Australian Government

Department of Education, Employment and Workplace Relations

Teaching and Learning Languages: A Guide

Program example

German primary years

UniSA | Research Centre for Languages and Cultures

Introduction to examples

Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs
The collection of programs includes primary, middle and senior secondary long and short-term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work
This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing and evaluating what they teach, how they teach and who they teach.

About the examples
- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.

- The examples of teachers' work included here belong to individual teachers and are taught in a particular context, which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs and classroom teaching, learning and assessment practices that you can use in your own context.

- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.

- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

PROGRAM DESCRIPTION

Language	German
Level	Year 2
Example	Long term program
Annotations	In text
	End of text

GERMAN

YEAR 2

A ONE-YEAR PROGRAM FOR YEAR 2 STUDENTS

Context

The program was written for students in a South Australian junior primary school setting, in a Reception toYear 7 school. The school has a large junior primary section, with 210 students in nine classes catering for the Years R–2. In addition there are 350 students in the primary school, in 11 classes.

Most students speak English as their first language, although there are many second generation migrant children, and many students have relatives who speak German. There is strong support for German, and it has been taught in the school for 20 years. The teacher who initially developed this program has been at the school for 13 years. There are two German teachers in the school, who teach the 20 classes in non-instructional class teacher time. Students in the junior primary school have two lessons a week, receiving between 75 and 90 minutes instruction per week. Lessons are taught in a very large activity room, divided by curtains and cupboards into a classroom/German room and an open space/music room. The music teacher and the German teacher work on alternate days, allowing full use of these dedicated facilities. The classroom side has an interactive whiteboard, allowing lessons to incorporate Internet resources.

The German program is valued and encouraged at the school. Classroom teachers are provided with German resources for their classrooms, and support the German program. Professional learning sessions, in German, are provided for classroom teachers in staff meetings from time to time. A 15-minute talk about the German program is given to new parents once a term.

German is assessed in relation to the outcomes described in the South Australian Curriculum Standards and Accountability Framework outcomes, as is compulsory in South Australian public schools. Assessment is ongoing and interrelated, involving all aspects of students' class work.

Comment [A1]: A strong culture of support from both within the school and the wider school community enhances program conditions, establishing the conditions for a successful languages program. As there are two teachers of German, and other class teachers become involved in the languages program, there is more opportunity for support and reinforcement of languages across the curriculum and as a valued curriculum area.

The Program

Students in Year 2 are in their third year of school. They have been learning German for two lessons a week for two years. They have developed a small vocabulary in German and have had an introduction to German language and culture and its relationship to English and English speakers. This program aims to capitalise on the interest children of this age have in understanding themselves and their place in the world. New ideas and concepts about language and culture are introduced to them through comparison with and reference to their current knowledge of their own language and culture. Students explore what they think and feel about languages and cultures and about learning them. The program seeks to involve the students analytically in their learning, using an intercultural orientation. Students are asked to talk about how they understand their learning and what learning about Germany and German means to them as children in Australia.

Year Plan

Over the year, students are involved in eight interrelated conceptual areas of learning connected using a focus on how students see themselves in relation to the following:

- Our routines and being organised.
- Introducing ourselves to others.
- How and what to say in school.
- Birthdays and celebrating our lives.
- Why are we learning German?
- What is German and Germany?
- What do we remember? How do we remember?
- What are our resources and how can we use them?

There are no specific time allocations for each part of the program, as the program has flexibility to allow for student needs and interests. As a rough guide, four weeks are spent on each of the eight areas over the two terms of the semester, allowing for some lost time due to other activities in the school calendar. Below is the semester plan organised as a chart of these major concepts. The central box of nine squares is the 'overview' of the eight concepts. Each of the eight outer sets of boxes expands the concepts. A more detailed lesson overview for 'Introducing ourselves to others' shows the type of interactions and the language and culture used and explored, and how these interactions are assessed.

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Comment [A2]: Focusing on the students' own feelings and understandings provides meaningful learning opportunities for the students. A 'meta-linguistic' culture (where a language for talking about language learning is developed) will have benefits for students not only in their German program, but across the curriculum.

Comment [A3]: This decentring process, in which students are asked to move outside their own frame of reference and consider the perspectives of others, is an important learning orientation that will have widespread benefits for students.

Comment [A4]: The personal focus – what each of these means to the students – shows valuing of the learners' 'life worlds'. Resources are described at a very generalised level, and will need to be specific to units and tasks. Further elaboration of resource use will be needed as the program is taught.

