

PÄDAGOGISCHE HOCHSCHULE LUDWIGSBURG

Lecturer: Prof. Dr. Schwab

Seminar: Language diversity

Date: 31.05.2023

OER

I Title, summery and overview

II Background information

III Didactic considerations

IV Materials

Submitted by:

Name: Mariam Munther

PH Ludwigsburg

1. Languages around the globe.

Our Topic focuses on language diversity in New Zealand and Germany. Language diversity gives an overview of many languages that are used and spoken in a country, as well as become a part of the society and culture. Our digital tool as well as our topic focuses on two countries as mentioned, New Zealand and Germany. Our learning activity includes two questions about language diversity and its definition, and six questions and signs about languages that are spoken and used in New Zealand. There are several and different ways of how people communicate with another. New Zealand has three official languages. For example, English, which is the most speaking language, and Maori, which is the language of the indigenous people. The Sign Language has become an official language since 2006. The aim is inclusion for deaf people and their community. The high immigration in New Zealand allowed people to spread their culture, their writing and their native language in the society. An example, is Mandarin Chinese and Samoan as well as Hindi and French. This is way Asian, or Hindi roots, are nothing unusual or uncommon in New Zealand. Furthermore, our activity provides five more questions about languages that are used and spoken in Germany too. Germany has only one official language, which is German, but they have a wide range of dialects. People speak different dialects in several parts of Germany. For example, High German, Low German or Middle German, which identifies where the people come from. Germany has one official standard written language for the whole country. Syrians immigrated to Germany after the war in 2014. They started spreading their culture and language for their communication.

The title of the activity is „Languages around the globe“. Languages define personal identities, but also bring a kind of inheritance of some cultures, which can be shared in a country. Language diversity can also serve as a bridge for other people to communicate in a foreign country. The topic of language diversity is an important issue because it strengthens people's cultural heritage and therefore their identity. Moreover, students learn and develop acceptance and tolerance by getting in touch with different languages and their history as well as culture. This happens through signs and images in different languages. The digital tool is ideally for students in Germany, who learn the

English language as a second foreign language in the classroom. They will be able to learn more about language diversity in an English-speaking country (New Zealand). They will also learn more about the culture, history and society, and compare it with the language diversity of their country. This will encourage them to find commons and differences.

2. Short summary

There is an escape room for grade 10 provided, which includes questions about language diversity in general and its definition, as well as language diversity in Germany and New Zealand. The escape room offers two questions about language diversity and its meaning and six questions about languages in New Zealand, as well as five questions about languages or dialects in Germany. Students get an overview of the content when they start playing the game. The content is about language diversity in New Zealand and Germany, as well as how some languages became a part of the society and culture in both countries. They will find a map of Germany and New Zealand when they start playing. There are also two links on the map where students can click, in order to get access to more information about both countries. They can inform themselves before they start playing the quiz. There is one link for information to Germany and one to New Zealand. They can start the game when they have enough facts. The first question is about language diversity and its meaning, as well as finding the right definition. Afterward, students get an overview of what the next questions will be about. It starts with questions about New Zealand and its language diversity. The first question is about the British settlers and colonists and how they brought the English language to New Zealand. Today, over 95% of the population use English as their first language. The second and the third question involve the indigenous people, who are known as Maori. Maori people are a part of the society in New Zealand, and they brought the Maori language many hundred years ago from East Polynesia. The language of the Maori has become a second official language in New Zealand since 1987. Question four and five mention the Sing Language, which has become the third official language since 2006 in New Zealand. This happened in order to support and include the deaf community in the society. The last question about language diversity in New

Zealand involves the part of immigration. Chinese and Hindu are the biggest groups, who immigrated to New Zealand in the last few years. These two groups spread their languages, their writing and identity, and became therefore a part of the culture. The next five questions are about Germany. Question one and two give an overview of language diversity in Germany. The challenge is to match several types of dialects to parts of Germany. Germany does only have one official language, which is German, but it provides a wide range of dialects. The dialects can identify where the people come from and in which part of Germany they live. The next three questions are about immigration in Germany. 2% of the population in Germany do speak Turkish in their household, besides German. Furthermore, many Syrians spread their Arabic language in Germany after 2014. The escape room has five levels, which students have to achieve in order to complete the game. Once they finish the game and answer all the questions, they will get a diploma for the topic language diversity. There is a pre task at the beginning of the lesson, where students have to discuss the term language diversity and it's meaning and what they exactly know about language diversity in New Zealand. They will share their ideas and thoughts in the classroom. In addition, they will get different types of texts and exercises in the while phase, which they have to complete, in order to be able and play the game afterward. They will develop their knowledge and get some information about languages and their history, as well as how they expanded and spread in New Zealand and Germany through the texts. There are exactly four texts for four stations, students have to go through. They will start with station one and finish after station four. After they become experts in language diversity, they will play the game in the form of an escape room. The post task allows students to think about language diversity in New Zealand and Germany. They will think in a critical way about both countries and compare those to each other, and find differences and commons to discuss. The tasks expand the students knowledge about language diversity in an English-speaking country like New Zealand and as well as their country, Germany, and include speaking, writing and collaborative tasks.

