use of digital media / explanatory videos". Setting the relevance of personal initiative in the learning process**

Despite the difficulties described, the students formulated their own strategies to cope with the difficult German language. Some of those strategies that they used at home to learn included social media and explanatory videos. These include, for example, German Youtube channels such as *Mrwissen2go*, *simpleclub* and *musstewissen*. In these channels, topics relevant to teaching are explained in German. Most of the videos also offer German-language subtitles in which the pupils could translate technical terms into their mother tongue or the language of teaching learned in their country of origin. In some cases, they were also able to find and use German-language videos with subtitles in the language they are familiar with, as well as videos with lesson content in their mother tongue.

The students described this initiative as extra work that they did on their own. As part of the independent follow-up of the lesson, they mentioned not only digital media but also the independent creation of vocabulary lists and the use of text templates. One pupil said that she had asked a classmate for texts she had created, which she could use as a guide when creating her own texts. The students concluded that it was important to repeatedly ask teachers whenever they had any questions concerning the lesson or at least ask some classmates.

As a strategy for dealing with being afraid and nervous when it comes to speaking German in regular lessons, the students gave each other the advice to practice self-talk to get over their fear. They also decided to ignore derogatory behaviour from classmates. One student during the interview also talked about his realization that came to him after a few months of being insecure about speaking German. He realised for himself that he had to make a decision: either you are ashamed of mistakes in speaking German, then you no longer speak and you cannot learn anything – or you decide not to pay attention to yourself while speaking, but to others German speakers in order to learn from them and to use what they have learned themselves.

### Support measures in regular lessons and extracurricular activities

Provision of performance-differentiated tasks and additional worksheets from the teachers

Private tutoring, the Lehr-Lern-Werkstatt, support from classmates and friends

Although the students talked a lot about having been largely on their own when studying for regular lessons, they also mentioned supportive measures in the schools they attended. In some classes, for example, performance levels were graded and performance-based tasks were made available, which the students found very helpful. Worksheet for practicing, were also provided by the teachers and had a supportive effect. The teachers reported that they asked the students whether the tasks were understood and, if necessary they offered them extra help. Some students also found tasks for the breaks which helped them to keep reading and practicing German. This was very helpful because they were able to practice German even though they were unable to maintain contact with their German classmates. Some students had private tutoring from German-speaking acquaintances and described the teaching-learning workshop

as extremely useful. Because they get support for their homework, learn specialist vocabulary, and individual grammatical or content-related questions can be specifically answered and they can prepare for final exam. Classmates or friends who speak one of the students' first language were described as providing great support when explaining lesson content or grammar. Knowing that teachers have an understanding

#### Understanding and commitment from teachers

of one's own situation was also highlighted as very helpful. One of the students reported that she should get a 5 in oral geography, however, her preliminary course teacher then spoke to the geography teacher and explained that the student was already doing her best, but had only recently learned German and could not participate in the same way as native German speakers. Then the student was given an additional task to improve her oral grade. In terms of equal opportunities, the student very much welcomes this solution.

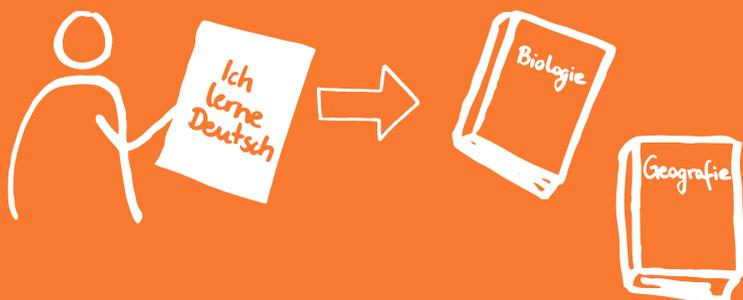
#### Role models and motivational factors

The difficulty of transitioning into regular lessons requires not only time but also determination. During the meeting, the students ex-

## Themen sammeln

Vorkurs

Fachunterricht



Was hat euch noch nie jemand zu euren Schulerfahrungen in Deutschland gefragt?

Wovon möchtet ihr erzählen?  
Worüber möchtet ihr gerne sprechen?

