

Bergeni “Can do” projekt

2000-2003





Projekti koordinaator

- Bergeni ülikooli inglise keele teaduskond
(Angela Hasselgreen)


ECML, Graz

Eesmärk

- Arendada viise, kuidas kirjeldada ja dokumenteerida, mida õpilased võõrkeeles oskavad ning teevad
- Luua täiendavat materjali Euroopa keelearnapile
- Koostada materjale, mis peegeldaksid 12-15aastase õppija maailma, põhinedes nende enda väidetest selle kohta, mida nad võõrkeeles oskavad teha ja teevad

Algus

- 2000
9 Norra õpetajat Hordalandi maakonnast
- 2001
liitusid uued osalejad: Per Blomqvist (Rootsi), Merete Erichsen (Norra), Anne-Marie Grahn-Saarinen (Soome), Anne Kraubner (Eesti), Lena Lidbjerg (Taani), Stasé Skapienė (Leedu), Halla Thorlacius (Island), Iveta Vitola (Läti)

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- Võimaldada õpilasel näha oma arengut
 - Suunata õpilast vastutama oma õpitulemuste eest
 - Kasutada materjale kõikide võõrkeelte puhul ja soovi korral ka arvutipõhiselt

Bergen, detsember 2001

Lugemine

- Küsitlus õpilastele nende lugemisharjumuste teadasaamiseks
155 õpilast Norrast (mida loevad nii inglise kui norra keeles)
- lugemise valdkondade kindlakstegemine
- mida õpilased nende puhul teha suudavad

Reading survey

Name.....

class

1. Where do you read English?

2. Why do you read English?

- to learn English
- because I like reading
- because my teacher tells me to
- to find out things that interest me
- to keep contact with people

other reasons:




3. What kind of texts do you read?

- texts in your coursebook / from your teacher
- story books
- fact books
- songs
- poems
- newspapers
- magazines
- instructions
- Internet pages
- computer games
- e-mails
- others



4. What do you **like** reading best?

Give **names/examples** of different things you have read recently (as many as you can; say if it was difficult or easy)



5. How much **time** do you think you spend reading in a normal week **in your free time** (i.e. not counting classwork or homework)

