

Table 3: Comparison of modifications in North Rhine-Westphalia, Baden-Württemberg and Bavaria

	<i>North Rhine-Westphalia</i>	<i>Baden-Württemberg</i>	<i>Bavaria</i>
THEORY	Which focus points were defined for the modification?		
Goals for the adaption	Adaption of the organising and planning of the regular primary school curriculum for English according to the conditions and special needs of hearing-impaired children and the regular primary school curriculum of each federal state		
Organising and Planning	Support auditory understanding	Support auditory understanding, using features from the auditory language acquisition	Support auditory understanding, using techniques which increase auditory attention
	Topics and sentence structure should be adjusted according to the formation of the learning group	Student's acquisition of the mother tongue is leading thought	Particular focus on basic principles of teaching hearing-impaired children
	Children's experience in understanding the English language is in the foreground	Learning process should be an active and communicative process	Action oriented contact with the language
			Introduction and training of characteristic learning techniques
	Short daily periods of 15 to 25 minutes incooperated in the lessons	Separation of the English lesson from the rest of the classes	Separation of the English lesson from the rest of the classes
Language learning groups	All auditory-guided language groups are included	All language learning groups are included	All auditory-guided language groups are included
	Signing children learn DSL (Deutsche Gebärdensprache, German sign language)		Signing children learn ASL (American Sign Language), according to staff availability
Research results	No research results were considered	No research results were considered	No research results were considered
Other modification	Curriculum modifications from Hamburg and Baden-Württemberg were included	No other curriculum modifications were included	No other curriculum modifications were included
Result	The focus points were partly included in the adaption	The focus points were partly included in the adaption	The focus points were included in the adaption
PRACTICE	What experiences emerged during the implementation?		
Positive Feedback	The children's motivation is extremely high	The children's motivation is extremely high	The children's motivation is extremely high
	All topics could be used in practice	Language awareness and knowledge of the world could be established	Increase in assertiveness, especially with children from a bilingual background (of two verbal languages)
	The chosen material received a positive rating		Enrichment of the school situation through games and an action oriented concept

Difficulties	Learning pace and learning success are considerably slower than stated in the curriculum	Some children showed limited ability of learning new words	Some children have severe difficulties in establishing a basic level of German
		A child could not recognize a language as a system	
		The children showed difficulties understanding English and establishing a "language awareness"	Some colleagues refuse to participate in the further training of planning and organising English in primary school
Documentation	No documentation	No documentation	No documentation
Evaluation	No official evaluation Ongoing evaluation during a regular subject related symposium	No official evaluation	No official evaluation
Amendments	Incooperation of small amendments (no short forms: he will instead of he'll)	Incooperation of amendments was a main task of the curriculum work group	Incooperation of all amendments

COLLABORATION	Has any collaboration taken place?		
Possibility of exchange or collaboration	A symposium is being organised regularly		
	Interest in a nation- or Europe-wide exchange of information and experience	Interest in a nation- or Europe-wide exchange of information and experience	Interest in a nation- or Europe-wide exchange of information and experience
Advantages, Disadvantages or Difficulties	Organisational difficulties are thought to be a barrier to national or international collaboration	Organisational difficulties are thought to be a barrier to national or international collaboration	Organisational difficulties are thought to be a barrier to national or international collaboration
	Workload of job too high for permanent intensive collaboration	Workload of job too high for permanent intensive collaboration	
Educational standards	Educational standards for English at primary school	Educational standards for English at primary school, every school has its own school curriculum	
	Educational standards must be adapted for hearing-impaired children	Educational standards must be adapted for hearing-impaired children	Educational standards must be adapted for hearing-impaired children