

Learning outcomes in relation to the lifelong learning paradigm

Strategies for innovation in higher education
language teaching and learning
Berlin 10-11 October 2008

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Lausanne - Centre de langues



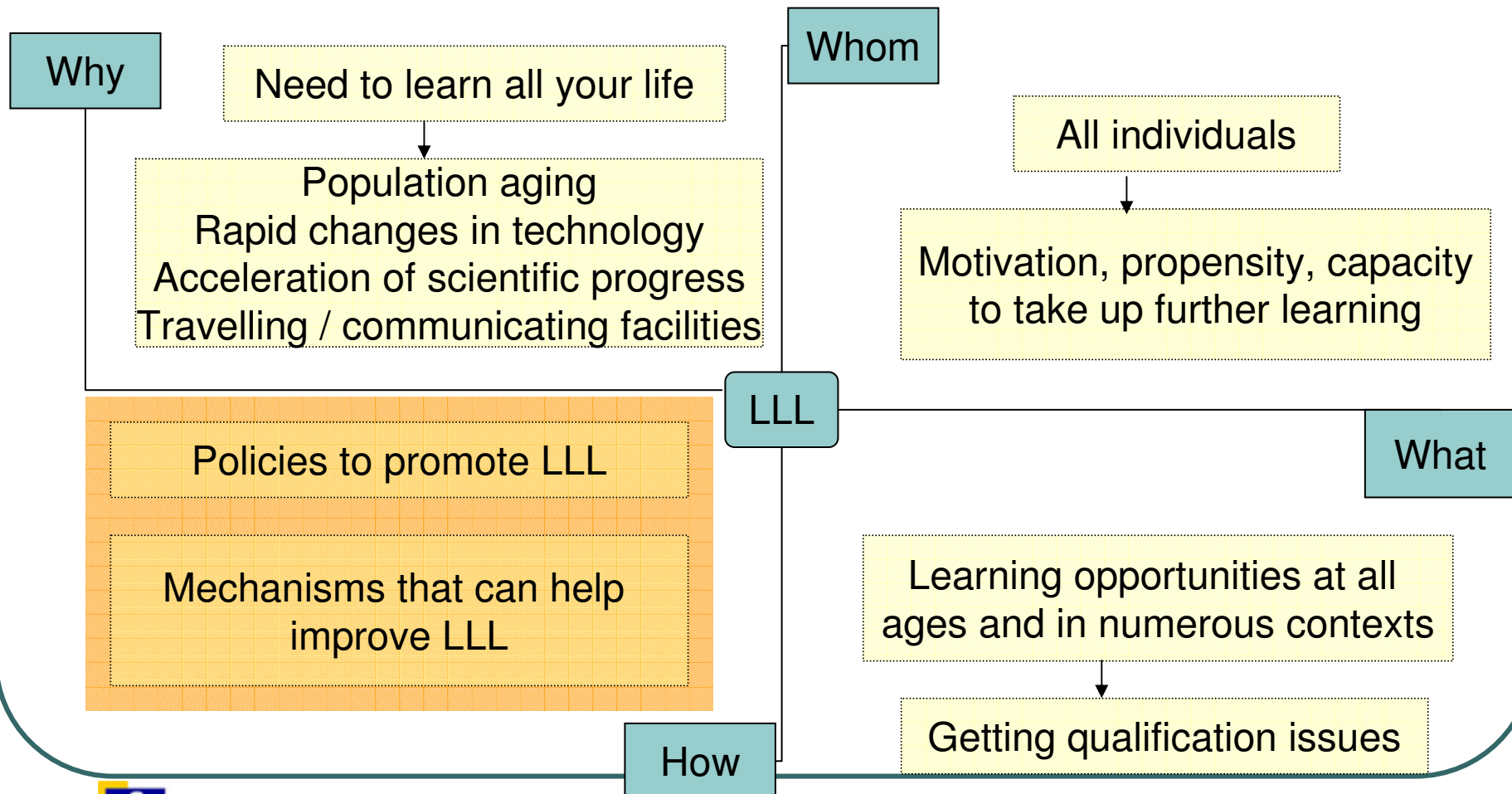
European Language Council
Conseil Européen pour les Langues



