

**Module title:**

**Beginner's didactics in English, French and German with a focus on plurilingualism**

**Description:** Both internationally and nationally children learn foreign languages at an earlier age than previously to be able to function in a globalized world. Children's everyday lives are characterized by individual and societal plurilingual and intercultural encounters, a fact that schools do not take sufficiently into account according to research.

The purpose of the module is to qualify the students to implement change and processes rooted in their own teaching experiences. The module thus provides research-based knowledge of early language start in English, French and German, focusing on plurilingual education and including Danish as a second language as a dimension in foreign language teaching.

**Learning goals**

Competency goals

The goal is that the students through integration of their practical experiences and their attitude to instructional development acquire competencies to

- plan, implement, evaluate and develop differentiated teaching for beginners in English, French and German that aims to develop students' intercultural communicative skills.
- plan, implement, evaluate and develop a plurilingual approach in foreign language teaching that takes Danish as a second language into account as a dimension in foreign language teaching and builds on students' linguistic and cultural resources.
- initiate and assume responsibility for the development and implementation of processes of change as well as anchoring an approach to teaching beginners which includes a focus on plurilingualism including professional upgrading of colleagues in schools.

To achieve these competences, the students must

Knowledge

- have knowledge of and insight into the national and international contexts of teaching beginners and of plurilingual approaches.
- have knowledge of and insight into theories of teaching foreign languages to beginners.
- have knowledge of and insight into theories of plurilingualism, plurilingual approaches and Danish as a second language as a dimension in foreign language teaching .

- have knowledge of and insight into theories of practice-oriented professional development.
- have knowledge of teaching materials including digital tools to optimize learning and collaboration processes.

#### Skills

- be able to plan and describe goal-oriented foreign language teaching of beginners based on a cognitive philosophy of learning, a communicative language view, a dynamic view on culture and an application-oriented educational approach.
- be able to plan and describe a plurilingual approach to teaching foreign languages based on societal as well as students' individual plurilingualism in the early language start.
- be able to implement their own teaching experiences in processes of change and to anchor these in a context of teaching beginners with a focus on plurilingualism.
- be able to analyze, select and apply teaching materials, including digital tools, for teaching foreign languages to beginners.

#### Content

In a research-based, application-oriented and practice-oriented manner, participants will work with the following

- teaching foreign languages to beginners
- plurilingual approaches, including Danish as a second language as a dimension in foreign language teaching
- the national and international contexts of teaching beginners and with plurilingual approaches.
- teaching materials including digital tools
- processes of change including practice-oriented professional development

For more information, see <https://tidligeresprogstart.ku.dk/pd-modul/>