English

hardly any about 30 mins about an hour 2-3 hours more

Norwegian / your own language

hardly any about 30 mins about an hour 2-3 hours more

6. How many **pages** do you think you read in a normal week **in your free time**?

English

none 1-5 6-10 10-20
 20-50 50-100 more

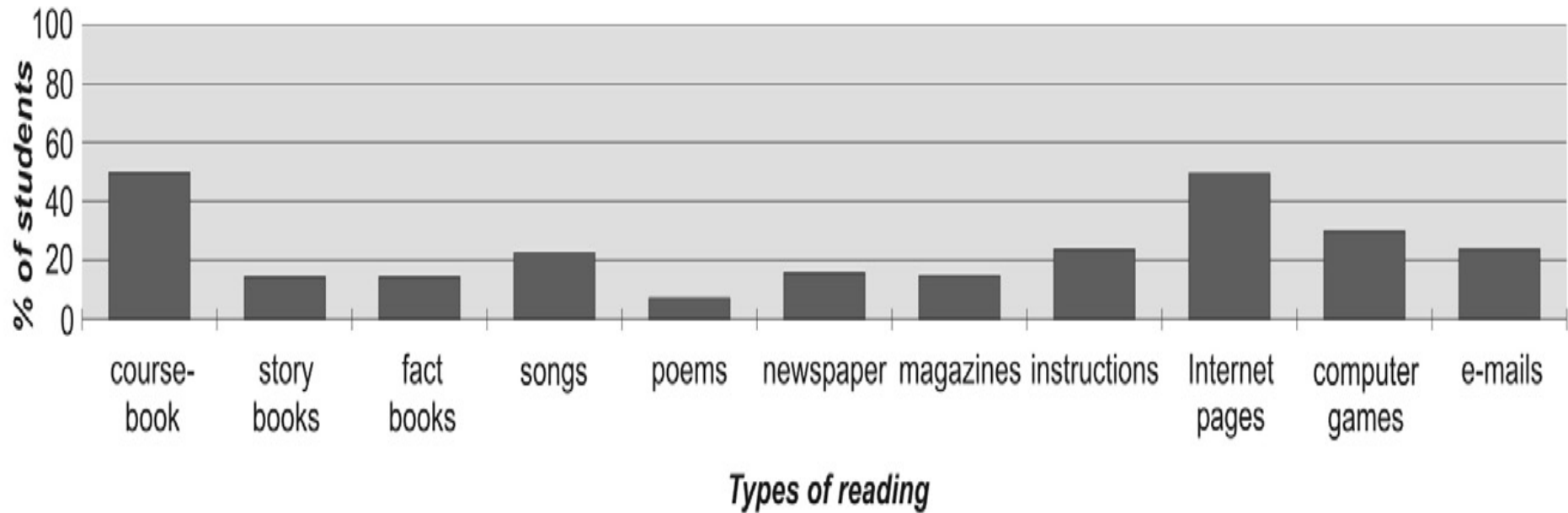
Norwegian / your own language

none 1-5 6-10 10-20
 20-50 50-100 more

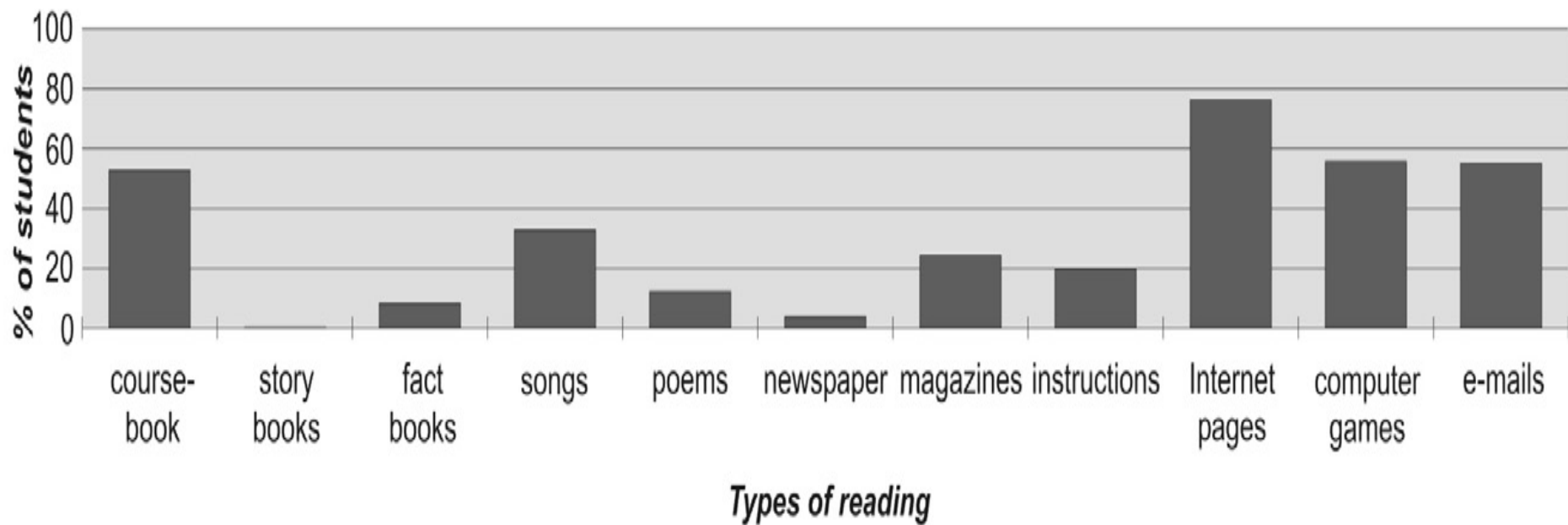
7. Look at the levels below: **which level** is right for you?

