

# Sprache lernen, Identität lernen

**SAMSTAG  
15. MAI 2021**

**KEYNOTE ADDRESS**

Mary Quigley  
University of Adelaide

**Sprache lernen, Identität lernen**

The connections between language learning and identity construction.

Lisa Maria Merta  
Baldvins Gardens Primary School

**Whole School Approaches to Language Learning**

This workshop will provide an insight into research behind whole school approaches to language learning, identify effective strategies evident in schools and share the experiences of both primary and high school teachers. As part of the Key Language Leaders' Initiative 2018 (Department of Education of Western Australia) my project partner and I had a close look at Whole School Approaches to Language Learning and created a handbook that outlines a number of strategies for use by administration, teachers and other members of the school community. Presents 16 case studies in detail. The aim of this workshop is to inspire German teachers to start a whole-school approach to teaching German at their schools and to discuss and brainstorm ideas. The workshop will be delivered in English.

**Lisa Maria Merta** is a German native speaker and teaches at German at Baldvins Gardens Primary School (BGPS) to students from Pre-Primary to Year 6. BGPS follows a Whole School Approach to Language Learning. Lisa Maria is a passionate language learner: She learned English and French at primary and high school and studied Italian for two semesters at University. She provides the teachers at her school with mentoring and professional learning for German. She is an active member of TAGWA and recently joined the MLTAWA Committee as Secretary for 2021.

**E ALL LEVELS**

Paula Hay

Regents Park/Woongoolba State Schools, Queensland

**Aktivitäten zu der Poster-Reihe How... is German**

Wenn Sie auf der Suche nach Postern für Ihren Klassenraum oder zur Bewertung des Deutschprogramms an Ihrer Schule sind, könnten diese vom Goethe-Institut Neuseeland entwickelten Poster genau das Richtige sein. Die Poster sind in 7 Designs erhältlich und zeigen die Ähnlichkeiten von deutschen und englischen Wörtern. Im Zentrum des Workshops stehen die vielfältigen Einsatzmöglichkeiten im Unterricht, von der Grundschule bis hin zur Sekundarstufe.

**Paula Hay** unterrichtet an zwei verschiedenen Grundschulen in Queensland. Dieses Jahr feiert sie ihr 35-jähriges Jubiläum als Deutschlehrerin. Paula organisiert Workshops und Konferenzen für Deutsch- und Sprachlehrer\*innen, organisiert viele Schülertage und Schüleraustauschprogramme. Eine ihrer größten Aufgaben ist die Organisation des Oktoberfestes für Teens – fast 2000 Lehrer\*innen, Eltern und Schüler\*innen feiern dort zusammen. Als Multiplikatorin des Goethe-Instituts engagiert sich Paula seit 30 Jahren für den MLTAQ und gründete 2005 den Deutschlehrer\*innenverband German Teachers' Branch Queensland, für den sie als Präsidentin tätig ist. Paula ist zudem involviert im NATG, arbeitet eng mit dem Honorarkonsulat in Brisbane zusammen und besucht regelmäßig den Runden Tisch der deutschen Sprache in Queensland.

**D PRIMARY/LOWER SECONDARY**

Anna-Lena Schenck  
Goethe-Institut

**Superfrauen**

Die Podcast-Reihe 'Superfrauen' des Goethe-Instituts erzählt Geschichten aus dem Leben von inspirierenden Frauen. Ihre Wege durch die Welt sind spannend, sportlich, schlau oder mutig & bei aller Diversität haben die Heldinnen trotzdem eines gemeinsam: Sie sind dynamische Vorbilder, Superfrauen eben! Sie erfahren anhand eines Praxisbeispiels aus der 12. Klasse wie Sie diese Podcasts mit den Begleitmaterialien in Ihren Unterricht integrieren können. Anschließend haben sie die Möglichkeit, die Materialien zu sichten und sich für den eigenen Unterricht inspirieren zu lassen.

