

Classroom Action Research Project Report:

What happens in my lessons if I regularly create opportunities for students to compare German with their first languages?

1. Introduction

The Classroom Action Research Project is an initiative designed to foster evidence-based teaching practices through systematic reflection and inquiry. It enables teachers to investigate their own classroom strategies by posing a guiding research question, implementing targeted changes, and analyzing the outcomes. This process not only enhances pedagogical effectiveness but also promotes professional growth by linking theory with practice. Throughout the project, participants receive comprehensive support from the Goethe-Institut, including guidance in formulating research questions, implementing measures, evaluating results, and presenting findings.

The project is supported by the Victorian Government.

2. Teacher and School

Name: Dorothea Bruns

School: Box Hill High School

Grade/Year Level: Year 8

Date: Term 4/2025

3. Research Question

What happens in my lessons if I regularly create opportunities for students to compare German with their first languages?

4. Context and Rationale

I teach two very different Year 8 classes in German, and of course not all students are highly motivated. I have been wondering how I can connect German more to their own world, how I can create a classroom culture where we celebrate different cultures and

languages and strengthen interculturality and pride in one's own culture/identity.

In addition, in the Victorian Curriculum 2.0, learning about the connection between language(s) and one's own identity has been emphasized more strongly.

5. Approach

At the start, students completed an initial survey to capture their prior knowledge and attitudes toward the topic. Throughout the project, I documented observations. Student work samples were collected, while photos of board work provided a visual record of discussions and key concepts developed during lessons. At the end of the project, students completed a follow-up survey.

6. Data Collection

At the start and at the end of the four-week project students completed a survey.

7. Findings/Results

My CARP had a very positive impact on the classroom culture. The final survey showed that the students learned important things about languages, culture, and identity, and that they enjoyed it. I observed that many students spoke very proudly about their languages, which was not always the case before the CARP.

I found it wonderful to see how happily they shared information about their different worlds and how they exchanged ideas with each other. One student laughingly told me that he speaks Korean like an old man because he learned it from his father, who in turn learned it from his father.

Many of my students told me that they can only write in English and German.

8. Reflection

My CARP has already shown me that you should never simply assume things, as some answers really surprised me.

9. Next Steps

In the future, I would like to carry out these tasks with my students during Jumpstart or at the beginning of the school year.

10. Attachments

Sprachenporträts

Learning Intention

to be able to talk about my city "Meine Stadt" Bibliothek

escuela 学校
eat 食べる
pantai 海滩
 spiaggia 沙滩
 جزء من
 الارض

Do you know any of our unit vocabulary in another language? Grab a marker and write it down here. We'll guess the language and the meaning.

学校 - 学校
nha tho カコウ
pantai spiaggia جزء من
 الارض

My languages:

- Malayalam
- Hindi
- German
- English

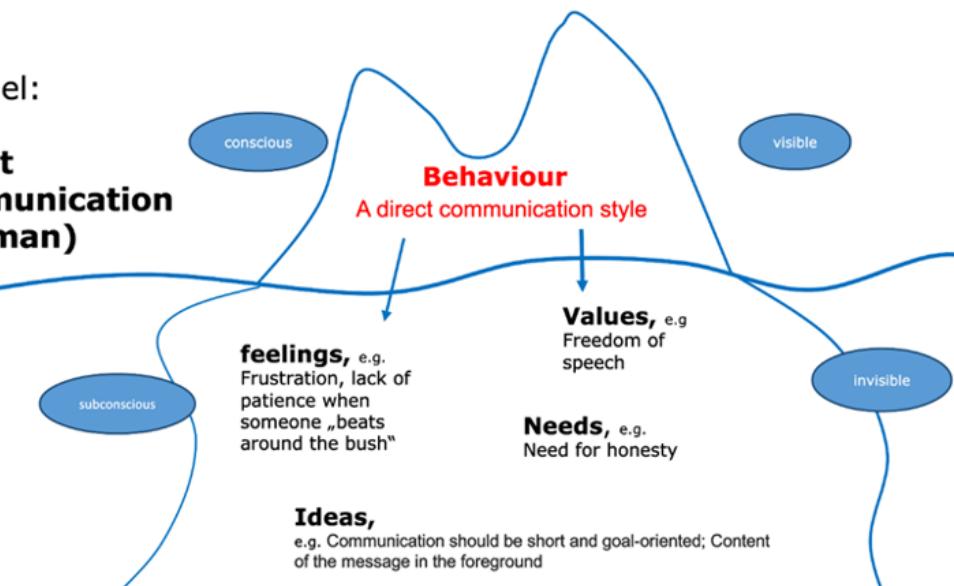
Name: Alicia Sjödin

Can you say a bit about why you chose to draw your language portrait the way you did?

I decided to do german in my head because I am still learning it, which requires me to think when I try to say something. Malayalam is in my heart because it is my mother tongue and I value my language very much! I put english on my arm because it is the only language I know how to fully write in. Lastly Hindi last word(s) - www.multilingualism-in-schools.net is in my leg because it was the first language I learned, so it's like my base. I drew the australian flag in the middle because it's a big part of my identity.

Beispiel:

Direct communication (German)



**Ergebnisse: Do you think it's been valuable to reflect on our own cultural and language background in our recent Germn lesson?
Why/Why not?**

1	Yes, because I think many people don't think about how things can be offensive or think or know much about other cultures other than their own.	8	I think it has since I haven't really realised how many cultures there are and why some people act like they do is because of their culture, but it was nice to learn.
3	Yes, because it is important to understand what makes up these cultures and what makes them different.	9	yes so can think about the subconscious actions we do and the ones germans do
4	Yes, because it has reminded me of my culture even more and I have learnt even more about other cultures and ethnicities.	11	Yes because it can help people understand each other better.
5	Yes, I think it has been valuable as it has allowed me to acknowledge the reasons why we act in different ways.	14	Yes, It helped me learn the differences between cultures and things that make everyone special. It felt good to reflect on these things.
6	yes it helps people understand the cultural differences between cultures	15	By becoming more culturally aware in our daily lives, we can enjoy more meaningful interactions with others while strengthening our sense of self.
7	Sure. I guess it helps to find your identity		