

DaF concept for Kindergarten and KG2

German as a Foreign Language

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DaF-Concept at DIS Doha for Kindergarten and KG2

Specifications for DaF / DaZ classes

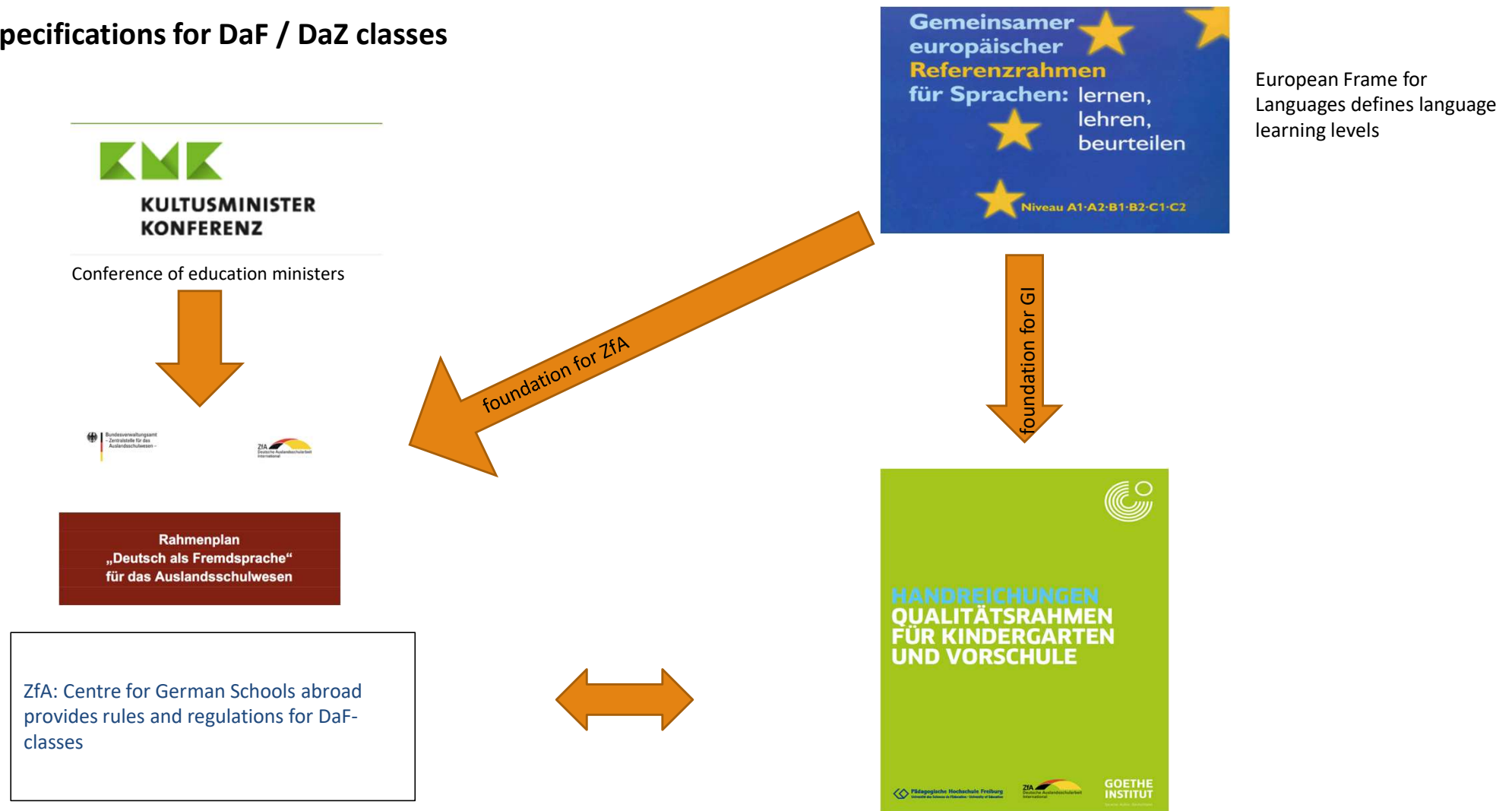


Abbildung 1: DaF-Vorgaben, eigene Darstellung

European Frame for Language Levels

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Kindergarten

Arrangement of Language Levels in our Kindergarten

Level 1 (3 – 4 years, PreKG)

