

PILOT PROJECT No.3
"(Songs)"

FINAL REPORT and EVALUATION

PROJECT TITLE

Introducing German cultural studies through songs

PILOTING INSTITUTION(S)

Studienkolleg der Universität des Saarlandes
Postfach 15 11 50
D - 66041 Saarbrücken

PILOTING INSTRUCTOR(S)

Andrea Schmitt

CONTACT PERSON(S)

CONTACT DETAILS

Andrea Schmitt
Tel: 0681-3022850 (w) 0681-9385157 (p), mail: a.schmitt@stk.uni-sb.de

PROJECT SUMMARY

Please describe briefly the overall goal and objectives of the pilot project.

As stated in the project title the overall aim is to introduce foreign students to German language songs and musicians from over the last 30 years. Different cultural aspects will be presented through the songs (e.g. society, men/women,...) and different types of music will be introduced (e.g. Rock-Pop, Hip-hop, Lieder, Chansons...).

TARGET GROUP

Please indicate age, gender, national profile and number of students in the pilot group and level of their language proficiency according to the European Framework.

About 25 students from over 15 countries attending a preparatory course at the Studienkolleg der Universität des Saarlandes, between the ages of 20 - 25, language proficiency between B1 and C1 (20% max).

Group 1: project is part of the students' regular timetable: participation is compulsory (20 participants) - 9 units, 90 minutes each

group 2: mandatory participation (5 participants) - 5 units, 90 minutes each

PILOT PROJECT RELATION TO CHAGAL PRINCIPLES

Please specify how your project fits into the CHAGAL Curriculum Guidelines.

1. Improve the students` language proficiency
2. Acquire basic study skills and working techniques:
all students need to have access to the internet in order to fulfil the tasks set during class;
tasks include: to search the internet for information about the musicians (e.g. their biographical or artistic backgrounds, their aims, "message",...), to find out where and how to discover German-language songs and information about them, to search for the most recent and most modern songs and new developments in the field of German-language songs, to find their own favourite songs / musicians
to write minutes of the lessons
to present their findings to the class
3. Apart from their cultural aspects, songs can be used to enhance the individual learning process and the self-initiation. Music as an area of general interest in any culture, can arouse the students` curiosity towards the culture of the target country.

METHODOLOGY

Please give a description of the methodology that you will use to achieve your pilot project objectives. Indicate the tools/instruments that will be developed/used during the pilot project (e.g. visual aids, questionnaires, handouts, teacher-developed materials etc.).

music, songs and texts as a basis teacher-developed exercises on the songs photos, internet material about the musicians presentations of the students own material classroom-style, break-out groups, individual work

ACTION PLAN

Please provide a short description of the activities carried out within your pilot (e.g. who was doing what and when).

Start by presenting songs, musicians, as stated above,
Set students the task to research on certain musicians, types of music;
Students should gradually discover and present their own songs
Beginning: 11/2003 End: 02/2004

EXPECTED OUTCOMES

Please indicate what YOUR idea of the outcomes was BEFORE starting the pilot project (=text of your proposal).

Students will be able to:

- understand 5-8 German-language songs
- see songs as a part of the cultural output
- get more involved with the target culture by the means of songs, find it worthwhile to deal with songs and enjoy them;
- improve their skills of internet research
- practice the writing of minutes
- develop their presentation skills

ACTUAL OUTCOMES

Please compare the outcomes AFTER the end of the pilot project to the expected outcomes above.

Students got to know the texts, understood the "message" and the intention of 8 (group 2: 4) German- language songs;
 Got to know different musicians;
 Discovered and recognized different musical styles;
 As a result got more involved with the target culture
 Internet research: Some students gained access to the internet for the first time and made their first steps towards using the internet; the more experienced students shared their knowledge
 The students got to know minutes and their use, some of them wrote minutes of the lessons

LIST OF SUPPORTING DOCUMENTS

Please list the materials you have developed (e.g. questionnaires, forms, handouts, records, notes, students' feedback etc.). - Please include the documents into the **APPENDIX** .

1. Song texts
2. Sample of teaching material using songs
3. Questionnaire
4. University Magazine Article about the Chagal Project in Saarbrücken

PILOT PROJECT FINAL EVALUATION

Please answer the guiding questions below as far as possible. Additional comments are highly welcome, though.