**Teachers as constant caregivers**

changed ideas about what gives them strength and motivation for their efforts. Essentially, this includes reliable figures, such as teachers, to whom the students can turn to at any time and at the same time believe in them. It is influential and motivational when teachers constantly address the students with encouraging words such as "you can do it" and praise their accomplishments. The students also mentioned the vital role, parents and siblings play in their progress. It was helpful, when a parent pointed out that, in contrast to the country of origin, there are good educational opportunities in Germany.

**Family members as a source of strength**

Parents have also a motivating effect by believing in their children and reducing fears about their future. Parent's interest in their children's career prospects was seen as an extra motivational aspect. Self-care including having healthy meals and taking breaks while studying is also considered as a source of prepared. Furthermore, aesthetic elements were mentioned as motivating. One student consciously uses special pens and colourful paper to structure the subject matter and to maintain the desire to learn.

**Main motivation: future wishes and goals**

The main motivational factor for the students was to have the perspective "goals in mind" in order to manage the learning quota, to "persevere"; to get up and go the class on time. During the interview, some of the students had already set their future goals, because they know how the German educational system works after already partaking in some internships.

**Technical resources from school experiences before the migration**

When the students were asked what resources or knowledge from their prior schools helped them in local lessons, they first and foremost referred to the content taught in their home countries schools. This means that they can concentrate more on learning German in their Bremen schools. However, most students said that what they had learned in their former schools did not help them, as many things are different in Germany. They only could cope with the mathematics lessons, because the content was mostly the same. However, the arithmetic methods they learned in the country of origin were not accepted and marked "wrong", even though the final results were the same.

**Students' suggestions for improvement**

The students formulated, with their perspectives and experiences, suggestions for improvement. In addition to the suggestions for improvement mentioned above, the preparation for the regular lessons can already be highlighted in the preliminary course, because the technical terms are conveyed and repeated in the preliminary course (see also Hennie Kesak's lecture on the conference day regarding the concept "study guidance"). The pupils found the early integration into the subject lesson equally relevant, for example by attending the preliminary course and regular lessons at the same time, as it has already being implemented in some schools. Students suggested it would be helpful to

receive additional support at school.

The students stated the implementation of multilingual and digital media, targeted reading exercises and word lists in classrooms were helpful for their improvement. In addition, students found it beneficial when the teachers independently marked and underlined technical terms or vocabulary in advance. After all, students found it important for them to have a good relationship with their teachers, where they can openly communicate. —

# CONCLUSION AND DERIVED REQUIREMENTS FOR ACTION

— Aysun Doğmuş

**The symposium marks the beginning of the cooperation, which must be followed by further symposiums, meetings and workshops in order to be able to formulate common goals, strategies and impulses for educational policy measures for actionable practice and to explore implementation options for everyday school life and teacher training.**

The contributions of the documentation show that the cooperation and participation of various actors represent a central feature of the symposium: representatives of teacher education and training in the state of Bremen, students, parents, international teachers, teachers as well as teachers in training, extra-curricular and international actors contributed their perspectives on the design of transitions from the preparatory class to the respective subject lessons for recently immigrated students, as well as discussed their experiences, formulated important practical tips and pointed out equally important gaps. The symposium made the productivity of this multi-perspective very clear to all those involved.

Agreement was voiced thereupon that the conference marks the beginning of a cooperation, which must be followed by other conferences, work meetings and workshops in order to formulate common goals, strategies, and impulses for educational policy measures that are feasible in practice, and to explore implementation options for everyday school life and teacher training. This conclusion therefore aims at emphasizing the respective perspectives and at highlighting the necessary prerequisites for cooperation and participation of various actors, which can also enable joint design processes beyond the symposium.

## **The cooperation of specialist perspectives from educational science and the subject didactics as well as the three phases of teacher training**

With regard to the design of the transition of recently immigrated pupils from the preparatory class to specialized class, the cooperation between representatives of educational science and subject didactics, as well as the three phases of teacher training (studies, legal clerkship and further and advanced train-

**The cooperation structures represent a special feature of the educational landscape in Bremen. They first had to be created for the planning and implementation of the symposium. Due to the respective organizational structures, long-term planning is also a central requirement.**