3. Overview

Topic	What does language diversity mean, and how is it presented in New Zealand and Germany?
Aims	<ol style="list-style-type: none">1. Students will develop a historical understanding of how other languages became a part of the society in Germany and New Zealand.2. Students will be able to compare language diversity in New Zealand with language diversity in Germany and find commons as well as differences.3. Students will recognize sings in different languages, which are spread in New Zealand and Germany.4. Students will be able to deal with different texts and exercises about language diversity in New Zealand and Germany.5. Students will grow a critical understanding of different cultures and their languages. They will set up tolerance and acceptance for other countries and their languages.
Level	The topic New Zealand is appropriated for grade 10.
Time	Double lesson (2x45 minutes)
Apps and Materials	<ol style="list-style-type: none">A) Escape Room (link is available)B) Extra worksheets for students (is prepared in a PDF file for teachers)C) Background information and didactic considerations for teachers are provided in the form of a lesson plan.D) iPads are needed for the classroom

Students need to get familiar with the topic's question at the beginning of the lesson and answer it by time. „What is language diversity?“ „Do you have an idea?“ „How is it presented in New Zealand?“ At the end of the lesson, they have to compare it to language diversity in Germany in order to complete the task and answer the topic's question. In the following, the class has to research and find out more details about language diversity in both countries. Thus, they get four texts about this issue. This will make them being able to get information and solve the tasks and exercises. It will also prepare them for the game. The teacher has to set some goals or aims for the lesson as a control mechanism. It is important to check those with the result at the end of the lesson and find out if all of them were completed or reached. The aim is to develop a historical understanding of how other languages became a part of the society in Germany and New Zealand. Furthermore, students will be able to compare language diversity in both countries and find commons and differences. They will also recognize sings in different languages, which are spread in New Zealand and Germany. Pupils will deal with different texts and exercises about language

diversity in these two countries. They are going to grow a critical understanding of different cultures and their languages. Students will set up tolerance and acceptance for other countries and their languages. The topic „New Zealand and language diversity“ is more complex and therefore appropriated for grade ten. A double lesson is needed for the pre-, while-, and post activity. The teachers get extra materials for the double lesson provided. Firstly, the texts and exercises in form of worksheets as a PDF file for the „station work“ will be available. Secondly, the link for the escape room is also accessible for the teachers. They will get background information and didactic considerations in the form of a lesson plan, too, in order to follow the steps for the lesson. Teachers need to organize iPads for the lesson for each student.

4. Background information

Teachers have to keep some information in their mind, in order to be prepared for the lesson and students questions. Firstly, they have to inform themselves about the term „language diversity“ and it's meaning. What does language diversity mean? Once they find the right definition, they have to take a look in what form language diversity is presented in New Zealand and Germany. Where exactly can someone find language diversity in those two countries? How is it shown? Teachers have to research in more detail. They need to know how language diversity is presented and shown in both countries, and compare those results to another, as well as find differences and commons.

4.1 Language diversity

Language diversity is a term used to describe differences between different languages. Furthermore, it shows several ways of how people communicate with another in a country. Language diversity gives an overview of many languages that are used and spoken in a country, as well as became a part of the society and culture through history or immigration. A teacher needs to find out in what way language diversity affected New Zealand. Why is New Zealand an example for language diversity? Therefore, there is a greater need to get into the history and cultural backgrounds of this country.¹

1 [Linguistic Diversity Example & Types | What Is Linguistic Diversity? - Video & Lesson Transcript | Study.com](#) (accessed on 24th of May 2023)

4.2 English

Teachers need to know that New Zealand is one of the best examples of language diversity. It is one of the most diverse countries in the world, but how did this happen? Firstly, the English explorer captain James Cook traveled around New Zealand in the 18th century. Cook gave English names to things in New Zealand, when he arrived, such as tea-tree, native flax or Maori cabbage. This is how he brought the English language to New Zealand. Whalers, missionaries and traders settled in New Zealand after Cook's expedition and spread the English language.²

Britain formally took over the island and established New Zealand's first permanent European settlement at Wellington in 1841. This is a reason why the English language got spread enormously. In addition, the Maori signed the Treaty of Waitangi, where they had to recognize the British sovereignty. Today, English is the most speaking language in New Zealand. It is an official language and over 95% of the population do speak English.³