1. Please describe the added value of the pilot project: benefit for the chagal student target group (e.g. with regard to competences, study skills, integration ...).
 The students improved their linguistic skills (e.g. listening, reading...)
 The students found the songs and their texts interesting, the songs proved to be a very good basis for discussions. As the song texts had a clear "message", students learnt to form their own opinions towards the issues addressed in the songs (e.g. "materialistic society") and to criticize or to

approve of the message in the songs.

The awareness towards the fact that songs are part of the cultural output increased and the students developed (a greater) interest in German-language music and musicians.

With regard to study skills: a small group of students gained their first internet experience, some went to a German library for the first time, the minutes had to be written on a computer; the awareness increased that students need to gain internet access and to organize computing facilities for their studies in Germany.

2. If applicable, please give a brief outline how (methodologically, in terms of content...) your pilot project supported / guided students into academic study - more efficiently, intensively... than it would have been possible without the pilot project?

For students, who think that creativity and a slightly different approach to language learning can help their learning process, that it can give them an open mind for their studies and also speed up their involvement with culture of the target country, the project can have the values described above (see 1.). For those, who do not agree with these methods and who might not be interested in getting involved with the target culture, the value remains on a purely linguistic level.

3. To underpin the findings above: please give a summary of students' feedback:

Regarding their feedback and general attitude towards the project, students can roughly be divided into three groups:

- very interested, very active, even beyond the lessons: students of this group asked friends about German-language music, borrowed CDs from the library, brought internet information to the class, swapped music CDs with others and got deeply involved with the subject ($\approx 20\%$)
- interested, active in the lessons: happy to receive information about German songs and culture during lessons, interested in the musicians, styles and songs, willing to discuss and participate actively in the lessons, welcomed the project as an additional and different approach to language learning ($\approx 65-70\%$)
- little interest in the subject: students of this group had difficulties accepting one of the basic ideas of the project - the creative approach to language learning; they do not seem to think it necessary to get deeply involved with German-language culture. These were mainly interested in lessons containing exam training. ($\approx 10-15\%$)

At the end of the project and after the exam, I was approached by several students expressing their positive opinion of the project. They were grateful for the additional knowledge they received and the different

methods used during the lessons.

4. If any, which level of study language proficiency would you think as preconditional for carrying out a project like your pilot project? Please indicate the level according to the European Framework.

Songs can be used from level A1.

For the songs used in the pilot project students need to have B1 competence.

5. Please describe the added value of the pilot project: benefit for the academic community at (host) universities (e.g. benefit for academic (everyday) life, for academic studies, effects on the internationalisation process / Bologna Process, benefit for majority student groups ...).

If cultural studies songs are considered a part of the integration process, songs - being part of the cultural output - are easily accessible. Texts and information about the musicians can be found on the internet, music can be found in the media and on CDs. Music is part of every culture, and thus most students are interested in the music of the target country. Especially young people enjoy discussing about different musical styles, tastes and presenting the music of their own country.

Of course it is to be discussed how many songs students should get to know, how much music is necessary. To consider music as a mere "luxury" for which there is no time during lessons would simplify the issue.

6. You have finished a chagal pilot project. How much extra work did it afford (hours per week)?

How would you define the pilot project workload in terms of cost-benefit-ratio?

Extra hours per week:

1-2 hours of teaching

2-3 hours preparation per week

7. Sustainability:

How do you feel about continuing your pilot project work/ developing it further / implement your findings into your teaching? If applicable, please indicate any plans how you will proceed further.

I am interested in exchanging ideas about teaching with songs with colleagues from other institutions. I also welcome invitations to other institutions to hold workshops there about my experience and knowledge about the subject. (One workshop at the Munich Studienkolleg has already been conducted successfully).

Is your pilot project /or parts of it?/ transferable into mainstream teaching/learning at your institution? In which way would you suppose it might be implemented? Do you intend to do anything about it? Is there any support the chagal team can offer?

Songs can always be a basis for teaching, even for exam classes. However, they should only be used as extensively as in the pilot project during additional lessons.

Having introduced the Chagal project and ideas to colleagues at the Studienkolleg, I can image an informal exchange of material and ideas with those who are interested in using songs at my institution.

8. Comment / Question: What about the Copyright of the teaching material on songs I have developed?