**For the formulation of common goals, the main question was how the participation and educational success of newly immigrated pupils can be systematically supported in the respective subject lessons.**

ing) presents a special feature of Bremen's educational landscapes. Evidently, necessary cooperation structures can only be created through the active engagement of the actors involved- represented by the AbIB of the University of Bremen and the State Institute for Schools in the State of Bremen- and be realized through a continuous exchange of information. Moreover, it can be highlighted that the long-term planning of joint activities is a central requirement, also to develop an understanding of the respective organizational structures and to be able to do justice to them in a mode of cooperation. The planning included both the development of interlinking options within the three phases of teacher training, as well as the development of interlinking options for educational science and subject didactics in the first two phases of teacher training. A key feature of the symposium was the common formulation of the question as to how the participation and educational success of recently immigrated pupils can be systematically supported in the respective specialist lessons. The educational and didactic approach to this question took place via the specialist lectures and the specialist working groups. For the educational science perspective, the following reflective impulses can be summarized from Yasemin Karakaşoğlu's contribution.

#### **Educational reflection input:**

- The prospect of a school of the migration society instead of a school of the nation,
- Addressing all social actors instead of demanding a one-sided integration of so-called 'migrants',
- Linking inclusion and migration sensitivity,
- Reflecting on school routines and aspects taken for granted that can cause exclusion mechanisms for students,
- Teaching methods that respectfully deal with different stocks of knowledge and integrate them into educational processes in a resource-oriented manner.

**The lessons in the school of the migration society tie in with the technical and linguistic resources of newly immigrated pupils and thus avoid the risk of a spiral of resource loss.**

The interfaces between educational science oriented towards the topic of the migration society and subject didactics were highlighted and discussed by the cooperation partners as part of the specialist lecture by Katja Baginski and the subject-related working groups. In her report on the work in the *Lehr-Lern-Werkstatt* at the University of Bremen, Katja Baginski particularly pointed out the relevancy of focusing on the resources of students. She explained that recently immigrated students can fall into a spiral of resource loss if their technical and linguistic resources are not adequately taken into account during lessons. She explained that the projects “Schuldeutsch” [school German] and *Fach + Sprache* enable the integration of these resources in regard to the students’ various different educational experiences. These projects enable recently immigrated students to employ their technical and linguistic skills in order to simultaneously learn German and the subject matter of various subjects.

**The lessons in the school of the migration society know about the subject-specific characteristics and can identify possible stumbling blocks for newly immigrated students.**

As part of the four subject-related working groups on the subjects of chemistry, biology, geography and history, the teacher training students Rudolf Reichelt, Hassan Kochani, Jannik Wilmink, Sosin Ahmad, Jan Sigmund, Elif Bayburt, Zeynap Tayarar, Elvan Wegener, Clara Ödén, Vanessa Moll and Sabrina Heins presented materials and learning methods from the *Fach + Sprache* project, the same way as they would be implemented with students in small groups in the *Lehr-Lern-Werkstatt*. The working format of the subject-related working groups moreover enabled an exchange of perspectives of the didactics specialists from the various phases of the teacher training program with regard to regular subject teaching at schools in Bremen. The didactic specialists Lilith Rüschenpöhler, Dr. Dörte Ostersehl, Dr. Fried Meyer zu Erbe and Katharina Kracht listed the principles of the respective subjects, working methods and peculiarities of the technical language, while the didactic representatives of the State Institute for School, Corinna Lampe, Christine Herzog, Sandra Opler and Matthias Kiy, reported on the examination requirements in school, their experiences, as well as on possible bumps in the road regarding the practice with recently immigrated students, but with support approaches. In the synopsis of the contributions drawn up during the symposium, the interfaces show the importance of teachers and their pedagogical-professional actions, which can be summarized as follows.

### Interfaces between educational science and subject didactics:

- **Pedagogical level of action:**
  - Cultivation of a resource-oriented view of students, which includes trusting their ability to perform, as well as showing respect towards their personal experiences and perspectives and integrating them into the design of learning processes.
- **Specialist level of action:**
  - Awareness of the specifics, e.g. the respective technical language and the forms of work employed that could possibly present themselves as hurdles to recently immigrated students during learning processes.
  - Utilization of specialist classes to convey German school- and technical language.
  - Incorporation of the existing competences of the students in different languages into lessons.
- **Level of professionalization:**
  - Recognition of the procedural nature of these development needs.
  - Continuous need to reflect on the relevance of pedagogical and subject-related didactic decisions in light of the concept of the migration society
  - Continuous need for reflection and knowledge acquisition for the design of transitions based on the needs and resources of the students
  - Naming and considering the socially anchored contradictions that may arise in the pedagogical context of a culturizing pedagogy.

