

# Themen 1

*aktuell*

## Lehrerhandbuch

### Teil B

Vorlagen, Hinweise zu Grammatik und  
Landeskunde, Tests, Lösungen (Kursbuch)

# Themen Lehrerhandbuch

**Fuad Babayev**



## **Themen Lehrerhandbuch:**

**Valenz und Deutsch als Fremdsprache** Klaus Fischer, Eilika Fobbe, Stefan J. Schierholz, 2010 Dieser Sammelband enthält Beiträge die im Februar 2008 in Rom auf der 3 internationalen Tagung Deutsche Sprachwissenschaft in Italien in der AG Valenz und Deutsch als Fremdsprache als Vorträge gehalten worden sind In allen Beiträgen sind Fragen zur Valenz und zu Deutsch als Fremdsprache zentral aber zugleich ist das Themenspektrum weit gefächert da in jedem Einzelbeitrag neue Schwerpunkte gesetzt werden Aus einer bergreifenden Perspektive geht es um Valenzeigenschaften Argumentstrukturen und Wortartenzugehörigkeit um Valenzgrammatik und traditionelle Grammatik in DaF Lehrwerken um die vermehrte Berücksichtigung der Satzinhalte bei der Satzanalyse um die regelbasierte Erfassung von konstruktionsvarianten vs den idiosynkratischen Charakter von Valenz um die vielfältigen Verwendungsmöglichkeiten des Verbs machen in Verbindung mit einem Adjektiv Aus der Perspektive einzelner Muttersprachen geht es um Schwierigkeiten von englischen Muttersprachlern im Grammatikunterricht um die Funktionalität von Kasus im Deutschen und Englischen um das Erlernen regierter Positionen durch italienische Deutschlehrer um ein spanisch-deutsches Verbvalenzwörterbuch für Lerner der Grund- und Mittelstufe *Fremdspracherziehung in der Primarstufe* Annette Leopold-Mudrack, *German Teaching*, 1994

*Schritte* Monika Bovermann, Petra Klimaszyk, 2004 *Alltag, Beruf & Co* Norbert Becker, Jörg Braunert, 2011

**Friedrich Jahresheft**, 1998 **Gott im Religionsbuch** Volker Glunz, 2018 Welche inhaltlichen und medialen Angebote machen aktuelle Religionsbücher zu einem der wohl zentralsten Themen des Religionsunterrichts Neben einer religionspädagogischen theologischen und curricularen Vergewisserung der Grundlagen auf denen die untersuchten Lehrwerke entstanden sind werden Texte Bilder Aufgaben und Inhalte der Religionsbücher zur Frage nach Gott mit Hilfe einer eigens entwickelten Methode untersucht Die Ergebnisse der Auswertung geben einen Einblick in die Gestaltung aktueller Lehrwerke und entsprechende Anstöße für die Entwicklung neuer Unterrichtsmaterialien für den Religionsunterricht *DVG für DaF* Marlene Rall, Ulrich Engel, Dietrich Rall, 1977 *Komponieren im Musikunterricht der*

*Grundschule* Joana Grow, 2018 Dem Fach Musik wird eine besondere Eignung zur Förderung von Kreativität zugesprochen Entsprechende methodische Möglichkeiten wie das Erfinden von Musik sind derzeit jedoch kaum Unterrichtsgegenstand Diese Arbeit diskutiert das Erfinden von Musik in aktuellen und traditionellen Ansätzen sowie in einer Schulmusikbuchanalyse Der Blick auf den internationalen Diskurs insbesondere nach England führt zur Entwicklung eines Modells für das Komponieren im schulischen Unterricht In einer quasi experimentellen Unterrichtsstudie wird die Wirksamkeit eines zugehörigen Unterrichts untersucht Joana Grow forscht an der TU Braunschweig in den Bereichen erfinden mit Kindern Musik und Sprache Lehrer\_innenprofessionalisierung und Gender *Monatshefte*, 1946 **Sprache**

**der Gegenwart**, 1967 **Didaktik des integrierten politischen Unterrichts** Jürgen Belgrad, 1977 **Zielsprache**

**Deutsch**, 1995 □□□□□□, 2000 **Empirie und Schulbuch** Swantje Ehlers, 2010 Dieser Band widmet sich

grundlegenden theoretischen und methodologischen Fragen der empirischen Schulbuchforschung Die vorgestellten Studien reichen von Korpusanalysen über die Schulbuchnutzung der Lesebuchkritik im 19. Jahrhundert bis zur Konzeption von Fibeln und Bildwahrnehmung bei Grundschulern Die Analysen dokumentieren den Wandel literaturdidaktischer Konzepte und die Historizität von Prozessen des Aufbaus von Wissens- und Bildungsstrukturen der literarischen und medialen Sozialisation und der Kanonbildung im Lesebuch

**Portfolio zur Zusatzqualifizierung für Lehrkräfte im Bereich Deutsch als Fremdsprache** Fuad Babayev, 2018-04-17 Akademische Arbeit aus dem Jahr 2017 im Fachbereich Didaktik für das Fach Deutsch Deutsch als Fremdsprache DaF Note 1 Universität Bremen Veranstaltung DAF Weiterbildung Sprache Deutsch

Abstract Ich möchte als Analyseschwerpunkt Heterogenität und Binnendifferenzierung des Lehrwerks Schritte plus 1 auswählen für den Erwerb von Deutschkenntnissen bis zum Niveau B1 ausgedacht wurde Das Buch besteht aus 6 Bänden und entspricht sich den Vorgaben des GER Gemeinsamer europäischer Referenzrahmen Bei eigenen Unterrichten habe ich beobachtet dass die Teilnehmer aus verschiedensten kulturellen und gesellschaftlichen Hintergründen kommen und dies stellt eine komplexe Situation für die Lehrkraft im Unterricht dar Hier spielen wichtige Faktoren wie z. B. Nationalität Alter Geschlecht Bildungsstatus Sprachstand Lernerfahrung und Motivation der Teilnehmenden große Rolle Mit diesen Unterschieden umgehen zu können ist es erforderlich dass die Lehrkräfte aufmerksam sind und diese Differenzierungen in der Gruppe ausgleichen können In heterogenen Gruppen haben die Teilnehmenden unterschiedliche Interessen Bedürfnisse Erwartungen und Lernvoraussetzungen Durch binnendifferenzierten Unterricht kann die Lehrkraft diesen Unterschieden gerecht werden Wenn die schwächeren TN den Unterricht schwer finden und nur wenig verstehen verlieren sie ihre Motivation für das Weiterlernen Es ist ein schon längerer Spruch unter den TN dass Deutsch eine sehr schwierige Sprache ist und man sehr lange Zeit braucht um die Sprache zu lernen Mit richtiger Binnendifferenzierung in der Gruppe kann man die TN Schritt für Schritt zum Ziel bringen

**Komik in Kultur und Kontext** Susanne Schäfer, 1996 **Welt der Schule**, 1972 **Bradford Occasional Papers**, 1994 *16mm Film & Video* Schulfilmzentrale Bern, 1978

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