

Basic Principles of Primary School Pedagogy

The basic principles of the action and teaching concept of this curriculum are based on the form of learning and school that focuses on the child as an individual. The joy of discovery and the child's creativity are both very important. This gives the child the freedom it needs to grow into an independent and self-responsible individual. One of the most important goals is to take on self-discipline and responsibility for one's own actions.

The grades are predominantly organised in a homogeneous age group. This should enable the formation of grade classes in order to promote the associated development of a strong bond between the children and "their" class. This creates a stronger affinity and ideally an identification of the children with their learning group as a class in which each child learns to see themselves as a part of the whole. Due to the early language learning in the bilingual primary school, a higher degree of homogeneity of the age groups is also necessary.

The importance of the second language and methodological comments (immersion method) English lessons in primary school form the basis for lifelong foreign language learning and the acquisition of multilingualism. They further develop the pupils' opportunities to act in their living environments which are determined by linguistic and cultural diversity, and to deal with the diversity of cultures within and outside their own country. English lessons aim, on the one hand, to acquire elementary linguistic means as well as concrete communicative skills and abilities that the pupils can try out and consolidate in concrete situations. Secondary schools build on this reliable foundation of linguistic competence with their English lessons from year 5 onwards and then offer other languages. Furthermore, the English language is a "model" for the pupils for language learning in general. In this way, the basis for lifelong language learning and the ability to explore new realities of life is laid using English in primary school. English lessons therefore, open the door to multilingualism and set important accents for the developing individual language biography. In order to fulfil these tasks, English lessons pursue the following key objectives:

- o the development of interest and enjoyment in learning languages and in foreign environments,
- o the acquisition, testing and consolidation of elementary linguistic means of English,
- o the mastery of simple language situations in English, the acquisition of learning and working techniques as well as effective language learning strategies.

Immersion means "immersion", which roughly translates as "language bath". With this method, the new language is the working and colloquial language (interaction language). The child learns the language independently, from the context of the situation. It replicates the natural way in which children learn languages implicitly. Immersion is therefore more child-friendly than any other method. It is highly motivating and does not involve coercion or pressure to perform. Immersion does not overwhelm children, but rather stimulates their natural curiosity and motivates them to use and deepen their knowledge of the second language.

Lessons in year 1 take place exclusively in class groups and are carried out according to the principle described above. The class group should, as already mentioned, make it easier for each child to identify with their own learning group and promote social cohesion within the class.

Two principles of bilingual teaching in primary schools are recognised: According to the principle of "one person - one language", one teacher speaks only German, the other only English. Everything that the foreign language teacher says is reinforced by metalinguistic elements such as facial expressions, gestures and intonation. "Team teaching" consists of the cooperation of two teachers, so that the child has two contacts in the classroom, one for German and one for English.

In the first and second years of learning, a relatively homogeneous group for English language teaching is created. From year 3 onwards, the differentiation serves to intensify the language use and to classify the pupils in year 4 in the competency grid A2 (elementary language skills) for English, in accordance with the Common European Framework of Reference for Languages.

During primary school, the skills and abilities are documented based on the competency grid according to listening comprehension, speaking, reading and writing skills.

The following principles apply to the assessment of performance in bilingual lessons: The pupil should not have any immediate disadvantages in the assessment as a result of lessons in English compared to conventional primary schools, i.e. lessons in a subject in English should not be assessed more strictly (i.e. extended assessment criteria) than in German-language lessons. The willingness to speak should be encouraged.

The natural language development in the second language must be taken into account. In the bilingually taught subjects, the content and use of the technical terms are assessed. Linguistic errors are only marked. In the English subject, the content, ability to express oneself and linguistic correctness are assessed. Learning progress must be taken into account appropriately. In the 3rd and 4th grades, the comprehension of English is already so well developed that the English-language lessons can be included in the grading.