

**Action-oriented Framework Curricula for
cross-faculty foreign language teaching**

**Handlungsorientierte Rahmencurricula für
studienbegleitenden Fremdsprachenunterricht**

**Curricoli di riferimento "Action-oriented"
per l'insegnamento transfacoltà delle lingue straniere**

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The 3 elements of the title

1. Handlungsorientiert

1. Action-oriented

2. Rahmencurricula

2. Framework Curricula

**3. Studienbegleitender
Fremdsprachenunterricht**

**3. cross-faculty
foreign
language
teaching**

1. Action-oriented



THE COMPETENCY MODEL

- **Cornerstone of all framework curricula for teaching foreign languages to university students of all study courses**
- Model of **cross disciplinary** and **crosslinguistic** professional competency that students should develop *in* and *through* learning a foreign language
- **5 kinds of** interrelated and interdependent **competencies**



The competency model of the Framework Curricula:

operational competency in a language

resulting from 5 interrelated and interdependent competencies



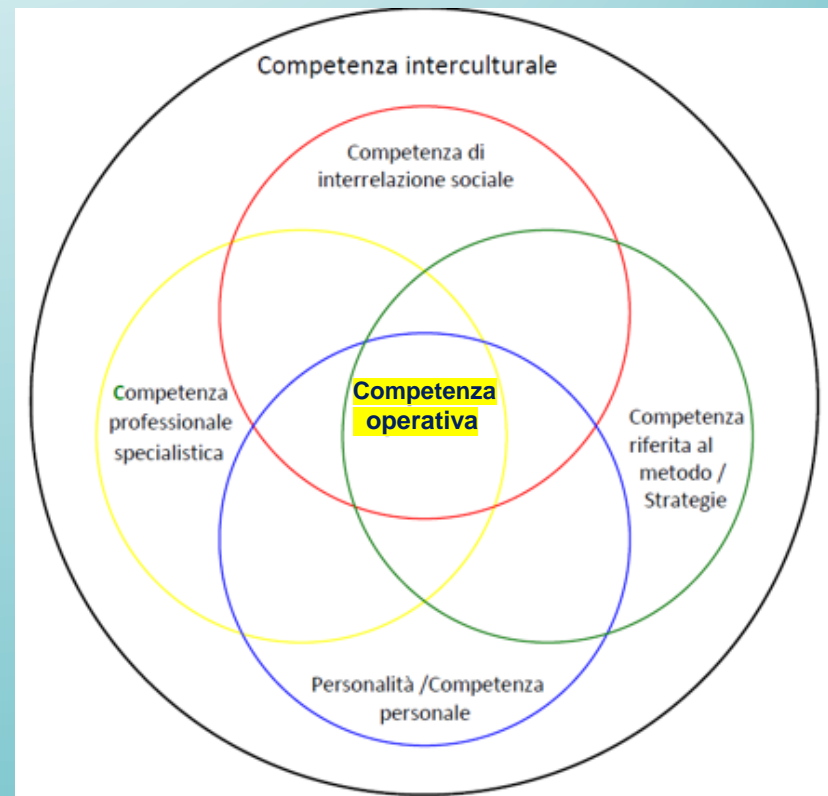
= Outcome of the transfer of the Mercedes Benz model for staff training and development to training and professional development of teachers and students

The German and the Italian versions of the model of **operational competency**



Modell der fach- und sprachübergreifenden beruflichen **Handlungskompetenz**
(Model of cross-disciplinary cross-linguistic professional competency in acting in a foreign language)

Modello di **competenza operativa**
(*Compétance opérationnelle /Savoir faire*) professionale transdisciplinare e translinguistica in una lingua straniera



THE COMPETENCIES

1. Fachkompetenz:

professional competency or expertise, a specialized knowledge (*savoir = connaissance*) + skills that enable

- ✓ to solve professional problems,
- ✓ recognize thought structures in a particular subject or field,
- ✓ perform tasks,
- ✓ achieve results independently and responsibly
- ✓ refers not/not only to *Fachsprache/LSP!*)
- ✓ ...

