Freie Universität Berlin

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INDEPENDENT LANGUAGE LEARNING IN THE CONTEXT OF THE IMPLEMENTATION OF THE CEFR AT THE FU BERLIN

The aim of the this paper is to illustrate the function of the Independent Language Learning Centre (ILLC) in the implementation of the new language modules. The paper also wants to share our approach to autonomous language learning in the context of the Common European Framework of Reference for Languages (CEFR).

1. The Independent Language Learning Centre in the Language Centre and the implementation of the new language modules at the FU Berlin

In the contract between the Präsidium of the FU Berlin and the Language Centre one of the central points, as we heard, is the creation of an ILLC to foster autonomous and independent language learning and lifelong-learning.

1.1 Aims of the ILLC

The ILLC is supposed to contribute in a qualitative as well as in a quantitative way to the implementation of language learning and teaching at the FU within the Bologna-process. Aims of the ILLC are therefore:

Qualitative aims
The ILLC should support both teachers and learners in the implementation of the new language modules. This means
- to supply a framework and a learning environment for independent language learning at the FU Berlin:
  - first within language modules, to support independent learning during the non contact hours – which is a priority in the first stage of development;
  - second outside the language modules (for full self-directed learning);
- to supply a pedagogical framework to foster autonomy, cooperative learning and lifelong-learning (for students as well as for teachers).

Quantitative aims
This means:
- to increase the number of students learning languages;
- to reach more students (also students within the university whose programmes' do not require them to attend in language modules).

The ILLC is supposed to be fully integrated into the language curriculum at the FU.

2. Structure of the ILLC

The infrastructure of the pedagogical framework of the ILLC bases on three crucial tools:
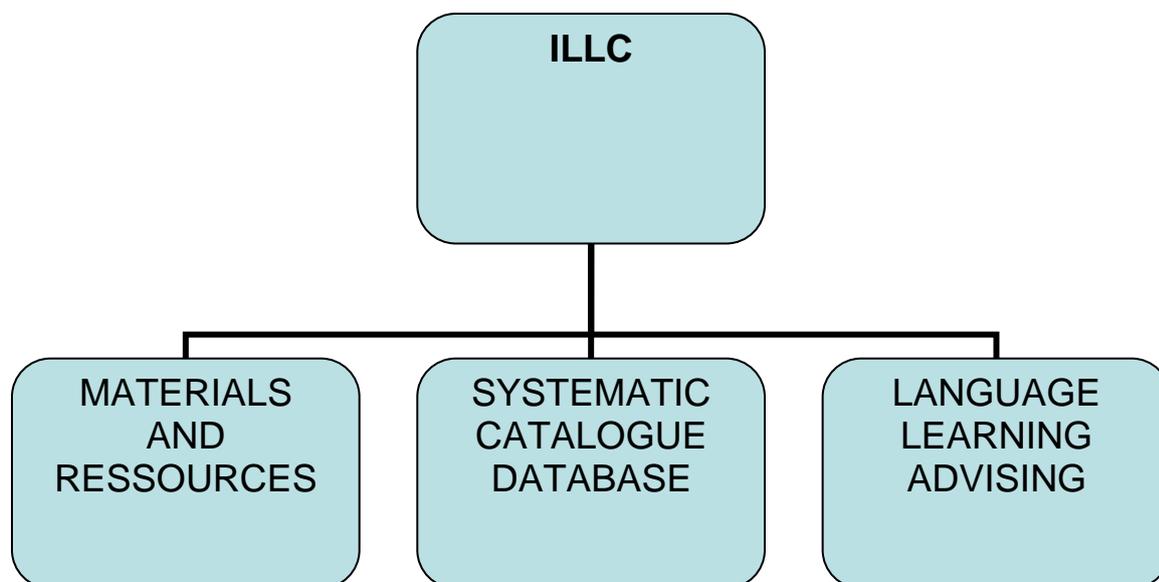
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                        ┌──────────────┐
                        │     ILLC     │
                        └──────┬───────┘
          ┌────────────────────┼────────────────────┐
  ┌───────────────┐    ┌───────────────┐    ┌───────────────┐
  │   MATERIALS   │    │  SYSTEMATIC   │    │   LANGUAGE    │
  │      AND      │    │   CATALOGUE   │    │   LEARNING    │
  │   RESSOURCES  │    │   DATABASE    │    │   ADVISING    │
  └───────────────┘    └───────────────┘    └───────────────┘
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Figure 1: Components of the ILLC

2.1   Materials and resources

The ILLC offers a variety of materials and resources:
- computer work stations with internet access;
- traditional working places (for individual and groups);
- relevant software;
- multimedia resources (movies, CD-Roms);
- audio resource (audio-books);
- other kinds of resources (papers, newspapers, books, print materials);
- learning paths and tasks for independent learning for students.

