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Deutsche Nationalbibliographie und Bibliographie der im Ausland erschienenen deutschsprachigen Veröffentlichungen, 2009 **Training Mittlerer Schulabschluss Berlin - Englisch mit MP3-CD** Jenkinson, Lemke, Nussdorf, 2015

Sprache als Lernmedium im Fachunterricht Magdalena Michalak, 2022-01-26 Eine systematische Heranführung an fachliche Inhalte und an fach spezifisches Handeln wird in jedem Unterricht mit und durch Sprache begleitet Die fachlichen Zugänge bzw die fachspezifischen Denk und Arbeitsweisen bilden den Rahmen für die Vorgehensweise im Unterricht und bestimmen damit die Auswahl der notwendigen sprachlichen Mittel Dies führt dazu dass die Stärkung bildungs sprachlicher Kompetenzen der Schülerinnen und Schüler lediglich anknüpfend an das fachliche Lernen in dem jeweiligen Fach erfolgen kann Da sprachliche Bildung und Sprachförderung als durchgängiges Unterrichtsprinzip in allen Lernbereichen einzubeziehen sind ist ein Blick über das eigene Fach hinaus hilfreich um Vergleiche zwischen den Fächern herzustellen und diese zu reflektieren Der Sammelband bietet diesen Blick über den Tellerrand an fordert zum Dialog aller Fachdidaktiken auf und ermöglicht eine gegenseitige Bereicherung um die anspruchsvolle Aufgabe der sprachlichen Bildung im Fach gemeinsam zu bewältigen Ausgehend von den sprachlichen Anforderungen im Fachunterricht stellt das Buch einen umfassenden Überblick über die einzelnen Schulfächer und ihre curricularen Vorgaben her Diskutiert werden die aktuellen Forschungserkenntnisse didaktische Modelle sowie unterrichtsbezogene Ansatzpunkte in den jeweiligen Fachdidaktiken zum sprachbewussten Fachunterricht **Sprache und Kommunikation in der beruflichen Aus- und Weiterbildung** Christian Efinger, Karl-Hubert Kiefer, 2018-11-12 Die Bedeutung sprachlich kommunikativer Kompetenzen und entsprechende Anforderungen nehmen in allen Berufen stetig zu Dies begründet auch vor dem Hintergrund des oft geforderten lebenslangen Lernens einen steigenden Bedarf an sprachlicher Aus und Weiterbildung im Beruf Dieses Handbuch gibt einen breiten Überblick über die Interessen Perspektiven und Ansätze verschiedenster Disziplinen und Institutionen die das Themenfeld der berufsbezogenen sprachlich kommunikativen Aus und Weiterbildung in den Blick nehmen Dabei stehen methodische Fragen der Forschung und Erhebung ebenso im Fokus wie didaktische Fragen der Diagnose und Förderung sprachlicher und kommunikativer Anforderungen und Kompetenzen Das Handbuch enthält zahlreiche Überblicksartikel zu den einzelnen Forschungsdisziplinen die sich mit dem Thema auseinandersetzen sowie zu den Forschungsmethoden und didaktisch methodischen Ansätzen Von besonderer Bedeutung ist das Kapitel C mit differenzierten Beiträgen zu den einzelnen sprachlichen Dimensionen ihrer Diagnose und Förderung sowie zu ausgewählten Text und Diskursarten die in der beruflichen Aus und Weiterbildung zentral sind Bilingualer Sachfachunterricht in der Sekundarstufe Sabine Doff, 2010-09-15 Der Band bildet eine wissenschaftlich fundierte und verständliche Einführung in Kernaspekte des bilingualen Sachfachunterrichts unter Berücksichtigung allgemeiner Grundlagen sowie Fremdsprachen und sachfachdidaktischer Perspektiven unter Einbeziehung unterschiedlicher Sachfelder und Arbeitssprachen sowie aktueller Impulse aus der Theorie und Praxis des