4.3 The Maori

New Zealand has a shorter human history than any other country. The date of the first settlement was between 1320 and 1350. The first arrivals came from East Polynesia. The people used their awesome navigational skills to make their way from a Polynesian island they called Hawaiki to Aotearoa (New Zealand). The indigenous people migrated to New Zealand for hunting animals before even the Europeans knew that this country existed.⁴ Some time later, the first small groups arrived from Polynesia and followed the other group members to New Zealand. Now they are known as Maori. The language of Maori has been an official language in New Zealand since 1987, which means that the population has a right to use this language in courts or other issues. Teachers need to know that there is another official language besides English in New Zealand. This is a reason why people find signs in two languages in New Zealand. English and Maori.⁵

2 [British colonists reach New Zealand \(history.com\)](https://www.history.com) (accessed on 24th of May 2023)

3 [The history of New Zealand | 100% Pure New Zealand \(newzealand.com\)](https://www.newzealand.com) (accessed on 24th of May 2023)

4 [Maori | History, Traditions, Culture, Language, & Facts | Britannica](https://www.britannica.com) (accessed on 3rd of June 2023)

5 [Māori arrival and settlement – Te Ara Encyclopedia of New Zealand](https://www.teara.govt.nz) (accessed on 24th of May 2023)

4.4 Sign Language

New Zealand Sign Language, which is also known as NZSL is the main language of the deaf community in New Zealand. It became an official language in April 2006 under the New Zealand Sign Language Act law 2006. The purpose was inclusion and accession in the society for the deaf community. Now, over 23,000 people and 0.5% of the population in New Zealand can use or communicate with the Sign Language. NZSL became the third official language of New Zealand on 11th of April 2006, joining English and Maori. Language diversity is widespread in New Zealand. Teachers have to know about all three official languages, which are spoken there.⁶

4.5 Immigration

New Zealand has immigrants from European, Asian and Pacific Island countries, who have brought their languages with them. The largest groups are Samoan with 86,400, Hindi with 66,300, Mandarin Chinese with 52,300, French with 49,100 and Yue Chinese with 44,600 people. These countries brought their cultures and their languages to New Zealand and made it more divers. The most speaking languages in New Zealand are Samoan and Mandarin Chinese, followed by Hindi and French. Germany's most speaking foreign language is Turkish. Over 2% of the population do speak Turkish in their household besides German. In 2014, when the war started in the Middle East, many people emigrated from Syria and also of some parts of Iraq to Germany and brought the Arabic culture and language with them. Teachers need to know about the part of immigration in both countries and the influence of their languages. They need to keep in mind that there is only one official speaking language in Germany, but also need to be familiar with the different dialects like Low German, Middle German or High German. Teachers can find all the links below for further information.⁷

Links for further information	<ol style="list-style-type: none">1.Linguistic Diversity Example & Types What Is Linguistic Diversity? - Video & Lesson Transcript Study.com2.British colonists reach New Zealand (history.com)3.The history of New Zealand 100% Pure
-------------------------------	---

⁶ [New Zealand Sign Language – Te Ara Encyclopedia of New Zealand](#) (accessed on 24th of May 2023)

⁷ [Dialects and Languages Spoken in Germany: Multiculturalism auf Deutsch | FluentU German](#) (accessed on 25th of May 2023)

	<p>New Zealand (newzealand.com)</p> <p>4. Māori arrival and settlement – Te Ara Encyclopedia of New Zealand</p> <p>5. New Zealand Sign Language – Te Ara Encyclopedia of New Zealand</p> <p>6. What languages are spoken in New Zealand? - Lingoda</p> <p>7. Dialects and Languages Spoken in Germany: Multiculturalism auf Deutsch FluentU German</p>
--	--

4.6 Digital tool

The activity is an escape room. It is made by Genially. Teachers need only the link in order to get access to the game. There is no password needed. The game has 13 questions and five different levels. Students get a diploma for language diversity when they complete the game. Teachers need to open the link and push the button to start the game. Students will get, first of all, a map, where they can find Germany and New Zealand on it. There are also two different links if they want information about both countries. This is a kind of introduction when they start the game. Once they have started, they get an overview of the topic and all the questions. The first two questions are about language diversity in general and its meaning. Students need to find the right definition. The next six questions are about language diversity in New Zealand. It starts from the British settlers, the Maori and goes to the Sign Language and immigrants. Teachers can find a button for the music and sound in the background. They can turn the sound on and make it more interesting for the students. It is the sound of „who wants to be a millionaire?“ The game has five levels that students can reach in order to complete the game. Once they are done with all six questions about language diversity in New Zealand, they can go on with five more questions about language diversity in Germany. The game is student oriented and ideally for a good motivation. The questions are appropriated for grade ten and are not suitable for lower grades, because of its difficulty level or its complexity. Students can choose their answer and click and verify it when they start playing. In the following, they get immediately the answer with „right or wrong“. As mentioned, the game is student oriented and motivate students with some motivational answers like „great job“ if they click the right answer or „try it again“ if they push the wrong one. The aim is to keep them going on until

