

# Methodisch-didaktisch motivierter Einsatz von Online-Tools zur Vorbereitung der Zertifizierung CLES2 im Bereich Deutsch als Fremdsprache

## Preparing French speaking Students for the Certification Exam *CLES2* in German – Why and how use Online Tools?

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# Introduction

- IUFM (Institut universitaire de formation des maîtres) – Teacher training college, department of the University of Paris 4, Sorbonne nouvelle
- Primary school level
- German as a Foreign Language
- CLES2 (Certificat de compétences en langues de l'enseignement supérieur) – Academic certificate attesting to language competency level B2
- B2 - Language competency level expected to be attained at the end of high school

# Communication plan

- Which Sort of Blended Learning?
- Local Context
- Certification CLES2
- Certification C2i2e
- Why use Online Tools in CLES2 Courses?
- Which Sort of Online Tools?
- Which Tools for which Activities?
- Annual Planning
- Unit « Plagiarism »
- What comes next?
- References
- Platforms and Tools

# Which Sort of Blended Learning?

« **Le présentiel augmenté (ou amélioré)** renvoie à la mise à disposition de ressources, **en amont ou en aval du cours en présentiel**. Par exemple : le plan du cours, un résumé, une bibliographie ou une sitographie, des ressources utilisées pendant le cours. Le présentiel augmenté peut aussi donner lieu à des **interactions spécifiques** entre formateurs et apprenants : demande de renseignements, correction de devoirs, etc. ».

[« Increased (or improved) presence means giving access to resources, **before or after the face-to-face session**. Examples: the course schedule, summarising, paper or web references, resources used during the course. Increased presence can also lead to **specific interactions** between the teacher and the learners: asking for informations, assessing tasks, etc. »].

Source: Anna Vetter.

[http://www.supportsfoad.com/typologie\\_dispositifs/prsentiel\\_augment.html](http://www.supportsfoad.com/typologie_dispositifs/prsentiel_augment.html)

# Local Context

- Present situation:
  - ➔ IUFM & partner universities – collaboration or competition?
- In the future:
  - ➔ Partner universities in Paris & teacher training ?
  - ➔ IUFM de Paris & project « Learning center ».

« Before December 31, 2011: Integration of the life of campus and the student life: health (SIUMPPS), sport, culture, centralised information system, mutualised documentary resources and learning center » (my translation).

Source: paper distributed in October 2011 by Georges Molinié, president of the University Paris-Sorbonne.

« (...) it is intended to concentrate within a single site resources, tools, services and social meeting points for the students » (my translation).

Source: [http://fr.wikipedia.org/wiki/Sorbonne\\_Universit%C3%A9s](http://fr.wikipedia.org/wiki/Sorbonne_Universit%C3%A9s)

# CLES2

- CLES2 (Certificat de compétences en langues de l'enseignement supérieur) – Academic certificate attesting to language competency level B2.

Language activities	Time	Documents and rules
Oral comprehension	30 min.	2 videos (5 min .); listen to each 3 times.
Text comprehension	1h15	4-5 texts; 9000-10,000 signs.
Writing	1h	250-300 words; based on the documents.
Oral interaction	5 + 10 min.	role play, based on the documents, 2 or 3 students, find a compromise.
<b>Total:</b>	<b>3h</b>	

# C2i2e

- C2i2e (Certificat Informatique et Internet niveau 2 « enseignants » )
  - Information and Communication Technologies Certificate, level 2, « teachers »
- ➔ Domain I: creation of technology-based learning scenarios
- ➔ Domain II: management of technology-based projects
- ➔ Domain III: collaboration, life-long learning, professional networks
- ➔ Domain IV: ethical and legal responsibility

# Why use Online Tools in CLES2 courses?

- **Institutional arguments**

- ➔ The integration of online tools in learning platforms supports feedback and grading.
- ➔ Knowing some online tools is obligatory for the C2i2e.
- ➔ The mutualisation of CLES2 and C2i2e learning contents may save time, energy and money.
- ➔ Online tool use is coherent with the Learning Center project.
- ➔ The use of certain online tools may help to make the Learning Center a « social meeting point ».