Comment [A5]: An extended period for consideration of each of these ideas allows for in-depth concept exploration and considerable language development.

Comment [A6]: The planner, below, shows how the program is developed over the year. There would be an expectation that this would be a dynamic resource, changing in response to the interactions that occur throughout the year. Flexibility in the junior primary years would allow for more or less time to be spent on particular areas as needed by the particular group of learners. It should be noted that although concepts for exploration are well developed in the planner, there is as yet little development of the language and culture elements.

Performing songs and poems to help us remember	Using numbers and counting in different contexts; repetition and practice	Exploring colours through a range of visual approaches	Using multimedia	Using classroom equipment	Using stationery items	Who shares my birthday?	Giving and getting presents and cards	Celebrating birthdays in Germany and in Australia
A day in our lives: connecting the clock and the day to routines	**WHAT DO WE REMEMBER? HOW DO WE REMEMBER?**	Cycles: time in the calendar and seasons; life cycles. How do cycles help remembering?	Record-keeping: using different media effectively to store our information/learning	**OUR RESOURCES**	Accessing information: developing early research skills	Birthday songs, cakes and other rituals	**OUR BIRTHDAYS AND CELEBRATING OUR LIVES**	Who are we? Where do we come from?
Social interaction; playing games	Using language in everyday activities; using questioning	Classroom language: what we say, how do you say…?	Using multimodal texts (visual, auditory, tactile, cognitive, etc.)	Working with each other	Going beyond the classroom	Birthday questions	Games for celebrations	Why celebrate?
Increasing our brain power	Being bilingual in the world	Seeing the world through other eyes	**WHAT GERMAN DO WE REMEMBER?**	**OUR RESOURCES**	**OUR BIRTHDAYS**	*Wie heisst du? Ich heisse …* (What's your name? My name is …)	*Wie alt bist du? Ich bin …* (How old are you ? I am …)	*Ich bin ein Madchen/Junge* (I am a girl/boy)
Preparing for the future: learning from the past	**WHY ARE WE LEARNING GERMAN?**	Investigating German heritage	**WHY ARE WE LEARNING GERMAN?**	**YEAR 2 PROGRAMME**	**INTRODUCING OURSELVES**	*Ich mag* + hobbies, Food (I like…)	**INTRODUCING OURSELVES**	*Ich habe* (colour) *Augen, Haare* (I have … eyes, hair)
Fun and other activities	Helping us with reading and writing	Germany and Australia: connections	**WHAT IS GERMAN AND GERMANY?**	**HOW AND WHAT TO SAY IN SCHOOL**	**OUR ROUTINES**	Making sense of similarities/differences: English, German	*Ich habe* + pets (I have …)	*Ich habe* + family I have …)
Location in the world	Another language like English	Books about and from Germany	Being polite	Naming and using classroom objects	Classroom instructions	Roll call and assemblies	VIP of the day	Birthdays
Views of other countries	**WHAT IS GERMAN AND GERMANY?**	Similarities to English	Asking permission	**HOW AND WHAT TO SAY IN SCHOOL**	School in Germany: same/different, better/worse?	Organising the classroom	**OUR ROUTINES**	German children's routines
German speaking world (SAG)	Early childhood in Germany	Differences from English	Using greetings	Introducing selves: to classmates, teachers, adults	Saying goodbye; leaving	Date, weather chart and clock	Toys and play	Class tidy up

Comment [A7]: The use of questions as organising themes promotes inquiry and stimulates personal reflection. The questions are open and referential (where answers are not yet known) but well focused on issues the teacher considers pertinent to children of this age and developmental level. It will be necessary to add the actual language used, perhaps as detail for each of the major themes as developed unit plans.

Comment [A8]: The evidence of language development is strong in this section. As this is the area shown in greater detail below, the language/culture connections and intercultural understandings are made clearer. A similar level of development would need to happen for other areas, in adding both language and culture and showing their interrelationship.

Comment [A9]: This is an ambitious program in terms of the scope of concepts to be covered in one year for Year 2 students (although without seeing the language and culture elements it is uncertain what depth of investigation would occur). What can be achieved will always depend on the group of learners. It seems clear that the learners this program is intended for have a high level of proficiency for junior primary level.

