

## Summary

A plethora of empirical studies on the educational success of pupils with a migration background point out that, despite efforts, ascertainable inequality of opportunities still exists. The academic professionalization of future teaching staff in the field of German as a second language is a key link regarding the creation of equal opportunities in the educational sector. Thus, in this study, entitled “Microteaching during academic teacher education. Reconstructing students’ realms of experience within the professional field internship of German as a Second Language area” a microteaching concept for a university practical training period was developed, which intends to raise awareness of prospective teachers in dealing with migration-related heterogeneity. The microteaching method was developed and adopted in the early 1960s at the Stanford University by Allen and his colleagues (cf. Allen 1976), who argued that a reduction in the “complex teaching process into simpler, more easily trainable skills for teacher training, promises a whole range of advantages” (cf. Olivero & Brunner 1973, p. 16). In order to provide an orientation to the requirements of specific integration and educational policy framework conditions, the central idea of a university training concept, which offers a practice framework for student teachers through the quantitative and qualitative complexity reduction of teaching situations, has been included and modified. In the context of the university teacher training, a training concept was developed, which, in the current microteaching setting regarding professional field internships, aims at both the repeated practice of German as a second language (DaZ)-specific behaviour patterns (cf. Mutzeck & Pallasch 1983), as well as the development of attitudes and student knowledge structures (cf. MacLeod & McIntyre 1977).

This study examines whether passing through this practical training period leads to a change of the students’ collective knowledge structures and whether it influences their attitudes regarding handling of migration-related heterogeneity.

Assuming that collective knowledge structures can be reconstructed through the analysis of discourses, a methodological approach was adopted for this study, which focuses on the analysis of conjunctive knowledge within a group discussion process.

On the one hand, conjunctive knowledge refers to the knowledge sociology of Mannheim, who forms the basis for the documentary method used in this work according to Bohnsack (cf. Bohnsack 1989, Mannheim 1980).

On the other hand, it refers to the action-theoretical knowledge model in terms of functional pragmatics, which assigns the conjunctive knowledge to the sphere of mental actions, the so-called II area (cf. Ehlich & Rehbein 1977). The present work is thus based on an interdisciplinary approach, which is why both the social and the linguistic dimension of linguistic interaction and discursive behaviour are addressed as objects of study. In order to examine the updating of knowledge elements (cf. Grewenig 1980, p. 50) in the course of the practical training period, the group discussion process was adopted at three different times during the practical training in “Remedial Classes”. In addition to discussion groups, problem-focused individual interviews, questionnaires and portfolios were used for data analysis for the purpose of methodological triangulation. Thusly, it became possible to correlate different data complementary and analyse certain key aspects. The examined group of participants formed a cohort of 31 student teachers from different subjects and across all school forms both from lower and upper secondary schools, who concluded their professional field internship during the fifth semester of bachelor’s teacher training (summer semester 2014) on the Microteaching model in the “Remedial Classes” at the Essen Campus.

Initially, discussion groups were structured as a thematic course (cf. Przyborski & Wohlrab-Sahr 2014, p. 292). On this basis, four thematic areas were selected, each of which was elaborated by two detailed analyses and a synoptic discourse description. Contentual as well as formal and linguistic criteria were taken into account when selecting the passages for the detailed analyses, in order to complement the interpretative steps of the documentary method through linguistic microanalysis in the context of functional pragmatics. The additional data were used for the synoptic discourse description, in order to complement the collective orientations and existing knowledge for the purpose of a triangulation by means of individual orientations and specific aspects of written processed data (cf. Benitt 2015). Through the allocation of knowledge structure types (cf. Ehlich & Rehbein 1977), it was possible to highlight that a restructuring of knowledge elements is salient particularly for the purposes of discussion groups. Four areas have been highlighted as key subjects in these group discussions:

1. Student perspectives on pupils with a migration background
2. Bridging theory and practice during academic teacher training
3. Development of teacher’s personality and professionalization
4. The Microteaching method

The evaluation of the discussion groups has pointed out that students were confronted with reality elements throughout their practical training period, which did not correlate with their previous presuppositions. It was possible to underline that, before the practical training period, the students were confronted with institutional and social established presuppositions that they adopted unreflectively. These presuppositions were mostly limited to school and social behaviours of pupils with migratory background, as well as to the action orientation of teachers. A processing of reality elements is taking place through the quantitative complexity reduction, which leads to contradictory knowledge. The students recognize and work collectively within the framework of the discussion groups on the fact that institutionally established and conveyed presuppositions, as well as action orientations do not apply to the pupil group in the “Remedial Classes”. The collective reflection period leads students to develop new action orientations by negotiating and setting guiding principles collectively in discussion groups. The training of “collective ideas” is in this case central, since not the individual teacher and his consciousness are “carrier of habitus”, but “teachers and their collective knowledge” (cf. Gomolla & Radtke 2009, p. 291). The partial assumption of responsibility in the microteaching setting proves to be a crucial factor, leading the students to formulate guiding principles. Due to the quantitative complexity reduction, the students were able to focus on being acquainted with the group of pupils, perceiving the pupils’ personalities and developing their own teacher personality. The qualitative complexity reduction enabled students to test and modify enhanced language-fostering elements in their subject teaching. By outsourcing the practical training within the university, students were able to develop a researching disposition that helped them identify the points where school and academic organizational structures fail and how their subject teaching must be structured in order to lead pupils with German as a second language to a good educational attainment level. It became obvious that in addition to methodological and didactic measures for coordinated linguistic and subject learning, the change of attitudes in particular towards the student group constituted the development of the teachers’ personality and professionalism in the practical training period. The complexity reduction in the microteaching model was perceived by students as a “springboard” for teaching in class. The approximately six-month timespan of the practical training was positively assessed by the students, as they felt increasingly professionalized by acquiring numerous experiences in homologous situations.

The case study shows possibilities and opportunities of microteaching in university teacher training within the context of the university practical training period to raise awareness for a professional approach to migration-related heterogeneity. In subsequent research projects, a larger number of student groups should be examined in order to emphasize overlapping typifications and effects of microteaching in university teacher training.