they pass all levels and finish the game. The tool provides different motivational answers, and these change after every question. For example, „well done“ or „good job“ as well as „you need more research“ or „do not give up“. Teachers can find the link below.

Link for the game	https://view.genial.ly/645b76a99752cf0012c6abdc/interactive-content-language-diversity
-------------------	---

5. Didactic considerations

5.1 Pre task

The game is appropriated for grade ten and a double lesson (2x 45 minutes) is needed. A teacher needs to know that there is a pre activity, a while activity and a post activity. The game will be a part of the while activity. The lesson will take place in the classroom. The classroom needs to be prepared for the while activity and the station work. Every corner is another station. It starts with station one and ends with station four. The teacher has to make sure that all the technical devices work just in case to avoid complications. Every student needs an iPad for playing the game.

Teachers might need to reserve all the equipment a few days earlier.

The lesson begins ritualized with a greeting. One of the pupils says the date. Once the lesson has started, the teacher starts the reactivation. It is important to see what the students already know about the topic. The teacher will try, and reactivate their prior knowledge with a question on the board. „What comes to your mind when you think about New Zealand and it’s language diversity?“ Pupils discuss the term and brainstorm. They share their ideas and what they think in the classroom. Students assume what language diversity could mean, while the teacher collects all assumptions on the board. The pre activity takes place in the plenum. The aim of the pre activity is to test students knowledge. „What do they already know about New Zealand and it’s language diversity?“ Another aim is to make them being curious and motivated about the topic. Students need to be able to ask themselves questions „What can it be?“ and answer it step by step through information and texts. A teacher needs to provide help for weak students in the form of scaffolding. While students have to share their ideas about the question on the board, the teacher can give them some advice.

For example, some parts the students can think about „Think about the culture, history or society“. A teacher needs to provide more help for weak students when they start talking. This kind of help will be another form of scaffolding. It will be a part of a phrase or the beginning of a sentence. „I think about...“ or „Language diversity means...“ This will motivate students to say something, and it will help them if they do not know how to start. After the teacher stops collecting students ideas and suggestions, he/she will go on with the introduction of the topic. „Today we are going to focus on language diversity in New Zealand and how several languages became a part of the society as well as culture there.“ „We will also compare language diversity in New Zealand to language diversity in Germany. Therefore, you will have to work and go through four stations in form of texts and tasks, but firstly, you need to know some new vocabularies before you start, in order to understand the text.“ The teacher has to introduce some new vocabularies, which are important for the lesson and student’s understanding. This will enable them to understand the texts. The pre activity takes about ten minutes and the introduction of new vocabularies needs five more minutes. All in all, the teacher needs to plan 15 minutes for the whole pre activity.

5.2 While task

Students receive worksheets on the topic of „language diversity“. They will have to finish station one to station four and go through all of it, in order to complete the whole task. The texts are about the Maori, the British settlers, Sign Language and immigrants of New Zealand as well as Germany and can be found in each corner of the classroom. Students have to work on the worksheets on their own because this will be an individual work. They will develop their knowledge through texts and tasks about New Zealand and it’s language diversity. The last worksheet allows them to take a look at language diversity in Germany. Pupils have to think about it in more detail. They will get questions on the board, which they can find on their last worksheet too. „Think about language diversity in Germany. Does Germany have more official languages?“ „Think also about the different dialects and immigration. Discuss the issue with your partner and find at least two arguments.“ This will be a short partner work, where pupils discuss this topic with their table

neighbors and improve therefore their communication skills. Stronger students can make more examples or can just find more arguments about language diversity in Germany. Afterward, the answers of all worksheets will be checked and corrected in the classroom. Students have 43 minutes of time for all four worksheets, including the partner discussion. They will develop knowledge and understanding about language diversity in both countries and how some languages became a part of the society. They will also learn about the history of some languages and how those became a part of the culture. Once they have knowledge about this issue, the teacher can involve the game and check the students knowledge. „Now let us check your knowledge and what you have learned about language diversity in New Zealand and Germany.“ „We will play a game in the form of an escape room. Be careful! You need to finish all the levels if you want to complete the game.“ The teacher provides the link for the game as well as the equipment. Every student has to get an iPad in order to play the game. It will be an individual work for everyone. It takes about 15 minutes to go through all the questions.