Introducing ourselves: expanded planning

UNIT SECTIONS	CONTEXT/PURPOSE	INTERACTIONS AND ACTIVITIES	LANGUAGE SKILLS	INTRACULTURAL AND INTERCULTURAL UNDERSTANDINGS
Stimulus activity	To consider the ways we introduce ourselves, and to whom, and how this might be similar or different in German and English.	• Ask students the questions: Why do we introduce ourselves to other people, and how do we do this? Discussion about what the students themselves do, for whom, when, etc. What sort of things do we say? What do people want to know? What is impolite/rude to ask and why? • Students then prepare a written/oral/pictorial response of their choice to the above questions, following the discussion. • Initial conversation in which students are introduced to the idea that they will be exploring how introductions are done in German, so they can think about whether or how this is different from their own experiences.	Use of 'metalanguage' questions as conversation starters: Why? What? How? I think, I feel (from previous work). English discussion of the concept of introductions, with use of any German available to students.	Explore the everyday practices of the students in relation to introductions, drawing on their own experiences of what happens when they meet someone, are introduced to them. Stimulate thinking about why we do this, how it might be different in different cultures and using different languages, and what students might feel about this, given their own cultural and linguistic context.
Wie heisst du? Ich heisse… (What's your name? My name is…)	Using simple phrases of introduction. Exploring identification with names, meanings of names, heritage connections; German names.	• Practise each phrase, asking and answering the question, prompted by the flashcards, and eventually without cards. • Work in pairs after group introduction. Children ask each other around class, and in 'circle game'. • Investigating German names, using baby name books and websites of common German names. Students are given websites to look at and shown how to find names (using interactive whiteboard). They then record three male and three female common German names (in report form of choice – oral, written, pictures/poster with names, acting out asking the target question and using target answer). • Use of class set of stuffed toys/puppets, each named by students using German names. These are used by Teacher and students for asking each other the names of the toys and answering using chosen German name.	Using the sentence pattern for the question '*Wie heisst du?*', answer '*Ich heisse…*'. Use large flash cards with the sentences on them. Consider use of 'I' and 'my' in German and English and when it is appropriate to use each.	Consider derivation/meaning of names and relationship to culture/cultural background and overlaps between and across cultures (e.g. names like Sophie and Anna in both German and English-speaking cultures). Investigate own name derivation, what cultures/languages it is associated with, and what it means to students personally (e.g. family use of same name over generations; connections back to European or other backgrounds).

Comment [A10]: 'Interacting' rather than just performing tasks, used as a category here, acts as a constant reminder to the teacher of the centrality of interaction and dialogue in the classroom.

Comment [A11]: The use of intercultural understandings rather than a 'culture' strand, here, allows for more meaningful connections to be made between language and culture, ensuring culture is not isolated from language in the conception of the learning experiences.

Comment [A13]: The introduction of this idea of metalinguistic analysis is a valuable way of enabling students to talk about what they are learning with a vocabulary in both English and German. Even the most rudimentary level of sophistication (the two or three questions/statements they learn to say in German) will provide the students with a useful vocabulary which can be developed over their years of learning, so a very long-term perspective can be built into the program.

Comment [A12]: The constant use of reflexive positioning maintains students' awareness of different perspectives and their language learning experiences, even at this young age.

		• Use German 'name' song to practise asking and answering name. • Discuss/investigate meaning of own names. • Discussion on questions: Why do we have names? Why do names have meanings? What does your name mean to you? • Students prepare a poster entitled '*Ich heisse …*' (My name is …) with their name, a sentence about its meaning in English, and how they feel about their name.		
Wie alt bist du? Ich bin … (How old are you ? I am …)	Adding more information to the concept of introductions. Asking and answering about age, using numbers correctly Thinking about who can be asked their age, in English and German cultures.	• Revision of numbers for ages, using counting rhymes. • Counting forwards/backwards to 20, using verbal, kinaesthetic, cognitive, written, interactional, personal approaches (as appropriate for different students). • Use cards with question/answer stem in German. • Work with whole group, then in pairs, then randomly in circle games. • Discussion about teen numbers in German and English. Questions: What is the 'teen' part of the word? Why don't '11' or '12' use these? Is this the same for English? Why do you think 'teens' don't start till 13?	Using the question/answer pattern: *Wie alt bist du? Ich bin…* Using numbers for ages 1 to 20 (or above if asking adults who are prepared to answer) Word order in sentence for numbers	Consider whether it is common in both cultures to ask children their ages. Is it polite to ask adults? Why/why not? What do students think about this? English and German come from common roots and both use 'teen' word from 13. Consider why this is so, and any problems.
Ich bin ein Madchen/ Junge (I am a girl/boy)	Introducing the vocabulary of gender. Introduce students to use of adjectives, considering word order and correctly flexing the adjective.	• Work as whole group, in pairs, individually. • Use 'greetings dance' to practise boy/girl roles. • Use 'hands up' to reinforce vocabulary and male/female differences. • Discuss capitalisation of nouns. Why do you think all names of things (nouns) have a capital letter in German? Which ones have capitals in English? Why do you think this is different? Is it confusing, or does it make it easier?	Using the phrases '*Ich bin ein Madchen/Junge*' Reinforce capitalisation of nouns Formal address forms	Consider use of capitalisation in both languages for nouns: compare and reflect on differences.
Ich mag + hobbies, food (I like…)	Expand the vocabulary and understandings about self and relationship	• Use German and English texts (from textbooks, magazines and Internet) about preferred hobbies, foods for German and Australian children. • Are there differences? What do you think about	Using the phrase '*Ich mag*' Exploring range of vocab for use (e.g. food	Explore food and hobbies liked by children in the class. Use a range of German and English texts to explore food and hobbies liked by

