

TITLE: Writing English for Geeks and Goofies

Type of module:		
Basic, nationally prepared.:	Basic, locally prepared	Specialization: X
Size of the module: 10 ECTS credits		
Title of the module: Writing English for Geeks and Goofies		
Brief description of the module:		
<p>Purpose. The purpose of this module is for the student teachers to develop and specialise their knowledge and skills within the linguistic field of the subject English with specific focus on written processes and competences. Moreover, the purpose is that the student teachers will be able to use their linguistic knowledge functionally through the development of their competences in language methodology and pedagogy and that the student teachers themselves will be able to use a more nuanced, varied and precise language relevant for the English teacher profession.</p> <p>Aims. The student teachers must acquire linguistic competences and knowledge of language methodology and pedagogy, which both meet the requirements of their own written language skills on the basis of conscious linguistic choices in a meaningful context, as well as develop their role as a language advisors at school in order to: be able to plan, teach, evaluate, develop and cooperate with regard to teaching written processes – also concerning inclusion and the individual pupil’s interlanguage development.</p> <p>Content. The student teachers will work on improving their professional profile through a focus on their own written skills and through working on developing their role as language advisors concerning genre-based language teaching and scaffolding individual pupils’ written production (feed-up, supporting the writing process, interlanguage analysis, feedback and feedforward). Thereby there is a significant focus on inclusion and literacy in this module. The module comprises both theory and practice in relation to the scaffolding of written processes.</p> <p>Product . The student teachers should</p> <ul style="list-style-type: none"> • Produce written products that demonstrate competences in analysing and evaluating their own and pupils’ texts within a variety of genres. • Plan, teach and evaluate teaching sequences in writing skills in a specific class in a communicative context. There is an increased focus on field studies at school in this module. • Improve their own professionally relevant writing skills on the basis of conscious choices. 		
Module Language:		
English		
The module is approved for the following subjects, including ECTS specification:		
English grades 1st – 6th and English grades 4th – 10th		

10 ECTS	
Knowledge foundation of the module:	
The module is based on recent theory and research related to Communicative Language Teaching, genre-based writing pedagogy and functional grammar and English language acquisition.	
The module's relation to the practical dimension at school	
<ul style="list-style-type: none"> • Observing lessons in a class followed by reflections in relation to the theory studied • Planning and presenting a short teaching sequence to be used in this particular class • Teaching and evaluating the teaching sequence in the particular class • Presenting the student teachers' teaching experience in the particular class • Collecting learner language and presenting interlanguage analysis, feedback and feedforward in relation to individual pupils. • Visits by guest teachers might be included 	
Competence areas, included in the module:	
<p>English grades 1st – 6th: Linguistic competence and language teaching. Language acquisition and foreign language communication. Foreign language didactics.</p> <p>English grades 4th – 10th: Linguistic competence and language teaching. Language acquisition and foreign language communication. Foreign language didactics.</p>	
Competence objectives in the module:	
<ul style="list-style-type: none"> • The student teacher is able to make and professionally justify choices in connection with planning, implementing, evaluating and developing English teaching, using differentiated teaching and aiming at specific areas of the pupils' learning. • The student teacher is able to make and justify choices in connection with planning, implementing, evaluating and developing English teaching based on the prerequisites and potentials of the pupils, including the pupils' use of communicative and learning strategies and processes • The student teacher is able to make and justify choices in connection with planning, implementing, evaluating and developing English teaching based on his or her own practice and recent research-based knowledge of language methodology and pedagogy 	
Skills objectives: The student teacher can	Knowledge objectives: the student teacher has knowledge of
<ul style="list-style-type: none"> • Show command of the English language for teaching and personal use, including participation in international debate on methodology and pedagogy 	<ul style="list-style-type: none"> • The English language system and use
<ul style="list-style-type: none"> • Describe language/linguistic structures for various target groups 	<ul style="list-style-type: none"> • Meta-language on the structure of language and language use

<ul style="list-style-type: none"> Plan, implement, evaluate and develop the teaching of communicative competence and language structures and 	<ul style="list-style-type: none"> Communicative competence and
<ul style="list-style-type: none"> Find focal points in the work with the interlanguage of the student teacher's own as well as that of the pupil based on analysis, including concerns about the age of the pupil. 	<ul style="list-style-type: none"> interlanguage.
<ul style="list-style-type: none"> Plan and implement teaching with a focus on communication processes and strategies, 	<ul style="list-style-type: none"> Communication processes, including receptive and productive processes and strategies, discourse and communication strategies
<ul style="list-style-type: none"> Evaluate language acquisition in a variety of types of learner language data as a basis for being able to function as a language advisor 	<ul style="list-style-type: none"> Interlanguage development,
<ul style="list-style-type: none"> Use digital technologies and interactive media as a support of the student teacher's own as well as the pupils' receptive and productive learning processes 	<ul style="list-style-type: none"> it and learning processes
<ul style="list-style-type: none"> Justify specific elements of teaching to optimize the learning processes for groups of pupils as well as the individual pupil. 	
<ul style="list-style-type: none"> Justify the way he teaches and develops English teaching based on learning aims 	<ul style="list-style-type: none"> Theory and methods of analysis relevant for describing the learning and teaching of English as a foreign language
<ul style="list-style-type: none"> inform oneself in the national as well as the international debate on the subject English. 	<ul style="list-style-type: none"> national and international research in foreign language methodology and pedagogy. .
<ul style="list-style-type: none"> Be able to scaffold pupils' written processes in a meaningful context 	<ul style="list-style-type: none"> Knowledge of writing processes in connection with language acquisition, CLT and the needs of individual pupils.
<ul style="list-style-type: none"> Express oneself with linguistic accuracy, precisely, appropriately and nuanced in written genres that are relevant for the student teacher's teaching profession 	<ul style="list-style-type: none"> Knowledge of genre didactics and the English language system
<ul style="list-style-type: none"> Be able to reflect meta-linguistically on one's own and pupils' written texts on the basis of language awareness 	<ul style="list-style-type: none"> Knowledge and consciousness of the pupils' as well as the student teacher's own written strenghts and weaknesses

Working methods according to the Study Activity Model:

The student teachers' study activities are organized in a variety of ways, including field studies. The study activities should encourage the student teachers' acquisition of knowledge and support their active participation and collaboration in class in a spirit of commitment. The student teachers will work individually, in groups and in class 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: .

Evaluation criteria regarding the student teacher's learning outcome:

The student teacher demonstrates knowledge and skill regarding the competences outlined in the module's competence objectives.

Active participation in the module as stated in the study plan:

- Oral presentations
- Short written assignments in various genres
- Peer feedback
- Field studies
- A final study product in relation to the field studies

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