

# German & French summer courses for KU exchange students

CIP Symposium 2022

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# 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

**Goal:** strengthen 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

**3 May**

First meeting  
Discussion  
content  
courses

**16 May**

French  
teacher on  
board

MA

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Prepping  
content in  
French

**15 June**

French plan  
ready

->  
prepping  
teacher

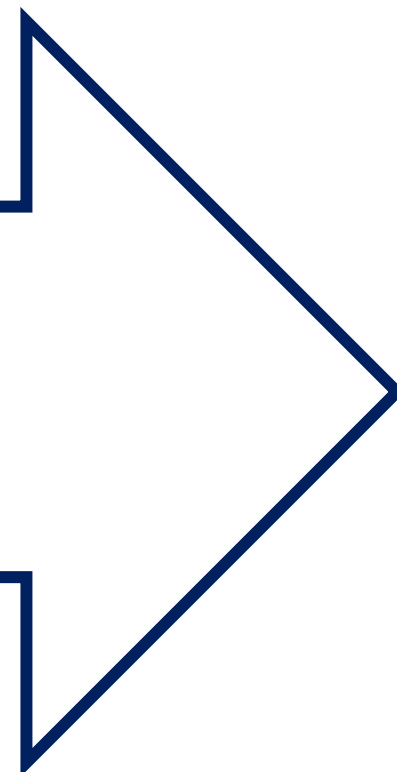
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Prepping  
content in  
German

**27 June**

German teachers  
on board (MA &  
BA)

+  
Prepping teachers  
+  
completing  
content





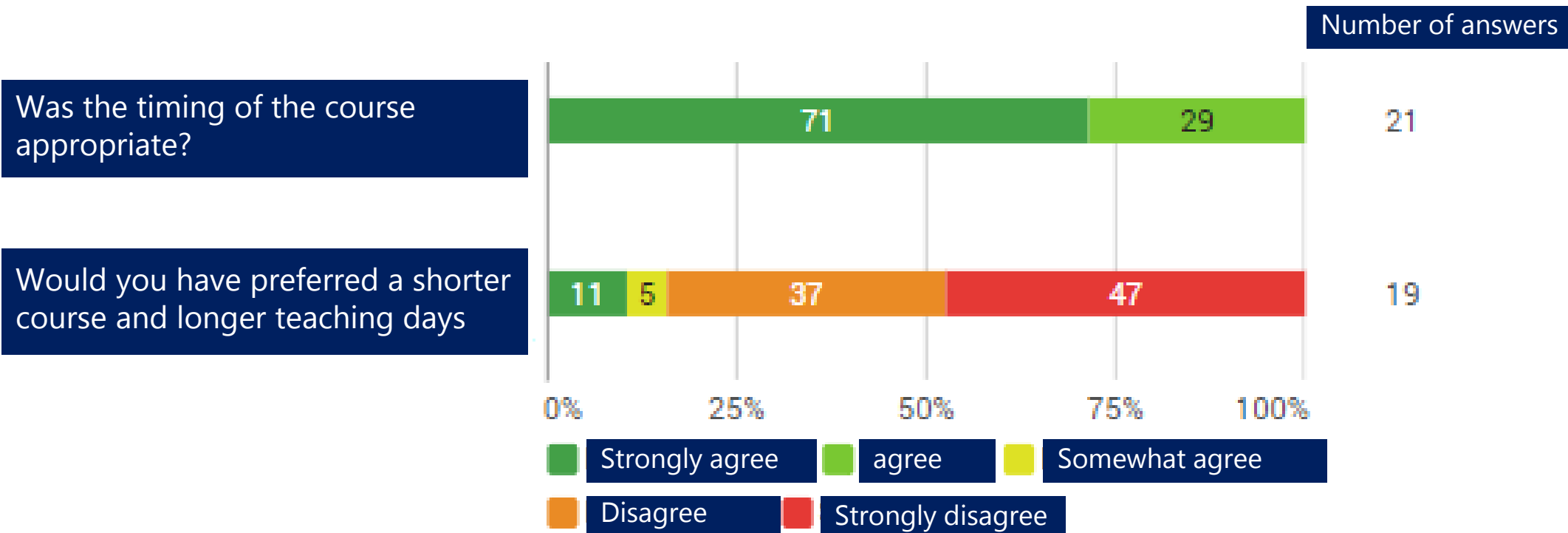
# Meetings multi-lingual: English, Danish, French and German



