

TITLE: 21st Century English Skills

Type of module:		
Basic national:	Basic local:	Specialization: X
Module size:		
10 ECTS		
Title of the module:		
21st Century English Skills		
Brief description of the module:		
<p>Purpose The purpose of the module is that the student improves his academic profile with a focus on the linguistic and cultural learning potential in relation to the use of multimodal texts in English teaching.</p> <p>Objectives The student must acquire academic knowledge, subject didactic insight and competences in the cultural and social field of the English subject, thus qualifying the student to be able to plan, implement and evaluate teaching that develops the pupils' English language text competences.</p> <p>Content The module is based on language acquisition theories with focus on the content as well as the linguistic aspect of English. There is a focus on the use of multimodal texts (eg films, pictures and graphic novels) in English teaching. The student must analyze, didactise and critically evaluate multimodal texts in a methodical and teacher-professional manner, to qualify their usage in English teaching. In addition, the focus will be on the use of IT tools and Web 2.0 as a learning platform in language teaching, for example as a tool for student production of small films, multimedia productions, electronic picture books and creative writing.</p> <p>In addition to the teacher profile of language and globalization, the module offers the opportunity to focus on the student's teacher profile in both primary and lower secondary school education, with both subjects being taken into account in particular through the practice connection. In addition, digitalization and inclusion are important focal points of the module.</p> <p>The module covers both theory and practice in relation to the use of multimodal texts in English teaching in both primary and lower secondary school.</p> <p>Product As there is an increased focus on the practical dimension in the module, the student must develop and teach the planned sequences in English teaching in school.</p>		
Module language:		
English		
Module is approved for the following subject incl. ECTS:		
English - 10 ECTS		

The knowledge foundation of the module:	
The module is based on recent theory and research related to English language acquisition, Communicative Language Teaching, genre-based writing pedagogy and functional grammar.	
The module's relation to the practical dimension in school:	
<ul style="list-style-type: none"> • Observation of lessons in a class with subsequent reflection on theoretical approaches to the work with multimodal texts. • Planning and presenting a short teaching sequence that includes focus on multimodal texts / IT tools. • Teaching the sequence with subsequent reflections. 	
Competence areas incorporated into module:	
Linguistic competence and language teaching. Language acquisition and foreign language communication. Foreign language didactics.	
Competence objectives in the module:	
Competence objectives for primary: The student is able to plan (well argued), implement, evaluate and develop varied English teaching with the use of multi modal texts and with the integration of society, culture and cultural meetings in the linguistic work at primary school level. The student is able to plan (well argued), implement, evaluate and develop varied English teaching based on own practice and recent research-based knowledge about foreign language didactics. Competence objectives for lower secondary: The student is able to plan (well argued), implement, evaluate and develop varied English teaching with the use of multi modal texts and with the integration of society, culture and cultural meetings in the linguistic work at lower secondary school level. The student can plan (well argued), implement, evaluate and develop teaching based on the pupil's learning styles, abilities and potentials, also taking into account the pupil's use of communicative and learning strategies and processes.	
Knowledge: The student has knowledge about	Skills: The student can
<ul style="list-style-type: none"> • Digital technologies and learning processes 	<ul style="list-style-type: none"> • apply digital technologies and interactive media to support pupils' and their own receptive and productive learning processes
<ul style="list-style-type: none"> • culture and cultural meetings, including pragmatic competence and the interaction of language, culture and identity, 	<ul style="list-style-type: none"> • plan and carry out teaching with examples of diverse cultural practices and culture meetings at the primary level

	<ul style="list-style-type: none"> plan and carry out teaching with examples of diverse cultural practices and culture meetings at the lower secondary level
<ul style="list-style-type: none"> linguistic variation, culture and social conditions in the English-speaking world as well as issues of relevance to globalization 	<ul style="list-style-type: none"> argue professionally for the use of content about language, culture and societal conditions relevant to the teaching of the English language
<ul style="list-style-type: none"> text competence including digital technologies and media 	<ul style="list-style-type: none"> use relevant and differentiated texts, media and IT when teaching
<ul style="list-style-type: none"> creativity, innovation and entrepreneurship in teaching 	<ul style="list-style-type: none"> plan and implement teaching and projects that strengthen students' efficacy (sense of mastery), ability to act and to be entrepreneurial
<ul style="list-style-type: none"> the subject's contribution to person formation, general education and connection to other subjects 	<ul style="list-style-type: none"> plan and implement single subject and inter-disciplinary teaching with a focus on the pupils' personal formation and general education,
<ul style="list-style-type: none"> theory and methods of analysis relevant to the description of learning and teaching English as a foreign language and 	<ul style="list-style-type: none"> implement and develop well-argued learning goal focussed English teaching and
<ul style="list-style-type: none"> the relationship between images, sound and text in multimodal texts as well as insight into relating subject didactics 	<ul style="list-style-type: none"> decode multimodal texts in language teaching and support the pupils' decoding of the texts
<ul style="list-style-type: none"> production of multimodal texts and insight into relating subject didactics 	<ul style="list-style-type: none"> produce multimodal texts as well as support the pupils' production of the texts

Working methods according to the Study Activity Model:

Within the module, there will be systematic guidance and feedback from the instructor to the students. The specifics regarding situation, extent, form and context of the guidance and feedback will be described in the study plan for the module.

Evaluation of the module, including evaluation criteria:

The student demonstrates knowledge and skills in relation to the module's competence goals.

The student fulfills the criteria as stated in the study plan compulsory oral presentations, compulsory hand-in of study products, compulsory studies in practice.

The module is completed as module type B and assessed by using the ECTS grading scale.