Types of reading: based on survey 1

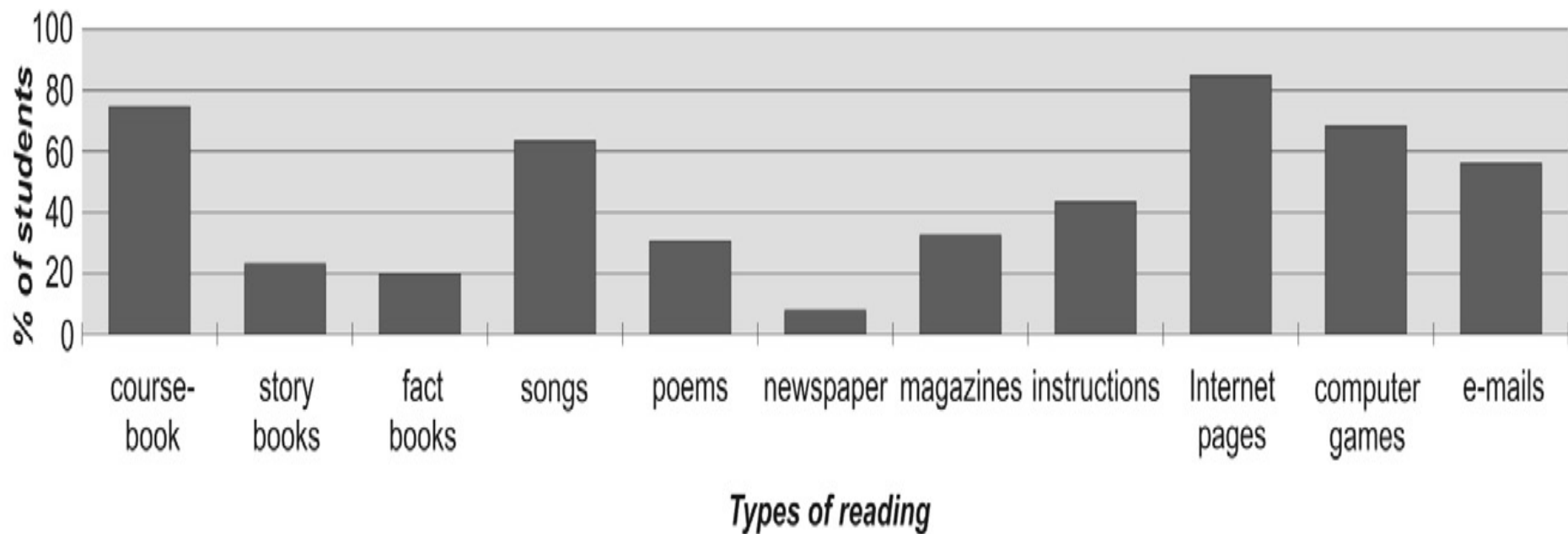
A 1/2 (14)



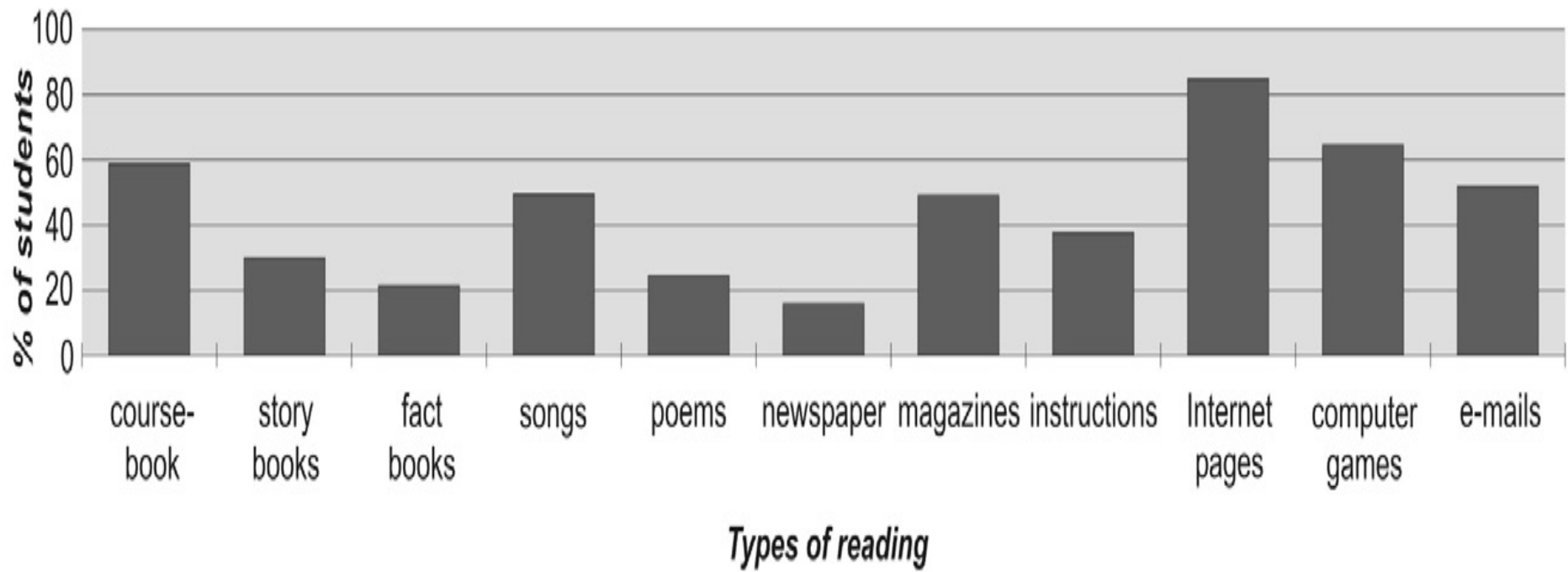
B1 (lower) (25)



