# **German & French summer courses for KU exchange students**

CIP Symposium 2022

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KØBENHAVNS UNIVERSITET



## **Background information**

**10.4 million DKK** granted by the Ministry of Education and Research to KU

### 4 million DKK

to language as an additional competence 2022-2024



## The summer courses

<b>Goal</b> : strenghten skills in German and French, and increase confidence level in speaking these languages

## Content and focus of the course

### **Speaking and listening skills**

Language for social contexts: university language, politeness, group work, presentations...

## Organisation

**Registration** via self-assessment form

CIP's ALC -> division of groups/level

Minimum level = A2 on CEFR

No C2

**Assumption ->** 4 groups with 15/20 students

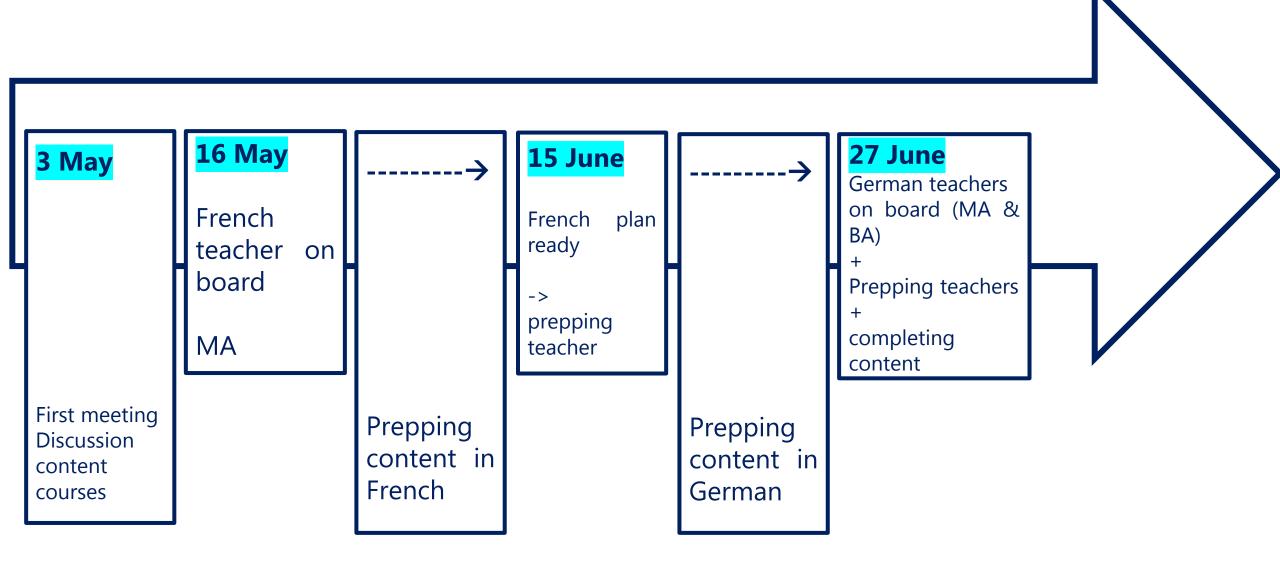
## **Deadline application -> 9 June**

### **Groups:**

Enrollments for German: **32** -> 2 teachers (levels A2/B1 and B1/B2/C1)

Enrollments for French: **15** -> one teacher (level from A2 to B1)

## Prepping the course & teachers



Meetings multi-lingual: English, Danish, French and German



Week 1 1. Vorstellungsrunde 2. Märchen 3. Urlaub 4. Deutschland, Österreich und die Schweiz Grammar: 5. Präsens 6. Präteritum und Perfekt Artikel (definit/indefinit) 8. Personal-, Demonstrativ- und Possessivpronomen