5.3 Post task

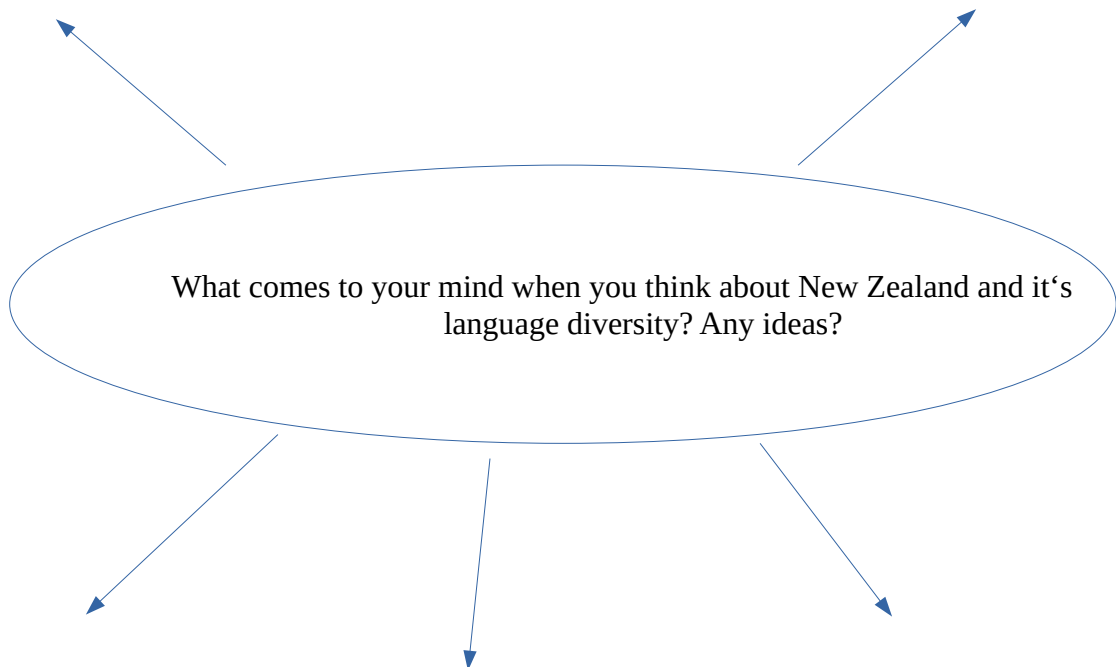
Students have to compare language diversity in New Zealand to language diversity in Germany in the post task. They have to think about differences in both countries, and commons. The teacher also goes back to the question at the beginning of the lesson. „Let us check the question on the board.“ „Can you add something new to it? „Do you have some extra information or do you want to correct something?“ Students share their ideas and discuss. They compare the language diversity of both countries and talk about commons and differences. They share their opinion in the classroom. Furthermore, they try to answer the lesson’s question. They have 15 minutes time for the post task, which takes place in the plenum. The teacher also provides there a kind of help, in the form of scaffolding. The teacher will provide phrases like „There are some commons between Germany and New Zealand. For example,...“ or „There are some differences. For example,...“ The teacher checks if the aims were reached by the students and if the question was solved or answered.

6 Materials

Links for further information for teachers	<ol style="list-style-type: none">1. Linguistic Diversity Example & Types What Is Linguistic Diversity? - Video & Lesson Transcript Study.com2. British colonists reach New Zealand (history.com)3. The history of New Zealand 100% PureNew Zealand (newzealand.com)4. Māori arrival and settlement – Te Ara Encyclopedia of New Zealand5. New Zealand Sign Language – Te Ara Encyclopedia of New Zealand6. What languages are spoken in New Zealand? - Lingoda7. Dialects and Languages Spoken in Germany: Multiculturalism auf Deutsch FluentU German
Link for the game	https://view.genial.ly/645b76a99752cf0012c6abdc/interactive-content-language-diversity
IPads	Reservation

Pre activity

Introduction



I think about...
Language diversity means...

If you need help:
Think about the culture, society or language

While activity

Station one The Maori

New Zealand has a shorter human history than any other country. The date of the first settlement was between 1320 and 1350. The first arrivals came from East Polynesia. They used awesome navigational skills to make their way from a Polynesian island they called Hawaiki to Aotearoa (New Zealand). The indigenous people migrated to New Zealand before even the Europeans knew that this country existed. Some time later, the first small groups arrived from Polynesia and followed the other group members to New Zealand. Now they are known as Maori. The indigenous people did not call themselves Maori until the arrival of Europeans, when they had to mark other groups. Maori does mean 'ordinary', which became popular for Europeans to use for the Polynesian group in New Zealand.