Comment [A14]: A range of learning styles is intended in supporting tasks within the program. Greater detail of the tasks, and how they support different learning styles, is needed.

Comment [A15]: The use of mostly formative tasks in discussions and group feedback activities will support an assessment model focused 'for learning'.

Comment [A16]: Inclusion of physicalisation of learning, and the promotion of 'performing' language, also called 'action-related talk', is crucial to learning for this age group.

Comment [A17]: A range of different language exploring and practicing exercises is provided for each question/idea. There is considerable reinforcement and practice of language through this range of activities

Comment [A18]: Linguistic aspects of German, and its contextualisation within German culture are discussed and compared with English contextualisation, interpretations and linguistic/cultural perspectives, increasing students' awareness of 'Language' and 'Culture' and their significance to students' lives and identities

Comment [A19]: It will be interesting to see how this will be explored.

to feelings/interests.		these? • Practise.	items, hobbies). Students have some input in selecting vocabulary.	children of the same age in German-speaking countries/ cultures and in Australia, and why these might be different or similar. How do students relate to these preferences?
Ich habe (colour) *Augen, Haare* (I have … eyes, hair)	Introduce the concept of gender in German language. Introduce students to use of definite articles with nouns (masculine, feminine, neutral) and the need to include them. Learn vocab of hair, eye colours.	• Use vocabulary cards for group and paired descriptions/practice. • Discussion of grammatical differences with articles (masculine, feminine, neuter), and how students feel about this. • Model use of definite articles and the divisions into masculine, feminine and neuter, using colour-coded cards. • Discussion about how German children know which articles to use. • How are we going to remember (tools to help us)? What do you do to remember?	Using the phrase '*Ich habe …*" Using relevant vocab (colours, hair, eyes) Word order with adjectives, nouns Flexing the adjective correctly	Consider issues of gender in German language. Why doesn't English assign a gender to each object? What difference does it make, if any, about how you think about things? Is it more difficult to remember the right gender as well as the right vocab for each object/thing? Consider how German children know which article and which form of the adjective to use and how they go about introducing themselves. Ask Australian children to consider own responses to this.
Ich habe + pets (I have …)		• Practise vocabulary cards with group. • Use German and English texts about pets to consider how we relate to them/what we do with them in Germany and Australia. For example, why do you think dogs are allowed in cafes and restaurants in Germany? What do you think about this?	Using the phrase '*Ich habe...*' with pets Vocab of animal names Revision of numbers	
Ich habe + family I have …)		• Learn vocabulary from cards, working in pairs and groups. • Discussion of formality, familiar names, relationships. • Use poem written by grandmother (in resources, below) to discuss relationships within families and ways of speaking to and about family members. • Write own poem, draw picture with labels, or present a talk about what family means to the students, using the German vocab and English as required.	Using the phrase '*Ich habe..*'. with family members Vocab of family names Formal/ informal address Numbers; word order	Consider family structures and words used to represent family members, as well as formality levels in relationships.

Comment [A20]: Many of the questions are challenging, but will help lay foundations for further development of these ideas and understandings, that can be explored in greater depth in later German language learning.

Comment [A21]: Many segments use vocabulary cards. Are there other ways to practise and use language?

CULMINATING INTERACTION	Draw together learning experiences of students and ask them to reflect on, analyse and make connections across their learning.
	
	Considering responses to similarities and differences in these phrases and their usage in German and English, and responses to them.
	