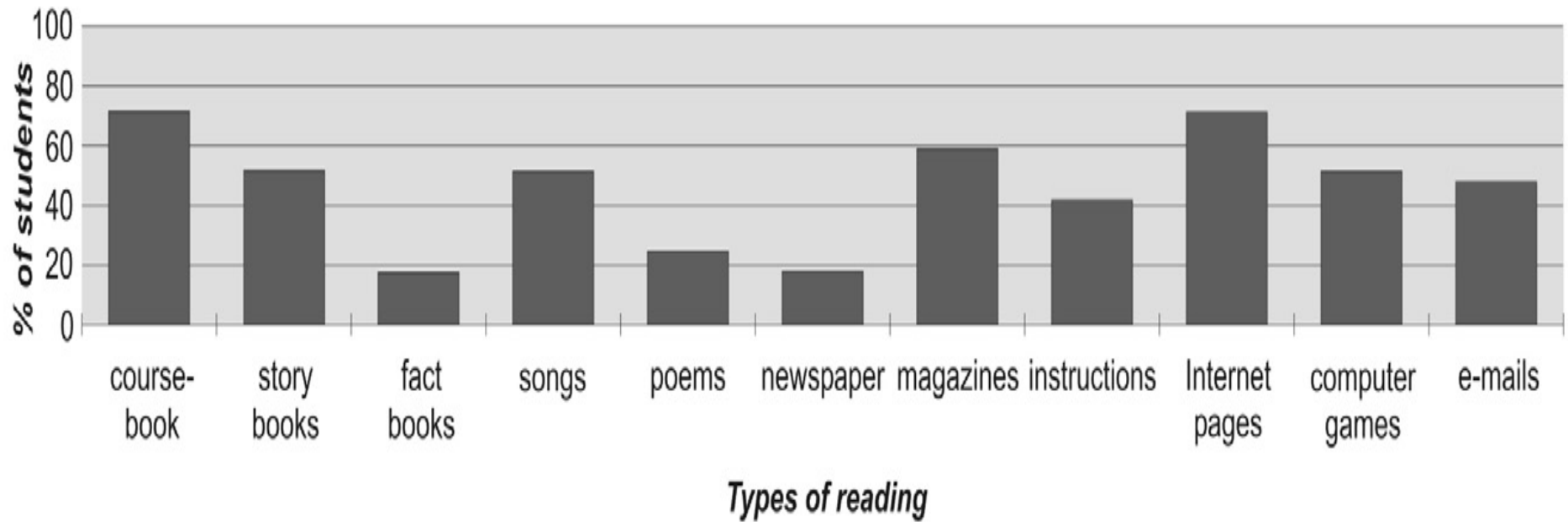
B1 (higher) (45)



B2 (47)



B2/C1 (17)



Lugemise valdkonnad

- üldistel eesmärkidel
- spetsiifilise info leidmine
- Internet
- isiklik suhtlus
- instruktsioonid
- lühijutud
- laulud, luuletused

-
- 259 õpilast
Norrast (3 kooli), Islandist, Soomest ja Eestist
 - õpetajate arvamus:
alahindamine, ülehindamine
69 õpilase puhul kõrvalekalle õpetaja arvamusest:
51 juhul ülehindamine
18 alahindamine



Reading self-assessment

name of text/book/etc.

.....
(Cross as many boxes as you need to)

1. Why did you read this?

- for pleasure
- because it looked interesting
- to learn language
- to communicate with other people
- to learn about something
- to learn how to do something
- to quickly find some information
- something else

.....



- **2. Did you manage to get what you wanted from the text?**

- yes more or less

- not really not at all

- **3. Was it easy for you?**

- yes quite easy

- not really no



4. If it was difficult, was this because:

- I have never read about this theme before
- the type of text (e.g. layout) was new to me
- a lot of the words and phrases were new to me
- the sentences were complicated
- the ideas were complicated
- something else

.....



5. How did you help yourself to read this?

- by getting clues from pictures, etc.
 - by guessing more or less what it would be about, e.g. from the title, or what you knew about the subject
 - by looking at some given words in advance
 - by guessing what new words and phrases meant
 - by trying to keep going even if it was difficult at times
 - by using a dictionary in extreme case
 - something else
-



6. Did you learn any language (e.g. new words)?

.....
.....
.....

7. Any comments on the text?

.....
.....
.....

Reading record

Cross the boxes and name some examples.
Add comments if you want.

- **Internet visits**

(examples/comments)

- **e-mails/SMS**

- **letters/notes**

(examples/comments)

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- **songs/poems**

(examples/comments)



- **books** (shade to show number of pages)

0 50 100 150 200 250

(add if necessary)

(examples/comments)



○ **short texts from course books**

**short texts from magazines, newspapers,
etc.**

(examples/comments)

.....

