

Project

English for Social Sciences: development of language proficiency in a virtual learning environment

The two-part language course 'English for Students of Social Sciences (UNICert III)'(1) was developed in the period 2005-2007 within the framework of the Leonardo da Vinci project 'EUROVOLT via VLE'(2). In the process, teaching and learning materials were created taking into consideration the specific experiences and requirements of German students of Political and Managerial Sciences and Sociology. The course aims at the requirements of the professional world of these students.(3) A further important premise was compatibility with the existing UNICert training level and the levels of the Common European Framework of Reference for Languages. The material was specifically developed for a teaching and learning concept which implements innovative approaches in the combination of online and offline language learning (Blended Learning or BL) and investigates their success. To this end, a test and control group enrolled on the UNICert III/1 level were available for each semester respectively; the test group had 2 sessions in the multimedia language laboratory and 2 in the classroom (contact sessions), and the control group had 4 contact sessions. Both groups used the same material and dealt with the same topics, the test group online and the control group as printed material.

One of the two Moodle (4) courses created in the virtual learning environment was evaluated both internally and externally by the ELIAS (5) international working group. In the external evaluation, the course was awarded the highest or second highest number of points in all didactic and technical categories and was distinguished with a total of five out of five stars. The online learning materials won a nomination in the 'professional training and studies' category in the German training media award *digita 2008* (6).

The tasks from this course, which will be examined in greater detail in this article, must be assigned to the areas of grammar, listening and writing. The selection made initially reflects some criteria from the comprehensive proficiency areas: grammar as basic proficiency, listening as a receptive and oral proficiency and writing as a productive and written proficiency. Following the presentation of the examples, we shall focus on which e-learning specific tasks could be set and how these could increase effectiveness, learning success or motivation.

Example: grammar

Grammatical exercises have been effectively favoured as being easy to implement since the beginning of media-assisted foreign language learning; they can be created and corrected with great ease and are apparently perfectly suited to the patient establishment of grammatical forms which relate to tangible rules and areas of application which are relatively easy to limit. The reasons for the inclusion and emphasis on grammatical exercises which are principally classified as basic grammar are manifold and are mainly motivated by needs analysis: multiple choice type questions from the domain of basic grammar are often answered wrongly during assessment tests. Deficits in this area also lead to communication difficulties and the devalorisation of oral and written achievements. Furthermore, many mistakes are strongly reinforced and the cessation and conquering of this phenomenon, which is also described as fossilisation in specialist literature, (7)requires more time and work, as is generally known, than acquiring new knowledge.

The fact that such tasks are viewed as relevant to studies is ensured on the one hand by a thematic reference, for example on current social and political developments and daily life as a student and through the usage of specialist texts. On the other hand, the perceptive interest of the learner is fostered not only by justifying language usage with rules, but also trying out rules in the context of an inductive process and learning to deduce rules oneself. The following example involves one of four tense forms in the Present Tenses category, namely the 'Topic 03 C3 Tense Recognition Task' to the Present Progressive.

The article from which the following abstract was taken deals with the situation of women in Germany. In the introduction, the author **is referring** to Angela Merkel:

"Her diplomatic skills have already been credited with bringing European Union leaders closer [...]. Back home, the economy **is picking up**, and Germans are starting to shed the gloom that enveloped the country in the months surrounding its messy election. Watching Merkel, 51, and the five women -all experienced in state or federal government- she has installed in her new Cabinet, it's tempting to conclude that Germany, like its Scandinavian neighbors to the north, is enjoying the blessings of years of struggle for gender equality. Not so. The hard-won achievements of German women are limited, to a startling degree, to the world of politics."

Source: Andrew Purvis, *Time Europe Magazine*, January 30, 2006 , Why Merkel is not enough, p. 20.

- What is the name of the tense printed in bold type? [...]
- Find more examples of the same tense in the text above. [...]
- What kind of text is it? Why is this particular tense used here? (If you cannot determine what kind of text this is, focus on the context.) (8) [...]

Submit

Submit your answers by clicking
Then take a look at the sample answers in Part 10 and compare them with your replies. If necessary, correct your answers.

Figure 1. Tense Recognition Task.

In the subsequent task, 'Topic 03 C4 Focus on Usage', the learners are then inspired towards the correct, imitative usage of the individual Present Tenses:

Directions

In this exercise, you have to write some sentences of your own and apply the knowledge you have gained when you write about your personal situation. Model sentences will be provided so that you can compare your own sentences with these correct examples.