Presentation outline

- The lifelong learning paradigm
- Policies to promote LLL
- Mechanisms applied at the Language Centre of the Université de Lausanne to improve LLLL
- The file ELP as the LLLL tool
- Follow up discussion






The LifeLong Learning paradigm (LLL)



Policies to promote LLL (OECD Policy Brief – April 2007)

- Linking education to work
- Facilitating open access to qualification
- Making qualification progressive
- Making qualification system transparent
- Better managing the qualification system

Common European Framework of Reference for Languages (CEFR)

| | A1 | A2 | B1 | B2 | C1 | C2 |
|---------------|--|--|--|--|---|---|
| UNDERSTANDING | Listening  <p>I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p> | <p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p> | <p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p> | <p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p> | <p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p> | <p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p> |
| | Reading  <p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p> | <p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p> | <p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p> | <p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p> | <p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p> | <p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p> |
| SPEAKING | Spoken Interaction  <p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> | <p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p> | <p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> | <p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p> | <p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p> | <p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p> |
| | Spoken Production  <p>I can use simple phrases and sentences to describe where I live and people I know.</p> | <p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p> | <p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p> | <p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> | <p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p> | <p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p> |
| WRITING | Writing  <p>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p> | <p>I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.</p> | <p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p> | <p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</p> | <p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.</p> | <p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p> |



Self-assessment Grid
<http://www.coe.int/portfolio>

Policies to promote LLL (OECD Policy Brief – April 2007)

- Increased flexibility and responsiveness
- Motivating young people to learn
- Diversifying assessment processes
- Reviewing funding and increasing efficiency

Mechanisms applied at the Language Centre of the Université de Lausanne to improve LLLL (4L)

Providing credit transfer

***Making qualification financially
available for all***

Expressing qualifications as learning outcomes

French - Level A2 – Integrated skills module

| | |
|-------------------------|--|
| Length of module | 13 weeks, from 23.09.2008 au 19.12.2008 (per week: 2 periods in groups and 2 periods in the multimedia centre, including 1 'free-access' period; 40 hours of personal study) |
| Timetable | |
| Level | A2 |
| Materials | <ul style="list-style-type: none"> • Portfolio européen des langues - Education supérieure • Alter Ego, Livre de l'élève et cahier d'activités, niveau 2 |

Learning outcomes: *By the end of the module, with reference to themes covered, the student should be able to:*

- Understand clear simple spoken messages, participate in an everyday conversation and express a simple point of view

Learning outcomes: *By the end of the module, with reference to themes covered, the student should be able to:*

- Understand clear simple spoken messages, participate in an everyday conversation and express a simple point of view
- Read and understand a simple text in known areas or in everyday life
- Write a short simple message
- Deal with basic intercultural differences
- Make use of independent learning strategies

Content description, key words: Friendship, meetings and encounters, the world of work, tourism, stereotypes

| | | |
|-------------------|--|---|
| ended and updated | <p>2nd part - Language biography: <i>Complete at least 3 of the tasks from the list below</i></p> <ul style="list-style-type: none"> • My language learning biography (1) – min. 200 words in English or 100 words in French or equivalent task • Self-assessment checklists A2 (3.2) or updated • My objectives (4) for the target language for the forthcoming period – at least 2 objectives per skill (in the A2 checklist in French) • Learning Log (5): sustained reflection, throughout the semester, on the learning process in the FMA: to be completed either online (in 'My Personal Workspace - ESPA'), or on paper or in | <p>ELP Intermediate check – after 6 weeks</p> |
|-------------------|--|---|

Increasing flexibility in learning programmes leading to qualifications

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Course with teacher

or

Guided autonomy

+

or

Guided tandem

- Language learning Biography
- Intercultural Experiences
- Self-assessment Checklist
- Objectives
- Dossier

Learning Journal

Personal workspace

Communicative activities

Stimulation of autonomous learning

Work on the quality of the language and the different skills

ELP

Increasing learner choice in qualifications

| | |
|--|--|
| ↘ Creation of a European Language Portfolio (ELP) well-organised for presentation including: | |
| | 1 st part - Language Passport (profile and summary) - A5 format, completed or updated |
| dated | 2 nd part - Language biography: Complete at least 3 of the tasks from the list below |
| | <ul style="list-style-type: none"> My language learning biography (1) - min. 200 words in English or 100 words in French or equivalent task |