○ **other things?** (e.g. information,
instructions ...)

.....

Graz, mai 2002

- Kirjutamine:

Milliseid tekste õpilased kirjutavad koolis ja väljaspool kooli?

Writing survey form

1. What types of writing in this language do your pupils normally do *in school or for homework*?

(e.g. narrative essays, argumentative essays, descriptive essays, letters, forms, notes, reports, project texts, comic captions, etc.)


Please indicate roughly what proportion of your pupils you would expect to be able to do this, and at which levels these pupils tend to be.




2. What types of writing in this language do your pupils normally do *outside* school (i.e. unconnected with school or homework)?

(e.g. letters to penfriends/relatives, postcards, chatroom messages, e-mails, SMS messages, songs, notes, forms, more formal letters, etc.)

Please show roughly what proportion of your pupils say that they do this, and at which levels these pupils tend to be.

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- Kultuuridevaheline suhtlemine.
Kultuuriteadlikkus ja selle hindamine.




	Awareness of cultural difference (I think)	Passive knowledge (I know)	Active knowledge (I can tell about)	Implementing knowledge (I can do / take part)
Daily life and traditions				
Social conventions				
Non-verbal language				
Values and norms				

Esseevõistlus (mai - august 2002)

Mida erinevat on õpilased märganud teiste kultuuride juures, pidades silmas järgmisi aspekte:

- igapäevatoimingud ja traditsioonid
- käitumistavad (head kombed, riietus, külaskäigud jne)
- väärtused, tõekspidamised, hoiakud (mille üle ollakse uhked, millest räägitakse, mille pärast muretsetakse, mida peetakse naljakaks jne)
- mitteverbaalne suhtlemine (kehakeel, žestid, näoilme jne)

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- 300-500 sõna iga aspekti kohta
 - Kokku: 40 esseed (Leedu, Eesti, Läti, Island)
 - 10 auhinda (ECML T-särk)
esseed avaldati ECML kodulehel



Graz, 4. – 7. detsember 2002

34 osavõtjat 28 riigist

Tutvustati projekti tulemusi ja
viimistleti juba koostatud materjale

Kultuuridevaheline suhtlemine

Kontroll-leht

1. Daily life activities and traditions	Very well	Well	Quite well	Badly
I am familiar with daily life topics like family, school, sport, music, film, media, hobbies, spare time activities, holidays, festivals, traditions				
I can express myself on daily life topics				
I know about differences and similarities in daily life situations between my own country and countries where the foreign language is used				
I can express myself on topics of personal interest like education and job situation, as well as social and cultural issues, environmental and minority questions and human rights in own country to countries where the foreign language is used				

2. Social conventions	Very well	Well	Quite well	Badly
I am aware of ways of behaving in daily life situations concerning meals, dress code and taboos, etc.				
I can manage traditional ways of behaving when meeting and visiting people.				
I can accept and show politeness and hospitality in meeting persons from countries where the foreign language is used				
I have learned more about myself and my country when meeting persons from countries where the foreign language is used				



3. Values, beliefs and attitudes	Very well	Well	Quite well	Badly
I am aware of basic features of religion, traditions, national identity and minorities of the country of the foreign language.				
I can use what I know about topics as arts and politics of the country of the foreign language to learn more.				
I can use what I know about politics, traditions, national identity and minorities of the country of the foreign language to adjust what I say and do				
I can compare the culture of the foreign language to my own country's and get to a personal standing point.				
I can enjoy the culture of the foreign language and benefit personally and in a broader social context.				


4. Verbal communication	Very well	Well	Quite well	Badly
I can greet other persons in formal as well as informal situations.				
I can express myself when it is adequate to be polite, friendly or caring.				
I can excuse myself when I have made mistakes.				
I can make a short speech at celebrations.				

5. Non-verbal communication	Very well	Well	Quite well	Badly
I am aware of how mimics and body language can facilitate my understanding of daily life situations in the foreign language.				
I can make myself better understood by using gestures like pointing and shaking hands and body language.				
I can understand the humour in the foreign language and use a humorous issue as a means of communication.				

Tulemuste kajastamine

- Raamat "Bergen Can do project" (2003)



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- Bergeni Can do projekti materjalid olid abiks Euroopa keelemapi Eesti variandi kontroll-lehtede koostamisel

Kasulikud lingid

- <http://blog.educastur.es/portfolio/files/2008/04/bergen-can-do-project.pdf>
- <http://archive.ecml.at/cando/files/start.htm>