What is going on in the world around you?

We use a particular tense to tell others what we are doing at a particular moment (usually when they cannot see us, when we write a postcard or talk on the phone) and when we talk about what other people are doing.

Examples:

My friends are all looking for South American frogs as if there was no tomorrow. Does that mean something?

My wife went into labor this morning at five o'clock. I took her to the hospital at five-thirty. I just got a phone call from Casablanca and was told that she is giving birth to our first child.

On the phone: "What are you doing, your voice sounds strange?" - "I'm only eating some tortilla chips."

Think of some of the things that you and the people you know are doing right now. Complete the following sentences. Pay attention to the examples and use the correct tense.

After clicking the "Edit my submission" button below, copy and paste the sentences into the text field and complete them.

- I am ...
- The other students are not ...
- I think my friend is currently ...
- Our professor ...
- I suspect the German Chancellor ...
- All the grizzly bears in Alaska ...

Figure 2. Focus on Usage, Part C.

Such semi-open exercises have the evident disadvantage of needing to be corrected manually. But at the same time they also offer a change from the conventional types of exercise such as multiple choice, classification or short answers and prepare for application in proficiency areas which are interlinked with grammatical exercises in a targeted manner. First and foremost, it relates to tasks for oral communication in the contact session (offline) and written tasks (9) (online and offline).

From the feedback provided by learners on a total of two courses, the online grammatical exercises have performed gratifyingly: in the 'interesting and valuable learning experience' questionnaire, the grammar was graded (except for clarifications which were only linked to the platform in any case) 3.7 (week 5) or 3.8 (week 13), in each case marginally higher than average, where 1 signified not at all interesting and valuable and 5 signified extremely interesting and valuable. Following completion of the courses, independent rule deduction courses obtained the highest value: 3.9. The writing and reading tasks with feedback obtained the highest grade (4.1), and the online grammatical explanations obtained the lowest with 3.1 (10).

Grammatical instruction is frequently associated with negative ratings, first and foremost in schools, due to the repetitively coordinated exercise and consolidation phases (11). Raabe (2003) comments in relation to this that 'the communicative transfer phase frequently falls victim to a lack of time'. This leads to an 'onerousness of grammatical exercises which can have a strong negative impact on the enjoyment of foreign language exercises'. Many learners hold rather negative expectations of the learning of grammar which they fail to conceal from teaching staff during contact sessions. If it were possible to eradicate such unjustified prejudices and demonstrate independent learning possibilities by means of new forms of learning and alternative learning methods, the high cost of development of suitable materials would not only be justified, but forward-looking. In order to increase learning effectiveness simultaneously, more strongly adaptive programmes should be developed and tested in the years to come which not only ascertain mistakes but delimit the precise causes of the mistake, help to make a diagnosis and then provide the learner directly with relevant additional 'remedial tasks'.

Example: written tasks

The proficiency level of writing is distinguished in particular by two characteristics; firstly, written tasks offer diverse opportunities for the application of previously acquired vocabulary and terminology, procedural grammatical knowledge and knowledge of text construction. Secondly, in contrast to oral language usage, such tasks enable reflected language usage which always scrutinises the accuracy of one's own utterances. It is therefore plausible if store is not only set by the reflection and summarising of specialist knowledge in such tasks, but also by the conscious usage of the grammatical knowledge acquired, as in the example shown here, of the 'Topic 03 D1 Writing Task (Graded Assignment)'.

Write a short text of approximately 120-150 words, no more. Briefly report on your learning experiences in this semester. Focus on one particular course that you are participating in.

Use each of the four tenses that have been dealt with in this grammar unit (present simple, progressive/continuous, present perfect simple and progressive/continuous) at least twice. Please note that you may have to use other tenses as well, especially if you refer to a specific time in the past.

When you refer to facts which are generally true, events which are happening now, activities that have recently taken place or which have been going on up to the time when you write, you can usually use a form of the present tense.

When you have completed this task, submit it by clicking "Save changes". You can improve or edit your text until the submission deadline, Nov 20, 2007, 22:00 by clicking "Edit my submission" below.

You will receive feedback on the task from your teacher / online tutor within a week.