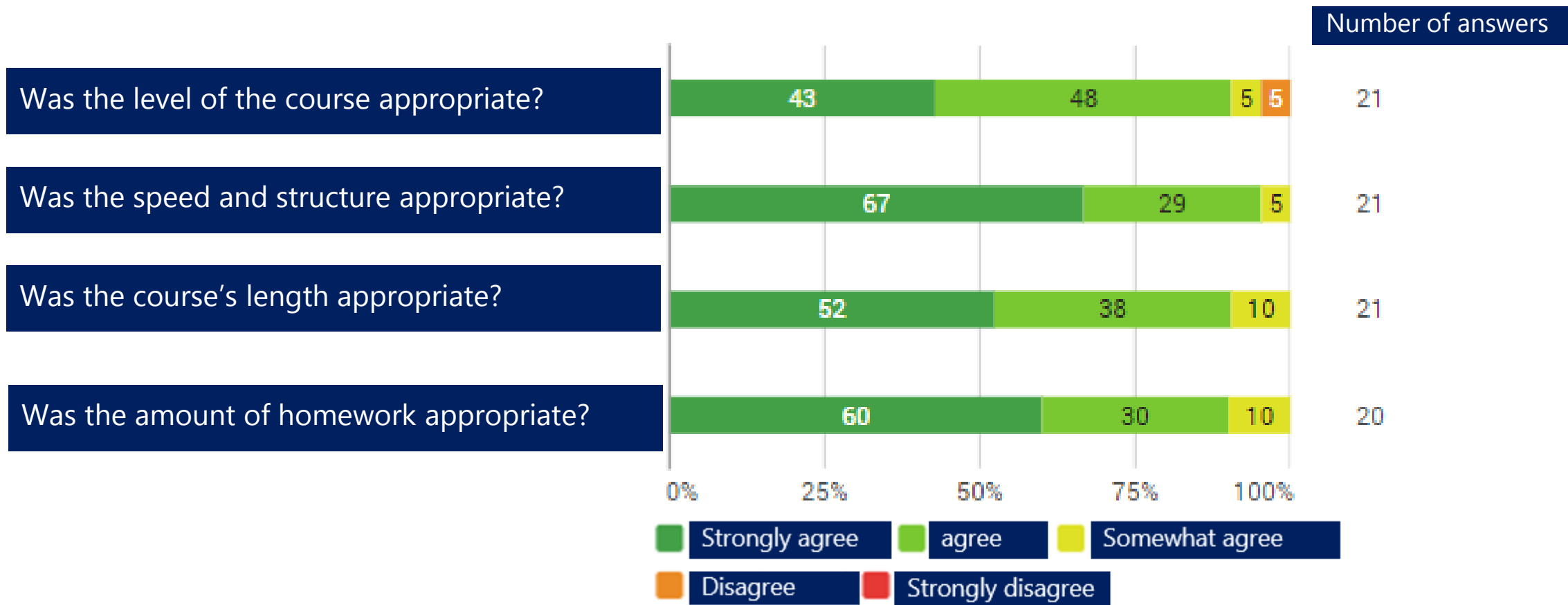
<ul style="list-style-type: none"> <li>• The regular verbs and irregular verbs</li> <li>• Picture on slide with daily activities (Slide(s) in 'PowerPoints')</li> <li>• In small groups, describe the activities on the slides and add other daily habits.</li> <li>• In plenum, ask the students for their daily habits.</li> <li>• Add more pictures for practice.</li> </ul>	<p><b>Game: Speaking + vocabulary expansion</b></p> <ul style="list-style-type: none"> <li>• 'Ich packe meinen Koffer und in meinen Koffer packe ich....'</li> <li>• Last one standing is the winner of the day</li> </ul>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<ul style="list-style-type: none"> <li>• In small groups, read the text of the song and try to understand as much as possible</li> <li>• Listen to the song</li> <li>• Discuss in plenum</li> <li>• Listen to it again</li> </ul> <p>(Song and lyrics in 'Videos and Podcasts')</p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<ul style="list-style-type: none"> <li>• After today, the students will be tired. This last exercise is a listening exercise, to find out how much they understand.</li> <li>• Play Tagesschau in 100 Sekunden for the students and let them listen to it.</li> <li>• Teacher explains key words and adds to the vocabulary list.</li> <li>• Are the students able to reproduce a little?</li> </ul> <p>(Link Tagesschau in 'Videos and Podcasts')</p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><i>Remember to make one student a day responsible for the word list. These wordlists need to be adjusted every day and studied.</i></p>	<p><b>Homework for week 2:</b> Presentation of the student on who he/she is. General information: where he/ she lives, languages, family, hobbies... Some personality traits?</p>	<p>➔ Development of the course should be visible. Implementation of grammar, pronunciation and fluency.</p>	<p>Slides? 2 to 3 minutes? Extemporaneous?</p>
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# Students' reactions (21)

