

# Bildung für Berlin



## Independent learning in the classroom

Self-assessment grids and tips  
for students regarding

- working on your own
- working with others
- lessons and classroom discussions
- skills

## Impressum

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Diese Broschüre ist Teil der Öffentlichkeitsarbeit des Landes Berlin.  
Sie ist nicht zum Verkauf bestimmt und darf nicht zur Werbung für  
politische Parteien verwendet werden.

Sehr geehrte Kolleginnen und Kollegen,

Ende 2009 erhielten Sie die Broschüre **Selbstständige Arbeit im mündlichen Unterricht**. Sie wurde von den Berliner Schulen sehr positiv aufgenommen und aufgrund der starken Nachfrage mittlerweile in fast 10.000 Exemplaren verteilt. Außerdem ist sie online verfügbar unter

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/ Selbstständige Arbeit im mündlichen Unterricht.

Diese Handreichung ist fachübergreifend angelegt, war aber ursprünglich als Material für den Englischunterricht gedacht. Mit **Independent learning in the classroom** liefern wir Ihnen nun die englischsprachige Version. Als Instrument zum selbstgesteuerten, schülerorientierten Lernen eignet sie sich, integraler Bestandteil des einsprachigen Englischunterrichts zu werden. Auch Lernende, die sich in der englischen Sprache noch nicht sicher fühlen, können anhand der Materialien – ggf. mit Hilfe schriftlicher oder mündlicher Vokabelhilfen – ihren eigenen Lernstand einschätzen, Hinweise für die Entwicklung ihrer Kompetenzen erhalten und sich erreichbare Ziele setzen.

Besonders wenn die deutsche Broschüre bereits eingeführt ist, wird es den Schülerinnen und Schülern leicht fallen, die Selbstbeurteilungsbögen und Tipps in der Fremdsprache zu nutzen. Auch die Kommunikation im Englischunterricht über ihren erreichten Kompetenzstand und ihre Möglichkeiten bessere Leistungen zu erzielen, ist so vereinfacht. Auf diese Weise kann die Handreichung nicht nur zur Unterstützung des individualisierten Lernens genutzt werden, sondern auch zur Förderung der kommunikativen Kompetenz.

Wir hoffen durch das vorliegende Material einen Beitrag dazu zu leisten, dass die Reflexion über das Lernen selbstverständlicher Bestandteil des Englischunterrichts wird und dass die Lernenden den durchgängigen Gebrauch der Fremdsprache in allen Phasen des Unterrichts leichter praktizieren können.

Bei der Arbeit mit **Independent learning in the classroom** wünschen wir Ihnen und Ihren Schülerinnen und Schülern viel Freude und Erfolg. Selbstverständlich nehmen wir gerne Ihre Rückmeldungen entgegen, um diese Publikation ggf. weiterzuentwickeln.

Im Namen der Kolleginnen und Kollegen der Aufsicht über die Unterrichtsfächer

Elke Dragendorf

# Working on your own

Name: \_\_\_\_\_

## Do I prepare properly to start working on my own?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



When I am asked to complete a task on my own, I make sure I know what I have to do. (If necessary I keep asking until I know how to carry out the task.)

I carefully plan the time I have available for the task.

I think carefully about what to do first and how to carry on.

I collect and record my ideas in the form of a mind map, notes etc.

I structure my notes by making an outline.

My notes are clear so that I can easily read and restructure them later on.

I make a note of what I have to keep in mind and of what I need for the task.

I bring the necessary materials to class.



## Am I able to concentrate on my work?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I give the task my full attention.

I refrain from making any noise or doing anything that might disturb others or me.

When I feel distracted, I know what to do so that I can continue my work without being disturbed.

When I don't feel like working, I think of what could motivate me to continue and finish the task.



## Do I make use of materials that can help me?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I use worksheets, notes etc.

I get dictionaries, encyclopaedias, newspapers etc. that can help me with my task.