In fact, offering different materials and supports is of crucial importance in fostering learner autonomy, since learners should have the possibility to make informed choices about their learning. This should take into account their own learning goals, their own competences, their own learning style.

2.2   Systematic catalogue / data base

In order to describe systematically our resources by the means of learner relevant criteria we adopted a system conceived by the *Université de Lausanne, Centre des langues*: We developed it further with the CeDiS at the FU. The database contains

analytical information about materials and resources describe by the means of learner relevant criteria such as
- language competences
- CEFR levels of competence
- competence-specific and level-specific learning objectives
- communicative functions
- vocabulary
- text typology
- grammar topics
- themes
- text grammar
- intercultural competences
- phonetics

2.3 Language advising

In order to foster autonomy on needs to focus on new roles for teachers and learners. Particularly, teachers in such an autonomous language learning context should regard themselves as learning facilitators or learning advisors.
The pedagogical support for students at the ILLC is organised by the means of different tools. These are:
- individual language advising (reactive and proactive advising);
- support for advising: study guides, worksheets, portfolio;
- workshops on autonomous language learning;
- guided learning paths and tasks for independent learning.

3. CEFR related resources: some examples

First of all I would like to make an introductory remark. The literature about and the practice of independent language learning centres and self-access centres give many good examples of materials, learning tasks, and study guides to be inspired by. However, most of them, to my knowledge, are not yet related to the CEFR.
At the ILLC we are trying to follow up on already existing examples of good practice of other centres, but we are also using tools and developing new and specific materials and tasks related to the CEFR. I will mention briefly some examples in use at our ILLC:

3.1 Tools for self-assessment : DIALANG

DIALANG offers validated tests of different language skills **(reading, writing, listening, grammar** and **vocabulary**.) for 14 languages are: Danish, Dutch, English, Finnish, French, German, Greek, Icelandic, Irish, Italian, Norwegian, Portuguese, Spanish and Swedish. It also offers a range of feedback and expert advice on self-assessment and learning strategies It has been developed by more than 20 major European institutions, with the backing of the European Commission.

3.2 Systematic catalogue / data base

As I already briefly mentioned, the catalogue is a data base developed in NPS, a content management system implemented by the FU Berlin. In the database we are describing materials of the ILLC in detail according to following criteria:

- language competences
- CEFR levels of competence
- competence-specific and level-specific learning objectives
- communicative functions
- vocabulary
- text typology
- grammar topics
- themes
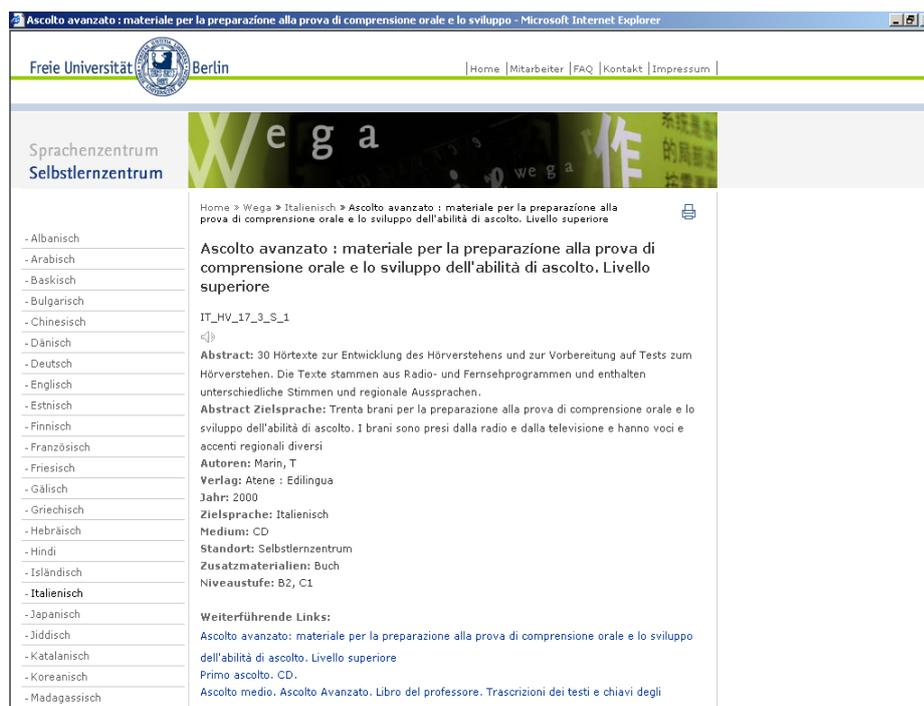- text grammar
- intercultural competences
- phonetics

and some more.