# Why use Online Tools in CLES2 courses?

- **Research arguments**

➔ Online tools may enrich language learning scenarios:

- answer individual learning needs: audio and video tools, vocabulary learning tools, etc. (Chini, 2011);
- meet socio-affective needs (Goutéraux, 2009);
- encourage collaboration: chat, wiki, etc. (Nissen *et al.*, 2011);
- allow various forms of feedback (recasts, prompts): chat, post commentaries and replies (Lyster, 2005).

➔ The integration of online tools in learning platforms supports

- the creation of teaching and learning communities;
- data collection.

# Which Sort of Online Tools?

- **Ideal characteristics of online tools:**
  - free of charge;
  - few or no registration data;
  - technically not too challenging;
  - nice looking interfaces;
  - interface language = the language which is learned;
  - allow students to edit data;
  - support equally well individual as collaborative work;
  - allow teacher feedback and peer feedback;
  - data protection;
  - sustainable data ([Language Archive](#), MPI Nijmegen)

# Tool Example Tricider

Abschreiben ist nicht intelligent und nicht ein produktiv arbeiten.	<p>+ Ja, das stimmt.</p> <p>Argument hinzufügen</p>	<p>0</p> <p>Abstimmen</p>
Es ist nicht so schlimm zu abschreiben wenn man den abgeschriebenen Text super gut verstanden hat, aber es ist nicht so oft. Wenn man gut verstanden hat, kann man am mindestens mit anderen Wörtern formulieren.	<p>Argument hinzufügen</p>	<p>0</p> <p>Abstimmen</p>
Abschreiben ist praktisch!	<p>- Praktisch vielleicht aber auch rechtswidrig!</p> <p>+ Es ist praktisch für einen kurzen Moment! Um einem Test zu schaffen, aber ist es hier, wo die Frage liegt?</p> <p>Argument hinzufügen</p>	<p>0</p> <p>Abstimmen</p>

Idee vorschlagen

Lass Dich inspirieren

All names have been removed to protect the participants' identities.

# Which Tools for which Activities?

Activity	Possible tools
Training of oral comprehension, oral production or oral interaction	<i>Audioboo</i> <i>CLEAR Audio dropbox</i> <i>CLEAR conversation 2.1</i>
Training of text comprehension or text production	<i>Simplemeetme</i> <i>Willyoutypewithme</i> <i>Tricider</i>
Edit oral or written tasks	<i>Edmodo</i> assignment, post, and reply
Text revision or language observation	<i>Sketch Engine concordancer</i>
Vocabulary training	<i>Quizlet</i>
Collaboration training	<i>Simplemeetme</i> <i>Edmodo</i> reply

# Annual Planning

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit 1	Training exam	Unit 2	Unit 2	Unit 3	Training exam	Unit 4	Training exam	Exam CLES2 for the rest of the group
	Unit 2		Training exam		Unit 4			
			Exam CLES2 for the most advanced students					

# Monthly organization

edmodo Search Calendar Grades Library Home Profile Account

Everything Direct Groups CLES2

Today | << October 2011 >> October 2011 Print Export

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4 Due: Pressy writing "Minister soll geschummelt haben"	5	6 Annie - Anekdote Due: Lückentext "Minister soll geschummelt haben"	7	8
9	10	11 Due: Pressy writing "Was Karlchen nicht lernt..."	12	13 Hilda - Anekdote Due: Warum und wie ich schon Mal geschummelt habe.	14	15
16	17	18	19	20 Elsa - Anekdote Due: Schreibaufgabe "Plagiat"	21	22
23	24	25	26	27 Catherine - Anekdote	28	29
30	31	1	2	3 CLES2 blanc (compréhension orale et écrit)	4	5

# Learning Scenario - First Part

- **Introductory activity.**
- **Oral comprehension activities:**
  - ➔ listening to audio and/or video documents;
  - ➔ true or false activities, complete sentences, etc.
- **Text comprehension activities:**
  - ➔ reading texts;
  - ➔ true or false activities, find titles, etc.
- **Vocabulary training activities.**
- **Text production activities:**
  - ➔ short production after the second or third text;
  - ➔ long production after having worked through all the texts.

# Learning Scenario – Second Part

- **Oral production activities:**
  - ➔ Foreign language = course language;
  - ➔ individual training:
    - oral presentation;
    - pronunciation training with the teacher or with online resources;
    - recordings.
  - ➔ Oral interaction (groups of two or three students).