# Tips for working on your own (e.g. homework, presentations)

Name:

**When you work on your own you have to know what to do, what materials to use, and how to stick to your work. That is true for tasks you can complete within two minutes as well as for tasks you need a long time to prepare, such as presentations.**

## PREPARATION

- 1) Bring all necessary materials to class (paper, pencil, notebook, book etc.) and have them ready for use.
- 2) Read the instructions carefully and think about what you have to do to fulfil the task.
- 3) Only start working when you know exactly what you need to do. (Ask someone to explain the task to you if you can't manage to work it out yourself).
- 4) Think carefully about what to do first and how to go on.
- 5) Carefully plan the time you have available to complete the task.

## WORKING ON YOUR OWN

- ✪ Concentrate on your work and don't let yourself be distracted.
- ✪ If you feel that the task is too difficult, think which materials you could use to help you.
- ✪ Collect your ideas in the form of a mind map, notes etc.
- ✪ Make notes in a way that allows you to make sense of them at a later stage.
- ✪ Structure your notes so that you know in which order you have to deal with the different aspects of the task, i.e. make a plan or outline.
- ✪ Look at your own materials and decide what might be useful for the task you are dealing with:
  - ★ your own notes
  - ★ dictionaries, encyclopaedias
  - ★ newspapers
  - ★ information from the Internet
  - ★ films
- ✪ Note down which materials you want to use and where you want to use them.
- ✪ Use the skills necessary to complete the task (see tips and self-assessment grid: „Skills“.)
- ✪ Check your results with the help of notes, provided solutions etc.
- ✪ Revise your results.

## DON'T FORGET

- ↩ **Step by step!** Don't plan to do too much. It's better to think of a simple answer than to be discouraged.
- ↩ **Plan first!** Only with very small tasks is one final draft enough. Otherwise you should always make notes/a rough draft first.
- ↩ **Keep track of things!** Even if you know what you want to say, your plan will help you to stay focused.
- ↩ **Don't expect too much!** You don't have to deal with every question/aspect straight away. Note down what you might want to include at a later stage.
- ↩ **Stick with it!** Dealing with a task is rarely ever entirely fun! Encourage yourself and think of the end result!

# Working with others

Name: \_\_\_\_\_

## Do I prepare properly so I can work well with others?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I make sure I know what to do (and will ask the others or the teacher if necessary).

I take part in planning our task.

I take part in assigning different tasks to all the members of my group.

## Do I cooperate properly with the others?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I respect everybody's role and individual task in the group.

I take responsibility for a special task in the group.

If necessary, I ask questions until I know everything I need to know to fulfil my task in the group.

Everything I do helps to get the work done.

I keep to the agreed deadlines.

I listen to everybody in the group/my partner.

I try to answer the questions of the members of my group.

If the others ask me to help them, I do so as much as I can.

I contribute to all parts of our task if necessary.

I help the group focus on the most relevant aspects.

If necessary, I make use of dictionaries, encyclopaedias, workbooks etc.

I prepare parts of our task at home if necessary.

I bring the necessary materials to class.

If someone criticises my work or my behaviour, I listen and think about what I could improve.

If I feel that members of my group could contribute more to our task, I tell them so clearly but politely.

I contribute to informing the rest of the class about the results of our group work.

# Tips for working together with others

Name: \_\_\_\_\_

**When you work with others – in groups or in pairs – you all contribute to a task. Together you decide how to tackle the task and what everyone’s contribution should be. If everyone participates, you will not only get good results but you will also learn from each other.**

**Observe the following rules so that everyone will benefit from working together.**

## PREPARATION

- 1) See that your group sets itself up quickly and quietly without disturbing anyone else.
- 2) Talk to the others about your task:
  - ✦ Think carefully about what exactly you have to do to fulfil it.
  - ✦ If anything seems unclear to you at first, try to work it out together.
  - ✦ Ask the teacher if something remains unclear to you.
- 3) Have all the materials ready so that you can quickly get started with your work.