The early settlers lived in small hunting bands. They were hunting animals and fishing to survive for a long time. This was a reason to move to New Zealand. The Polynesians brought with them Kumara (sweet potatoes), which grew well in warmer islands like New Zealand. The greatest achievements of Maori material culture were carving wood for important buildings and canoes, and fashioning stone and bone into tools. The language of Maori has become an official language in New Zealand since 1987, which means that the population has a right to use this language in courts or other issues.⁸

Exercise

1. Where did the Maori come from, and why did they move to New Zealand? Explain!

2. Why is the Maori language an official language? Find some reasons.

3. Why is Maori an important part of the society in New Zealand? Write one argument.



⁸ Vocabularies: carving wood=Holz schnitzen, fashioning stone=Steine formen, settlement=Siedlung

Station two

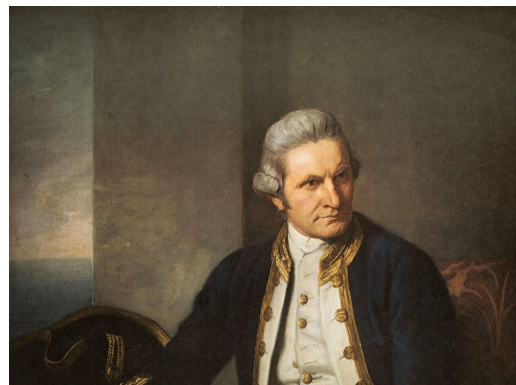
The British settlers

In 1642, the Dutch navigator Abel Tasman became the first European who discovered the South Pacific island that later became known as New Zealand. The island, which were named after the Dutch province of Zeeland, did not attract much additional European attention until the late 18th century, when the English explorer Captain James Cook traveled through the area. The British explorer gave English names to things in New Zealand, such as tea-tree, native flax and Maori cabbage. This is why he brought the English language to New Zealand. Whalers, missionaries and traders followed Cook and immigrated to New Zealand. In 1840, Britain formally took over the island and established New Zealand's first permanent European settlement at Wellington. That year, the Maori signed the Treaty of Waitangi, a contract made by James Busby, the first British resident. The contract allowed the Maori to recognize the British sovereignty, in exchange they could stay in New Zealand and get protection from the British. Today, English is the most speaking language in New Zealand. It is an official language and over 95% of the population do speak English.⁹

Exercise

1. Who brought the English language to New Zealand? Explain the historical backgrounds in your words.

2. Why is English the most speaking language in New Zealand? What do you think?



3. What happened to the Maori? Why is not Maori the most speaking language?

⁹ Vocabulary: native flax=einheimischer Lein (Pflanzengattung), cabbage=Kohl

Station three

The Sign Language

New Zealand Sign Language (NZSL) is the main language of the deaf community in New Zealand. It became an official language of New Zealand in April 2006 under the New Zealand Sign Language Act 2006.

The purpose of the act was to create rights and obligations in the use of NZSL throughout the legal system, and to ensure that the deaf community had the same access to government information and services as everybody else.

Now, over 20,000 people and 0.5% of the population in New Zealand can use the Sign language. NZSL became the third official language of New Zealand on 11 April 2006, joining English and Māori.¹⁰

Exercise

1. Why is the Sign Language an official language in New Zealand?

Explain!



2. Why does New Zealand have three official languages? (English, Maori and the Sign Language) Tell at least for each language one reason!

1.

2.

3.

¹⁰ Vocabulary: deaf=gehörlos, rights and obligations=Rechte und Pflichten

Station four Immigration

New Zealand has immigrants from European, Asian and Pacific Island countries, who have brought their languages with them. The largest groups are Samoan with 86,400, Hindi with 66,300, Mandarin Chinese with 52,300, French with 49,100 and Yue Chinese with 44,600 people. These countries brought their culture and their languages to New Zealand and made it more diverse. These minority foreign languages are concentrated in the main cities, particularly Auckland, where recent immigrant groups have settled. The number of multilingualism increased, so there are high groups of multilingual speakers. The most speaking languages in New Zealand are Samoan and Mandarin Chinese, followed by Hindi and French. Germany's most speaking foreign language is Turkish. Over 2% of the population do speak Turkish in their household besides German. In 2014, when the war started in the Middle East, many people emigrated from Syria and also of some parts of Iraq to Germany and brought the Arabic culture with them.

Exercise

1. Think about immigration in New Zealand and Germany! List the most important information and compare yours to others in the class.