- > DaF classes in small groups 1 x week based on the „Hans-Hase-Programm“, Goethe-Institut, Germany
- > immersive language learning by play and literacy offers and communication with teachers, assistants and peers
- > daily DaF exercises during morning circle time

Level 2 (4 – 5 years, KG1)

- > mixture of immersive language learning and DaF classes (up to 2 x week)
- > educators work on concrete language details in child-centered learning settings in small groups

Arrangement of Language Levels in our Kindergarten

Level 3 (5 – 6 years, KG2)

- > DaF classes 2 x week
- > Explicit learning of grammar rules, forming of sentence structure
- > Transition to school as a language learning topic

On level 2 & 3, we provide 1-to-1 classes for complete beginners and children who join during the school year.

Our DaF-Tools in the German Kindergarten:

1. Word of the Week (Wort der Woche)

“Mir geht es gut.”

“Ich habe mir weh getan.”

“Es ist heiss.”

“Das gehört mir.”

It's easier to learn these expressions in chunks than one word at a time.

2. DaF-Language-Learning Blocks

DaF-Language-Learning-Blocks in Kindergarten & Preschool,

1. Topic

period September – mid Oktober

body and senses

subtopic: variable

2. Topic

period mid October – winterholidays

family, living

subtopic: Christmas as a cultural topic, feelings

3. Topic

period January – mid February

art, movement, music

subtopic: colours, shapes

4. Topic

period mid February – end March

nature, environment

subtopics: healthy shopping, table manners, eating cultures (cutlery, chopsticks, hands)

5. Topic

period April – end May

holidays, weather

subtopic: transportation, traffic vehicles

⇒ from January on extra preschool topic: *school related vocabulary*

3. Vocabulary Lists

DaF Elementarbereich Wortschatzliste Lernfeld4

4. Thema: Umwelt, Natur (environment, nature)

Zeitraum: Mitte Februar bis Ende März (mid February- end of March)

Unterthema: Tiere, gesunde Ernährung, Tischkultur (subtopic: animals, healthy diet, table manners)

Diese Woerter **hoeren** die Kinder im Verlauf des 4. Themas:
The children will **hear** these words during topic 4:

Nomen

Der Wald, der Baum/viele Bäume, der Park, die Blume/viele Blumen, der Fluss, der Strand, der Sand, das Meer, der Obstbaum, die Sandburg, die Wüste
Das Plastik, die Umwelt, das Tier/viele Tiere
Das Dessert, die Suppe, das Besteck: der Loeffel, die Gabel, das Messer, (evtl) die Staebchen, der Teller/viele Teller, das Glas/viele Gläser
Alle Lebensmittel, Gemüsesorten, der Supermarkt

Verben

Riechen, schmecken, essen, probieren, klettern, fallen, schwimmen, tauchen, beschützen, sammeln, pflücken, kochen, backen, sterben, wachsen, abbrechen, knicken, schneiden
einkaufen

Adjektive

sauber, gesund, ungesund, krank, süß, sauer, scharf, lecker, eklig, dick, faul, roh, reif