These criteria, as I said, have been established at the *Université de Lausanne, Centre de langues* and were further developed by a working group of teachers of the Language Centre.

The database provides a full text search and a guided search. Guided search will be possible on the basis of

- target language, CEFR level, competence and/or communicative function

or

- target language, CEFR level and/or grammar topic

Here some examples of described materials:

Figure 2 Ascolto avanzato

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Blick auf Deutschland: Landeskunde - Deutsch als Fremdsprache. - Microsoft Internet Explorer

Freie Universität Berlin   Home | Mitarbeiter | FAQ | Kontakt | Impressum |

Sprachenzentrum
Selbstlernzentrum

- Albanisch
- Arabisch
- Baskisch
- Bulgarisch
- Chinesisch
- Dänisch
- Deutsch
- Englisch
- Estnisch
- Finnisch
- Französisch
- Friesisch
- Gälisch
- Griechisch
- Hebräisch
- Hindi
- Isländisch
- Italienisch
- Japanisch
- Jiddisch
- Katalanisch
- Koreanisch
- Madagassisch

Home » Wega » Deutsch » Blick auf Deutschland: Landeskunde - Deutsch als Fremdsprache.

Blick auf Deutschland: Landeskunde - Deutsch als Fremdsprache.

5_DE_LA_KIR

Abstract: Das Lese- und Arbeitsbuch bietet in 10 Kapiteln aktuelle gesellschaftliche, wirtschaftliche und politische Informationen über Land und Leute. Für Selbstlerner bietet das Arbeitsbuch aktuelle und informative Lesetexte mit anschließenden Übungen sowie einzelne Übungen zu sprachlichen Strukturen. Da kein Lösungsschlüssel angeboten wird, empfiehlt sich bei der Bearbeitung die Zusammenarbeit mit einem Tandempartner.
Autoren: Kirchmeyer, Susanne
Verlag: Stuttgart, Klett
Jahr: 2004
Zielsprache: Deutsch
Medien: Arbeitsbuch
Standort: Selbstlernzentrum
ISBN: 3-12-675242-X
Seitenzahl: 151
Niveaustufe: B1, B2
Fertigkeit: Lesen
Sys. Sprachkurs: Nein
Lösungen: Nein
Wortschatz: Thematischer Wortschatz
Lernziel: Lesen B1: einfache Zeitungstexte über aktuelle Themen verstehen, Lesen B1: längere Texte in ihrer Hauptaussage verstehen, Lesen B1: eine einfache Argumentation erfassen, Lesen B1: Artikel/Berichte zu aktuellen Fragen verstehen, Lesen B2: authentische Texte im Detail erschließen, Lesen B2: Inhalt von komplexen Texten erfassen, Lesen B2: Inhalt von argumentativen Texte erfassen
Thema: Berufs- und Arbeitswelt, Bildung, Europa, Freizeit und Sport, Geographie, Geschichte,

Figure 3 Blick auf Deutschland

Kapitel 01 von IT_SP_55_100-2_1.EX. - Microsoft Internet Explorer

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Sprachenzentrum
Selbstlernzentrum

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- Arabisch
- Baskisch
- Bulgarisch
- Chinesisch
- Dänisch
- Deutsch
- Englisch
- Estnisch
- Finnisch
- Französisch
- Friesisch
- Gälisch
- Griechisch
- Hebräisch
- Hindi
- Isländisch
- Italienisch

Home » Wega » Italienisch » Progetto italiano. 2. Livello intermedio-medio. Libro dei testi » Kapitel 01 von IT_SP_55_100-2_1.EX.

Kapitel 01 von IT_SP_55_100-2_1.EX.

IT_SP_55_100-2_1.EX.