2. Methodenkompetenz:

Competency concerning everything that has to do with method and the way of doing things (*savoir faire*) and competencies of

- ✓ systematically acquiring,
 - ✓ structuring,
 - ✓ processing,
 - ✓ applying
- information and knowledge for
- ✓ independent planning and decision-making,
 - ✓ information retrieval,
 - ✓ data analysis,
 - ✓ project management,
 - ✓ time management,
 - ✓ ...

3. Personalkompetenz:

self-competency /self-awareness

- ✓ self-confidence,
- ✓ critical thinking,
- ✓ self-reflection,
- ✓ self-management,
- ✓ adaptability,
- ✓ sense of responsibility,
- ✓ willingness to learn,
- ✓ flexibility,
- ✓ ...

4. Sozialkompetenz:

social competency (*savoir être / competence comportementale*)

abilities + knowledge +
behaviours

- ✓ debating,
- ✓ respecting and accepting
other opinions,
- ✓ constructive interaction,
- ✓ teamwork,
- ✓ active listening,
- ✓ ...

HANDLUNGSKOMPETENZ

(operational competency)

Cross-linguistic & Cross-disciplinary

in the
language

together
with the
language

by means
of the
language

needed by students

in their studies

in their jobs and
career

in their life



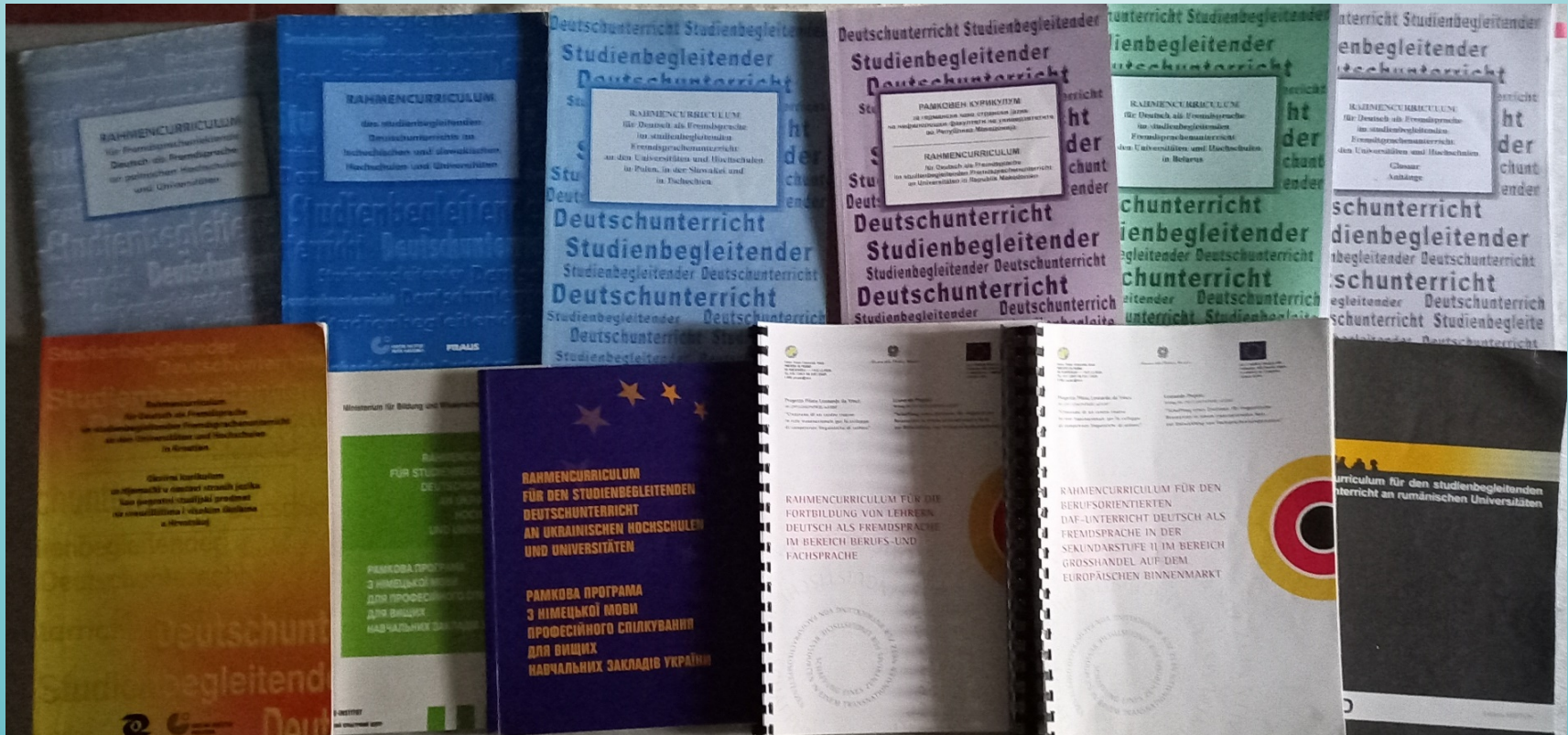
Ed.Arcipelago,
Milano, 2010

2. Framework Curricula

some printed, some online



some printed & online



<https://www.goethe.de/de/spr/sbp/rcm.html>

<https://sdustudienbegleitenderdeutschunterricht.wordpress.com/rahmencurricula/>

RAHMENCURRICULA

- result of a cross-border project for teaching German and other languages at university level / Project for European Citizenship through language learning
- first need analysis during Summer courses for university teachers of German organized by the Goethe-Institut Warsaw in Gdansk 1989 after the fall of the Berlin Wall
- born out of an awareness that preparing students to interact with the western world needed a new way of teaching
- started by Dorothea Lévy-Hillerich at the Goethe-Institut Warsaw
- developed by working groups at the various Goethe Institutes in different countries, supervised by Dorothea Lévy-Hillerich
- supported by Goethe-Institut Warsaw + Bosch-Stiftung + Stability Pact funds

PHASES OF THE *HOCHSCHULPROJEKT / EUROPA-PROJEKT*

First idea: Summer courses
in Gdansk 1989 after the