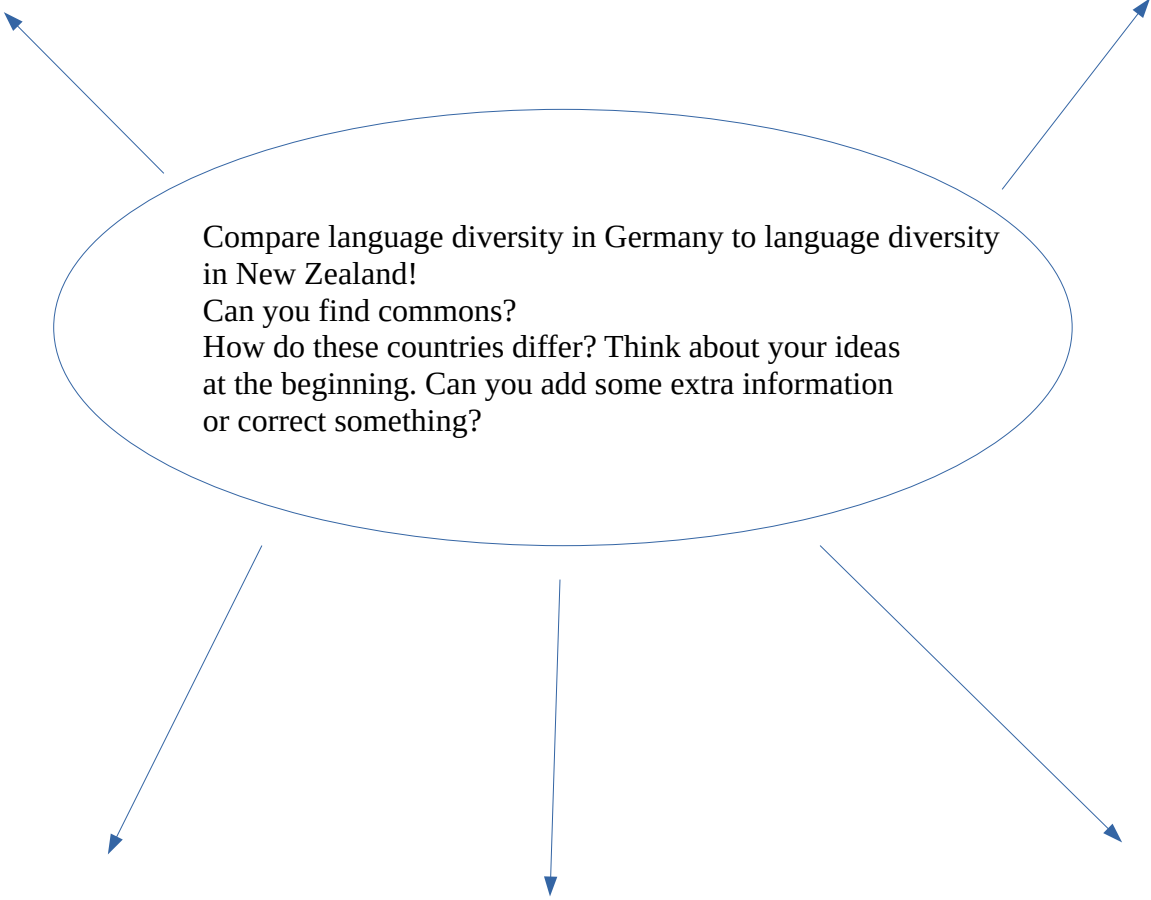
2. Think about language diversity in Germany!

Does Germany have more official languages?

Think also about the different dialects! What do you think? Give at least two arguments.



Post activity



Compare language diversity in Germany to language diversity in New Zealand!
Can you find commons?
How do these countries differ? Think about your ideas at the beginning. Can you add some extra information or correct something?

Lesson plan from Mariam Munther

Date: 08th of June 2023

Subject: English

Class: 10

Time: 07.45-9.20

Topic: Language diversity in New Zealand and Germany

Goals: 1. Students will develop a historical understanding of how other languages became a part of the society in Germany and New Zealand.

2. Students will be able to compare the language diversity in New Zealand with the language diversity in Germany and find common and differences.

3. Students will recognize signs in different languages, that are spread in New Zealand and Germany.

4. Students will be able to deal with different texts and exercises about language diversity in New Zealand and Germany.

5. Students will grow a critical understanding of different cultures and their languages.

Time	Phase	Teacher activity	Student activity	Social form	Didactic considerations
07.45-07.47	Ritual	Greeting • Ritualized start: What is today's date?	Activation of pupils by ritualized start -> one of the pupils says the date.	Plenum	Whiteboard
07.47-07.57	Pre-activity	• Reactivation of prior knowledge. • The teacher asks a question in the classroom. „What comes to your mind when you think about New Zealand and it's language diversity?“	• Student's discuss/brain storm. • Students share their ideas in the classroom. • Students assume what language diversity could mean.	Plenum	Whiteboard PowerPoint → Prior knowledge is tested. (What do they already know about New Zealand and it's language diversity?) → Curiosity for more information is aroused.