#### Aktivitäten:

9. Diskussion

10. Sprachla 11. Spiele 12. Deutsch 13. Präsenta 14. Deutsch 15. Tagessch	ationen				
Time	Monday 8/8	Tuesday 9/8	Wednesday 10/8	Thursday 11/8	Friday 1278
9.00 – 10.30 2 lessons 10.30 – 11.00 Pause 11.00 – 12.30 2 lessons	Introduction:  Students make name cards.  Teacher welcomes everyone and introduces herself (in German?).  Teacher introduces the course, the content, the material, day plans and pauses, goals, expectations, tools etc.  Important:  2 groups/different levels  No domain specific content taught in German  Focus on speaking and listening comprehension  Teacher mentions that suggestions and positive feedback are always welcome.	Meeting in the morning. How are you?     Quick recap of yesterday's grammar. A few questions to brush up the present tense.      Vocabulary and speaking exercise on German speaking countries and cities where they will study! Deutschland, Österreich und die Schweiz (Berlin, Wien, Heidelberg, Put students together in small groups (if possible, according to the	Questions in plenum to start the day. Check if students have been through the grammar through some quick questions about their daily habits. Ask questions about vocabulary list. Ask questions about the present and past to prepare for the past tenses. What did we do in class yesterday? Where did you go on holliday last summer?	Today-> From 11.00 until 13.30 -> Language Lab  Grammar: Personal Demonstrativ- und Possessivpronomen  • Each students puts 5 of his own items on the table.  • Ask the students how to say that the items are theirs, his, hers, ours  • Explain the grammar behind it • Practice in plenum (Grammar in 'Grammar')	Summary of the week  Präsens  Präteritum and Perfekt  Definite and indefinite pronouns  Demonstrative and possessive pronouns  Artikel (definit & indefinit)   Questions?  Extra exercises?

Speaking exercise Vorstellungsrunde (die Lernenden sollten hierbei das Tempus Präsens anwenden).

- The students have 5 minutes to put some key words on a piece of paper to present themselves.
- · During approx. 1 to 2 minutes, they will speak about themselves, who they are, what they study, where they will study
- · Funny question: what animal/car/ country would they be?
- => Alternative: in pairs, students interview each other
- => Intention of exercise = To find out their level, pronunciation, fluency

#### Listening & Comprehension Exercise

- · Teacher puts all students in a circle
- Teacher asks questions in German and the students step into the circle if they (dis)agree, if they also 'love'..., if they also 'like', if they are also from...
- · If they also like/love/detest... they put a step forward. Before the following question, they go back in the circle.
- · Intention exercise = Find out their comprehension level, grammar level etc.

Grammar: Präsens indikativ

cities/countries where they will study)

- . Use excerpts of texts about the countries and cities -> students discuss characteristics.
- Divide the excerpts of the texts according to the various levels in The students find extra
- characteristics of the cities and discuss culture, food, habits, etc. in the various countries and cities
- In plenum, the students. present/tell what they found out about the various cities Texts in 'Texte')

#### PAUSE

#### Grammar: Artikel (definit/indefinit)

- PowerPoint slide show with pictures of 30 objects
- Use objects in the classroom (use post-its)
- Bring bag with every day like tools from the kitchen, desk etc.
- Increase the difficulty level with a cup of coffee, toothpaste, a bit of water...
- Explain also countries, places, cities, rivers, mountains, oceans...
- Put a map of the world on the screen. Go over the various countries and cities...

Listening Exercise: Sarah Conner 'Wie schön du bist'

#### Grammar: Präteritum und Perfekt

- Give the students a list of key words of a fairytale, preferably one of Grimm. Translate the keywords.
- Read the fairytale and have them listen to it (they are online as well if another voice is preferred)
- Ask them how much they understand.
- Give them the text and let the students read and practice their pronunciation.
- Put students in small groups and ask them to identify all past tenses. Are they able to identify the
- difference hetween Prestrium und Perfekt?
- Explain the Perfekt
- Explain the Präteritum.

#### Vocabulary + Speaking exercise: Speaking in the past

- · Use the slides with past events in history
- ides in 'Po Put the students in small groups to identify what happened. Let them think and discuss first.
- · Focus on the past tenses.
- . In plenum, talk about the

Listening + vocabulary exercise:

#### Assignment they work on in pairs – speak in German!

- Choose a famous German speaking person in history and talk about this person for 3 minutes (each 1.30 seconds)
- Do your research about this person in class. Visit German websites and extract information. Teacher helps where necessary. NO ENGLISH websites!
- Deliver presentation tomorrow (Friday) - Slide show with 1 or 2 pictures.
- Discuss in German as much as possible Teacher walks around and

