Modulprøve i engelsk

MODUL 2: Processer i sprogtilegnelse og kommunikative færdigheder

Tilstedeværelsesprøve

**Formel ramme:**

Prøven består af 2 delprøver. Første del af prøven varer 2 timer og kan i begge modeller forgå i grupper eller individuelt.

Anden del af prøven varer 3 timer og forgår i begge modeller individuelt .

*(Foregår begge dele af prøven individuelt skelnes der ikke tidsmæssigt mellem de to dele)*

Alle hjælpemidler er tilladt.

Det er dog ikke tilladt at kommunikere med andre under den individuelle del.

Undervisere ved læreruddannelsen yder ikke vejledning under den individuelle del.

Prøven finder sted på uddannelsesstedet under opsyn.

Vær opmærksom på at alt skrives på engelsk.

Prøven er med intern censur og bedømmes med bedømmelsen »Bestået/Ikke bestået«.

Professionshøjskolerne administrerer selv prøveafholdelsen og bestemmer prøvetidspunktet

# To skabeloner til modulprøven i engelsk efter nationalt modul 2:

# 1. Materialemodellen

**En prøve med forberedelsesmateriale, som udleveves på eksamensdagen. De studerende er *ikke* forberedt til prøven, og prøven er *ikke* baseret på et eller flere af deres studieprodukter.**

**Preparation material:**

The exam is based onpreparation material to the extent of app. 1-2 pages. The preparation material could be:

* excerpts from a course book
* a few pictures/photos
* a short video (song, documentary, instructional, etc.)
* a small online game
* a short authentic text relevant as language input in EFL class.

The preparation material should be easy to get an overview of and must be available from the beginning of the 5 hour exam period (e.g. opens in Wiseflow).

**Part 1:**

**Planning lessons**

Use the preparation material as a point of departure for planning a sequence of lessons. Write a text designed for professional use with management/colleagues or for communicative purposes for pupils, parents or other relevant professional partners.

Your text may be presented in a format such as a grid lesson plan or similar graphically organized text format.

**Consider the following:**

* target group
* learning goals, signs of learning and evaluation based on FFM
* theme/topic
* methods, tasks, activities and organisation
* differentiation

Required length: 1 – 2 pages

(1 page = 2600 keystrokes)

**Part 2:**

**Didactic reflections**

Write a coherent text in which you use your knowledge about language acquisition to reflect on your choice of learning goals and evaluation, theme/topic, tasks, activities, organisation and differentiation.

*(Add notes on genre and receiver)*

Required length: 3 - 4 pages

1 page = 2600 keystrokes

**Text 1** may be presented in a format such as a grid lesson plan or similar graphically organized text format.

**Text 2** must be a coherent text without bullet points or other text features that prohibit testing sentence formation, paragraphing and other cohesive devices. The aim is that the student demonstrates an ability to reflect professionally with a certain level of formality.

It is optional to add an imagined receiver or specific genre. The text may be aimed at colleagues in a local, national or international setting in which presenting professional reflections might seem natural.

# 2. Designmodellen

**En prøve *uden* forberedelsesmateriale. De studerende er *ikke* forberedt til prøven, og prøven er *ikke* baseret på et eller flere af deres studieprodukter.**

**Part 1:**

**Design and describe e.g.:**

* a workshop for a given class
* a teaching resource - analogue or/and digital
* a task
* a lesson plan
* a course plan

An example:

**Design a short course plan** for teaching 1st – 4th graders (level 1), 5th – 7thgraders (level 2) or 8th – 9th graders (level 3), with examples of  plans and  activities as well as reflections on the choices you have made.

**Include some of the following aspects:**

* target group
* Danish National Curriculum competence areas (FFM)
* background theories (e.g. language acquisition)
* how to develop communication skills and strategies
* a lesson plan sketch
* considerations on progression.

Required length: 2 – 3 pages

(1 page = 2600 keystrokes)

**Part 2:**

**Write, reflect and explain**

Write an article, a blog entry or a letter to a colleague, parents or other relevant professionals in which you explain and tell about your course plan and your underlying reflections, taking into account the communicative situation as well as the style level.

**Give concrete examples from your short course plan.**

Required length: 2 – 4 pages

(1 page = 2600 keystrokes)

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**Bedømmelseskriterier:**

I bedømmelsen vil der være fokus på personlige sproglige kompetencer i samspil med

professionsrettede didaktiske og sprogpædagogiske overvejelser og refleksioner.

Bedømmelseskriterierne indgår med forskellig vægtning afhængigt af det valgte

emne/fokus:

* At skrive i et register tilpasset modtageren - ift. fx genre, struktur, kohæsion/kohærens, ordforråd, sætningsgrammatik, stavning/tegnsætning
* At kunne anvende konsekvent fagterminologi og anvende faglig viden i refleksioner over praksis
* At kunne tilpasse og udvikle undervisningsaktiviteter i forhold til den konkrete situation og i forhold til relevante læringsmål
* Kunne reflektere over konkrete fagdidaktiske udfordringer og angive handlemuligheder i forhold til planlægning, gennemførelse og evaluering af engelskundervisning