					<p>(What can it be?) → Scaffold (Think about the culture, language or society!) → Scaffold for weak students through a sentence/phrase on the board. (I think about...) (Language diversity means...)</p>
07.57-08.02	Pre-activity Introduction	<ul style="list-style-type: none"> • Introduction of the topic. • "Today we are going to focus on language diversity in New Zealand and how several languages became a part of the society as well as culture there." • "We will also compare language diversity in New Zealand to language diversity in Germany." • "Therefore, you will have to work through four stations, but you need to know some important vocabularies before you start." → Introduction of new vocabularies.	<ul style="list-style-type: none"> • Students know the work instruction as well as the new vocabularies. 	Plenum	Whiteboard → Introduction of new vocabularies to enable students reading/understanding the text.
08.02-08.50 (Five minutes break in between)	While-activity	<ul style="list-style-type: none"> • Students receive worksheets on the topic of "language diversity". → They will have to finish station one to station four and go through all of it, in order to complete the task. → They will get texts about:	<ul style="list-style-type: none"> • Students work on their worksheets. → They will develop their knowledge through texts and tasks about New Zealand and its language diversity. 	Individual work Plenum Partner work	Whiteboard Worksheet 1-4 Differentiation: Stronger students can make more examples or arguments.

		<p>1. Maori, 2. British settlers, 3. Sign Language, 4 Immigrants of New Zealand and Germany</p> <p>→ „Think about language diversity in Germany. Does Germany have more official languages? Think also about the different dialects and immigration.“ (Discuss the issue with your partner. (Find at least two arguments)</p> <p>→ Afterward, the tasks will be discussed/corrected in the classroom.</p>	<p>→ They discuss language diversity in Germany with their partner. (two arguments each)</p>		
08.50-9.05	Game	<ul style="list-style-type: none"> • „Now let us check your knowledge and what you learned about language diversity in New Zealand and Germany.“ → „We will play a game in the form of an escape room.“ → Teacher provides the link for the game. 	<ul style="list-style-type: none"> • Students play the game and check their knowledge. 	Individual work	Ipads
09.05-09.20	Post-activity	<p>→ Compare language diversity in New Zealand to language diversity in Germany. How do these two countries differ? Can you also find some commons?</p> <p>→ Teacher goes back to the question at the beginning. Let us check your answers with your thoughts at the beginning of the lesson. Can you add some extra information?</p>	<p>→ Students share their ideas and discuss.</p> <p>→ They find commons and differences and compare both countries.</p> <p>→ Students share their opinion and try and answer the question.</p>	Plenum	<p>Whiteboard</p> <p>Scaffolding: There are commons between Germany and New Zealand. For example, ...</p> <p>There are some differences. For example, ...</p>

6. Sources

[British colonists reach New Zealand \(history.com\)](#)

[Dialects and Languages Spoken in Germany: Multiculturalism auf Deutsch | FluentU German](#)

[Linguistic Diversity Example & Types | What Is Linguistic Diversity? - Video & Lesson Transcript | Study.com](#)

[Māori arrival and settlement – Te Ara Encyclopedia of New Zealand](#)

[Maori | History, Traditions, Culture, Language, & Facts | Britannica](#)

[New Zealand Sign Language – Te Ara Encyclopedia of New Zealand](#)

[The history of New Zealand | 100% Pure New Zealand \(newzealand.com\)](#)

Links for further information for teachers

Links for further information for teachers	<ol style="list-style-type: none">1. <u>Linguistic Diversity Example & Types What Is Linguistic Diversity? - Video & Lesson Transcript Study.com</u>2. <u>British colonists reach New Zealand (history.com)</u>3. <u>The history of New Zealand 100% PureNew Zealand (newzealand.com)</u>4. <u>Māori arrival and settlement – Te Ara Encyclopedia of New Zealand</u>5. <u>New Zealand Sign Language – Te Ara Encyclopedia of New Zealand</u>6. <u>What languages are spoken in New Zealand? - Lingoda</u>7. <u>Dialects and Languages Spoken in Germany: Multiculturalism auf Deutsch FluentU German</u>
Link for the game	<u>https://view.genial.ly/645b76a99752cf0012c6abdc/interactive-content-language-diversity</u>
Worksheets	Four worksheets in the form of PDF file
Didactic considerations	Lesson plan attached