



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1ENÄ04 Engelska II - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

English II - English for upper secondary school teachers, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2011-06-17

Revised 2014-11-25 by Faculty of Arts and Humanities. Changes in the examination and in the literature list.

The course syllabus is valid from spring semester 2015

Prerequisites

English I – English for upper secondary school teachers, 1–30 credits

Objectives

Expected learning outcomes:

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

- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- discuss and analyse subject-didactic attitudes in relation to the areas covered by the education.

For specified expected learning outcomes, see each module.

Module 1. English language didactics and rhetoric 10 credits

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

- in general terms account for, compare and critically examine various theories about language learning and language didactics, and present their knowledge using vocabulary appropriate within their area of education,
- in general terms analyse current policy documents and teaching methods, and

- apply these in their teaching planning and in formulating structures for assessment and grading in school years 7–9, upper secondary school and adult education,
- account for methods for using digital technology in language teaching as a tool for learning,
- demonstrate good abilities to give oral presentations.

In order to receive the grade of Pass with Distinction (VG), after completing the module, the student should be able to:

- thoroughly account for, compare and critically examine various theories about language learning and language didactics, and present their knowledge using vocabulary appropriate within the area of education,
- thoroughly analyse current policy documents and teaching methods, and apply these in their teaching planning and in formulating structures for assessment and grading in school years 7–9, upper secondary school and adult education,
- account for methods for using digital technology in language teaching as a tool for learning,
- demonstrate good abilities to give long oral presentations using a varied and idiomatic language.

Module 2. English literature didactics, 5 credits

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

- in general terms relate literature-didactic theories and methods to practical work.

In order to receive the grade of Pass with Distinction (VG), after completing the module, the student should be able to:

- in general terms relate literature-didactic theories and methods to practical work,
- conduct in-depth analyses of literature-didactic theories and policy documents and demonstrate their knowledge using grammatically correct, varied and idiomatic language.

Module 3. Sociolinguistics, 5 credits

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

- analyse linguistic variation in society and between individuals, with regard to religion, social identity, power relations, gender, age and ethnicity, using linguistic concepts and terms.

In order to receive the grade of Pass with Distinction (VG), after completing the module, the student should be able to:

- independently plan and conduct their own sociolinguistic study within one or several of the areas covered in the module, and analyse its results and draw their own conclusions.

Module 4. Literatures in English: 1800–the present times, 5 credits

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

- discuss comparative literature as a field of knowledge from a historical perspective,
- demonstrate knowledge about literary time periods, genres and narrative techniques,

- analyse literary texts and demonstrate good knowledge about their social and historical contexts as well as some central literary research traditions and research questions.

In order to receive the grade of Pass with Distinction (VG), after completing the module, the student should be able to:

- demonstrate a very good ability to reflect independently on literary texts with regard to both formal aspects and historical contexts.

Module 5. Independent project, 5 credits

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

- write clear and well-structured academic texts on the basis of research questions and studies conducted in an appropriate manner, using correct and appropriate language,
- retrieve and select secondary literature relevant for their project,
- correctly refer to secondary sources and use vocabulary appropriate for the text.

In order to receive the grade of Pass with Distinction (VG), after completing the module, the student should be able to:

- demonstrate good abilities to work within the academic genre and present convincing arguments which are methodologically supported.

Content

Professional basis and professional progression

The students develop the subject-knowledge acquired during their previous semester and relate this to language-didactic research questions and methods, and by this the students continue to develop the professional basis and professional progression necessary to teach in Swedish schools. The field studies present a clear connection between the teaching at Linnaeus University and the work in schools.

Scientific approach and scientific progression

Through in-depth thematic linguistic and literary modules, the students further develop the scientific approach in their subject-knowledge. The students also relate their subject-knowledge to subject-didactic research and reliable experience in the language-didactic modules.

The course includes the following modules:

Module 1 English language didactics and rhetoric 10 credits

The module covers various theories of language learning which are studied from a historical perspective, focusing on modern theories and second-language learning. The module also discusses practical issues such as teaching methods, assessment and grading, gender and diversity, sustainable development, internationalisation, ICT in language teaching and analyses of central policy documents relevant for the subject. The module includes minor compulsory field studies at a school. Through the field studies, the students develop their knowledge about work in schools and therefore the field studies provide a direct connection between practical teaching and the didactic elements of course. In the module the students also practise their abilities to give long oral presentations.

The module consists of the following parts:

Theories about language learning and language teaching, 3 credits

This part of the module presents a number of theories about language learning and language teaching relevant for the students, which the students discuss, analyse and reflect on in relation to their future career.