GRADING

Max. 20 points altogether, 10 points for content and structure 10 points for language / correctness.

19 = 1.3 18 = 1.7 17 = 2.0 16 = 2.3 15 = 2.7
14 = 3.0 13 = 3.3 12 = 3.7 11 = 4.0

Edit my submission

Figure 3. Topic 03 D1 Writing Task (Graded Assignment).

In the run-up to this task, the content and objects of social science-related specialities and the seminars relating to them were communicated beforehand, in addition to the key terminology of various social science-related subjects and their definitions. In the grammatical domain, oral communication tasks and further open exercises with the formats complete and translate followed the tasks for deduction of rules, practising and written application. Further task formats which can be performed with great ease on all learning management systems are chats and discussion fora.

The written learning achievements performed were submitted, corrected and returned online via the 'task' learning platform function. A colour code was used for correction which initially differentiates according to mistakes in the domain of grammar, vocabulary, text structuring, media, content, style and other mistakes. Incorrect methods of usage which relate to the previously communicated grammatical domain are penalised more strongly than others. The same applies to those in the domain of basic grammar. While the first text corrected also contains tips and clarifications in addition to the colour codes, such clarifications and therefore the time spent on correction is increasingly reduced in the course of the semester in order to strengthen the development of individual recognition and clarification mechanisms. This thus guarantees the intertwining of these two domains of proficiency communication,

grammar and writing. In addition, this creates pre-requisites that these interdependencies are recognised as being of personal importance by the learners and the causes or mistakes and the possibilities of compensation of proficiency deficits can be better reflected upon.

At the same time, the aimless deflagration of the total effort put into study by the learners and the correction time of the teaching staff should be avoided at all costs. The students are asked to correct their own tasks and to submit an improved version which then amounts to 50 per cent of the evaluation of the respective task. This option is currently being appreciated by the bachelor students above all (12).

Finally, the following two written tasks on further specialist and grammatical themes aim to clarify how the intertwining of specialist and language training can be implemented at this level using simple means:

Write a short text of approximately 150 – 200 words, no more. Briefly outline the most important facts about one international or social conflict. Briefly introduce the main actors and their objectives, and describe at least one of the historical developments more in depth. Use each of the four tenses that have been dealt with in this grammar unit (past simple, past progressive/continuous, past perfect simple and past perfect progressive /continuous) at least twice.

Figure 4. statement of task from Topic 05 D1 Writing Task (Graded Assignment).

Write a short text of approximately 200 – 250 words, no more. Briefly compare the work of two NGOs that have similar fields of activities, such as Greenpeace and the WWF (both in the field of environmental protection), or Charter 88 and Human Rights Watch (both in the field of human rights). If you do not know any NGOs and or have no time to research them, you can also use your imagination and make some up.

Please note that you should use adjectives and adverbs to describe their work and to compare certain criteria, such as budgets, membership, types of activities, structures, etc.

Figure 5. statement of task from Topic 05 D1 Writing Task (Graded Assignment).

The written tasks were also assessed very positively with a grading of 4.1. This was not only due to the prompt and useful feedback, but above all to the good thematic reference to the specialist knowledge dealt with and the linguistic categories of grammar, terminology and text construction.

Example: listening tasks

Online listening tasks demonstrate the greatest discrepancies in the learner evaluation between Week 5 and Week 13 mentioned at the beginning – at the end of the semester, these were assessed a whole grade higher and were thus perceived as being more useful and interesting after the first five weeks. The advantages which were not

recognised until later must be classed in the area of the generally accepted median added value (13) according to subsequent verbal polls: repeated individual listening with stopping and repeated listening to certain parts of the text which were relevant to the task was already possible in the traditional language laboratory. Further advantages which could be attained more easily through the usage of electronic media could be found in the fact that the place and time of learning could be determined by oneself, that more texts, with various requisition levels or performance requirements for example, could be provided and that a comparison of the listening text, script and sample responses is more straightforward, whereby for example independent learning could also be better promoted through more efficient platform-specific functions.

Within the framework of the proficiencies to be learnt, two desiderata must be recorded in the domain of listening in many more traditional teaching and learning materials (14) : firstly, listening to frequently superordinated learning objectives such as the communication of new vocabulary or structures /the practising of phonetics. Furthermore, many textbook listening exercises are designed in such a way that they are primarily suited to preparation for listening test-typical task formats and thus test listening comprehension. Such exercises are often not useful for a gradual and systematic development of listening proficiency. This can also be recognised from the fact that notetaking tasks tend to be the exception in such language course learning materials, while exercise formats such as MC, gap-filling or true/false strongly predominate.