fall of the Berlin Wall

Belarus (in progress
since 2008)

Phase 1
Poland (1998, printed) + Czechia
(2000, printed) + Slovakia (2002,
printed) = Project Update with CEFR
descriptors 2006

Russia (Moscow)
(Bachelor in 2012, Master
in 2013 in Russian)

- Phase 2**
1. **Croatia** (2007, printed edition)
 2. **Serbia** (2010, only online edition)
 3. **Bosnia and Herzegovina** (2011, printed + online edition)
 4. **Macedonia** (2013 printed + online edition)

Phase 3
Ukraine (2006 printed, first
edition; new edition 2014
printed and online)

After the Project Update with CEFR descriptors 2006

RAHMENCURRICULA



a sort of CEFR for teaching languages to university students



Support in

lesson planning, choosing university-level text types, using university-level descriptors, developing syllabuses, creation of course books etc.



Support in

answering questions such as: What should be learned and why? Which language for whom? Which texts, text types, text structures? And how? How should skills and competences be assessed? etc.

The text genre RAHMENCURRICULA: Sections

- 1. Principles**
- 2. Aims**
- 3. Contents**
- 4. Methods**
- 5. Assessment and Evaluation**
- 6. Concluding observations**
- 7. Glossary**
- 8. Appendixes**
- 9. Bibliography**

Section 1: PRINCIPLES

- Action orientation
- Communication orientation
- Focus on the learner
- Vocational and professional orientation
- Raising awareness of intercultural aspects
- Development and promotion of greater learning autonomy

Section 2: PURPOSES and AIMS

procedural knowledge/*savoir faire* : interdisciplinary skills such as

- questioning
- argumentation
- moderation
- visualisation and presentation techniques
- ...

declarative knowledge/*savoir*:

- connection between text genre, text pattern and speech acts (functional and systematic grammar)
- knowledge of processes, methods, norms, standards
- intercultural knowledge in subject- and job-related communication situations
- ...

Section 3: CONTENTS

- No fixed list of topics, but a choice relevant to students' lives
- Research questions and problems
- Everyday working life: subject- and career-oriented texts
- Everyday student life at home and abroad
- Interdisciplinary topic networks
- ...