Planning, conducting and evaluating teaching, 6 credits

This part of the module presents relevant policy documents and teaching methods which the students discuss, analyse and reflect on. Through field studies, the students have the opportunity to test theories and practical implementations and discuss these with teachers and pupils in schools. The use of digital technology as a tool in language teaching is also covered, as well as formative and summative assessment of pupils' language knowledge. The students develop and demonstrate their knowledge by working with a number of small, or one major, project.

Rhetoric for the classroom, 1 credit

The students give a number of oral presentations on which the teacher provides feedback.

Module 2 English literature didactics 5 credits

In this module the students develop both a solid theoretical basis within literature didactics, and the ability to apply this knowledge in practical teaching.

Module 3 Sociolinguistics 5 credits

In this module the students develop their knowledge about the function of language in society in relation to religion, social identity, power relations, gender, age and ethnicity. Literature about the role of language in society and sociolinguistic theory is studied. Comparisons are made between language in English-speaking societies and other cultures.

Module 4 Literatures in English 1800–the present times 5 credits

In this module the students read and discuss a selection of representative literary texts, focusing on the social and historical contexts of the texts, but also their relevance regarding some literary research traditions and research questions.

The module covers a selection of literary texts from Romanticism to postmodernism.

Module 5 Independent project 5 credits

In this module the students develop their spoken and written English, as well as their abilities to produce a long academic text.

The student chooses a didactic subject area in which to write an independent project of approximately 2,500–3 000 words. This will require the student to read literature relevant to the subject area. Teaching is in the form of process writing with feedback, and seminars in small groups in which drafts of the essay are presented and discussed. The written project is presented at a final seminar in which the students will act as opponents (critically review) each other's essays.

All modules in which the course objectives are examined include compulsory parts.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, supervision, process writing and field studies.

Some parts of the teaching may include ICT.

Examination

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

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 20 credits, including the *Independent*

project.

In module 1, *Theories about language learning and language teaching* is examined through a written examination. *Planning, conducting and evaluating teaching* is examined through the student presenting their knowledge in an appropriate manner, decided in consultation with the teacher, for example audiovisual presentations, oral presentations or written assignments. *Rhetoric for the classroom* is examined through continuous assessments of the student's ability to give long oral presentations.

Module 2 is examined through seminars, written assignments and one or several digital presentations.

Module 3 is examined through continuous assessments, written assignments and minor independent field studies.

Module 4 is examined through a written examination.

Module 5 is examined through a written project and a final seminar in which the student acts as an opponent on another student's essay and defends their own essay.

Students who do not submit their assignments by the deadlines given receive the grade of Fail.

For students who do not pass the first examination, no more than four retake examinations are provided.

Course Evaluation

At the end of the course, a course evaluation is conducted. The evaluation is compiled into a report which is filed and made available to the students.

Required Reading and Additional Study Material

Required reading is listed for each module below. If there are later editions of the books than those presented below, the later editions should be used instead.

Course literature listed as Additional Study Material is not compulsory.

List of references Module 1 - English language didactics and rhetoric 10 credits

Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York, Pearson/Longman. 448 p. ISBN: 978-1-4058-5311-8

Hockly, Nicky, Dudeney, Gavin. & Pegrum, Mark. 2013. *Digital Literacies*. London: Pearson Education. 440 p. ISBN: 978-1408296899

Lundahl, Bo. 2012. *Engelsk språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. 395 p. ISBN: 978-91-44-07714-7

Aktuella styrdokument från Skolverket (www.skolverket.se)

Språklänkportalen (www.spraklankportalen.se)

Material provided by the department (ca 30 p.)

List of references Module 2 - English literature didactics 5 credits

Huxley, Aldous. 1950. *Brave New World*. Any edition. 213 p.

Lingard, Joan. 2003. *Across the Barricades*. London: Penguin Books. 174 p. ISBN:

978-0140371796

Lundahl, Bo. 2012. *Engelsk språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. chaps. 7, 10-14. ISBN: 978-91-44-07714-7

Material provided by the department, ca. 200 p.