**Anna-Lena Schenck** hat Deutsch und Englisch an der Humboldt-Universität Berlin studiert sowie ein Zusatzstudium Deutsch als Fremdsprache absolviert. Sie arbeitete als Fremdsprachenassistentin in den USA und in Australien, bevor sie 2011 am Goethe-Institut begann. Dort war Anna bis 2020 in unterschiedlichen Rollen von Honorarlehrerin über Workshopleiterin bis Projektkoordinatorin für das Projekt Unternehmen Deutsch sowie als Autorin für das Goethe-Institut und PASCH-net tätig. Als Teil des Trainernetzwerkes des innovativen Fortbildungsprogramms Deutsch Lehren Lernen (DLL) war sie zudem in der Lehrerausbildung in Südatasien involviert. Im Januar 2021 hat Anna die Leitung der Bildungs Kooperation Deutsch am Goethe-Institut in Sydney übernommen.

**D II/12**



The list with workshops and participants' names is displayed in the main conference room.

- D** Workshop in German
- E** Workshop in English

Tanya Siebert  
Pembroke College, Multiplikatorin, Goethe-Institut

Sonja Pless  
Goethe-Institut

**JuniorUni**

The JuniorUni is a free digital platform of the Goethe-Institut for young people between 12 and 14 years: it offers the opportunity to find answers to the most exciting questions from the fields of robotics, space travel technologies, nature research, energy and sustainability, while learning the German language. In this workshop we will introduce the main components of the junior university and give you some examples of how you can use them with your students.

**Tanya Siebert**, Multiplikatorin für das Goethe-Institut, hat einen Master of Education Qualifikation als Grundschul- und Gymnasiallehrerin in den Fächern Englisch, Deutsch und Mathematik. Sie unterrichtet seit mehr als 15 Jahren und ist besonders interessiert wie man als Lehrerin die Neugier und Offenheit von Kindern und Jugendlichen in verschiedenen Altersstufen begegnen kann. Sie beherrscht vertiefte pädagogische Fachkenntnisse und benutzt verschiedene moderne Unterrichtskonzepte wie Inquiry, CLIL und visuelles Denken. Von ihrer Erfahrung mit der deutschen digitalen KinderUni digitale Lernplattform können Lehrer\*innen lernen wie einfach es ist, die Neugier und Kreativität in jedem Kind zu erwecken.

**Sonja Pless** arbeitet seit 4 Jahren als freie Mitarbeiterin beim Goethe-Institut in Melbourne und koordiniert dort die CLIL/STEM Projekte. Dazu gehören auch die JuniorUni und die KinderUni. Vorher hat sie in der Schweiz den Zukunftstag für Mädchen koordiniert und dabei STEM-Workshops für Schulen organisiert.

**D/E LOWER SECONDARY**

Julia Müller

Makybe Rise Primary School, Western Australia

**Warm-Ups in the Language Classroom**

In this workshop, I will present contemporary research on the benefits of language learning and how the use of warm-ups has been proven to improve the retention of content.

A warm-up is a daily, fast paced drilling and practise of key skills previously taught. The purpose of the warm-up is to develop fluency, automaticity and move knowledge into long term memory. As automaticity is the ability to do things without occupying the mind with the low level details that are required. The theory of automaticity relates to theories of cognitive capacity and cognitive load, which suggest that at any given time we have a finite amount of attention to give to an activity or process. Research has proven that to start a class with a good warm-up session improves students' learning (Ruiz and Ramirez, 2006) and helps to activate students' background knowledge (Garcia and Martin, 2004.)

During the session, I will share some of my warm-ups and strategies how to use them effectively to maximise engagement and retention of vocabulary. There will be time available to create warm-ups to suit your classroom.

**Julia Müller** is in her 4<sup>th</sup> year of teaching German after having been a classroom and Health specialist teacher for 5 years. She was born in Hamburg, Germany, and moved to Australia in 2000. After arriving in Australia she lived in Kalbarri, where she ran several tourism businesses for 14 years before moving to Perth in 2011. She has recently completed a Masters by Research on the Effectiveness of Feedback, especially for specialist teachers. She has been a MLTAWA committee member for the past year and has taken on the role as Webmaster this year. In addition to her role at MLTAWA, she has been the Vice President of TAGWA for the past two years.

