

## “Case Studies in University Language Teaching”

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### - Abstract -

This paper will discuss different possibilities of effective use of online case studies in university language teaching as an efficient method of problem-based and task-oriented language teaching. In this paper we will particularly look into the problem of relating language case studies to the CEF.

Within the framework of the activities of the EU-funded “HERMES” project (<http://www.uni-tuebingen.de/hermes/>) and the ECML 2<sup>nd</sup> Medium-Term Project “LCaS” (<http://www.ecml.at/mtp2/LCaS/>) a group of language teachers has developed case studies in English, French, German and Italian for university language teaching with particular focus on LSP. These case studies have been successfully piloted with students in language classes and have received positive feedback in teacher training courses.

The 1<sup>st</sup> regional event of the LCaS Project, which took place in March 2005 at the University of Oulu, has shown the possibilities, but also the challenges for a language teacher in developing his or her own language case study. This paper will give a short introduction into the development process and the results of the Oulu workshop.

Relating the case studies to the CEF levels of competence is not always a simple task: sometimes the reading material seems to be fairly difficult, but the tasks are relatively easy – thus enabling the teacher to use the case studies with students of lower competence and offering them a challenging and stimulating task. Different aspects of determining the level of difficulty of a case study will be discussed and aspects on how to assess the performance of the learner according to the CEF levels will be presented.

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