

Classroom Action Research Project Report:

What happens in my class when all students do a short oral interaction exercise at the beginning of each lesson?

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.

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2. Teacher and School

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School: Box Hill High School

Grade/Year Level: Year 10

Date: Term 2/2025

3. Research Questions

What happens in my class when all students do a short oral interaction exercise at the beginning of each lesson?

4. Context and Rationale

I teach a heterogeneous Year 10 class in German. Most of the students are very motivated and capable, but due to the usual time pressure and interruptions (excursions, exams, sports, etc.) that are common in an Australian school, spontaneous speaking in German often falls by the wayside. While most students are able to memorize long dialogues or text modules to pass exams (internal school tests

or Fit in Deutsch 1), much of this is quickly forgotten afterwards, so a lot of what was taught in lower grades has faded from memory. As the complexity of grammatical structures increases in Year 10, the ability to speak fluently and freely seems to noticeably decline.

5. Approach

In each lesson, I would use the first five minutes for a short oral interaction exercise. For this, I would employ various speaking prompts, such as partner interviews, sentence starters, mini role plays, picture prompts, or dice conversations. The exercises should be as low-threshold as possible so that all students - regardless of their language level - can actively participate.

6. Data Collection

To better assess changes in learning behavior and willingness to speak, I plan to conduct a short survey with the students at the beginning and end of the project period. Among other things, I will ask them about their self-assessment of oral expression, their confidence in speaking during class, and their motivation.

In addition, I will document my observations regarding participation and the quality of students' contributions. In the middle of the school term (Week 6), we will also have an oral exam, so I will have access to grades, recordings, and reflections.

7. Findings/Results

The CARP had extremely positive effects on my students' learning. First of all, it was very valuable to ask my students about speaking in class. The survey confirmed that most students are highly motivated and have no inhibitions about speaking German. Most of them show a growth mindset, think it's okay to make mistakes when speaking, and don't mind speaking in front of others.

However, it also became clear that they feel less confident the more unstructured the task is (spontaneous answers in German) and the more public it is (presentations). It became evident to me that the biggest obstacle to free speaking is vocabulary and actual language ability, which confirmed the importance of my CARP. The survey also gave me ideas for tasks and how I wanted to implement them. Students indicated that they find it easier if they can first practice with a partner and if they hear an example beforehand.

8. Reflection

From my own observations, I can say that the students responded very positively to the oral tasks - especially after we discussed why it is important to speak German regularly. The students achieved very good grades in their oral exam, and I am sure that regular speaking in class contributed to this. It was also particularly positive to see that some students referred back to the exercises in their planning.

The most impressive exercises in my observation were the Sprint Speak activities, where students had to put sentences in the correct order and then read them as quickly as possible. I had never heard my students speak so fluently.

9. Next Steps

I would like to maintain this speaking routine.

10. Attachments

Can you unjumble these sentences?	
A:	ist / los / Was / ?
B:	klagen / kann / eigentlich / Ich / nicht / ,
	zu Hause / gut / Weil / ich / es / habe / .
	muss / Ich / meinem / Zimmer / Bruder / mit / teilen / mein / .
A:	Arme / Du / !
	Brauchst / Ohr / ein / offenes / du / oder / einen / möchtest / du / Rat / .
B:	Das / lieb / ist / .
	Ich / weiß / nicht / ich / soll / machen / was / , / .
A:	Kannst / mit / du / Eltern / sprechen / deinen / ?
	vielleicht / du / kannst / in / den / ziehen / Keller / ?
B:	ist / eine / gute / Idee / Das / !
	dir / Ich / danke / !

Hallo!
Wie geht's dir?
Was hast du am Wochenende vor?

picknick mache nachhilfe schwimmen
besuche yoga
plaene grosseltern netzball
spielen fahre
restaurant danke **gut** sehr fußball stadt
nicht basketball keine surfen
muss

Wie war dein Wochenende?
Was hast du gemacht?
Wie war das?

Mein Wochenende war ...

super / großartig / klasse
etwas langweilig / ziemlich voll
Nicht so gut / blöd

Ich habe ...

mich mit Freunden getroffen / einen Film gesehen / Hausaufgaben gemacht / gelernt / mich entspannt

Ich bin ...

in die Stadt gefahren / einkaufen gegangen / schwimmen gegangen / zuhause geblieben.

Das hat großen Spaß gemacht.

Das war lustig.

Das war richtig nett.

Kannst du bitte deine Familie beschreiben?

Ich habe zwei Schwestern und einen Bruder.

Ich habe zwei Schwestern und einen Bruder. Meine Schwestern heißen Sibylle und Christine und mein Bruder heißt Tobias. Ich verstehe mich am besten mit meinem Bruder.

Ja gern. Ich habe eigentlich eine ganz normale Familie. Ich habe zwei Schwestern und einen Bruder. Meine Schwestern heißen Sibylle und Christine und mein Bruder heißt Tobias. Ich verstehe mich am besten mit meinem Bruder, weil wir immer zusammen Fußball spielen.

Tongue Twisters (ch and sch)

Schloss Neuschwanstein

Eichhörnchen

"Schnecken erschrecken, wenn sie an Schnecken schlecken, weil zum Schrecken vieler Schnecken Schnecken nicht schmecken"

(Snails get scared when they lick snails because, to the horror of many snails, snails do not taste good)

Im dichten Fichtendickicht sind dicke Fichten wichtig"

(In the dense fir thicket are thick fir trees important)

Was hast du am Wochenende gemacht?

Ich habe Netzbball gespielt. Das hat Spaß gemacht.

Ich habe am Samstagmorgen mit meinen Freundinnen Netzbball in Box Hill gespielt und danach sind wir etwas essen gegangen. Das war nett, weil wir gewonnen haben und gute Laune hatten.

Hmm... ich muss mal überlegen. Was habe ich gemacht?

Ich habe am Samstagmorgen mit meinen Freundinnen Netzbball in Box Hill gespielt und danach sind wir etwas essen gegangen. Das war nett, weil wir gewonnen haben und gute Laune hatten.

Am Sonntag habe ich ausgeschlafen, bin laufen gegangen, habe mit meiner Familie einen Film gesehen und habe ein paar Hausaufgaben gemacht. Das war etwas langweilig.

Was hast du in den Ferien gemacht?

Ich habe einen Kinofilm gesehen.

Ich habe Freunde getroffen.

Ich habe das Brandenburger Tor gesehen

Ich bin nach Berlin Stadt gegangen.

Ich bin nach Deutschland geflogen.

Ich habe in einem Zelt geschlafen.

Ich bin zuhause geblieben.

Ich habe nichts gemacht.