Section 4: METHODS

- Learner and teacher roles
- Autonomous learning
- Learning techniques ...
- ...

Section 7: Examples from the Italian glossary

- A discussion and learning technique

<p>Fishbowl / Aquarium ^{oo} Es handelt sich um ein Verfahren, in dem die Studierenden zwei konzentrische Kreise bilden — einen Innen- und einen <u>Außenkreis</u> — und das</p>	<p>Fishbowl / Acquario ^{oo} Si tratta di un'attività nella quale gli studenti si dispongono in due cerchi concentrici, uno <u>interno</u> — <u>la "vaschetta dei pesci"</u> — e uno esterno, e che</p>
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- Definition

<p>Berufssprache (RC-U) ist Sprache der Personen, die einen bestimmten Beruf ausüben; sie wird auch als Jargon bzw. Slang, eine nicht standardisierte Sprachvarietät oder ein nicht standardisierter</p>	<p>Lingua usata nella professione (RC-U) È la lingua usata dalle persone che svolgono una determinata professione; viene anche definita come <i>gergo, slang, varietà linguistica non standardizzata</i> o <i>lessico non standardizzato</i> di un</p>
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- Research method

<p>Fallstudien Reetz versteht unter einem <i>Fall</i> „die Darstellung von realen oder der Realität entsprechenden Ereignissen, in denen ein bedeutsamer Zusammenhang, ein</p>	<p>Studi di caso Per <u>Reetz</u> un "caso" è "la presentazione di eventi reali o rispondenti a realtà, nei quali risulti riconoscibile un nesso con circostanze di vita a livello individuale, sociale o politico" (<u>Reetz</u>,</p>
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Section 8: APPENDIXES

Key qualifications

Relationship between key qualifications and their implementation in the teaching of foreign languages in schools and universities

Comparison of communication in general language teaching and teaching professional communication