Kapitelnr: 01
Niveaustufe: A2
Wortschatz: Grundwortschatz
Grammatik: Italienisch Pronomen: zusammengesetztes Pronomen, Italienisch Pronomen: Interrogativpronomen
Komm. Funktion: Bewertung, Kommentar ausdrücken: Ein Gefühl ausdrücken (Freude, Begeisterung, Erstaunen, Überraschung, Enttäuschung, Hoffnung, Befürchtung, Traurigkeit, Schmerz...), Soziale Konventionen beachten: Sich entschuldigen/auf Entschuldigungen reagieren
Thema: Bildung

vor »

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Figure 4 Progetto italiano, Chapter 1

As we can see, the materials are described quite analytically. It takes considerable work and time to prepare the materials accordingly. We involved our part-time teachers in this process. We provide with them periodic workshops on standard

setting, thereby giving them an opportunity to take part in this complex process of change which is presently taking place at the FU.

The reasoning, and, moreover the pedagogical challenge underlying the project of the database, is: if students get acquainted with different levels of competence, learning objectives, communicative functions specified in the description of materials, they actually will learn to use these categories also outside the catalogue, for their own language learning.

3.3 Support for advising: the ELP, study guides

European Language Portfolio
Another tool related to the CEFR is the ELP. We use the portfolio's checklists for self-assessment in language advising and we recommend the portfolio to our students. How do we use the portfolio in language advising? One of the first topics of an advising session are student's learning goals. We ask our students to formulate their learning goals. For many students the portfolio turns out to be a very useful tool for specifying learning goals. After formulating very general goals, students can consider the checklists and can turn to more specific (and also CEFR related) learning goals.

Study guides
We also supply our students with study guides. Most of them are not level specific (for instance: LEARNING LANGUAGES WITH MOVIES). However, we try to offer also some guidelines with level specific reference to the CEFR. For instance: READING - CHOOSING A TEXT ACCORDING TO ONE'S COMPETENCE

<div align="center">LESEN 2 – TEXTE AUSSUCHEN</div>

Wie suche ich Texte aus, die meinen Kompetenzen angemessen sind?

A1

Sehr kurze, einfache Texte z.B. • Postkarten • Schilder und Überschriften • Informationsprospekte • Speisekarten • Webseiten, die man in der Muttersprache schon kennt • Formulare • Fernseh- und Kinoprogramme

A2

Kurze, einfache Texte z.B. • kurze, einfache persönliche Briefe • kurze Routinebriefe aus dem Alltag (Anfragen, Bestellungen, Auftragsbestätigungen) • einfache Alltagstexte (Anzeigen, Prospekte, Speisekarten, Programme, Tagebücher…)

- kurze Meldungen in den Zeitungen (mit Bildern)
- kurze, einfache Erzählungen
- einfache Gedichte

B1

Längere Texte
z.B.
- unkomplizierte Zeitungsartikel zu vertrauten Themen
- Interview
- Briefe
- kurze Erzählungen
- Gedichte
- kurze Beschreibungen
- klar formulierte Anleitungen (zur Bedienung eines Geräts, zur Einnahme eines Medikamentes…)
- Webseiten, Forum, Blogs
- Lexika, Nachschlagewerke

B2

Lange, komplexe Texte
z.B.
- Nachrichten, Artikel, Bericht zu einem breiten Spektrum berufsbezogener Themen
- Texte, Artikel und Berichte, in denen eine Haltung oder ein Standpunkt vertreten wird
- Korrespondenz aus dem eigenen Fachgebiet
- Texte aus dem eigenen Fachgebiet
- Verträge im privat oder im beruflichen Bereich
- moderne literarische Texte

C1

Lange, komplexe Texte
z.B.
- ein weites Spektrum langer, komplexer Texte
- jegliche Korrespondenz
- alle Arten Fachtexte, auch die, die nicht dem eigenen Fachgebiet angehören
- alle Arten literarischer Texte (auch ältere Texte)

C2

wie **C1**

Figure 5 Study guide: Lesen 2 –Texte aussuchen

At this point, allow me a brief remark: as we have seen, that in order to relate a text to the CEFR it is very important to take into account not only the text, but also the possible tasks related to it. Therefore, this study guide offers only one first approach to the CEFR. A more complete study guide could also include a task typology.

3.4 Worksheets

Finally, we are also working on open tasks for independent work. We try to relate them to the CEFR in two ways:

- First, we label the worksheets with reference to a level; f.i. conducting an interview can be at level B1 or B2, according to the topic and to the constraints of the task (possibility of preparing it, and so on);
- Second, we try to design level specific tasks.