2nd part - Language biography: Complete at least 3 of the tasks from the list below

- My language learning biography (1) - min. 200 words in English or 100 words in French or equivalent task
- Self-assessment checklists A2 (3.2) or updated
- My objectives (4) for the target language for the forthcoming period - at least 2 objectives per skill (in the A2 checklist in French)
- Learning Log (5): sustained reflection, throughout the semester, on the learning process in the EMA; to be completed either online (in 'My Personal Workspace - ESPA'), or on paper or in the form of a report on your work in the EMA (200 words in English or 100 words in French)
- My important intercultural experiences (2) min. 200 words in English or 100 words in French or equivalent (*compulsory*)

Stimulating awareness on informal learning

↳ *Creation of a European Language Portfolio (ELP) well-organised for presentation including:*

3rd part - Dossier: *In your Presentation Dossier, compile 5 corrected and evaluated samples of your work*

- 1 piece of writing demonstrating a grasp of themes studied during the course (individual or group work)
- 1 test covering the skills and themes studied
- 1 item of grammar/vocabulary work
- 1 printed commentary on your participation in at least one of the group projects in 'My Personal Workspace (ESPA)'
- 1 assessment of a role play, improvisation or presentation, etc. (individual or group) making use of the communicative skills studied
- 1 example of work illustrating your current abilities with a written explanation of why you have chosen this example and how it illustrates your competence (*compulsory*)

Making qualification transparent

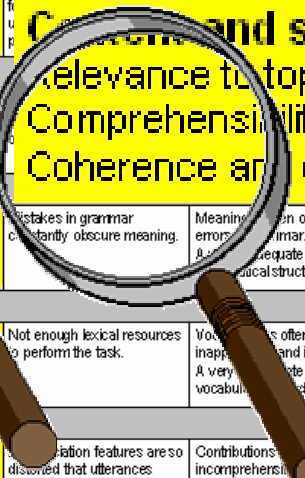
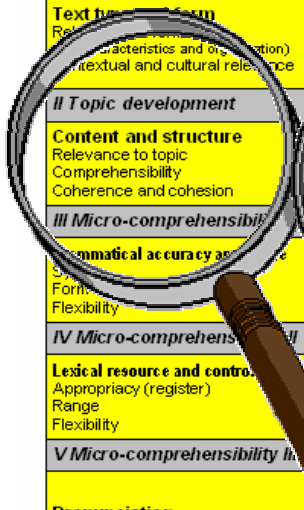
| Name: | | Module: | |
|-----------------------------------|------|------------------|-------|
| Expected learning outcome: | | | |
| Criteria | | Comment | Grade |
| Text type and form | 10 % | | |
| Content and structure | 20 % | | |
| Grammatical accuracy and range | 20 % | | |
| Lexical resource and control | 20 % | | |
| Pronunciation | 20 % | | |
| Communicative quality and fluency | 10 % | | |
| | | Weighted average | |

| Grading Scale | 3.5 (and below) fail | 4 sufficient | 4.5 satisfactory | 5 good | 5.5 very good | 6 excellent |
|---------------|-------------------------|-----------------|---------------------|-----------|------------------|----------------|
|---------------|-------------------------|-----------------|---------------------|-----------|------------------|----------------|