# Learning Scenario – Third Part

- Encourage to be a part of the teaching and learning community:  
➔ the students may leave posts or replies to posts on *Edmodo*.

Nadine: I don't understand what I am expected do.

Mrs Lacroix: Together, we tried to find out the differences between dürfen, sollen and müssen. It is not easy to use the tool "OPUS" without help. Don't do this task. Have you been ill the last sessions, or what was wrong?

Mme. Lacroix à CLES2

Dürfen, sollen oder müssen? Was sagt der Parallelkorpus "OPUS Subtitle" dazu?

Rechts auf "fr" klicken, wenn man die französische Übersetzung sehen will (sie ist leider ganz schlecht...).

[word="a.\*"] mit dem Wort ersetzen, für das man sich interessiert (dürfen, etc.).

"20" mit der Zahl der Zeilen ersetzen, die man haben möchte (50 oder 100, z.B.).

Auf "select" klicken.



Subtitle corpus query (CWB)



opus.lingfil.uu.se

Nov 10, 2011



Sprachliches ✕



**Nadine** . - Ich habe nicht verstanden was ich tun soll

Nov 10, 2011



**Mme. Lacroix** - Wir haben uns gemeinsam Gedanken gemacht über die Unterschiede zwischen dürfen, sollen und müssen. Alleine ist das Tool "OPUS" nicht ganz einfach. Lassen Sie es bleiben. Waren Sie die letzten Male krank, oder was ist passiert?

# Unit « Plagiarism » - Introduction



Me to CLES2

Machen Sie mit bei der Online-Umfrage unseres CLES2-Kurses! Ein Tipp: klicken Sie auf Tricider ganz unten rechts auf die deutsche Fahne.



Was halten Sie vom Abschreiben? - Ideen sammeln und abstimmen  
| tricider  
tricider.com

Tools/resources	Activity	Instructions	Competencies
<a href="#">Tricider</a>	Write arguments and react to arguments of others.	<p>« Participate to the online poll of our CLES2 course! (...) What do you think of copying from one's classmate? (...) »</p> <p>First argument proposed by the teacher: « Copy from the classmate is stupid! »</p>	<p>Text comprehension and production;</p> <p>collect arguments for the writing task;</p> <p>learn the language: recasts offered by the teacher (reformulations and clarification questions).</p>

# Oral Comprehension

Plagiats-Jäger im Netz



Die Plagiats-Jäger im Netz - ZDF heute journal  
zdf.de

Sep 20, 2011 | Reply | Public | **Plagiat** x Tag ▾ | More ▾

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Me to CLES2

Schülercommunity Klassenarbeiten.de



Klassenarbeiten.de  
youtube.com

Tools/resources	Activity	Instructions	Competencies
<p><a href="http://Klassenarbeiten.de">Klassenarbeiten.de</a>, 1.40 min.</p> <p>Plagiat-Jäger (ZDF) 2.37 min.</p>	<p>Individual listening</p> <p>Comprehension activities</p> <p>Talk about the results ; open for questions.</p>	<p>« Within 30 minutes, listen to the two video clips as often as you wish, stop and repeat if necessary. »</p>	<p>Oral comprehension; find arguments for the oral and the writing task.</p>

# Text Comprehension

## Pressy writing "Minister soll geschummelt haben"

 Turned in (5)  DUE: Oct 4, 2011

Fassen Sie den Text "Minister soll geschummelt haben" ganz kurz zusammen. Verfahren Sie nach dem Prinzip "Pressy writing".



minister\_soll\_geschummelt\_haben\_pressy\_writing.doc

 Preview

Tools/resources	Activity	Instructions	Competencies
<p><a href="#">Minister soll geschummelt haben</a>. <i>News4kids</i>.</p> <p><a href="#">Was Karlchen nicht lernt...</a>. <i>Zeit Online</i>.</p>	<p><i>Pressy writing</i> (the most advanced: the second text, the others: the first text).</p> <p>Text comprehension activities.</p>	<p>« Reduce the text by a quarter and edit it as an <i>Edmodo</i> assignment. »</p>	<p>Text comprehension; find arguments for the oral and the writing task.</p>