In the following example, the 'Topic 06 E1 Listening Activity', both the contentual reference to the theme of the unit, 'NGOs' (non-governmental organisations) and the possibility of providing several degrees of difficulty and text types in a relatively short exercise without great effort become clear. As the exercises in the first pilot phase were performed in the multimedia language laboratory, it quickly became apparent that the online audio formats (see links inserted below, task 1 and 3) could not be played back on all computers. It was therefore necessary to also offer all texts offline in MP3 format. In the following semester, this task was then performed online outside of the contact session: the students surprised the teaching staff by the fact that almost all students voluntarily listened to more than one text and roughly 40 per cent also wrote a summary of at least two texts. Two learners even wrote a summary of all three texts, although the following work instruction in Figure 6 'Topic 06 E1 Listening Activity' clearly states that only one of the three texts should be worked on.

Listen to one of the following three audio recordings about NGOs and their activities:

TASK: Listen to the whole text at least twice without interruption, and take some notes while you listen. Remember that you can stop and rewind the recording at any time. Try to understand the main ideas and summarize the report you have chosen in approximately 100 words.

1. "Non-Governmental Organizations Influence Policy Around the World" (LEVEL: Easy – a short introductory text about NGOs and their role in society)
Original source: www.voanews.com/specialenglish/2006-08-13-voa2.cfm (Voice of America)
MP3 version
2. "The World Food Programme Warns it Is Running out of Money to Help Feed Refugees in Angola" (LEVEL: Medium difficulty – a UN radio webcast interview with the representative of the World Food Programme about the dire food situation in Angola)
Original source: <http://webcast.un.org/radio/english/mp3/2006/06071300-1.mp3> (United Nations radio webcast) MP3 version
3. " SINGAPORE : NGOs boycott major world finance meeting" (LEVEL: Difficult – an Australian correspondent reports from Singapore , and the line is not clear)
Original source: www.abc.net.au/ra/asiapac/programs/m1293987.asx
MP3 version (Australian Broadcasting Corporation, Sydney)

Click the "Submit or Edit my submission" button in order to hand your text in.

Edit my submission

Submit

Figure 6. Topic 06 E1 Listening Activity.

In addition, listening activities are perfectly suited to training in independent and reflective learning. A worksheet was developed to this end which learners can use in a special learning strategy workshop for the development of listening skills. As it is not suitable for a figure or a short excerpt, it is appended in its entirety below. It becomes clear that learners are not only incited to critically scrutinise their own learning success; they also become acquainted with new possibilities of the usage of these learning proposals, check the level of difficulty of exercises specified by the authors and try out the suggested strategies /learning methods. In this way, they become acquainted with different listening strategies which are classified, for example, in 'Randall's ESL Cyber Listening Lab' (15) in the individual, chronologically ordered work phases – before, during and after listening.

Results and conclusions

The learning outcomes achieved were first measured by means of the evaluation of oral and written texts; in the final test, also by means of short tests in the domains of listening and reading. The overall results must be rated as good following completion of the pilot phase in all test groups in the blended learning courses (average of all BL courses, approximately 2.3). However, they deviate only very slightly from those of the control groups who have used the same materials offline. Under the given conditions, no evidence has so far been found to prove that the usage of online materials in the blended learning courses produces significantly better learning outcomes than the usage of traditional materials or that learning occurs significantly more effectively in such a context. In addition to numerous interference factors such as differences in individual requirements, general learning and working conditions or the group dynamics in the contact session, there are also objective factors such as the short duration of the study –the course only ran for a semester in each instance– and the relatively small number of subjects –approximately 18 participants per course. A factor that could also have contributed to a 'distortion' of the results was that the dropout rate was considerably higher in two out of three comparative groups than in the test groups as, for the most part, the weaker students tend to drop out during the course.