**E/D R-12**

Joanna Gibson  
Goethe-Institut

**Young Teachers Network and Award**

The Goethe-Institut network for prospective and new teachers with 0-5 years of experience has been created to provide advice, mentoring, professional learning opportunities, easy access to teaching materials, and platforms for personal and virtual exchange. Join this workshop to find out how we can best accommodate you or your new colleagues' needs on this exciting new path.

**Joanna Gibson** joined the Goethe-Institut in Melbourne in 2005, after completing her teaching degree and working in primary, secondary and tertiary sectors. In her current role as the Head of the Educational Services, she draws on her experience as a teacher and also a learner of German to provide support for teachers and students.

**E PRIMARY/SECONDARY**

Jenna Baughurst  
Kenmore State High School, Queensland

**Tricking students into speaking with pop culture – a unit for engaging the disengaged**

Engaging students in the middle years can be particularly difficult and convincing those students who are completing a language as a mandatory subject to speak in that language can be a real challenge. However, with the right subject matter even the most disengaged can be enticed to take part in the lesson. Enter "Pop Culture", a topic that can be as broad or as narrow as you like, which engages students in expressing their opinions. From concept to end product, we will unpack this tried and tested unit of work from upper primary with its language, activities and assessment. A topic that can be adjusted to suit all year levels, and is fun for students and teachers alike.

**Jenna Baughurst** has been teaching in Queensland State Schools for over nine years, working across a number of schools in both primary and secondary in a range of different settings. She has recently joined the Kenmore State High School Languages faculty and is excited to be part of their illustrious German Immersion Excellence Program. Among a range of German-teaching related extracurricular activities, Jenna is the Vice-President of the German Teachers' Branch of MLTAQ and a Goethe-Institut Professional Learning Facilitator (aka Multi). She loves engaging with other passionate language educators and looks forward to exchanging ideas with all of you!

**E UPPER PRIMARY/LOWER SECONDARY**

David Sharp

Trinity Grammar School, Victoria

**Reflections on the Implementation of the new German VCE Study Design**

Having presented on the latest Study Design in its infancy two years ago, it now seems apt and appropriate for me to explore in more detail and to reflect on it as the first group of Year 12 students in Victoria completed it last year. Given that SA is still considering changes to its SACE languages courses, key ideas can be discussed at this workshop, including advantages and disadvantages, of potential changes. Discussion can be in German and/or English.

**David Sharp** has taught VCE and IB German and English for the last three years in Victoria. Throughout this time he has taught a range of courses from A1 to C2 German at the Goethe-Institut, Melbourne. His experience also encompasses end of year VCE assessment. Teaching languages is one of his passions and so he finds the opportunity to network with like-minded individuals exciting.

**E II/12**

Dr Peter Mickan  
University of Adelaide

**Authentic German and fabricated identities: practical resources for teaching German with real texts.**

German teaching practices are changing in Australia. Studies of German teaching programs expose artificial content and fabricated exercises. Students experience German as unnatural and weird, irrelevant to their lives. The content signifies German as a foreign language rather than as a community and international language. In contrast the national curriculum ACARA frames teaching with authentic texts and students as genuine identities (Mickan 2020).

The national Curriculum (ACARA) for German designs programs with real texts for genuine comprehension and expression of meanings.

Teachers in this workshop work with and develop relevant, factual texts for teaching students' expression of meanings. They examine the structure and grammar of actual texts for teaching German in context.

**Dr Peter Mickan** has taught in schools and universities. He studies language learning and teaching with projects on German in the Barossa, analyses of textbooks, and text-based language curriculum and assessment. International publications include:

- Mickan, P. 2013 Language Curriculum Design and Socialisation. Bristol, UK: Multilingual Matters.
- Mickan, P. & E. Lopez (eds) 2017 Text-Based Research and Teaching: A Social Semiotic Perspective on Language in Use. Basingstoke, UK: Palgrave Macmillan.
- Shum, M. and P. Mickan (eds) 2019 Researching Chinese Language Education: Functional Linguistic Perspectives. London, Routledge.
- Mickan, P. & I. Wallace (eds) (2020) Language Education Curriculum Design. Routledge Applied Linguistics Handbook Series. New York: Routledge.