	Consider issues of formality and politeness in German language use, comparing with students' own practices in relation to formality in English or other language use.
		• Discuss as a class, then draw/write a response, using both English and German, students' responses to the following focus questions:
		  • What information do you think is important to include when you are introducing yourself?
		  • Is this information the same in English and German?
		  • Did you find that the way Germans introduce themselves is different from what you do?
		  • Do you introduce yourself in the same way no matter who you are speaking to in German? If not, how and when is it different? What words would you use and why?
		  • What patterns do you see in the German words and phrases we have been using? Are these patterns the same in English?
		  • How do you remember which combinations of words to use?
		• How do you feel about using German for introductions? What else would you like to be able to say?
			Using German where possible and English where students cannot provide the response in German.	Consider: are forms of introduction the same in English as they are in German? What do students think about different ways of introducing themselves in different situations? How would they feel about providing this information in German?
				
				Consider levels of formality in both languages (e.g. *du* and *Sie*; you) and what this means for students in making language choices and using language. How does knowledge of formality in another language affect how they see it in their first language?

> **Comment [A22]:** A sense of connection across the program is evident through linking tasks. This is what makes it a long-term program, rather than just a set of discrete learning experiences or 'topics'.

CATERING FOR DIFFERENT LEARNERS, LEARNING STYLES AND LIFE WORLDS	The range of interactions used includes a variety of approaches to cater for students' different learning styles, as well as recognising that learners bring their own life world experiences to the learning context. Students are encouraged to present their views and reference their learning to their own life world situations and prior understandings, using the full range of languages and cultural understandings available to them. If students respond to one approach more than to others, they are encouraged to learn in this way, and to present their learning (for assessment purposes) in a form suitable to them. The program includes visual, auditory, musical, movement, tactile, logical, interpersonal and intrapersonal activities to allow for this. Students are encouraged to use a variety of forms of expression, and to be aware of themselves as 'performers' of a second language.		
SELECTION OF TEXTS and RESOURCES	*What is your name?* song *Wie heisst du?* by Richard Graham *Wie heisst du?* *Wie heisst du?* *Wie heisst du? (clap, clap)* *Wie heisst du?* *Wie heisst du?* *Wie heisst du? (clap, clap)* *Ich heisse ...* *Ich heisse ...* *Ich heisse ...* *Ich heisse ...* *Schön dich zu sehen* (Repeat 3 times) *Lyrics and music available from* http://genkienglish.net/learntospeakgerman/learngermanwieheisstdu.htm.	**Family, described by a grandmother, to stimulate discussion of relationships** *Mein Name ist Helga.* *Günther ist mein Ehemann.* *Wir haben eine Tochter, Gabi.* *Michael ist unser Sohn.* *Manfred ist Gabis Ehemann.* *Susanne ist Michaels Frau.* *Manfred und Gabi haben einen Sohn, Maximilian.* *Sie haben eine Tochter, Julia.* *Michael und Susanne haben Zwillinge, Hannah und Heidi.* **Family song 'Oma ma, Opa pa'** Available from tre.ngfl.gov.uk/uploads/materials/5800/German_Songs.doc *Wie ist dein Opa, dein Bruder, dein Vater?* *Wie ist deine Oma, deine Schwester, deine Mutter?* *Oma ma, Opa pa, Oma ma, Opa pa* *Er ist alt, er ist frech, er ist fleissig* *Sie ist freundlich, musikalisch und leise* *Oma ma, Opa pa, Oma ma, Opa pa*	Some Internet site resources for vocabulary practice and further language exploration Colours: www.hello-world.com/German/learn/color.php Numbers: www.hello-world.com/German/learn/numbers.php Animal names- pets (bingo): www.hello-world.com/German/bingo/animals.php
	'**Do you have a German Name?'**, www.kitchenproject.com/german/names.htm Explanation of the origin of German names, including:	**'German baby names'**, www.babynamearchives.com/German+Baby+Names.1301.htm	

Comment [A23]: Introduces relationships from different perspectives.

Comment [A25]: Students will probably enjoy the activities related to name origins as they find connections across languages and cultures and further develop a sense of self by discovering the etymology of their own names. This is also a valuable use of ICT to support learning.