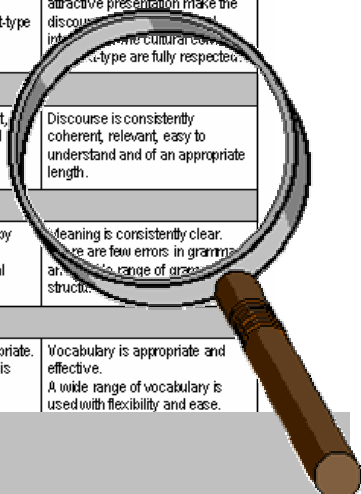
Making qualification transparent

Assessment criteria: Sustained monologue - speaking for an audience

| I Macro-comprehensibility - text | II Topic development | | | |
|--|---|--|--|--|
| Text type Relevance to topic Characteristics and organization (textual and cultural relevance) | Content and structure Relevance to topic Comprehensibility Coherence and cohesion | Sufficient organisation for the discourse to be followed with little difficulty. The cultural context and text-type are generally respected. | Good organisation makes the discourse easy to follow. The cultural context and text-type are respected. | Effective organisation and attractive presentation make the discourse easy to follow. The cultural context and text-type are fully respected. |
| II Topic development | Content and structure | Discourse is mainly coherent, relevant, easy to understand and of an appropriate length. | Discourse is consistently coherent, relevant, easy to understand and of an appropriate length. | Discourse is consistently coherent, relevant, easy to understand and of an appropriate length. |
| III Micro-comprehensibility | Grammatical accuracy | Meaning is rarely obscured by errors in grammar. | Meaning is rarely obscured by errors in grammar. | Meaning is consistently clear. There are few errors in grammar. |
| IV Micro-comprehensibility | Lexical resource and control | Vocabulary is usually appropriate. A good range of grammatical structures is used. | Vocabulary is usually appropriate. A good range of vocabulary is used with ease. | Vocabulary is appropriate and effective. A wide range of vocabulary is used with flexibility and ease. |
| V Micro-comprehensibility | Pronunciation | Contributions are generally easy to understand. Sufficiently appropriate use of stress, rhythm and intonation. Sufficiently clear articulation of individual sounds for the utterances to be understood. L1 interference rarely makes the discourse difficult to follow. | Contributions are sometimes incomprehensible. Inappropriate use of stress, intonation and rhythm, poor articulation of individual sounds and L1 interference sometimes make the discourse difficult to follow. | Contributions are generally easy to understand. Sufficiently appropriate use of stress, rhythm and intonation. Sufficiently clear articulation of individual sounds for the utterances to be understood. L1 interference rarely makes the discourse difficult to follow. |
| VI Effectiveness | Communicative quality and fluency | Lack of fluency makes the discourse incomprehensible. | Lack of fluency makes comprehension difficult. | Communication is impeded by a lack of fluency. Non-verbal communication and the ability to maintain audience attention are insufficient. |
| | | Fluency, non-verbal communication, and the ability to maintain audience attention are generally sufficiently appropriate to guarantee successful communication. | | Fluency, non-verbal communication, and the ability to maintain audience attention are generally sufficiently appropriate to guarantee successful communication. |



Discourse is incoherent and/or irrelevant to the point of being incomprehensible.



Discourse is consistently coherent, relevant, easy to understand and of an appropriate length.

| | | | | | | |
|----------------|----------------------|--------------|------------------|----------|---------------|-------------|
| Grading Scale: | 3.5 (and below) fail | 4 sufficient | 4.5 satisfactory | 5.0 good | 5.5 very good | 6 excellent |
|----------------|----------------------|--------------|------------------|----------|---------------|-------------|