**E ALL LEVELS**

Kathrin McMillan  
Goethe-Institut

**Online Kursangebot für Schüler\*innen, Fit Prüfungen**

Wir stellen interessante Online-Formate für Schüler\*innen verschiedener Niveaustufen vor. Die Angebote können innerhalb des Unterrichts, zur Prüfungsvorbereitung, oder als individuelles Zusatzangebot für einzelne Schüler\*innen in verschiedenen Niveaustufen eingesetzt werden. Außerdem wird das Prüfungsangebot für Schüler\*innen vorgestellt, das bereits seit langem fester Bestandteil des Jahreszyklus vieler Schulen ist.

**Kathrin McMillan** taught German in a Victorian primary school before taking up a position at the Goethe-Institut in Melbourne as Head of the Language Course Department in 2012. Amongst her responsibilities are the internationally recognised Goethe-Institut exams.

**D/E SECONDARY**

Eva Spiesberger

Goethe-Institut

**Universum Deutsch – Identität & Kultur Deutsch im globalen und digitalen Klassenzimmer**

Deutsche Identität – was ist das und gibt es sie überhaupt?

In diesem interaktiven und kommunikativen Workshop versuchen wir, diese Fragen zu ergründen. Gemeinsam mit unseren SuS begegnen wir Kultfiguren, nationale Idole und den facettenreichen Merkmalen des deutschen Seelenzustandes.

**Eva Spiesberger** ist seit 2009 als Lehrkraft am Goethe-Institut in Melbourne tätig. Sie unterrichtet auf allen Niveaustufen des Europäischen Referenzrahmens und ist seit 2012 auch Prüferin. Darüber hinaus unterstützt sie Programme für Deutschlehrkräfte und Lernende in Australien, aber auch international, wie z.B. auf der Asien Pazifik Deutscholympiade in Thailand. Seit einigen Jahren hält sie Professional-Learning-Kurse zu spezifischen Themen für ihr Kollegium und für Sprachlehrkräfte aus australischen Schulen.

**D PRIMARY/SECONDARY**

Tanya Siebert

Pembroke College, Multiplikatorin, Goethe-Institut

**Neugier erwecken mit der Kinder Universität**

Digitale Medien bieten heutzutage optimale Verzahnungsmöglichkeiten zwischen schulischen Präsenzunterricht und eigenständigen Lernen zu Hause. Die Deutsche Digitale Kinderuniversität ist eine neue, kostenlose digitale Lernplattform für Kinder im Grund- und Mittelschulalter. Sie bietet 30 Vorlesungen in deutscher und englischer Sprache in drei Fakultäten an: Mensch, Natur und Technik. Faszinierende Aspekte der Wissenschaften werden in der Kinderuni anschaulich erklärt, wobei die Schüler\*innen nebenbei spielerisch entweder ihre ersten deutschen Wörter lernen oder ihre Deutschkenntnisse vertiefen. Neben der Vorstellung der Kinderuni (Anmeldung, Inhalte, Materialien, Einsatzmöglichkeiten) werden Vorteile von CLIL und Gamification aufgezeigt und der multifunktionale Einsatz zu Hause und an Schulen vorgestellt. Nebenbei werden auch die Ersatzmaterialien gezeigt, insbesondere die Unit Planners mit Blick auf das Australian Curriculum.

**Tanya Siebert**, Multiplikatorin für das Goethe-Institut, hat einen Master of Education Qualifikation als Grundschul- und Gymnasiallehrerin in den Fächern Englisch, Deutsch und Mathematik. Sie unterrichtet seit mehr als 15 Jahren und ist besonders interessiert wie man als Lehrerin die Neugier und Offenheit von Kindern und Jugendlichen in verschiedenen Altersstufen begegnen kann. Sie beherrscht vertiefte pädagogische Fachkenntnisse und benutzt verschiedene moderne Unterrichtskonzepte wie Inquiry, CLIL und visuelles Denken. Von ihrer Erfahrung mit der deutschen digitalen KinderUni digitale Lernplattform können Lehrer\*innen lernen wie einfach es ist, die Neugier und Kreativität in jedem Kind zu erwecken.