## WORKING IN A GROUP

- ✦ Take an active part in organising your work:
  - ★ Take on a role (e.g. time monitor, rule monitor, group mediator, secretary).
  - ★ Make sure that all the other roles and tasks are assigned.
  - ★ Make sure that all the members of your group share in the work.
- ✦ Make sure that
  - ★ everyone speaks in a quiet voice,
  - ★ you listen to each other,
  - ★ you respect each other’s opinion,
  - ★ you help each other.
- ✦ Make sure that you are working on the set task as required.
- ✦ Support your group’s work by contributing to the content of the task.
- ✦ Support your group’s work by providing appropriate materials.

## THE RESULTS OF PAIR AND GROUP WORK

- ✦ Contribute to recording your results and/or informing the others about your results by
  - ★ sharing your notes
  - ★ supporting the secretary
- ✦ Take an active part in presenting your results clearly and in an interesting way. Think about
  - ★ what content and which results you should present to the others,
  - ★ what kind of media you want to use for your presentation.
- ✦ Make sure that all the members of your group are respected and actively share in the work.

## DON'T FORGET

- ↪ **Everyone is equally important!** It is sometimes easier to ask questions and to express ideas in a small group than in front of the whole class. However, you must still listen to one another and take each other seriously.
- ↪ **Different opinions – one result!** You might not always agree about everything; you may have to compromise to find one satisfactory solution.
- ↪ **Information for the others!** At the end of the presentation of your results, the rest of the class should know as much about the subject as each member of your group. The clearer you present your results the better all of you will be able to remember them.
- ↪ **Learn from your classmates!** You can learn a lot by asking your classmates questions or by answering them.  
Don't miss this opportunity!

# Taking part in lessons and classroom discussions

Name: \_\_\_\_\_

## How good is the content of what I want to say?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



My statements contribute to the topic of the lesson or discussion.

I have ideas regarding the topics of the lessons/discussions and share them with the class.

I am well-informed about the topics of the lessons and share my knowledge with the class.

I also use the knowledge I have acquired outside school to contribute to the lessons/discussions.

When I state my opinion, I justify it.

I agree with arguments if they convince me.

I refute arguments and provide counter-arguments if I have a different opinion.

I give examples to illustrate my statements so that they are easier to understand.



## Does the whole class/group gain from the contributions I make in class?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I refer to previous remarks and develop them.

I am polite and show respect to everyone.

I listen to what others are saying.

If there is something I don't understand, I ask for clarification.

I answer other students' questions and comment on their remarks.

If I think that something was particularly good or not correct, I express my opinion clearly but politely.

I discuss my ideas and views with others.

I help others when they are searching for words or answers.

When assessing other students' contributions, I consider the criteria we agreed on beforehand.



## Do I contribute to the best of my ability?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I speak in a way that everyone is able to understand me.

When I speak for any length of time or when I am nervous, I use notes of some kind.

I make sure that I use appropriate language and that it is grammatically correct.

When I notice that I could improve what I have said, I correct myself.

# Tips for taking part in lessons and classroom discussions

Name: \_\_\_\_\_

**In many lessons it is important that you and your classmates can exchange ideas on the topics dealt with in class. If you observe the following advice, both you and your classmates should be able to benefit from the discussions and have fun talking to each other.**

## PREPARATION

- 1) Come to class fully prepared for the lesson, i.e. with completed homework. Give some thought to what the lesson might be about before it starts, or remind yourself of what the last lesson was about e.g. by looking at your notes.
- 2) Make sure that you have all the necessary materials ready for use during the lesson. It is often very helpful to be able to look something up or to make notes.

## TAKING PART IN THE LESSON

- ✦ Make sure you know what the lesson is about.
- ✦ Raise your hand if you want to say something.
- ✦ Speak loudly and clearly when it is your turn.
- ✦ If you are nervous, keep your contribution short or make some notes you can refer to when you speak.
- ✦ If you are too afraid to speak spontaneously, read out something you prepared earlier in writing, e.g. your homework.
- ✦ Listen to what others are saying and consider if they are right and if you are learning anything new.
- ✦ Give reasons for your opinion. This allows the others to understand why you think that way.
- ✦ If you want to say something that is similar to what someone else has said, explain why you support their statement.
- ✦ If you see things differently say so, but don't forget to give reasons for your opinion.
- ✦ Try to use examples and evidence to make what you say easier to understand and more interesting.
- ✦ Try to answer other students' questions.
- ✦ If there is something you don't know yet but would like to know, ask questions about it.
- ✦ If you were unable to say or ask something during a lesson (because there was not enough time or because you were not confident enough to do so), note down what you wanted to say or ask. You might be able to bring it up during the next lesson. If not, ask your teacher when there might be another opportunity to do so.

