

EXPERIENCES

IN THE DANISH CLASSROOM

For **foreign language teaching**, we see potential in closing the gap between the learners' cognitive level and their linguistic level. Especially weak learners get to produce larger amounts of written language. Furthermore, through R2L foreign language teachers can work with culturally rich authentic texts.

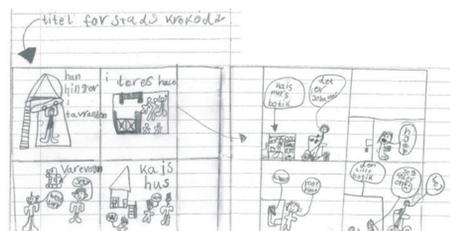
For the **Danish classroom** improved reading competences have been detected, especially weak learners improved their writing in their mother tongue. Weak students moved from non-cohesive texts to writing stage cohesive narratives, i.e. one learner was not expected to write at all prior to the TeL4ELE intervention.

Writing in **science** has improved dramatically for all students and the text-based pedagogy has made the science teacher aware of the importance of systematic scaffolding the learners' writing. Prior to the TeL4ELE intervention, writing in science was random and not a requirement from the teacher and never assessed, as it only served as personal note-making for the individual student.

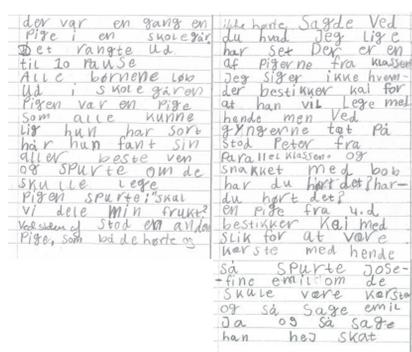
SAMPLE STUDENT'S TEXT

Agnes is a year 4 student diagnosed with ADHD and finds it very difficult to follow and take part in classroom activities. The well-structured and teacher-led activities in the R2L-approach to teaching reading and writing turned out to be an effective way to include Agnes in Danish class.

Agnes' pre-intervention text is a recount and a review of the film "Suburb Crocodiles". Of all the collected pre-intervention texts, Agnes' text stands out. Clearly, Agnes was not able or willing to write up a text response to the movie. The pre-intervention text from Agnes scored as low as 4.



After participating in a couple of R2L-sessions, a second text was collected from Agnes. This text is a re-write, and even though the text is not Agnes' individual work, it still shows that the R2L-strategies can be an important tool also for students like Agnes. The goals are the same for every student and Agnes is being helped in a way that her texts can meet the same requirements as the other students in the class.



CHALLENGES

In Danish literature teaching there is a rich tradition of working with complex and ambiguous texts that can't be opened through the resources of R2L alone, hence the pedagogy needs to be informed by current trends with literary criticism as well.

To work with a SFL-based and socio-semiotic pedagogy we need a shift in paradigm as Danish pedagogic discourse is dominated by a constructivist view on teaching and learning.