#### listens to German, assists where necessary spiration in 'Texte')

PAUSE

#### Klingt wie deutsch! Go with

- students to the language lab. Let the students listen to a few famous German people, for
- example: Angela Merkel Ask them what is typical and perhaps difficult about
- German pronunciation. Speaking: Clarify the
- pronunciation Read texts
- Language Lab?
- Give everyone the

chance to practice

#### Listening and vocabulary exercise: Watch a few scenes from the movie: 'Fack ju Göthe'

- Clip 0018.11 -> 15 minutes
- · Create three questions on your own
- Put the students in small
- eroups of 3 Ask your group members the questions.
- · Create a short summary of the answers
- In plenum, report. (Scenes from the movie

#### ideos and Podcasts')

PAUSE

#### Speaking and vocabulary exercise

- · Students deliver their presentations on famous German speaking people.
- Teacher takes notes and gives feedback.

#### -> in plenum:

- · What did they like?
- What was excellent, good, not so good?

Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied

- · The regular verbs and irregular
- Picture on slide with daily activities
- In small groups, describe the activities on the slides and add other daily habits.
- In plenum, ask the students for their daily habits.
- Add more pictures for practice.

#### Game: Speaking + vocabulary

- . 'Ich packe meinen Koffer und in meinen Koffer packe ich....'
- Last one standing is the winner of

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- · In small groups, read the text of the song and try to understand as much as possible Listen to the sone
- · Discuss in plenum · Listen to it again

Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.

- After today, the students will be tired. This last exercise is a listening exercise, to find out
- how much they understand.
  - Play Tagesschau in 100 Sekunden for the students and let them listen to it.
  - Teacher explains key words and adds to the vocabulary list. Are the students able to
  - reproduce a little?

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> General information: where he/ she lives, languages, family, hobbies... Some personality traits? Development of the

Homework for week 2:

who he/she is.