# Text Production

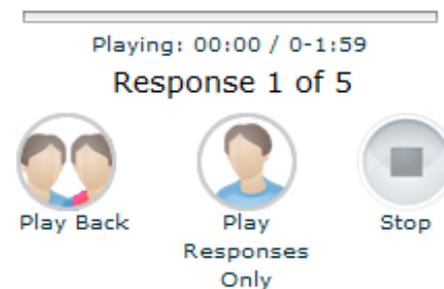
## Schreibaufgabe "Plagiat"

 Turned in (0)  DUE: Oct 20, 2011

Ein(e) Universitätsprofessor(in) schreibt einen Text, in dem Sie ihren Student(inn)en erklärt, worauf Sie beim Schreiben einer Hausarbeit [mémoire] achten müssen, um nicht des Plagiats bezichtigt zu werden. Im Text erscheinen Warnungen, Ratschläge, Informationen zu Plagiatserkennungstools und ein oder zwei berühmte Anti-Beispiele. Sie können Argumente aus den beiden Texten verwenden, die wir zusammen gelesen haben. (Etwa 300 Wörter).

Tools/resources	Activity	Instructions	Competencies
<p><a href="#"><u>Sketch Engine concordancer</u></a></p>	<p>Short writing tasks.</p> <p>CLES2-Writing task (300 words): from the point of view of a professor, write a guide against plagiarism in the context of academic paper writing.</p> <p>Text revision.</p> <p>Language observation.</p>	<p>« You can use arguments from the texts we studied together. »</p>	<p>Text production.</p>

# Oral Interaction



Tools/resources	Activity	Instructions	Competencies
<p><i>Audioboo</i>  <i>Audio dropbox</i>  <i>CLEAR</i>  <i>conversation 2.1</i></p>	<p>Play one of two roles (the other one is pre-recorded by the teacher).</p> <p>Two or three students, complete role play.</p>	<p>« Discuss what should happen to a student who copied and slightly modified large parts of his or her Master's thesis. »</p>	<p>Oral interaction (comprehension and production).  Pronunciation.</p>

# Language Observation

- **Annie, oral presentation:**

« Ich \*abfahre mit drei Begleitern und vier Behinderten nach X. (...)»

Wir \*vergehen zusammen ein Wochenende. »

[I \*ofttake with three assistants and four disabled persons to the town of X. (...)]

We \*passed together a week-end.]

waren keine zehn **Minuten vergangen** , als uns unser Chef mit  
waren erst wenige **Stunden vergangen** , als ich bei meiner verantwortungsvollen  
zumindest partiell auch das **Vergehen** von Kultur und Zivilisation  
sind schon vierzig **Jahre vergangen** ohne Heimat. Ich habe sie  
zehn bis fünfzehn **Jahre vergangen** . Ein heißer Sommer lag über  
**Krankenhaus** . Etliche Wochen **vergingen** , wo der Greis nicht recht

Corpus *deTenTen (10M)*, searchable on *Sketch Engine* (Kilgarriff et al., 2010)

Query: vergehen & noun

# What comes next?

- Impersonal Learning environment > personal learning environment?
  - Photographs instead of neutral icons? 
  - Less « Me's », more « You's »?
- Teaching to the test > development of life-long learning competencies?
  - Language observation techniques;
  - digital communication habits.

Post:  Note  Alert  Assignment  Quiz  Poll

type your note here...

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 **annie to Me**

Guten Abend, ich habe gesehen, dass wir am 27. Okt. ein Unterricht haben, aber wir sind in Ferien, und ich (ich weiss nichts für die anderen) bleibe nicht in Paris. Was sollen wir machen ? Gibt es Unterricht oder ist es ein Fehler ? Vielen Dank für die Klärung,

Yesterday | Reply | Public | Tag ▾ | More ▾

 **Me** - Es ist nicht geplant, dass ich komme. Genießen Sie Ihre Ferien!  
10 hours ago | Edit | Delete

 Type a reply...

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 **Me to CLES2**

Expressionismus-Ausstellung in Paris - "Der blaue Reiter vs. Brücke"

 **Expressionismus & Expressionismi**  
pinacothèque.com

Oct 23, 2011 | Reply | Public | Kultur x Tag ▾ | More ▾

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 **Me to CLES2**

Interaktion "Plagiat"

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