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PROFESSIONS-
HØJSKOLEN

Specialization module: Teaching upper-primary and lower-secondary school subjects *through* English (73877E) (18SP)

Module type, credits and language
Interdisciplinary, international specialization comprising 10 ECTS-point. Taught in English.
Teaching subject: 10 ECTS-points.

Brief description of the module
Do you have a good ear for languages and a strong desire to teach non-language subjects in English in your upcoming teaching profession? Then this module is tailor-made for you.

The goal of this module is to assist the student in developing the competences that are necessary for conducting English-medium instruction in the upper-primary and lower-secondary school system . The module gives the student the opportunity to both supplement his/her existing or emerging subject teaching competence with knowledge of foreign language pedagogy and further develop his/her own English language proficiency. The module equips the student to teach not only at English-medium international schools but also at any public or private school that offers English-medium instruction, whether it be in the form of an international programme, selected school subjects or lengthier mono- or interdisciplinary theme-based teaching sequences.

The departure point for the module is CLIL (Content and Language Integrated Learning), a teaching approach that aims to integrate content learning and language learning. The module's main foci are teaching techniques and learning activities that support and facilitate the development of language relevant to subject content. This module addresses the following questions: What characterizes a teaching approach that strives to achieve a balanced integration of both content learning and language learning? What role does language play in school content subjects? How are language learning goals established in relation to subject content? Which language scaffolding teaching techniques can be used to make subject content more tangible and comprehensible? Which teaching techniques and/or learning activities can be used to direct pupils' attention to the specific elements of the target language that are a prerequisite for processing, learning and communicating about the content of a school subject? How are established language learning goals formatively assessed?

The module targets:
- the language skills of listening, conversation, extended talk, reading and writing in relation to subject content
- subject-specific language development in relation to the pupils' language needs, interests and abilities
- language and content aims and assessment in content subject teaching
- identification of the elements of the target language that are a prerequisite for the teacher's organization and management of content learning
- identification of the elements of the target language that are a prerequisite for the pupils' processing and learning of, as well as communication about subject content
- techniques that draw attention to subject-specific language, including technical and academic vocabulary
- learning activities that stimulate language awareness and support language development with respect to subject content
- learning activities that support the processing and comprehension of subject content, including subject-specific texts
- learning activities that stimulate the production of language output and the learning of subject content
- interplay among language view, language learning view and content learning view as well as didactic planning based on current national and international provisions, including EU's guidelines for CLIL

With a departure point in the above-mentioned content areas, the module also aims to facilitate the student's own language awareness and development.

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Academic foundation of the module
The module draws on national and international CLIL research and development as well as related areas of research and development, including content-based instruction (CBI), foreign language acquisition and pedagogy and genre pedagogy.

Module competence areas
The module targets competence areas from the subject of English as well as relevant competence areas from the individual participating student's non-language subject.

Module competence goals
Overall, the student is able to plan, develop, conduct and evaluate English-medium instruction with a view to the pupils' target language abilities and developmental needs and challenges. In addition to the knowledge and skills goals listed below, the module embraces relevant competence goals from the individual participating student's non-language subject.

Skills goals: The student is able to	Knowledge goals: The student has knowledge of
use English effectively for instructional and personal purposes	the structure and use of the English language
plan, conduct and evaluate learning outcome-driven English-medium instruction with a special focus on the learning of subject-specific and learning-related target language	learning outcome-driven instruction, signs of learning, assessment and evaluation
identify and explain the individual elements of English-medium instruction that aim to highlight and optimize language learning processes for both groups of pupils as well as individual pupils	the language skills of listening, conversation, extended talk, reading and writing
identify elements of the target language that are a prerequisite for the teacher's organisation and management of content learning in the classroom	classroom management and organization forms as well as theory and analytic methods of relevance for the description of the teacher's use of language in English-medium instruction
identify elements of the target language that are a prerequisite for the pupils' processing, comprehension and learning of as well as communication about subject content	learning needs as well as theory and analytic methods of relevance for the description of language use and learning in relation to subject content
incorporate techniques in content subject instruction with the objective of highlighting, raising awareness about and scaffolding subject-specific and learning-related target language	techniques that highlight, raise awareness about and scaffold subject-specific and learning-related target language
incorporate and modify learning activities in English-medium instruction with the objective of stimulating and supporting the pupils' processing and comprehension of subject content and the learning of subject-specific language	language use and acquisition as well as learning activities that stimulate and support the processing and comprehension of subject content and the learning of subject-specific language
incorporate and modify learning activities in English-medium instruction with the objective of stimulating and supporting the pupils' production of oral and written output and the learning of subject-specific language	language use and acquisition as well as learning activities that stimulate and support the production of oral and written output and the learning of subject-specific language

Teaching methods in the module

Category	Working hours, 275 in total	Main teaching methods
Category 1	49 (65 lessons)	Classroom instruction; including presentations by the instructor or students, group work, projects, workshops, guidance, feedback and evaluation.

Category 2	121	Study group work; including assignments, ITC work, projects, collection and analysis of empirical data. As well as work related to the obligatory study products (study product 1: 25 hours, study product 2: 50 hours).
Category 3	100	The student's independent work with the development of knowledge and skills in relation to modular content; including in-depth work with individually chosen areas, independent literature search and independent language training and development.
Category 4	5	

Criteria for completion of the module

Module approval is based on a qualitative, pass/fail, composite assessment of two study products.

Study product 1: The first product is an oral presentation, which is to be done in groups of 3-4 students. First, the groups are each to select a commercially produced English-medium teaching sequence targeting a chosen non-language subject. Thereafter, the groups are each to analyze at least two activities from the selected sequence with the objective of identifying which target language demands these activities impose on the targeted pupils. One of the activities is to be input-based, the other output-based. Lastly, the groups are each to present the results of their analysis in a 15-minute oral presentation. Participation during presentations is obligatory.

Study product 2: The second product is an individually written paper which builds on the teaching sequence analyzed for study product 1. The student is to reflect on how two chosen activities from the teaching sequence can be scaffolded to support comprehension and output. One of the activities is to be input-based, the other output-based. Additionally, the student is to write a 2-page didactic rationale that aims to explain how the newly scaffolded activities draw on CLIL methodology. The description of scaffolded activities is to be appended to the rationale.

The above study-product descriptions are supplemented with detailed guidelines and assessment rubrics, both of which are presented to the students by the instructor of the module.

Deadlines for submission of the study products and instructor feedback are specified in the module plan.

The module is approved for the following subjects

The module leads to qualifications in relevant competence goals from both the subject of English and the individual participating student's non-language subject.

Academic prerequisites for the module

The module is open to all Danish and international students who are pursuing a degree in teaching, regardless of subject specialization. Participating students must be able to document proficiency in English that corresponds to the level of *independent language user* (B2 of the Common European Framework of Reference for Languages). Lower levels of language proficiency are likely to impede completion of the module. It is recommended that the participating student has completed minimally one basis module in the non-language subject that he/she intends to work with in connection with the specialization module.