Scales of descriptors appropriate for higher education /universities

Selection criteria for texts for teaching receptive skills

Grid for text analysis

Task types

Micro and macromethods

3. Cross-faculty foreign language teaching

Cross-linguistic

Cross-professional

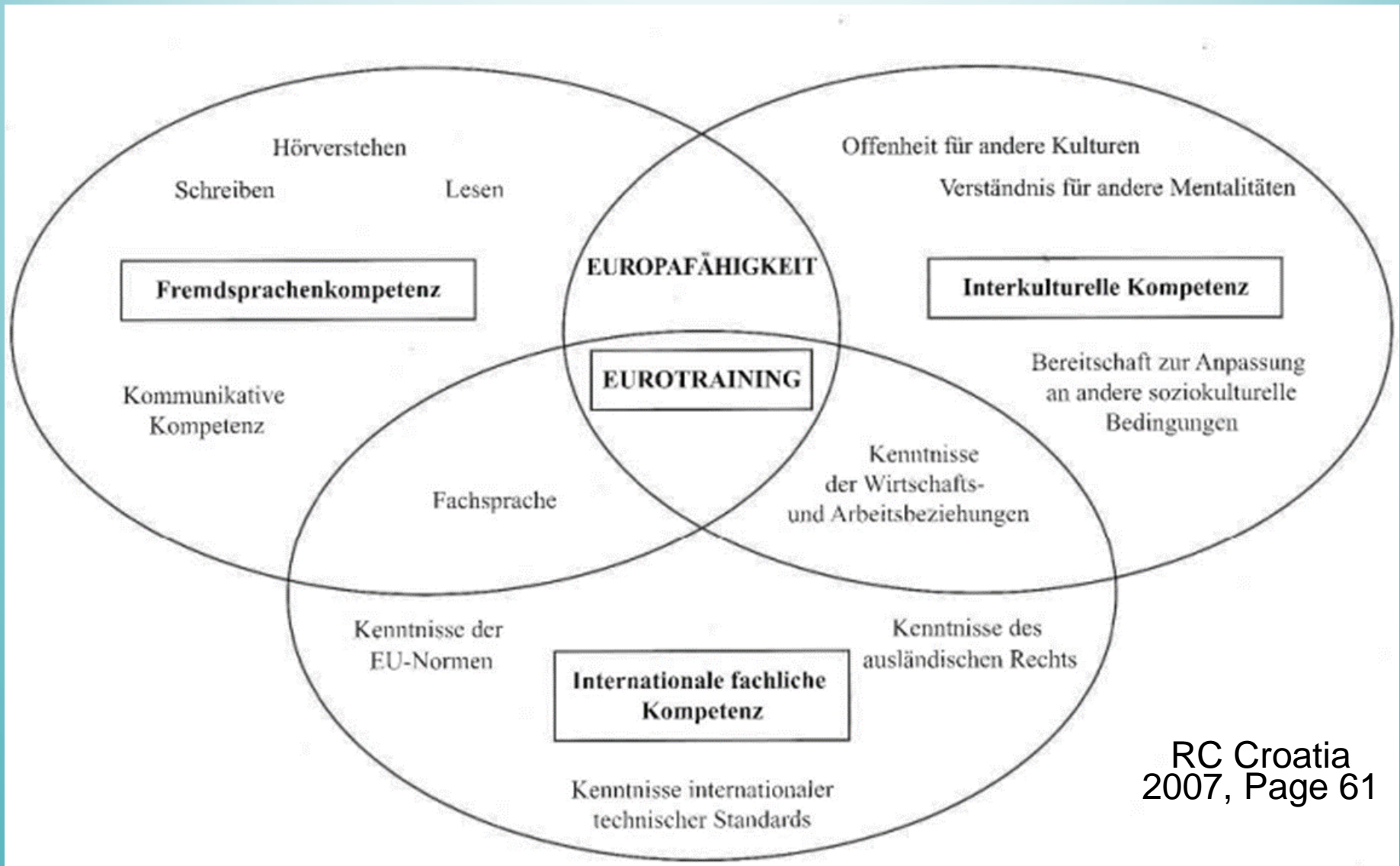
Cross-cultural

SOFT SKILLS

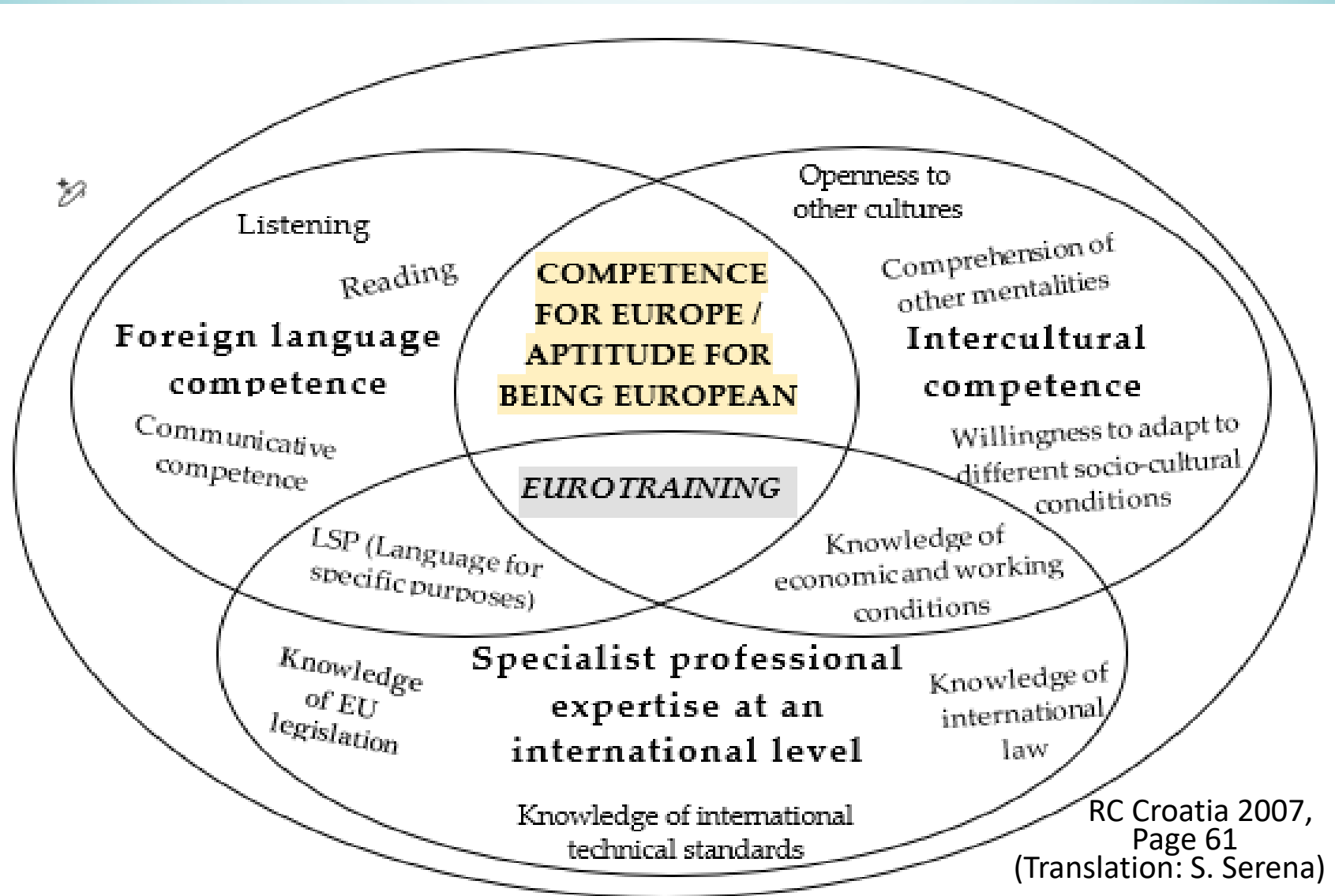
Cross-faculty

needed in order to become
European citizens
and able to work for Europe

Educational policy and language teaching objectives of the framework curricula: **European competencies for European citizenship** (German original version)



Educational policy and language teaching objectives of the framework curricula: European competences for a European citizenship (translation)



The “Rahmencurricula” are competence-oriented and action-oriented

Higher-level educational goals

1. Principles
2. Aims
3. Contents
4. Methods

Focus on learning through practical activities

5. Tools for assessment and evaluation
8. Tools in the appendixes and in the glossary

Course books, teaching materials,
teacher training,
educational policy

The REALISATION of the
FRAMEWORK CURRICULA
in an action-oriented textbook
for university students:

EXAMPLES from

Mit Deutsch studieren arbeiten leben

regarding

1. Descriptors
2. Topics
3. Activities



1.

Example of detailed descriptors of what students are able to do in and with the language at the end of a chapter

Topics: university life (fear of exams, living experiences abroad, key qualifications)

a. Which communicative activities:

- SI = SPOKEN INTERACTION
- SR = SPOKEN RECEPTION
- WI = WRITTEN INTERACTION
- WR = WRITTEN RECEPTION

b. in which text-types:

- interview
- email
- brochure

c. for which key qualification / competence:

- professional
- social
- methodological
- personal

d. reflecting on which language aspect

At the end of the chapter I am able to	
– gather information from an interview with a student about the experience of studying abroad	SR
– describe a student’s life in an email	WI
– understand some technical terms of university terminology in an information brochure or in a page from a university website	WR
– explain some technical terms of university terminology (<i>professional competence</i>)	SI
– give advice on overcoming exam anxiety (<i>social competence</i>)	SI
– give advice on exam preparation to a fellow student (<i>social competence</i>)	SI
– create a time schedule for exam preparation and present it to my fellow students (<i>methodological competence</i>)	SI
– describe my behaviour in stressful situations in a dialogue with a fellow student (<i>personal competence</i>)	SI
SOS-Searching- Organising – Systematising : Language Reflection: the imperative in giving advice	

2.