	- Names from the old Germanic world - first names of first bearer - names of saints - names after days of the week or month **Some German names** Dating back to the old Germanic world: Albrecht (Albright), Die(d)trich, Gunther, Hagen, Hildebrandt, Hillenbrand, Oswald, Siegfried (Seyfried). Short forms: Konrad-Kunz, Heinrich-Hinz. first names of first bearer: Friedric ,Fritz, Albrecht (Albright), Dietrich, Dietz, Eberhard(t), Georg(e), Heinrich, Heinz, Hinz, Konrad, Kunz, Ludwig, Lutz, Ott(o), Paul(us), Reinhard, Werner. names of saints: Lukas, Matthias, Matthaeus, Paulus, Ruprecht and Nikolaus, which became family names. after days of the week: Montag, Freitag, Sonntag; or Month: May. From the Max Kade Center's Teaching Unit: GERMAN-AMERICANS AND THEIR CONTRIBUTIONS TO THE AMERICAN MAINSTREAM CULTURE: GERMAN NAMES AND WORDS www-lib.iupui.edu/kade	A description of German names, and the most popular baby names in Germany for girls and for boys for the second half of the twentieth century. The most popular baby names in Germany for girls for the second half of the twentieth century include: Maria and Marie (which means bitterly wanted child, and often refers to the Christian Saint, the Virgin Mary), Sophie/Sofie/Sophia/Sophie (which means wisdom), Anna/Anne (note that even the spelling Anne is pronounced like Anna, where you pronounce the final 'e' that is silent in English. Anne means Grace), Lena (which can be short for Helena, which means bright, or Magdalena, which means Tower, and often refers to Mary Magdalene from the Bible), Laura (from the laurel bush, crowned with laurels, as in victorious), and Lea/Leah (weary). The most popular baby names in Germany for boys for the second half of the twentieth century include: Leon (lion), Maximilian (the greatest, or literally, the little greatest), Alexander (defender of men), Lukas (from Lucania), Paul (humble), Tim (to honour God), David (beloved), and Felix (happy; lucky). Names from www.babynamearchives.com/German+Baby+Names.1301.htm	**Comment [A24]:** These resources are selected to incorporate cultural information that is likely to engage learners.
	Large cards for all vocabulary and all sentence question/answer stems. The cards are colour-coded: masculine (blue), feminine (red), neutral (green). Noun cards include the correct definite article.	'I am'… (sung to Frère Jacques) *Ich bin ernst* Und ich bin alt Ich bin fleissig Ich bin frech Ich bin musikalisch	

The cards are used initially by the teacher to introduce new vocabulary, and then by students for conversation work with each other, and as models for their own writing.	Und ich bin freundlich Ich bin ernst Ich bin Ernst Available from Teacher Resource Exchange, http://tre.ngfl.gov.uk/.

Grün sind alle meine Kleider (All My Clothes Are Green)
This is a traditional children's song from Pomerania (Pommern). There are many different versions.

DEUTSCH	ENGLISH
Grün, grün, grün sind alle meine Kleider, *Grün, grün, grün ist alles, was ich hab.* *Darum lieb ich alles was so grün ist,* *Weil mein Schatz ein Jäger, Jäger ist.*	Green, green, green are all my clothes Green, green, green is all that I have So I love anything that's green because my love is a hunter, a hunter.
Blau, blau, blau sind alle meine Kleider, *Blau, blau, blau ist alles, was ich hab.* *Darum lieb ich alles, was so blau ist,* *Weil mein Schatz ein Seemann, Seemann ist.*	Blue, blue, blue are all my clothes Blue, blue, blue is all that I have So I love anything that's blue because my love is a sailor, a sailor.
Weiß, weiß, weiß sind alle meine Kleider, *Weiß, weiß, weiß ist alles was ich hab.* *Darum lieb ich alles, was so weiß ist,* *Weil mein Schatz ein Bäcker, Bäcker ist.*	White, white, white are all my clothes White, white, white is all that I have So I love anything that's white because my love is a baker, a baker.
Schwarz, schwarz, schwarz sind alle meine Kleider, *Schwarz, schwarz, schwarz ist alles, was ich hab.* *Darum lieb ich alles, was so schwarz ist,* *Weil mein Schatz ein Schornsteinfeger ist.*	Black, black, black are all my clothes Black, black, black is all that I have So I love anything that's black because my love is a chimney sweep.
Bunt, bunt, bunt sind alle meine Kleider, *Bunt, bunt, bunt ist alles, was ich hab.* *Darum lieb ich alles, was so bunt ist,* *Weil mein Schatz ein Maler, Maler ist.*	Colourful ... are all my clothes Colourful is all that I have So I love anything that's colourful because my love is a painter, a painter.