**D/E 3-7**

Kirsty Hickman

Pulteney Grammar School, Multiplikatorin, Goethe-Institut

**Tools, Tips & Tactics to enhance your Unterricht**

How does the time-poor language and culture teacher keep the Zoomers engaged and keen to continue, whilst still providing rigorous and relevant language acquisition courses AND, post compulsion, competing with everything from VET courses to sports science?!

It is daunting at best! This workshop simply seeks to short-cut your preparation time by presenting resources and ideas that you can incorporate into your existing programs. Some you will have heard or others not. Online and more traditional resources and ideas will be presented under common themes used by German teachers.

**Kirsty Hickman** has been an educator of the German language and culture for 20 years in South Australian secondary schools. In her roles as a Goethe-Institut Professional Learning Facilitator, Learning Area Leader for Languages at Pulteney Grammar School and President of the South Australian German Teachers Association, Kirsty enjoys sharing practical ideas with fellow German teachers to assist them in providing engaging, meaningful curriculum to our German learners.

**E/D 7-12**

Vanessa Kreusch

University of Adelaide

**Taboos and Emotions in Language Learning**

The workshop will explore the nature of taboos, emotional language and their linguistic connection to improve the German language classroom experience. Research has shown that including emotional contents can enhance memorability for students. We will look at German youth language and euphemisms and discuss how they can be included in class to help create interesting but suitable cultural contents. Youth language is a strong feature of building identity for adolescents and thus makes it a matching topic for the 2021 conference. The presentation will be held in English and German.

**Vanessa Kreusch** is a German researcher and teacher, currently living in Adelaide. In 2020, she finished her Masters Degree in foreign language linguistics at the University of Potsdam. After graduating, she worked as a language assistant in the German Department at the University of Adelaide until the end of 2020, where she is still teaching German for beginners. She has taught German as a foreign language for more than 5 years.

**E/D SECONDARY**

Heather Clifford

Hills Christian Community School

**Fun in German Language and Culture**

How to engage and motivate learners using a mixture of both no use and minimal use of digital devices. A jammed packed workshop with new and revised strategies, games and activities to encourage the learning and teaching of German through speaking, listening, and cultural learning. I will share the various uses of some online programs and platforms available that are particularly helpful for Upper Primary and Secondary students connecting in with cultural connections and the global world.

Side Note: I recently participated in the scholarship opportunity with the Goethe-Institut completing a 10-week, 90 hour online DLL. I researched my PEI about motivating learners with games and activities. I would like to help promote and high light the benefits and rewards of doing these Goethe study opportunities, as well sharing some of the research outcomes from my PEI.

**Heather Clifford** was initially a Junior Primary teacher for 10 years, then following the birth of her twins, made a shift into becoming the Teacher of Languages (German and Spanish) at Hills Christian Community School, where she has worked for the past 10 years teaching R-10. Her background in early years literacy has been the significant benefit in cultivating an enjoyment and basis for fostering a love for language and cultural learning in the school.

**E UPPER PRIM/SECONDARY**

Michael Goh

Pre-service Teacher, Adelaide University

**How to create multimodal online worksheets and assessments using Google Forms**

This workshop will demonstrate how to create and integrate multimodal online worksheets and assessments with Google Forms in a middle/secondary educational context. How to embed authentic materials, visual aids and text into online worksheets and assessments will be covered. Evidence-based findings regarding best practice in the teaching of German will also be discussed, and approaches to implementing these in an online format will be considered. To make the most out of this workshop, participants should bring a mobile device (ideally a tablet or laptop) with access to Google Suite.

**Michael Goh** is pre-service teacher of German and Science. He is currently completing a Master of Teaching and completed his dissertation in 2019 on best practice in the teaching of German. Michael also works in the Inclusive Education faculty of Paratfield Gardens High School as in-class support. In 2018-2019, he worked as an assistant teacher in the English faculty of a high school in Erlangen, Franconia, where he learnt the importance of Fensterlüftung. Michael is the President of the Adelaide University German Club and, in his free time, enjoys watching films and series, long-distance running and, most recently, bouldering.

**E MS/SECONDARY**