Präposition

neben

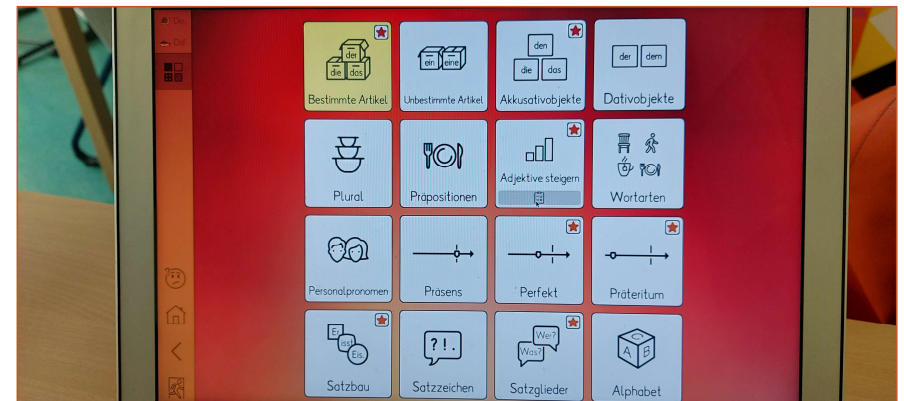
Please note, that this list is just a guide-line, however it is not mandatory to incorporate all the vocabulary in each group.
Die Wortschatzliste ist als Richtlinie und Anregung zu verstehen und nicht als verpflichtendes Lehrwerk.

Based on the the language learning blocks, the group teachers and parents will receive a vocabulary list, which can be used for practice in Kindergarten and at home.

4. eEducation



The children work with a DaF software called “Sag es auf Deutsch”



5. Individual Support Plans (Individuelle Förderpläne)



DaF Language Support Plan for _____

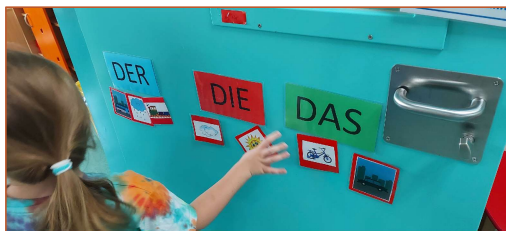
March

Week 1

When	Where	What	Duration	Signature
Sunday	M&A Software	Vocabulary/Wortschatz Topic: animals/Tiere	Category/Kategorie A: Learn vocabulary/Vokabeln lernen	5-10 min
Monday	M&A Software	Grammar/Grammatik Topic: animals/Tiere	der, die, das learn articles/ bestimmter Artikel	5-10 min
Tuesday	M&A Software	Grammar/Grammatik Topic: animals/Tiere	Category/Kategorie A Plural	5-10 min
Wednesday	at home, application	Do you have a favorite animal? -> name 5 -> draw them on a paper -> connect them to a red point (die), green point (das), blue point (der)		5-10 min

For those KG2 children, who are challenged achieving the goals in DaF, we provide **individual support plans as homework** for parents & children

6. Informal DaF Learning situations (informelle Lernsituationen)



...for interactive play in the classroom....



...before lunch...



...in the hallway...



...while lining up...