A lower dropout rate in the blended learning test groups must be seen as an extremely positive sign with regard to the student's daily life and the optimum usage of available resources. At the same time, there is justified reason to assume that progress was made in various areas which could only be proven indirectly through observing the learners and teaching staff. This affects the following areas of independent lifelong learning:

- simpler and more targeted training in critically dealing with one's own texts and the recognition of learning deficits,
- becoming acquainted with various learning methods and learning strategies,
- greater familiarity with the forms of reflective learning,
- independent development and usage of online learning sources,
- usage of forms of online cooperation and exchange,
- better and safer dealings with electronic learning media.

In addition to the observations cited in this list, which are to be evaluated as positive in every respect, a higher continuation rate in the test groups and better evaluations of these groups in the teaching evaluation at the end of the semester leads to the conclusion that the participating students are more motivated.

Although the results are often non-conclusive, important steps have been undertaken with the development and accompanying evaluation of the learning proposal which lead to a contemporary language lesson. This involves not only the intensive usage of electronic media, but also the exploration into ways of implementing newer didactic insights with these innovative learning media without forgetting about previously acquired, established knowledge. Both within the framework of the EU-funded 'EUROVOLT via VLE' project and through independent experts, it has been confirmed that the learning materials developed meet current standards and are indicative.

Such complex material requires great initial effort on behalf of the teaching staff in preparing and giving classes compared to 'more traditional' textbook-supported language lessons. Following a short induction phase which should not last longer than two semesters, similarly as for traditional teaching and learning media, the subsequent effort for longer term usage is thoroughly tenable. It is also feasible within the framework of the scheme which underlies teaching load evaluations in university language learning establishments –with equal or greater time expenditure for the preparation and follow-up of each class taught.

Within the framework of a longer-term usage of such learning proposals, finding ways and means of reducing the time-consuming correction of semi-open exercises and more complex tasks such as translations, global comprehension, notetaking or written tasks is envisaged in the near future. The usage of parsers in the domain of spelling and grammar and more advanced tasks for the reinforcement of learner autonomy (comparison with sample texts, the independent recognition of deficits in proficiency) are conceivable here. Further provisions for the improvement of blended learning proposals must be viewed in the targeted usage of diagnostic tools for the recognition of specific, individual deficits and the creation of special exercise sequences for their effective correction.

Anyone who wishes to become acquainted with the entire course after having read the offline examples for online tasks in this article can do so on the Moodle platform of the language centre of the University of Potsdam. To this end, the internet address <http://moodle.spz.uni-potsdam.de/moodle/course/category.php?id=3> can be called up and the course 'EUROVOLT for TEACHERS / GUESTS) English for Students of Social Sciences' viewed with restricted guest access. Alternatively, if you register with the Potsdam Moodle System, you will also have learner access to the sample units '(EUROVOLT) English for Students of Social Sciences Reference Units'. As the user categories 'GUEST' and 'STUDENT' do not allow you to look 'behind the scenes', in the domains of assessment of achievement or the usage of the learning platform for performing various types of task and forms of communication, for example, during the dissemination phase of the EU project you can easily request a complete teacher/lecturer access by registering your interest by e-mail (16).

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APPENDIX

Listening Workshop Handout

Autonomous language learning – your experiences

1. Listening comprehension
2. Learning techniques
3. Examples
4. Sources / how to find material

1. Make a list of your autonomous language learning experiences:

Skills	Listening	Speaking	Pronunciation
Materials used			
General impressions			
Positive experiences			
Negative experiences			
Questions			

2. Listening comprehension

- Top-down and bottom-up processes
- Pre-listening activities (brainstorming or reflection activities)
 - General knowledge about the topic of the text
 - Background knowledge – text type
 - Words and phrases
 - Expectations concerning the content of the text
- Listening activities
 - Step 1: General understanding (do not interrupt the tape or the video)
 - Step 2: Understanding the main ideas and the most important facts (do not stop the tape or the video, take notes)
 - Step 3: Detailed understanding (stop if necessary, take notes)
 - Step 4: Transcription / translation (stop and rewind as often as necessary)
 - Step 5: Listening for words, phrases and structures (in order to learn them - word lists, index cards etc.)
- Post-listening activities
 - Pronunciation and intonation exercises
 - Learning words / phrases / sentences
 - Writing a summary / report / position paper
 - Conversation and discussion activities

3. Learning techniques

- How do I get started (topic / degree of difficulty / text types)?
- What makes a spoken text easy / difficult to understand?
- When and how should I use transcripts or subtitles, if available?
- How can I check my progress?
- Are videos easier or more difficult to understand than audio recordings?

