

# Classroom Action Research Project Report:

How does the use of short partner interactions in German at the end of each lesson affect students' confidence in oral communication?

## 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: Ulrike Lindner

School: Rangeview Primary School

Grade Level/Year: Year 5 and 6

Term 4/2025

## 3. Research Question

How does the use of short partner interactions in German at the end of each lesson affect students' confidence in oral communication?

## 4. Context and Rationale

Developing students' confidence in speaking German is essential to fostering meaningful communication and a sense of achievement in language learning. Many students are hesitant to speak in a foreign language due to lack of self-confidence or fear of making mistakes. By introducing short, structured partner interactions at the end of each

lesson, I aimed to normalise oral communication as a regular and positive part of learning.

This approach supports the Victorian Curriculum's focus on communication and provides students with consistent opportunities to use German in authentic, low-pressure contexts.

## 5. Approach

Over a four-week period, I incorporated 3–5 minutes of short partner interactions at the end of each Year 5 and 6 German lesson. Each week, students focused on a specific question of the lesson (for example, *Was trägst du beim Oktoberfest?* and *Was isst du beim Oktoberfest?*). The project coincided with our preparations for the whole-school Oktoberfest celebration, which made the questions particularly engaging and relevant.

During the activity, students moved around the room to ask several classmates the focus question in German and respond appropriately when asked in return. At the end of each session, selected pairs shared their interactions with the whole class, providing further opportunities to practise speaking in front of others in a supportive environment.

## 6. Data Collection

I collected data through teacher observation notes and student self-assessments. After each partner interaction activity, students rated their confidence in answering the focus question on a scale from 0 to 10.

This quick self-assessment enabled both students and teacher to track changes in confidence over time. Observation notes focused on students' participation, willingness to speak, and use of the target language during the interactions.

## 7. Findings/Results

The results showed a significant increase in students' confidence levels over the four-week period. Students became noticeably more willing to use German orally and demonstrated greater fluency and spontaneity when responding to familiar questions. The connection with Oktoberfest created a meaningful cultural context that made speaking tasks more engaging and enjoyable.

## 8. Reflection

As a result of this CARP, I plan to continue integrating short partner interactions into future lessons. This project confirmed that frequent, structured oral practice - combined with self-reflection and authentic content - can successfully build students' confidence and foster a positive classroom culture for speaking German.

## 9. Next Steps

I will expand the range of topics and question types to include other cultural and thematic units throughout the year.

## 10. Attachments



Was trägst du beim Oktoberfest?



- Ich trage die Farben der deutsch Flagge: schwarz, rot und gold.
- Ich trage die Farben der bayerischen Flagge: blau und weiß.
- Ich trage ein Dirndlkleid.
- Ich trage eine Lederhose.
- Ich weiß es noch nicht.

On a scale of 0-10, how confident did you feel answering today's question in German?



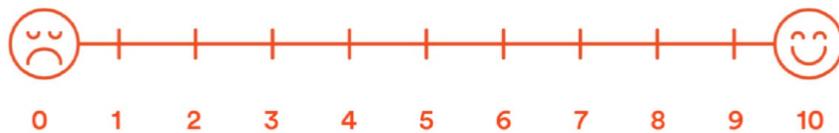
Ich heiße \_\_\_\_\_ Klasse: \_\_\_\_\_



Was isst du beim Oktoberfest?

- Ich esse eine Brezel.
- Ich esse ein Lebkuchenherz.
- Ich esse eine Brezel und ein Lebkuchenherz.
- Ich weiß es noch nicht.

On a scale of 0-10, how confident did you feel answering today's question in German?



- **Positive feedback:** 20 students (≈77%) reported that the interactions were enjoyable and significantly boosted their confidence, e.g.:
  - Rianna: "It was really helpful for me."
  - Tessa: "I felt way more confident, and it made my German skills increase."
  - Annika: "It helped me be social — in German!"
- **Moderate/partial impact:** 4 students (≈15%) reported that the interactions helped to a certain extent, e.g.:
  - Hamish: "It kind of boosted my confidence."
  - Liam: "Yes, it made me a bit more confident."
- **Minimal or no impact:** 2 students (≈8%) reported little or no confidence boost:
  - Ari F: "No, not particularly."
  - Ethan: "No."