DaF-Concept at DIS-DOHA for Kindergarten and KG2

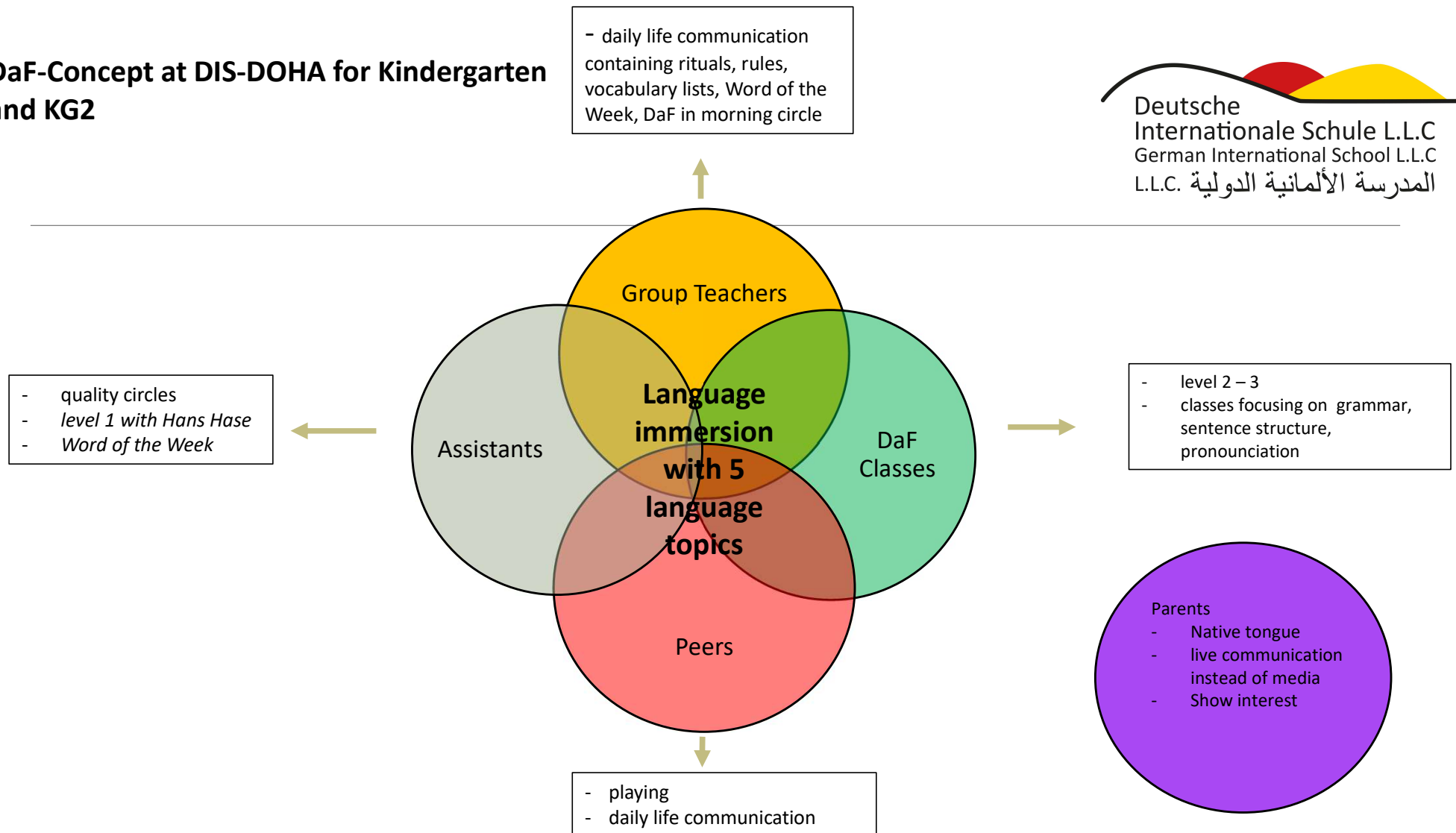


Abbildung 2: DaF-Konzept, eigene Darstellung

Why this Concept?

Language Learning Blocks -> higher transfer-capabilities from short-term into long-term-memory by using repetitions

GER-Framework -> communicative, not only focused on grammar

Collaborative Process-> all colleagues are involved and create with their expertise new ideas and tasks

Evaluations and Screenings

DaF Goals in Kindergarten and Vorschule

- to make the children comfortable in their daily routine in Kindergarten by understanding teachers, communicating with friends, expressing needs
- to enable a school career in the german school system. The requirements for german language competency are the participation in kindergarten life and DaF classes on a regular basis during a period of 3 years **and** the cooperation of the parents

Evaluations and Standardised Screenings

The language classification of the children into DaF classes level 2 – 3 results from a testing, which will be conducted in playfull situations. After that, regular screenings take place:

Testing level 2 -> 1 per year

Testing level 3 -> 1 per year

Recommendations

...for learning or practicing DaF at home we recommend the following apps or links:

1. “Sag es auf Deutsch”

A language learning software, which you can book in our school library

2. “Polylino”

An app with a huge variety of audiobooks in German, English and Arabic

3. “Amira Pisa Kids”

An app with a huge variety of audiobooks in German, English and Arabic and additional grammar games

Thank You for Your interest!

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