## DON'T FORGET

- ↩ **Making mistakes is a natural part of learning!** It is quite normal for you or for someone else to get something wrong, and this can even be helpful. Mistakes can get everybody to think about something once again and maybe even consider new aspects. So don't be afraid – you can learn from your mistakes.
- ↩ **Often you can learn most from your classmates!** Listen carefully to your class-mates and when you think that something was particularly good, say so.
- ↩ **Every contribution is important!** Everyone has something important to say – but some find it more difficult than others to express themselves and may need a bit more time and support.
- ↩ **Everyone is allowed to express their opinion!** However, every statement should be respectful so as not to hurt anybody's feelings.
- ↩ **Support your opinion by giving reasons for it!** To make a good contribution you need to stick to the topic and support your statements by providing facts and examples.

# Using skills successfully I

Name: \_\_\_\_\_

## Do I prepare properly before I start working on a task?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



Before dealing with a task, I make sure I know what I have to do. (If necessary, I keep asking until I am absolutely sure how to carry out the task.)

I think carefully about what to do first and how to carry on.

I carefully plan the time I have available for the task.

## Do I also manage to cope with complex tasks?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I collect and record my ideas regarding the task in the form of clearly structured notes (e.g. in a mind map, a table, a drawing etc.)

I make a plan which shows the order and importance of the different aspects and how they relate to each other.

First I look through the materials collected in class that fit the topic (e.g. worksheets, notes, study diary)

I identify what additional information I need.

I plan how to get hold of the information.

I think carefully about what to do first and how to carry on.

I carefully plan the time I have available for the task.

When I need help, I make use of dictionaries and encyclopaedias or talk to my classmates or the teacher.

# Using skills successfully II

Name: \_\_\_\_\_

## Do I make use of all the important information?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



Using my notes and my plan/outline, I identify what material and information I need.

I note down the necessary information on all the sources I have used (title of book, newspaper or article, place and year of publication, page number(s); Internet address and date I accessed the site)

I save important texts by downloading them or printing them including the URL.

I check information from the Internet to see whether the source is reliable.

If I am not sure about the reliability of a source, I mention it in my report.

I draw up a list of all the sources I have used.

On the basis of my plan, I decide which material I should use, which material I will refer to and/or include in my report.



## Do I obtain all the important information while reading?

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I look at the titles and/or illustrations of a text and try to work out what the text might be about.

I highlight the passages or illustrations which I need to complete the task.

I highlight key words/supplementary information which I need to complete the task.

If possible, I use clues from the context of the text to find out the meaning of words I don't know.

I use dictionaries/encyclopaedias/the Internet to help me understand important unfamiliar words/information.

# Using skills successfully III

Name: \_\_\_\_\_

**Do I fulfil the task in the way I write?**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA



I divide the text into sensible paragraphs.

I find subtitles/key phrases for the paragraphs.

I once more compare my completed plan/outline with the task.

If necessary, I make alterations.

I always put my name and date on my written paper and leave a large margin for corrections.

I always write legibly, even for a first or rough draft, in case I don't have time to produce a final draft.

While writing I use my outline and notes.

I start a new paragraph for each aspect of my outline.

If I change the order of the aspects while writing, I make a note of it in my outline, so that I do not lose track.

I make sure that I support my statements with explanations and/or examples.

If I use passages from somebody else's text, I indicate the source.

I know how to quote correctly and do so.

I link my arguments and paragraphs by using appropriate words and phrases.

I carefully plan the time I have available for the task, so that I am able to revise what I have written.

I compare what I have written with my plan/outline. If I have missed something important, I complete my text by adding footnotes (or better endnotes) on a separate sheet of paper.

