The concrete outcomes of the inTT project are methodologies (teaching methods/learning activities) and 6 CDs with didactic activities and didactic suggestions for student teachers.

More information about the project can be found at: http://www.helsinki.fi/integralteacher/index.html


Project partners

University of Leicester

Universidad de Alcalá

University of Helsinki

University of Alcalá

Communicative language competence (CC)

Linguistic competence is concerned with knowledge of the language itself, i.e. knowledge of, and ability to use spelling, pronunciation, vocabulary, word formation, morphology, syntax, stylistics, semantics.

Sociolinguistic competence is concerned with the knowledge and skills required to deal with social dimension of language use. The matters treated are those specifically relating to language use: linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, register differences between varieties of language used in different contexts, dialect and accent.

Pragmatic competence is concerned with the learner’s knowledge of the principles according to which messages are organised, structured and arranged (= discourse competence); used to perform communicative functions (= functional competence); sequenced according to international and transactional schemata (= design competence).

Digital Competence (DC)

Digital competence involves the confident and critical use of information and communication technology (ICT). It embraces the following types of skill:

- Using data and information sources
- Searching and selecting data
- Organising and investigating data
- Analysing processes
- Assessing fitness for purpose
- Refining and presenting information
- Communicating

Teaching with interactive web technologies

E-Portfolios
An e-portfolio is a type of learning record that provides evidence of achievement.

Forums, Blogs and Groups
These provide various styles of online discussion site where people can post messages and hold conversations.

Wikis
A wiki is an online system that allows one or more people to build up a corpus of knowledge in a set of interlinked web pages.

Video Conferencing
A video-conference involves a set of interactive telecommunication technologies.

Virtual Learning Environments
A VLE provides a collection of tools which may be employed for supporting learning, and may subsume several of the interactive technologies featured above.

Teaching Literature in Spain: Let’s write BLOGS!

Teaching History in Turkey: Let’s prepare the best WIKI!

Teaching science in Portugal: Let’s develop WIKIS!

Wiosophia
This wiki was developed with 9th grade pupils (13-15 years) studying electrical circuits. Pupils’ work was done in the classroom and at home, in groups and individually. The pupils developed their pages on a whole class wiki. The Physics and Chemistry teacher collaborated with the English teacher. In this wiki there are other examples of activities carried out with pupils.

Lab-interativo
This wiki was developed with 8th grade pupils (12-14 years) studying acids and bases. The pupils developed their pages on a whole class wiki.

Teaching English in Slovakia: Let’s go VLE

Teaching literature in Finland: Let’s write WIKIS!

Literary genres (detective stories, horror stories and science fiction) Pupils are divided into three groups. All members of each group sit apart from each other in the classroom, and everybody has a computer. They search information on the given theme on the internet and in books. They discuss their findings in wiki and make a sum-up of them. During the following two lessons, each group has a new task. All information is collected and discussed.

Teaching science in England: Let’s use videoconferencing!

Teacher education with videoconferencing