Melody: Grün sind alle meine... (Midi from ingeb.org) http://german.about.com/library/blmus_kinderGruen.htm

	Ich Heisse Barbara MacArthur Ich heisse Julia, Julia, Julia, Ich heisse Julia, und wie heisst du? Ich heisse Johann, Johann, Johann, Ich heisse Johann, und wie heisst du? Ich heisse Paco, Paco, Paco. Ich heisse Paco, und wie heisst du? Ieh heisse Fritz der Frosch, Fritz der Frosch, Fritz der Frosch. Ich heisse Fritz der Frosch, und wie heisst du? Lyrics and music available from www.songsforteaching.com/singdancelaugh/gichheisse.htm	***Bratwurst*!** Barbara MacArthur Bratwurst! . . . Ich mochte, Ich mochte . . . Ich mochte Bratwurst! . . . 0, nein, nein, nein, nicht die Bratwurst! . . . Sauerkraut, einen Salat/. . . Die Spatzle, und Nachtisch . . . Sauerkraut, einen Salat . . . Die Spatzle, und Nachtisch . . . Kasekuchen, Apfelstrudel . . . Schwarzwalderkirschtorte . . . Hick!.. . Lyrics and ringtone available from http://www.lyricstime.com/barbara-macarthur-bratwurst-lyrics.html	
ASSESSMENT	Assessment is ongoing and formative with a focus on assessment for learning. Ongoing feedback to students on their responses, discussion, contributions and learning enables them to address issues of concern to them. Group work and group and peer assessment build on feedback from the teacher. Reflection activities allow for self-assessment opportunities, so that students are actively involved in judging their own performance and the relevance of their learning to their lives. Self-assessment also provides the teacher with insights into how students are responding to their own learning. Work samples, students' workbooks and journals, class discussions, and self and peer assessments are discussed with the class teacher as a 'moderating' exercise for comparison of outcome achievements as specified in the state curriculum framework and reporting requirements. This also allows the teacher to build on his or her knowledge of the student and the student's progress. These samples and discussions are used as the basis for the writing of individual reports, reporting in relation to SACSA framework outcomes for students at Standards 1 (Year 2 level) and 2 (up to Year 4 level).		**Comment [A26]:** The focus on feedback and formative, ongoing assessment is supported by current literature on effective assessment for learning. It is appropriate, at this young age, that much of the assessment will stem from discussions in both German and English. The involvement of students in self and peer-assessment provides students with the opportunity to reflect on their language learning experiences and to look back at what they have done and what their peers have done.

| **Language, culture and learning**
What is language?
What is culture?
Understanding learning
Understanding language learning
Intercultural language learning | Attention is given to students developing understandings of language that see it linked to culture. There is also an attempt to establish within the class culture a 'metalanguage' for talking about language and culture connections and for understanding learning. Meaning-making is also emphasised, although much of the discussion indicated is occurring in English, and it would be valuable to see how this occurs in German as well. The language aspects of the program would need 'fleshing out' by teachers using the program. Connections between language and the students' own lives are considerable, from exploring derivations of their names to how they would use specific language in a range of different social situations (with their German class peers, with their families, with German speakers), for different purposes (introducing themselves, describing their pets and hobbies, dealing with issues of gender and formality that are different from English).

Working with students to understand use of language is emphasised, as students are asked to describe themselves and to try to understand, within their own cultural and linguistic frames of reference, why particular language choices would be made (e.g. for gender agreement, use of particular nouns, and use of formal and informal registers).

The teacher's view of language, which will influence student learning and meaning-making, focuses on meaning-making, individual interpretations and alternative perspectives related to lived and real-life experiences. The teacher's view of language learning is connected with cultural understandings and does not rely on 'code' alone. Reasons for using particular words over others are explored, even within the limited vocabulary that is available to students of this age. These aspects could be made clearer in the program, however, by providing more examples of the actual language choices.

Culture is not separated from other learning in this program. There is no column for 'culture' but for 'intercultural understandings', which indicates the teacher's intention to draw language and culture together so that students can compare and reflect on differences in both at the same time. Culture is, in this sense, integrated with language. Intercultural understandings will come through exploring not only students' own understandings (the focus of many of the questions), but through interpreting what it is like to use German and what it is like to live in a German culture. They come to understand that this may involve a shift in perspective, understood in relation to present understandings of language and culture. Further questions might be added to elicit these understandings from students. |