I use dictionaries/encyclopaedias and, if possible, the computer spell check to revise my text.

**I can find hints concerning oral contributions under „Taking part in lessons and classroom discussions“**

# Tips for using skills

Name: \_\_\_\_\_

**Skills help you to fulfil tasks well and quickly. In order to benefit from skills you need to**

- a) know various skills**
- b) choose the right skills for a given task**
- c) use the skills**

## **a) Knowing various skills**

**You will need the following skills to be able to write texts, give presentations and answer complex questions.**

**First of all, however, you need to have the appropriate materials ready for use:**

### **PREPARATION**

- 1)** Check whether you are allowed to write (make notes, underline, highlight etc.) on the materials, e.g. worksheets/books etc., or not.  
If not, decide whether to
  - ✱ photocopy the materials
  - ✱ do the marking on a transparency which you put over the text
  - ✱ note down the relevant passages yourself (noting down the source, too).
- 2)** Prepare all necessary writing equipment (highlighters in different colours, pencil, ruler, paper etc.).
- 3)** Have dictionaries, encyclopaedias, the Internet ready for use.
- 4)** Think about all the possibilities you know for tackling a task, e.g.:
  - ✱ highlighting passages/sentences of a text in (different) colours
  - ✱ underlining key words that are important for the task
  - ✱ underlining important unfamiliar words/information
  - ✱ noting down key words in the margin
  - ✱ making notes, mind maps, drawings, tables
  - ✱ writing a plan/outline

## **b) Choosing the right skills for a given task**

Decide whether you

- 1)** use different colours for highlighting (i.e. a different colour for different parts of the task; an extra colour for questions...)
- 2)** collect your ideas by making notes (good for just jotting down everything that seems important for you) or a mind map (good for showing the relationship between various ideas).
- 3)** make a plan/outline straight away after you have read the task (that might speed up your choice of materials) or only after you have already looked through part of the materials.

### **Avoid:**

- ✱ methods that cause too much work (e.g. noting down long passages)
- ✱ marking too much (it is better to work with a pencil first as you can easily rub it out).



# Tips for using skills

Name: \_\_\_\_\_

## c) using the skills

- 1) when working on more complex tasks (e.g. also during class tests) you need to carefully plan the time you have available for the task. Your plan needs to include all the stages that are necessary to complete a task (including the last step at the end: revision).
- 2) Put the instructions (for the set task) next to the materials you are looking at in order to make sure that they meet the requirements of the set task.
- 3) Highlight/underline only those elements of a text that
  - ✦ seem particularly important to you
  - ✦ are clearly relevant to the task
- 4) Use different colours for highlighting different themes/tasks.
- 5) Use a different colour for passages that are unclear to you.
- 6) Begin noting down information and ideas in the form of a mind map/a table, a drawing etc. the very moment you start looking through materials. This way you can always add to your notes and keep track of what you are doing.
- 7) Depending on the task, complete your outline first before you
  - ✦ decide which parts of a text/picture/film you want to use
  - ✦ choose the media you want to use (PPP, OHP, poster)
  - ✦ start formulating your text
- 8) In order to complete your final draft, compare what you have written with your plan/outline. If your plan does not correspond to what you have written, adjust your plan. It is normal to make alterations while working on something.
- 9) In order to revise what you have written use
  - ✦ the instructions for the set task. (Does everything you have written correspond to the task?)
  - ✦ encyclopaedias, dictionaries (to check when you are not sure about the content or use of language.)

If possible, ask other people (your classmates/members of your family) what they think about what you have written: Is everything clear and comprehensible to them? Have you solved the task?

## DON'T FORGET

- ↩ **Note the source!** This way you avoid looking endlessly for the material you have used (e.g. on the Internet)
- ↩ **Relate everything to the topic!** If you are not sure whether the material fits your task, indicate it (e.g. using a question mark).
- ↩ **Keep looking at your outline!** This way you avoid losing track and diverting from the task.
- ↩ **Concentrate on the essential aspects!** If you don't understand a certain word/part of a problem, decide whether it is important for the task. If not, note it down for later.