bilingualen Lernens und Lehrens Zugrunde gelegt wird dabei das Modell einer Didaktik des bilingualen Sachfachunterrichts die Elemente der Sachfach und der Fremdsprachendidaktik integriert Sprachliche Mittel im Unterricht der romanischen Sprachen Christoph Bürgel, Daniel Reimann, 2017-10-09 Im Zuge der Kompetenzorientierung ist die Relevanz der sprachlichen Mittel Aussprache Wortschatz Morphosyntax als Voraussetzungen für fremdsprachliche kommunikative Kompetenz vor allem in der deutschen Fremdsprachendidaktik mitunter aus dem Blick geraten Es scheint daher an der Zeit ein neuerliches Augenmerk auf die Funktion und Bedeutung der sprachlichen Mittel für eine effiziente Ausbildung der interkulturellen kommunikativen Handlungsfähigkeit zu richten Diese Aspekte hat die hier in Auswahl publizierte Sektion des XXXIV Deutschen Romanistentags in Mannheim untersucht **Sommerschule 2020: SUMMERSPLASH - zur wissenschaftlichen Verortung der Sommerschule** C. Kaluza, G. Kulhanek-Wehlend, G. Lauss, J. Majcen, R. Petz, B. Schimek, A. Schnider, S. Severin, E. Süss-Stepancik, 2021 Der vorliegende Sonderband der Reihe Forschungsperspektiven der Pädagogischen Hochschule Wien fokussiert das Thema Sommerschule die erstmalig im August und September 2020 an Schulen in Österreich stattfand Zum einen wird ein theoretischer Bezugsrahmen gespannt der vom österreichischen Konzept der Sommerschule ausgehend Sommerschulkonzepte benachbarter Länder darstellt und analysiert Das österreichische Modell wird weiters in vielerlei Hinsicht genauer betrachtet Zum anderen kommt der Evaluation der Sommerschule 2020 am Beispiel der Primarstufe der PH Wien ein maßgeblicher Beitrag zu **Mehrsprachige Leseförderung: Grundlagen und Konzepte** Sabine Kutzelmann, Ute Massler, 2018-06-25 Ungenutzte Lesekompetenzen und individuelle Mehrsprachigkeit stellen zwei bildungspolitische Herausforderungen dar die auf verschiedenen Ebenen miteinander verknüpft sind Beispielsweise gelten mehrsprachige SchülerInnen mit Migrationshintergrund als besonders gefährdet in die Gruppe der RisikoleserInnen zu fallen Dem wiederum stehen Erkenntnisse gegenüber wonach lebensweltliche Mehrsprachigkeit das schulische Fremdsprachenlernen durchaus befördern kann Im ersten Teil des Studienbuches werden zunächst Grundlagen einer sprach- und fachbergreifenden Leseförderung aus den beiden Perspektiven der Deutsch- und Fremdsprachendidaktik sowie neueste Forschungsergebnisse zur Entwicklung der Lesekompetenz präsentiert Danach veranschaulichen im zweiten Teil praxisorientierte Konzepte die Bedeutung einer mehrsprachigen Leseförderung für die Schule Der Band wendet sich an Hochschuldozierende und Lehramtsstudierende der Primar- und Sekundarstufe sowie an AusbilderInnen an Seminaren ReferendarInnen und Lehrkräfte der Schul- und Fremdsprachen **Zitty, 2007 Interkulturelle Kompetenz und fremdsprachliches Lernen. Modelle, Empirie, Evaluation** Adelheid Hu, Michael Byram, 2009-05-20 Interkulturelle Kompetenz gilt in Zeiten der Globalisierung und Migration als eine der wichtigsten Schlüsselkompetenzen für viele Berufszweige und ist ein vorrangiges Ziel im schulischen und universitären Bildungssektor Insbesondere für die fremdsprachliche Bildung wird die systematische Förderung interkultureller Kompetenz immer wieder eingefordert Der vorliegende grenzüberschreitend ausgerichtete Band setzt den Akzent auf die empirische Erforschung interkultureller Lern

und Entwicklungsprozesse und auf die Frage der Evaluation und zwar vor allem im Kontext von fremdsprachlichem Lernen
In the current age of globalisation and migration intercultural competence is one of the most important key competences in many professions and has become a priority aim in school and university education The demand for a systematic development of intercultural competence is a constant concern in foreign language education in particular This international volume emphasises the empirical investigation of processes of intercultural learning and development and the issue of assessment with particular reference to the context of foreign language learning

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