

LEARNING OUTCOMES IN RELATION TO LEARNER AUTONOMY

1. Institutional premises and conditions for language learning and teaching at the FU Berlin

1. description of institutional learning outcomes for language learning

Studienordnung Italienische Philologie, Sprachpraxis Basismodul I (p. 6)

Schreiben: Die Studierenden sind in der Lage, Texte zusammenzufassen, Informationen und Argumentationen aus verschiedenen Quellen zusammenzuführen, ihren Standpunkt zu einem Sachverhalt zu erklären und Vor- und Nachteile verschiedener Optionen zu erläutern.

Studieninhalte sind insbesondere:

• Entwicklung von Kooperationsstrategien

(...)

• Anleitung zur Selbstkorrektur und zum effektiven Arbeiten mit Hilfsmitteln

(see <http://www.fu-berlin.de/service/zuvdocs/amtsblatt/2004/ab672004.pdf>)

2. allocation of ECTS points for learning languages

1 LP = 30 hours

Core language module

ECTS	Total workload	Contact hours	Non contact hours
6	180 hours	60 hours	120 hours

Preparation for professional career

ECTS	Total workload	Contact hours	Non contact hours
5	150 hours	60 hours	90 hours

Our challenges

→ to integrate systematically autonomous learning within classroom work

→ to change radically our approach to language teaching

2. Autonomous learning within a language module

Classroom work – focus on:

1. how to help learners to structure and realize language learning outside the classroom;
2. how to assess language learning outside the classroom.

Example: An individual learning plan integrated within a language learning module

1. self-assessment;
2. individual learning goal;
3. individual learning plan:
 - a. first draft (at the ILLC, using tools and materials of the ILLC, asking the teacher for advice or help);
 - b. regular feedback (class, forum, learning platform, office hours)
 - c. assessment;
 - d. final report.

Tools and materials at the ILLC :

- study guides, e.g. questionnaires, examples of learning plans, study guides for different skills (speaking, listening, translating, transcribing from an audiofile, working with movies, and so on) – also online;
- different materials and resources, such as textbooks, software, materials for academic writing, lists of internet links, audiobooks, newspapers, magazines;
- online catalogue;
- language advising;
- tandem programme
- students’ tutoring.

(see http://www.sprachenzentrum.fu-berlin.de/slz/lernen_zu_lernen/index.html 09.10.08)

**Assessment of learning-to-learn skills
Planning**

I CAN SET MY OWN GOALS	1 I can	2 this is a goal for me	3 this is not relevant to me
I can set my own goals (what I want to learn, e.g. I want to be able to start, maintain and finish a conversation)			
<input type="checkbox"/> on my own			
<input type="checkbox"/> with others			
<input type="checkbox"/> with checklists or study guides (e.g. with the self-assessment lists in the European Language Portfolio)			
<input type="checkbox"/> with an advisor			
I can set my own goals, taking into consideration			
<input type="checkbox"/> my needs			
<input type="checkbox"/> my language skills			
<input type="checkbox"/> restrictions given (e.g. time available)			

Learning outcomes for learner autonomy

I can prioritize my goals			
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Choosing materials and methods

I AM AWARE OF DIFFERENT MATERIALS AND RESOURCES FOR LANGUAGE LEARNING	1 I can	2 This is a goal for me	3 This is not relevant to me
I am aware of different materials and resources for language learning, e.g.			
<input type="checkbox"/> textbooks			
<input type="checkbox"/> tandem			
<input type="checkbox"/> CD-Roms			
<input type="checkbox"/> grammar books, dictionaries			
<input type="checkbox"/> websites			
<input type="checkbox"/> native speakers			
<input type="checkbox"/> advisors			
<input type="checkbox"/> authentic materials (movies, newspaper articles, songs, lyrics...)			
<input type="checkbox"/> other (<i>please specify</i>)			

I CAN CHOOSE MATERIALS AND RESOURCES	1 I can	2 This is a goal for me	3 This is not relevant to me
I can choose materials and resources in order to reach my goal			
<input type="checkbox"/> on my own			
<input type="checkbox"/> with others			
<input type="checkbox"/> with study guides			
<input type="checkbox"/> with an advisor			
I can choose materials and resources in order to reach my goal taking into consideration			
<input type="checkbox"/> my language skills			
<input type="checkbox"/> my learning style			

Integrating autonomous tasks within the language learning module

3. Conclusions, open questions and further perspectives

Learning outcomes for learner autonomy

Learning outcomes aimed at:

- language learning skills;
- learning-to-learn skills;
- team working skills;
- I.C.T skills;
- capacity of dealing critically with resources;
- self-assessment skills;
- learning managing skills;
- ...

Open questions and further perspectives

How do we assess autonomous and cooperative learning?

How can we assess that the goals have been attained?

How do we integrate self- and peer assessment with teacher assessment, which is still the institutional form of assessment?

How can we find a balance between focus on language (and focus or form) on the one side and focus on learning-to-learn skills on the other side?

Can we define some crucial steps on the way to autonomous learning, can we allocate specific learning-to-learn skills within the curriculum?

How can we assure some more coherence among curricula of similar languages (e.g. Romance languages) both in language learning goals and in learning-to-learn goals?

How can we ensure that students who already speak one or more Romance languages can learn quickly and functionally another similar language?