I will give an example from a worksheet: WORKING WITH FILMS.

WORKING WITH MOVIES
TASKS FOR COMPETENCE LEVELS OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

A2

Task
- Choose a brief sequence of a movie, watch it once or more than once and answer following questions in the target language:
    - Who are the characters?
    - Where does the action take place?
    - What are they talking about?
    - What are they doing?
    - What do you think it will happen in the following scene?

Evaluation
- Did you like the scene? Why? Why not?
- Was the task easy or difficult? What was easy and what was difficult to you?
- Did you like the task? If you want you can suggest a different task. Put your suggestion in the mail box at the entrance of the self-access centre.

Feedback
- Tell a friend or a study colleague or in the classroom what you have seen.

B1

Task
- Watch a whole movie and write a brief summary of the plot (about 200 words).

Evaluation
- Did you like the movie? Why?
- Was it easy or difficult to understand? What was easy and what was difficult to you?
- Did you like the task? If you want you can suggest a different task. Put your suggestion in the mail box at the entrance of the self-access centre.

Feedback
- Tell a friend or a study colleague about the movie: would you recommend it to him/her? Why?
- Ask a friend or a study colleague to tell you about a movie he/she has seen. Which movie do you find more interesting? Why?

Task
- Choice a brief sequence of a movie. Watch it more than once and choice one of the following tasks (oral or written, as you prefer):
    - Describe in a few words the characters (noun, age, role, character).
    - Tell in a few words what they said.
    - Tell in a few words what they did.
    - Describe in a few words the place and the setting where the action takes place.

Evaluation

- Did you like the sequence? Why?
- Was it easy or difficult to understand? What was easy and what was difficult to you?
- Did you like the task? If you want you can suggest a different task. Put your suggestion in the mail box at the entrance of the self-access centre.

Feedback
- Tell a friend or a study colleague about what you have seen. Make a list of the most interesting or funny characters you encountered in the movies you have seen.
- Tell a friend or a study colleague or discuss in the classroom expressions or words you have noticed.

B2

Task
- Watch a whole movie, choose a character and tell the whole story from his/her point of view (write about 300 words).
- Watch a whole movie, choose a character and describe him/her in detail (what does he/she look like, what is his/her character, what does he/she do, what are his/her wishes or feelings).
- Watch a whole movie, and look up information about the director, about the movie, about the actors. Write a brief film review.

Evaluation
- Did you like the task? If you want you can suggest a different task. Put your suggestion in the mail box at the entrance of the self-access centre.

Feedback
- Share your work with a friend or a study colleague, or in the classroom. If you like, put your film review in the mail box at the entrance of the self-access centre so that other students can read it.

C1

If you like, repeat one of the task for level B2

Task
- Choose a sequence of a movie with a dialogue, and write it down. Listen to it more as often as you need.
- Now read your transcription. If you were a script writer or a film director how would you judge the script? What would you change? If you like, try to write a new scene.

Evaluation
- Was the task difficult or easy? What was difficult, what was easy to you? Why?

Feedback
- Write a comment on the dialogue. Point out the most interesting aspects (language, interaction, cultural aspects). Tell a friend or a study colleague or in the classroom about it.

Figure 6 Worksheet: Working with films

4. Conclusions

These are only some examples of our approach to independent learning in the context of the CEFR. This approach is only tentative, and I would be glad to hear your comments and/or your suggestions.

Since we are still at the beginning it is difficult to draw conclusions for the present paper. Instead of conclusions, I would like to point out some of the many questions arising from our practice every day. Some of them are specific to autonomous and independent language learning:

- How to introduce non specialist students to the CEFR?

In our approach we decide to use tools like language advising, the portfolio and the catalogue. There may be some others suggestions.

- How to strike a balance between structured and unstructured offer for independent learning? This means striking a balance between offerings related to the CEFR and offerings not related to the CEFR?

We should be careful not to overwhelm students with the CEFR (it could have the opposite effect and scare the students). The right approach to the CEFR at the ILLC should find a balance in every day practice between referring and not referring to the CEFR.

- Finally, a theoretical question. Fostering autonomy and the CEFR: are there any contradictions?

Some approaches to learner autonomy suggest that materials for independent learning should be original, and not scaled, in order to let learners really be free in their choice.

Personally, I don't agree with this opinion. Specifying levels and learning objectives means making them transparent, supplying a common language and a common reference system for independent language learning.

It can help to raise students' awareness and, therefore, to foster autonomous and independent learning.

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