Presentation of the student on

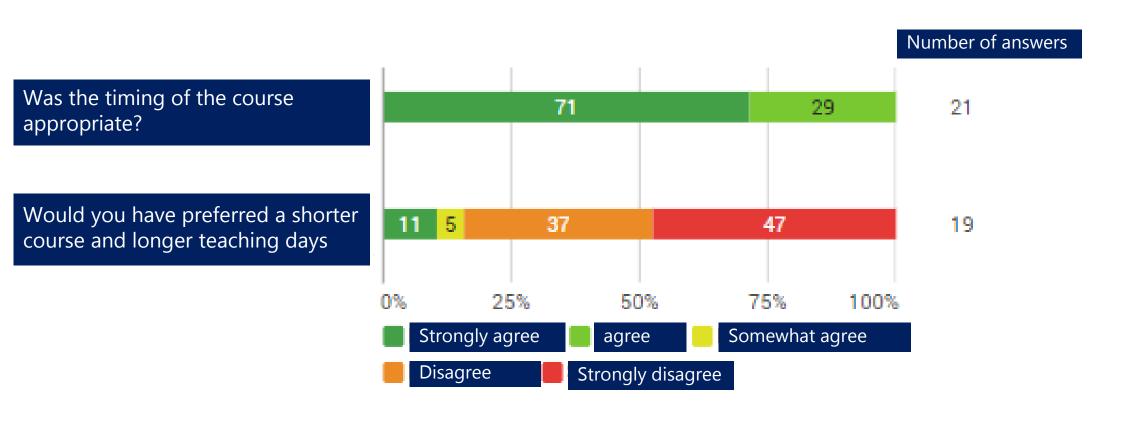
course should be grammar,

2 to 3 minutes? Extemporaneous

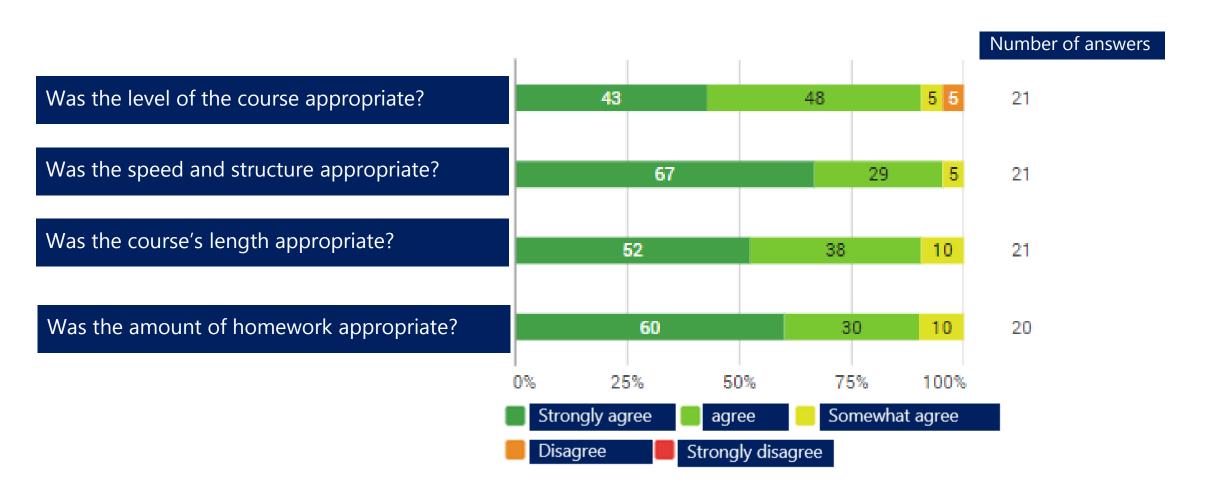
## Students' reactions (21)



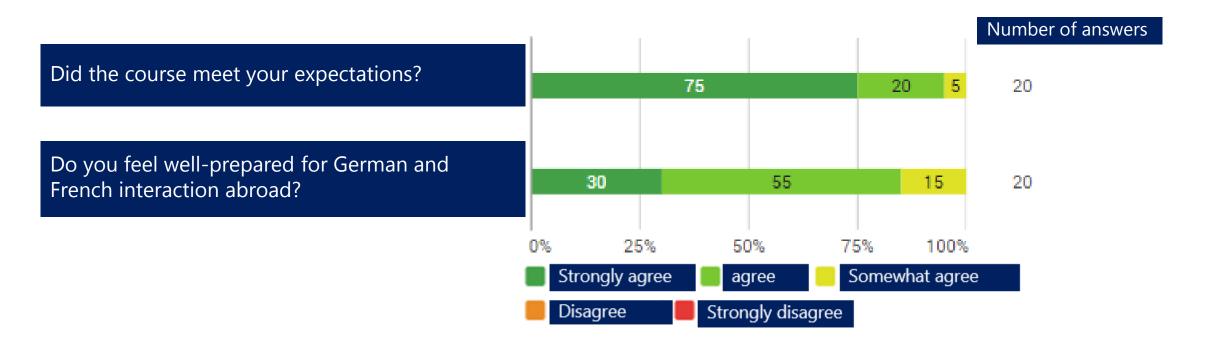
## **Information and planning**



### **Level and homework**

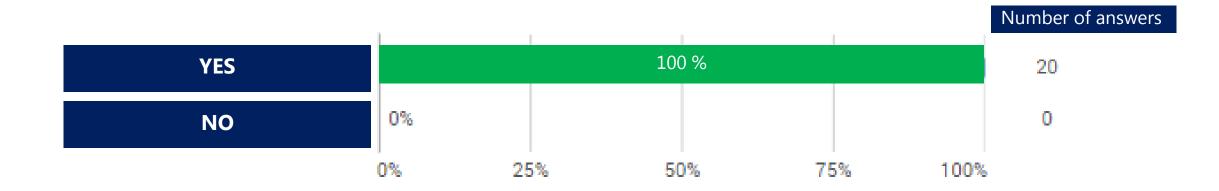


### **Overall value**





## Would you recommend the course to other students?



## The teachers

Engaged Forced students to be active Teachers were students themselves => safe

The course

The language

## Maybe...

Better division in levels

Sense of disappointment many students 'disappeared' for one reason or another

Some voluntary assignments

An hour/day extra

Organisation of an excursion

## **Observations and teacher comments**

### Advice

Tell the students the plan for the day

Ask questions randomly (cold calling)

Don't sit behind the table

Ask questions they cannot answer with yes/no

Consolidation exercises of new vocabulary

### Observations

Thank you!

Questions after Nadine's delivery...