	There are ample opportunities for exploring variability and diversity in culture in this program, through seeking a range of perspectives on the concepts being considered. These can be students' perspectives, those of an 'audience' (e.g. a German audience), and those of the teacher. The guiding questions push students to think about different cultural perspectives and how these are visible in the language and in the aspects of German culture(s) in the selected resources.
	The teacher's view of learning is evident in the commentary provided on the purpose and intent of each task/concept. The structure of the unit provides for students to build on prior knowledge and to make connections with prior understandings and learning and that which are developed during the unit itself.
	A sociocultural focus of mediating understandings of other languages and cultures through one's own is evident in the teacher continually seeking to relate the learning to students' own experiences. For example, students learn about the derivation of their own and German names, how Germans and Australians introduce themselves and how they feel about the differences. They also compare the different grammar and vocabulary necessary to perform introductions and to describe themselves.
	In seeking students' changing personal views and a range of other perspectives through carefully chosen resources, there is focus on understanding a diversity of views to be recognised as an integral part of language learning.
	The program is highly interactive. Students can interact with each other, with the teacher and with texts in a variety of formats (e.g. written, spoken and performed). It asks students to compare their experiences with others' and to see others' points of view, developing intercultural perspectives.
Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning	This program involves sustained engagement with languages through personal meaning-making and exploring and reflecting on other perspectives and views (e.g. noticing differences, connecting with prior learning, expressing opinions and considering others' points of view). Students are frequently asked to make their own sense of the target language conventions (mediated through their own changing understandings of language and culture) and respond to these at a level suitable for young learners.
	A range of specific vocabulary and grammar items are addressed in the interactions, including formality, article use and agreement, the vocabulary of introductions and descriptions of self appropriate to the central concepts being explored. Further language possibilities could be added to

those identified, perhaps after teaching, as a record of the range and appropriateness of the language explored and how this was understood by students. The role of the teacher in these interactions might also be detailed further, so that a sense of the learning that is occurring through the teacher-student relationship becomes clearer. Interactions intended to develop students' involvement in discussions are practised and experienced in a variety of ways to allow students with different needs to participate.

The teacher supports the program with relevant questions that will stimulate reflection and provide opportunities for students to express their understandings. The questions go beyond 'display', 'right answer' questions, in seeking individual responses. Most of the questions are in English, however, and are seeking responses in English, although often the questions are about their understanding of German language and culture.

The program moves from tasks that provide grammar and vocabulary practice to 'experiences' (active involvement with the language) that show developing understandings, such as in role-play activities and class discussions. The use of puppets (for which students provide dialogue) and interactive games is experiential, allowing for more creativity and invention with language. Varied activities cater for a range of learning styles. The teacher uses English discussions to get at deeper understandings about what students are making of their learning and to encourage reflection on these understandings of the languages and cultures involved in their discussions (German and English, minimally).

Considerable attention has been paid to the students' own understandings and seeking their personal responses. This should allow the teacher to gauge student engagement, motivation and connections being made as the unit is taught, and provide evidence of their languages learning for assessment and further planning. The teacher's use of reflective questions engages students with what these language experiences mean for them.

The opportunities for different forms of expression (written tasks, discussions, individual and group responses, role play and tactile experiences) suit the learning needs of students of this young age, and provide a range of different experiences to address learner differences. Differently structured tasks (e.g. explicit teaching instruction, working with pairs and groups, and thinking and working independently) are scaffolded in ways that support learner differences.

The use of Internet sites for name derivation, and various vocabulary practice exercises, shows the incorporation of information and communication technologies into students' regular learning.

Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank	The largely teacher-generated resources provide a range of types of materials representing different perspectives. The use of authentic materials to incorporate a range of perspectives is important for developing intercultural understandings. The resources are used for targeted activities with appropriate scaffolding for age-appropriate developmental learning, allowing students to build on prior knowledge.
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	The use of ongoing formative assessment promotes the concept of assessment for learning. It provides young learners with constant feedback that enables them to build their understandings. Constant discussion and interactions give students the chance to check their understanding and allow the teacher to plan subsequent lessons appropriately. Evidence of learning will ultimately come from classroom interactions as much as from the tasks themselves.
Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	The context statement provides the background to this group of students and where they are developmentally in terms of language learning, social cohesion and group dynamics. The program builds on this background, with attention to the needs of the particular group of students and what they are ready to do with language in exploring concepts and ideas relevant to them. This is essentially a process of building a profile of themselves, expressing it in German and understanding how it might be received in German and by Germans. The term program is then contextualised and connected to a whole year program in which the broader conceptual aims are explained, so that students will be able to build connections, actively construct further learning and respond to the experience of learning German in this context. The interpersonal and intrapersonal dimensions of the short program and the longer one are evident. There is a focus on discovering who they are in the classroom, in their families and in their communities, and in relation to a German-speaking community. That this is being done in (at least) two languages heightens the learning and understanding opportunities for the students.
Evaluating language programs	With its flexible layout, this program allows for ongoing re-evaluation and tailoring to meet the needs of

Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	students. The teacher is able to reflect on his or her own enquiry and evaluate and reformulate the program for future teaching.