Ensuring qualifications are portable

| Language Passport | | | | | | |
|--|------|---|--|--|---|--|
| <ul style="list-style-type: none"> Profile of language skills based on self-assessment (use Self-assessment Grid and Self-assessment Checklists) Summary of language learning and intercultural experiences (Booklet in A5 format) | 3 % | Language Passport <ul style="list-style-type: none"> Profile of language skills based on self-assessment (use Self-assessment Grid and Self-assessment Checklists) Summary of language learning and intercultural experiences (Booklet in A5 format) | | | | Profile and Summary fully and effectively completed |
| Language Biography | | | | | | |
| Reflection on the language learning process <ul style="list-style-type: none"> My language learning biography (Worksheet 1) or other evidence Self-assessment checklist (Worksheet 3) My objectives (Worksheet 4) My learning journal (Worksheet 5) or other evidence | 10 % | | | | 3 % | Excellent reflection on the language learning process; number of tasks complete and achieved extremely effectively |
| Critical reflection on intercultural issues <ul style="list-style-type: none"> My significant intercultural experiences (Worksheet 2) or other evidence | 10 % | Insufficient critical reflection on the intercultural issue | Little critical reflection on the intercultural issue | Reasonable reflection and critical distance on the intercultural issue | Relevant critical reflection on the intercultural issue | Clear and excellent critical analysis of the intercultural issue |
| Dossier for Presentation | | | | | | |
| Selection of a sample of work Text explaining your choice of a representative sample illustrating your present level of language competence | 5 % | Sample of work not appropriate (e.g. level, content) and/or explanatory text missing | Sample of work selected barely appropriate and/or explanatory text missing or insufficient | Sample of work selected and explanatory text generally appropriate | Selected sample and explanatory text appropriate | Sample selected highly appropriate and explanatory text excellent |
| Quality of required oral and written work done (assessed separately) | 70 % | Totally inadequate, insufficient, incomplete | Barely acceptable, incomplete | Satisfactory and required number of tasks completed | Good and required number of tasks completed | Excellent and required number of tasks completed |
| ELP | | | | | | |
| Presentation, user-friendliness, structure of the three parts of the ELP, table of contents in the Dossier | 2 % | ELP poorly organised | Organisation of ELP barely acceptable | Organisation of ELP acceptable | Organisation of ELP good, easy to read | ELP clearly and logically organised and well presented |

Learning to learn – making use of learning strategies

Independent learning Language Activities



Working on listening

- Listening: How to listen to a text
- * Listening: some exercises to try



Working on pronunciation

- Pronunciation: How to pronounce correctly
- * Pronunciation: some exercises to try

Important 😊

To evaluate your pronunciation, don't hesitate to ask the advisor in the EMA for help -



Independent language learning

In order to work independently in the EMA, it's crucial to be aware of **strategies**, **tools** available and possible **working methods**.

- Independent learning?
- A vital tool: your learning log
- How to fix learning objectives
- Reaching your objectives and assessing your performance

Below, you'll find various tests, surveys and general information which will help you to work independently.

- Learner type test
- Should I work in the morning or the evening? Test yourself

Now create a **work plan** to help you to organise your learning...

- Planning your work



Language activities

All through this introductory module, you've gradually begun to make **choices** and to use the search engine to find the most suitable **material** for your personal **needs** and **interests**. That's how you're going to continue.

- Explanations, choice, preparation, evaluation
- The search engine: finding activities that suit you
- *Go to the search engine

Learning to learn – becoming self-aware learners

| Date | Mon objectif Qu'est-ce que je veux concrètement pouvoir faire avec la langue à la fin de l'étape d'apprentissage ? | Activités d'apprentissage Qu'est-ce que je fais pour atteindre mon objectif d'apprentissage ? | Objectif atteint oui/non (avec date) | Evaluation de mon travail Qu'est-ce qui a été positif dans mon travail et qu'est-ce qui n'a pas assez bien fonctionné ? | Approfondissement des connaissances Qu'est-ce que je fais pour répéter et consolider ce que j'ai appris ? | Statut |
|------------|---|--|--|--|--|----------------------|
| 03.03.2008 | comprendre un texte oral | - | non | Pas eu le temps de faire l'ex. Découverte de l'espace multimédia | faire ex. B1 finding out who's who | (pas de commentaire) |
| 10.03.2008 | comprendre un texte sonore | B1-B2 Ecouter "SAN" Unit One: Chapter 3 p.42-48 Student's book | oui | J'ai bien compris le texte et pu prendre des notes rapides. Résumé complété! | Next time I'll take a more difficult subject | (pas de commentaire) |
| 17.03.2008 | Listen to Cutting Edge | Cutting Edge p.38-39 simple. I've read a text about Etna Objectif modifier la conversation. Ever conversation. | | | | (commentaire) |
| 07.04.2008 | comprendre un texte oral et enrichir mon vocabulaire | Contemporary Topics Learning differently | | | Continue to listen texts about different subjects. | (pas de commentaire) |
| 14.04.2008 | Practice on verb tenses. Especially past tenses. | CD-Rom : Focus on Grammar High-Intermediate | | | Je vais continuer à faire des exercices sur le même sujet. | (pas de commentaire) |
| 21.04.2008 | Work on future forms. | Cutting Edge module 5. Listening to 5.2 to 5.8 | oui 21.04.08 | I was able to understand the stories. I could concentrate on future forms. | I'll do some exercises to place the good form in phrases. | (pas de commentaire) |
| 28.04.2008 | Understand a movie | Crash (DVD) | oui 28.04 | J'ai bien compris les dialogues. | Je vais reprendre les exercices que j'ai fait la dernière fois. | (pas de commentaire) |
| 05.05.2008 | Work on past and future tenses | CD-Rom : Focus on Grammar High intermediate - Discours indirect - | Oui 05 05 08 | I've done the exercises and the tests. I've done them without many | I will do others exercises. I'd like to find some mixed exercises, with | (commentaire) |