Additional study material for modules 1 and 2

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p. ISBN: 978-9144030746

Brown, H. Douglas. 2006. *Principles of Language Teaching and Learning* (4th edition). White Plains, NY: Longman. 410 p. ISBN: 978-0131991286

Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. 1142 p. ISBN: 978-0194371896

Eriksson, Rigmor. 1997. *Engelska för livet. Lärares och elevers medvetenhet om språkinlärning: en nätverksprodukt* (by Rigmor Eriksson and Jörgen Tholin in cooperation with about 20 teachers in primary school). Stockholm: Almqvist & Wiksell. 144 p. ISBN: 978-91-21-17701-3

Estling Vannestål, Maria. 2007. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p. ISBN: 978-9144034997

Lightbown, Patsy & Nina Spada. 2006. *How Languages Are Learned* (3rd edition). Oxford: Oxford University Press. 232 p. ISBN: 978-0194422246

Littlewood, William. 1984. *Foreign and Second Language Learning: Language-acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press. 122 p. ISBN: 978-0521274869

McKay, Sandra Lee. 2002. *Teaching English as an International Language*. Oxford: Oxford University Press. 160 p. ISBN: 978-0194373647

Malmberg, Per (ed), Inger Bergström, Ulla Håkansson, Ulrika Tornberg & Martin Öman. 2000. *I huvudet på en elev. Projektet STRIMS – strategier vid inlärning av moderna språk*. Stockholm: Bonnier Utbildning. 256 p. ISBN: 978-9162228019

Skolverket. 2008. *Engelska. En samtalsguide om kunskap, arbetssätt och bedömning*. Stockholm: Liber.
Available at: www.skolverket.se/sb/d/2483/a/13679

Tornberg, Ulrika. 2009. *Språkdidaktik* (4th edition). Malmö: Gleerups. 248 p. ISBN: 978-91-40-66831-8

Ur, Penny. 2002. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 390 p. ISBN: 978-0521449946

List of references Module 3 - Sociolinguistics 5 credits

Holmes, Janet. 2013. *An Introduction to Sociolinguistics*. London: Pearson (4th ed.). 512 p. ISBN: 9781408276747

Additional Study Material

Crystal, David. 2003. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. 506 p. ISBN: 978-0521530330

Crystal, David. 2008. *A dictionary of linguistics and phonetics*. Oxford: Blackwell. 560 p. ISBN: 978-1405152976

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Longman. 256 p. ISBN: 978-0582848627

List of references Module 4 - Literatures in English 1800–the present times 5 credits

Brontë, Emily. 2003. *Wuthering Heights*. Ed. Richard J. Dunn. New York: W. W. Norton. 464 p. ISBN: 0-393-97889-3

Fitzgerald, F. Scott. 2000. *The Great Gatsby*. London: Penguin. 240 p. ISBN 9780141182636

Malouf, David. 1994. *Remembering Babylon*. London: Vintage. 224 p. ISBN 9780679749516.

Norton Anthology of English Literature. The Major Authors. 9th ed. 2013. Ed. Stephen Greenblatt. New York: W. W. Norton. ca 300 p. ISBN: 9780393928297,

Shelley, Mary. 1996. *Frankenstein*. Ed. J. Paul Hunter. New York: W. W. Norton. 352 p. ISBN 0-393-96458-2

Web-based material, ca. 50 p.

List of references Module 5 - Independent project 5 credits

Additional study material

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p. ISBN: 978-9144030746

Björk, Lennart, Michael Knight & Eleanor Wikborg. 1997. *The Writing Process*. Lund: Studentlitteratur. 136 p. ISBN: 978-9144282220

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Pearson Education. 253 p. ISBN: 978-0582848627

Crystal, David. 2004. *Making Sense of Grammar*. Harlow: Longman. 400 p. ISBN: 978-0582848634

Estling Vannestål, Maria. 2007. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p. ISBN: 978-91-44-03499-7

Longman Dictionary of Contemporary English. 2003. Harlow: Longman. ISBN: 978-0582506664 (or other similar English dictionary)

Norstedts stora engelsk-svenska ordbok. 2000. Stockholm: Norstedts ordbok. ISBN: 978-9172271715

Norstedts stora svensk-engelska ordbok. 2000. Stockholm: Norstedts ordbok. ISBN: 978-9172271432

Peck, John & Martin Coyle. 1999. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Basingstoke: Macmillan. 160 p. ISBN: 978-0333727423

Smitterberg, Erik. 2007. *Spotting the Error: A Problem-Based Workbook on English*

Grammar and Usage. Lund: Studentlitteratur. 158 p. ISBN: 978-9144036120

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. Harlow: Longman. 152 p. ISBN: 978-0582382435

Svartvik, Jan & Olof Sager. 1996. *Engelsk universitetsgrammatik*. Stockholm: Almqvist & Wiksell. 496 p. ISBN: 978-9121164181

Links to websites with grammar exercises, web-based dictionaries etc. Available at *Språklänkportalen* (www.spraklankportalen.se).