The practical and sensible merging of educational and subject-related didactic perspectives can be a challenge, which, in addition to the subject-specific features, also coincides with the sometimes-different educational realities between school, state institute, and university. As an outlook for the continuation of the cooperation, the following thematic priorities are to be mentioned:

**Outlook on further thematic focal points are: refuge and education, learning strategies and performance measurement, as well as empowerment for newly immigrated students.**

- × Continuation and expanding of the discourse started
- × Focus on the connection between flight and education
- × Focus on the practical implementation of different learning strategies
- × Bringing practical teaching performance measurement in migration-related heterogeneous learning groups into focus
- × Empowerment opportunities for recently immigrated students

### External impulses on the possibilities of a multilingual specialised class

**The Swedish model of study assistance in the family language shows that multilingual learning opportunities support newly immigrated students in strengthening their subject-related knowledge in the family language as well as in regular classes.**

In addition to the technical expertise of the cooperation partners, external impulses were also considered for the symposium. From an educational-scientific perspective, Hennie Kesak introduced the study aid in the family language in her contribution and reported on the ways it is part of Sweden's school structure and applied with the help of multilingual teachers. The success factors she emphasized were that schools are competent in dealing with multilingualism, that the course management and the students' teachers cooperate and that the lessons take place alternately in the family language of the students and in Swedish.

Experience clearly shows that multilingual learning opportunities help new immigrant students to develop an understanding of the subject in their family language, which in turn leads to more certainty and an intensification of their learning during regular lessons.

With Nele Hilfert's contribution, attention was also drawn to multilingual video material and the possible effects in the classroom: Through multilingual specialist lessons, students have the opportunity to develop both their second language and the academic German language more quickly, as well as to further develop their native languages, since many of them have not yet been able to develop their academic language of origin, or have not been able to fully develop it. Another noteworthy idea is the possibility of using multilingual materials to involve parents in their children's learning process at school.

### The cooperation with the "QBZ Morgenland" and the participation of international teachers

**The international teachers set international impulses for joint reflection on pedagogical and professional approaches that can be prepared and used productively for the local context of a school in the immigrant society.**

With the *QBZ Morgenland*, a valuable cooperation partner was gained for the symposium and active participation of international teachers was made possible. As part of the symposium and in working groups, they reported on their experience in teaching before migrating. In doing so, they set international suggestions for initial and future opportunities for joint reflection on pedagogical and professional approaches that can be prepared and used productively for the local context of a school in the migration society. Two central perspectives as necessary prerequisites for this to work emerged after the conference:

- What are the structural framework conditions for the contributions of international teachers?
- Which positions can they occupy and/ or which could possibly be possibly ascribed to them?

**The requalification of international teachers must pursue the goal that their qualifications are recognized equally. In addition, there is a need for educational policy measures that enable them to be integrated into local (school) structures.**

In her contribution, Jasmina Heritani emphasized that the post-qualification of teachers must pursue the goal of recognizing a foreign qualification as equivalent, as the State Institute for Schools in Bremen by now maintains. In the Swedish model she presented, Hennie Kesak explained that creative considerations are necessary and implementable strategies are possible at the same time. The relevance of this objective also became clear in the follow-up discussions with the international teachers at the symposium. They pointed out the difficulties in implementing the requirements in the state of Bremen: For them, failing to take up a new course at university could not be attributed to a lack of motivation, but to the need to secure their livelihood and that of their families. Against this background, there was also an imbalance in their participation in the symposium: While they contributed their experiences for the exchange and gave important impulses for local work contexts, there are no professional employment opportunities for them, which means that their participation in the symposium was also part of their voluntary commitment. In addition, their contributions related to their professional experience, while the contributions of the didactic perspectives from the LIS and the University of Bremen to a subject canon and/or to educational plans. The engendered effect draws attention to the fact that, in the exchange, specific school conditions and subject-specific features can be lost sight of, so that a cultural comparison of countries can (re-) produce stereotypical images in a homogenizing and hierarchizing equalization.