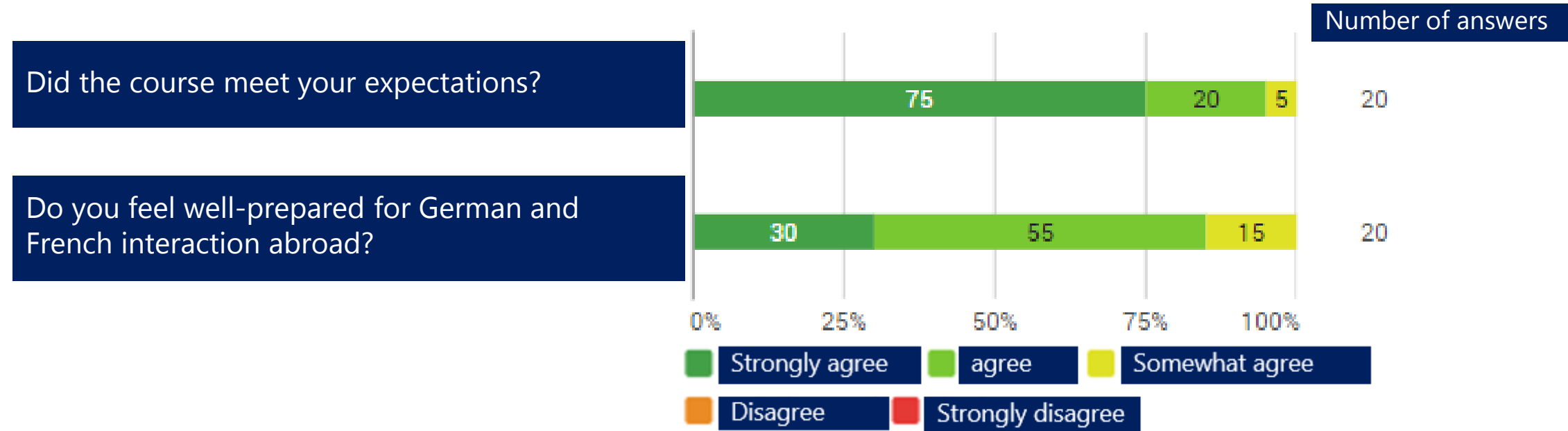
## Information and planning



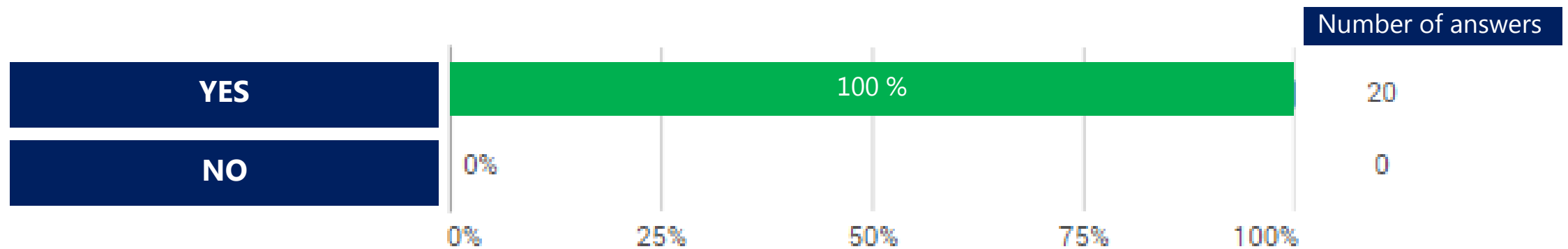
## Level and homework



## 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...