Learning to learn – fostering autonomy in learning

The screenshot shows the 'Search for activities' page on the Unil website. The interface is primarily orange and white. On the left, there is a vertical sidebar with the Unil logo and 'UNIL | Université de Lausanne' at the top. Below it, the text 'Centre de langues (cdl)' is displayed. Further down are several links: 'Search activities', '(NT)Recherche supports', 'Administration', 'EPFL', and 'ESPA sur Moodle'. At the bottom of the sidebar are the language options 'fr en'. The main content area has a yellow header with the title 'Search for activities' and a 'help' link on the right. Below the header, there are search filters: 'Language: English', 'Level: B2', and 'Key words: note taking'. There are three dropdown menus for 'Themes and specific vocabulary', 'Competence', and a third one currently open showing a list of categories. The 'Competence' dropdown is open, showing a list of categories: 'Learn to learn', 'Learn to learn', 'Intercultural communication', 'Listening' (highlighted in blue), 'Writing', 'Assessment of competences', 'Reading', 'Mediation', 'Method', 'Speaking', 'Studying for an official exam', and 'Pronunciation'. There are '+' and '-' buttons next to the dropdowns. A 'Search' button is located on the right side of the search area. At the bottom of the main area, there is a link 'Créer une activité'.

Learning to learn – fostering autonomy in learning

| | |
|--------------------------------|--|
| File no. | 4843 |
| Title | Contemporary Topics 3 - Contemporary Topics |
| Classification mark | C1-C2-ECOUTER "CNT" |
| Language | English |
| Level | B2-C1 |
| Competence | Listening <i>Learning goal: Understanding the main points of a lecture</i> |
| Themes and specific vocabulary | Philosophy and psychology <i>Learning goal: Listening > Understanding a clearly structured lecture</i> |
| Grammatical structures | Lexique <i>Learning goal: Enriching one's vocabulary</i> |
| Type of activity | - Written exercises - Taking notes - Completing something by hand / by clicking > Answers (Multiple choice) - Initiating > by sound |
| Context | Unit 3 Types of Memory . Vocabulary Preview. Taking and using notes. Listening to the lecture. Projects . |
| Key words working language | Mémoire, psychologie, types de mémoire |
| Key words target language | Memory, psychology, types of memory |
| Extra information | English for Academic Purposes. Accent américain. Exercices de vocabulaire, etc. avant chaque listening. References to the Academic Word List in Appendix A. Study skills. |
| Documents | |
| Access | AUDIO/Anglais/CNT/CNT03.wav |