Examples of topics

Academic life / University life

- Key qualifications
- Fear of exams
- Living experiences abroad

Learning languages as a bridge to the world

- Experiences in learning foreign languages
- Small talk and conventions in everyday life
- Rules of etiquette with international business partners

Better quality of life through sustainability

- Consumers and their energy needs
- Travelling while respecting the environment
- Eco-friendly holidays

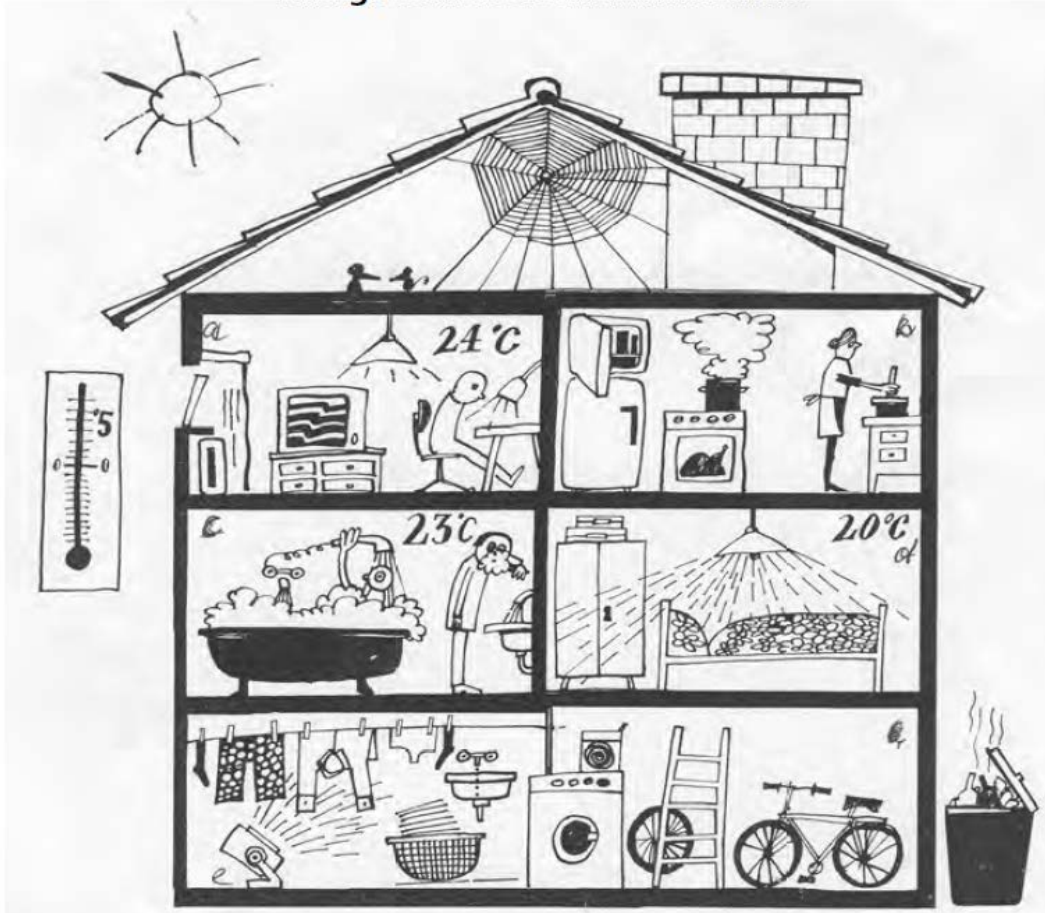
Preparing a presentation

- Collecting materials
- Reviewing materials
- Writing the manuscript for presentation
- Visualising
- Public speaking

3.

Examples of activities

Energiebewusstsein im Haushalt



Where can everyone save energy and make a concrete contribution to climate protection?

- List 5 ideas
- Compare them with the proposals of one or more other students
- Group the solutions and write them on a poster.

WHY THIS PROJECT IS IMPORTANT

Humanistic holistic approach

Fulfillment of the educational mission of tertiary education

Focus on education of the student as a whole person

Prepares for job requirements and job tasks

Answer to the question: What kind of people should our graduates become?

Prepares students for lifelong learning

**educational approach: 'With head, heart and hand'
(Pestalozzi)**

I have a dream...

To create a

PLURILINGUAL WORKING GROUP

in order to develop

TEACHING MATERIAL MODULES IN 3 OR 4

LANGUAGES

based

- on the didactic and methodological approach of the “Rahmencurricula“
- on themes that are relevant for university students

Who would like to dream
along with me?



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