This space is provided for additional questions you may have.

4. Examples

1. Demonstration of the Cyber Listening Lab: www.esl-lab.com
2. Working with the Cyber Listening Lab: Do at least two exercises and then fill out the following table.

Advantages

Drawbacks

Questions

3. Using material with transcripts (BBC weekly news for learners of English) available at www.bbc.co.uk/worldservice/learningenglish/newsenglish/index.shtml

How would you use these news recordings?

- 1.
- 2.
- 3.
- 4.

5. Sources / how to find material

Where can I find suitable texts offline?

How can I find good listening texts online?

Which online directories can I use?

- www.lclark.edu/~krauss/toppicks/listening.html (ESL Independent Study Lab / Listening)
- <http://esl.about.com/cs/listening/> (English listening quizzes)
- www.eslcafe.com/search/Listening/index.html (Dave's ESL Cafe)

Techniques and Tips for Autonomous Learners

Developing your skills (2001-2008) University of Manchester , Language Center , <http://www.langcent.manchester.ac.uk/resources/online/support-advice/learning-guide/sheets/> and pages linked to this site, retrieved from the internet on March 26, 2008.

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Notes

(1) The current offer of online language courses for students of social sciences and the reference courses can be found at: <http://moodle.spz.uni-potsdam.de/moodle/course/category.php?id=3>

(2) EUROVOLT via VLE: the official and complete description of the project is: European Vocational Online Language Teaching and Vocational Online Language Learning Via a Virtual Learning Environment. A comprehensive description of the entire project can be found on the EUROVOLT webpages at www.eurovolt.net .

(3) Cf. also observations on needs analysis in: Skowronek (2007), p. 305-308.

(4) Moodle is a virtual learning environment/an open-source course management system in accordance with its own definition at <http://moodle.org> . Further information about Moodle in the German language is accessible at http://docs.moodle.org/de/Was_ist_Moodle%3F .

(5) For the evaluation, see bibliography: Kranz/Neuhoff (2007). Here it is written: "The course which has been developed and supervised at the language centre of the University of Potsdam in the blended learning process can be applied as a model for the successful implementation of a modern teaching and learning methodology."

(6) See also <http://www.digita.de/2008/beruf3.htm> .

(7) For a more comprehensive description of this phenomenon, see Riemer (2002), p. 56 and 64.

(8) This task cannot be checked by the system (Moodle) within the framework of the short answer exercise format because it leads to a complex utterance. This is why the answers to this question are initially a diagnostic medium which is dealt with by the teacher and will be further discussed, where necessary, within the framework of the contact session.

(9) See *Figure 3: Topic 03 D1 Writing Task (Graded Assignment) further down in the text.*

(10) It was initially assumed that sufficient clarifications were available on the grammar pages on the Internet, e.g. at www.englishpage.com or <http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm> (UVic ELC Study Zone) which only needed to be linked to enable the students to learn. However, these linked clarifications were viewed as inferior by the students and consequently poorly evaluated due to the external linking and the missing reference to their tangible learning experiences and the themes of the course. Due to the great expense which was hardly justifiable of a complete in-house development, the in-house development was dispensed with and reference was made to grammar books available in the media library which contained rules and exercises via the linked webpages.

(11) For an explanation of the phase model in grammar, see Raabe (2003), p. 284

(12) For bachelor students, the marks awarded during the course are added to the overall mark for the course, and these are, in turn, recorded proportionately according to credits obtained for key qualifications on the Bachelor's certificate; in contrast to Masters and diploma students from whom only proof of ungraded 'attendance certificates' was required/is currently required.

(13) With regard to the term 'median added value' in the context of usage of the Internet for foreign language learning, see also Rösler/Ulrich (2003), p. 140-142

(14) This means current and popular general language materials of all levels from Fairway 1 (beginners' material A1) to New Progress to Proficiency (for very advanced learners, C1 to C2).

(15) See Davis (1998-2008). This online listening laboratory is distinguished thanks to an extraordinary breadth of topics and a demarcated attainment level, also thanks to numerous pre- and post-listening exercises and exercises relating to detailed comprehension and the words and phrases used. In any case, even the texts in the domain '**Listening Quizzes for Academic Purposes**' have a rather slight specialist reference and the identification of the attainment level (beginner – intermediate – advanced) is not always comprehensible.

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