**Addressing teachers must convey the relevance of jointly designing transitions for newly immigrated students regardless of the subject and the responsibility for a preliminary course.**

### **The participation of teachers and teacher trainees**

One aim of the symposium was to include the perspectives of teachers who are in the school service. Since the participation of this target group was unexpectedly low compared to the other contributors, considerations were made as to how their participation in future specialist days or other work formats can be increased. It is of course important to take into account that teachers have a coordinated time schedule for further training and further education and the school conditions can also have an influence on participation. Their appeal in the context of the public relations work of the symposium was particularly emphasized: Teachers could be addressed more through the subject-related discourse (chemistry, biology, geography and history), as well as through the school-structural separation of tasks between preliminary courses and regular classes, as this way, teachers with specific subjects and/or regular classes can be addressed in a more appealing and concrete manner. However, the teachers who took part and participated in the subject-related working groups reported a keen interest in using the methodological tools such as text aids, presentation materials, language-sensitive worksheets, multilingual films, vocabulary lists for pupils and the introduction of specialist vocabulary in preliminary courses and expressed the intend to use them in their regular lessons. They also noted that the exchange definitely needs to be continued.

**The teachers and student involved suggested a continuation of the symposium in order to strengthen the subject-specific and interdisciplinary exchange and to discuss the respective conditions of the organizational structures.**

The teacher trainees who were actively involved in the subject-related working groups also desire a continuation of the conversation. They attributed the insightful impulses for their own future activities during their studies and future career in the school service to the combination of specialist lectures and subject-related working groups. This concept should be retained for future specialist days with more time leeway so that it might be possible to intensify a both subject-specific and interdisciplinary exchange and to discuss discrepancies between the conditions in the various training phases and school practice.

### **Ideas by the teacher trainees for their further professionalization process**

- Interlinking the skills of teachers with practical experience and teacher trainees with sponsorships and mentoring, as well as
- the joint development of teaching materials.
- Thematic deepening within the framework of final theses, which are embedded in collaboration between university, school and LIS.
- Tandems with international teachers on multilingual and culturally sensitive lessons as part of the teaching-learning workshop.
- Joint work of all actors on the self-evident implementation of a teaching practice based on the concept of the migration society.

### **The involvement of parents as educational partners**

**The School of Migration Society perceives parents of newly immigrated pupils as educational partners and provides adequate structures for cooperation with parents.**

In the run-up to the symposium, parents of newly immigrated students gave insights into their experiences and perspectives with which they expressed their position as active co-designers of the educational biographies of their children and the school. They justified the fact that they do not see themselves in a position to do this in their current situation with insufficient knowledge of German. At the same time, however, their reports on their participation in their schools of origin before migration show that structurally anchored concepts of participation and cooperation are necessary for this. In addition to teaching German and other specialist subjects, social integration into everyday school life is a prerequisite for this, which affects not only them but all parents. The contributions of the parents therefore also make it clear how central the examination of

opportunities for collaboration with parents of secondary school students is in training and further education. Thus, the importance of facilitating opportunities for parent's cooperation goes beyond that of primary school, which is particularly pronounced in Germany in terms of considering migration-related conditions.

### The participation of pupils as addressees of educational offerings and experts for their educational biographies

**Different articulation spaces had to be created for the participation of the students. As experts in their educational biography, they gave productive tips on how to shape the teacher-student relationship and how to integrate them into the classroom and didactic tips for their self-awareness.**

Finally, the participation of the pupils in a dual role should be emphasized. They are not only the addressees and actors whom the main topics of the symposium were about, but also the experts for their own educational biographies. A central concern for the symposium was to create appropriate speeches and spaces in and outside of school in which the students' perspectives can come into their own. In the group discussion before the specialist day, the subsequent interviews, during the specialist day within the framework of the subject-related working groups and with their statements in the final plenary session, they very impressively expressed their perspectives and gave productive tips for designing transitions for newly immigrated students. These are linked to the teacher-student relationship, the integration into the class community, specific didactic tips, and tips for strengthening their self-awareness. In doing so, they also pointed out gaps, such as the fact that the skills acquired in the schools of origin are hardly or only insufficiently transferred to their local schools. These school conditions confirm the relevance of the symposium and the continuation of the initiated multiple perspectives, also because the students and the contributions of the subject experts were able to make it clear, in many different ways, that multilingual and digital teaching materials are important tools both for the students in learning the school German and technical language, as well as for supporting teachers in considering heterogeneous learning needs in schools of the migration society. —

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