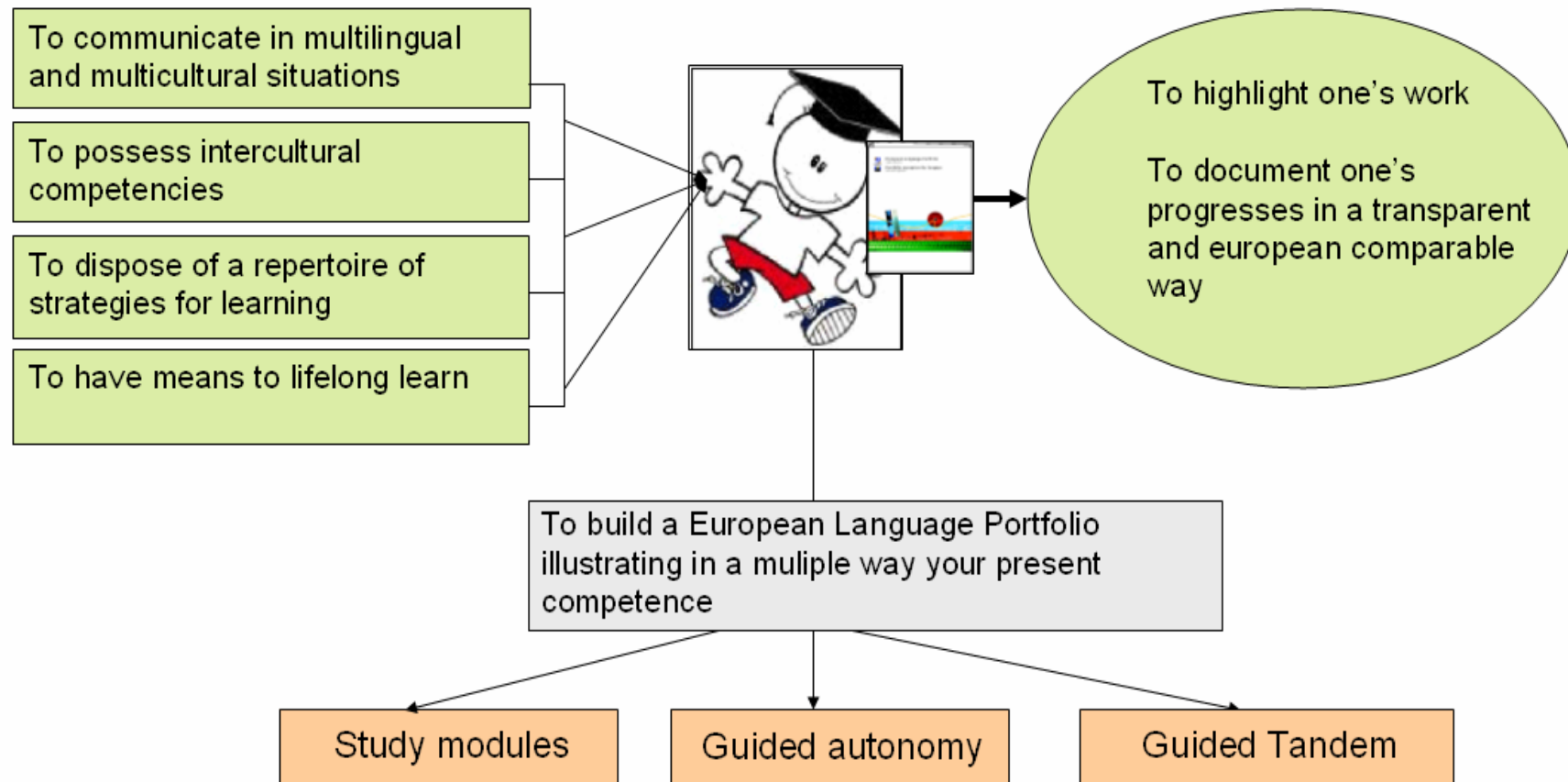
Necessary accompanying material

| Classification mark | Title | (NT)Sous-titre | (NT)Niveau de série | Media | (NT)Index |
|---------------------|-----------------------|---|--------------------------|-------|------------------------|
| C1-C2-ECOUTER "CNT" | Contemporary Topics 3 | Advanced listening and note-taking skills | Advanced | Book | Exercices: p.16-22 |
| C1-C2-ECOUTER "CNT" | Contemporary Topics 3 | Advanced listening and note-taking skills | Advanced | AUDIO | CNT03.wav |
| C1-C2-ECOUTER "CNT" | Contemporary Topics 3 | Advanced listening and note-taking skills | Teacher's Pack, Advanced | Book | Transcription: p.25-26 |

Investing in pedagogical innovation

- Decompartmentalization of languages
- Teacher participation in think tanks
- In service training
- Support of a pedagogical engineer

The file PEL as the 4L tool



Follow up discussion

- How can/should the reflexive aspect be systematically integrated in the learning process ?
- What does it take to bring teachers to get involved in the 4L stakes ?

***Thank you for your
attention***

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