Linnæus University

Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

1EN131 Engelska för lärare i skolans tidiga år (distans) I, 15 högskolepoäng

English for primary school teachers (distance course) I, 15 credits

Main field of study
English

Subject Group
English

Level of classification
First Level

Progression
G1N

Date of Ratification
Approved by the Board of the School of Language and Literature 2009-12-14

Revised 2012-09-06. Revision due to English translation of the syllabus

The course syllabus is valid from autumn semester 2012

Prerequisites
General entry requirements.

Objectives

After completing the course, the student should be able to:

- independently and together with others, plan, conduct, evaluate and develop teaching as well as assess pupils' language proficiency level according to relevant guidelines and regulations,
- discuss and explain the relationship between language and development of knowledge,
- develop methods and ways of working that can stimulate children's creativity and sense of discovery,
- use ICT and working methods in teaching that overlap several different subjects.

Content

For teaching occasions that are marked as seminars in the course schedule, attendance is mandatory.

The course includes the following modules:

Module 1 7.5 credits

The module covers the guidelines and regulations that are the foundations for teaching in Swedish schools. Syllabi are put in concrete form, problematised and compared from an international perspective. The module also addresses how different kinds of techniques (for example, web pages and communication on the internet) can be used, among other things, for making language education more varied, student-centred and subject integrated.

Course components:

The course syllabus and subject integration, 3.5 credits
Introduction to ICT, 2 credits
ICT project, 2 credits

Module 2 7.5 credits

The module covers components of language didactics in theory and practice, with special focus on the environment surrounding younger children. The module also allows the student to develop knowledge about different ways of working with language proficiency training during children's early years. Students will participate in discussions and give their own presentations.

Type of Instruction

Teaching is in the form of lectures, seminars, group work and individual and/or group supervision.

Parts of the course may be conducted using ICT-based methods. For specific technical requirements for each part of the course, see the course catalogue.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Course Evaluation

Teaching is continually evaluated throughout the semester.

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Required Reading and Additional Study Material

During all modules, students will be expected to refer to the guidelines and regulations for Swedish schools. These are available at www.skolverket.se.

List of references Module 1 - 7.5 credits

Dudeney, Gavin & Nicky Hockly. 2007. *How to Teach English with Technology*. London: Pearson. 192 pages. ISBN: 978-1-405-85308-8

Harmer, Jeremy. 2007 (4th edition). *The Practice of English Language Teaching*. Harlow: Pearson/Longman. 445 pages. ISBN: 978-1-4058-5311-8

Reference literature

Swan, Michael. 2005 (3rd edition). *Practical English Usage*. Oxford: Oxford University Press. 668 pages. ISBN: 978-0194420983

List of references Module 2 - 7.5 credits

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 274 pages. ISBN: 0-521-77434-9

Lightbown, Patsy M. & Spada, Nina. 2006 (3rd edition). *How Languages are Learned*. Oxford: Oxford University Press. 232 pages. ISBN: 978-0-19-442224-6

Phillips, Sara. 1993. *Young Learners*. Oxford: Oxford University Press. 175 pages. ISBN: 0-19-437195-6

Wright, Andrew. 2009 (2nd edition). *Storytelling with Children*. Oxford: Oxford University Press. 232 pages. ISBN: 978-0-19-442581-0