



## 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 2017-10-25 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2018

### 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 programme.

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,
- demonstrate their knowledge using correct language,
- 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,
- demonstrate their knowledge using grammatically correct, varied and idiomatic language,
- 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,
- conduct basic analyses of literature-didactic theories and policy documents.

**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.

#### **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 of 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, 2 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. The student gives an oral presentation on which they receive feedback.

#### ***Assessment and grading, 2 credits***

This part of the module introduces formative and summative assessment of pupils' language development, from both theoretical and practical perspectives. Relevant theories on assessment are introduced, and the students discuss and analyse assessment as a tool in teaching and learning as well as in grading. The students work with authentic assessment examples. The student also gives an oral presentation on which they receive



feedback.

*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 module also discusses digital technology as a tool in language teaching, as well as issues concerning gender, diversity sustainable development and internationalisation. The student gives an oral presentation on which they receive 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 2,500–3000 words. This will require the student to read literature relevant to the subject area. Teaching is delivered 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 for (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, group assignments, 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 at least one of the oral presentations in module 1, and the module *Independent project*.

In module 1 the different parts are examined through written assignments and oral presentations:

*Theories about language learning and language teaching (essay), 1 credit*

*Theories about language learning and language teaching (oral presentation), 1 credit*



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*Assessment and grading (assessment of a pupil's text), 1 credit*  
*Assessment and grading (oral presentation), 1 credit*  
*Planning, conducting and evaluating teaching (written lesson plan), 3 credits*  
*Planning, conducting and evaluating teaching (field-study report), 2 credits*  
*Planning, conducting and evaluating teaching (oral presentation), 1 credit*

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.

### 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. Course literature listed as Additional Study Material is not compulsory.

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

Harmer, Jeremy. The latest edition. *The practice of English language teaching*. New York: Pearson/Longman. 446 p.

Lundahl, Bo. The latest edition. *Engelsk språkdiradaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. 395 p.

Current policy documents from Skolverket ([www.skolverket.se](http://www.skolverket.se))

*Språklänkportalen* ([www.spraklankportalen.se](http://www.spraklankportalen.se))

Material provided by the department (ca 30 p.)

#### ***List of references Module 2 - English literature didactics 5 credits***

Chambers, Aidan. The latest edition. *Tell Me (children, Reading Talk) with the Reading Environment*. Thimble Press. 220 p.

Lundahl, Bo. The latest edition. *Engelsk språkdiradaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. chaps. 7, 12, 14. 120 p.

Shakespeare, William. The latest edition. *Othello*. eds. Jane Coles, Rex Gibson & Vicki Wienand. Cambridge School Shakespeare Series. Cambridge University Press. 252 p.

Material provided by the department, ca. 400 p.

#### ***Additional study material for modules 1 and 2***

Björk, Lennart & Christine Räisänen. The latest edition. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p.

Brown, H. Douglas. The latest edition. *Principles of Language Teaching and Learning* (4th edition). White Plains, NY: Longman. 410 p.

Ellis, Rod. The latest edition. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. 1142 p.

Eriksson, Rigmor. The latest edition. *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.

Estling Vannestål, Maria. The latest edition. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p.

Hockly, Nicky, Dudeney, Gavin. & Pegrum, Mark. The latest edition. *Digital Literacies*. London: Pearson Education. 440 p.

Lightbown, Patsy & Nina Spada. The latest edition. *How Languages Are Learned* (3rd edition). Oxford: Oxford University Press. 232 p.

Littlewood, William. The latest edition. *Foreign and Second Language Learning: Language-acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press. 122 p.

McKay, Sandra Lee. The latest edition. *Teaching English as an International Language*. Oxford: Oxford University Press. 160 p.

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

Skolverket. The latest edition. *Engelska. En samtalsguide om kunskap, arbetssätt och bedömning*. Stockholm: Liber. Available at: [www.skolverket.se/sb/d/2483/a/13679](http://www.skolverket.se/sb/d/2483/a/13679)

Tornberg, Ulrika. The latest edition. *Språkdiraktik* (4th edition). Malmö: Gleerups. 248 p.

Ur, Penny. The latest edition. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 390 p.

### **List of references Module 3 - Sociolinguistics 5 credits**

Holmes, Janet. The latest edition. *An Introduction to Sociolinguistics*. London: Pearson. 512 p.

### **Additional study material**

Crystal, David. The latest edition. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. 506 p.

Crystal, David. The latest edition. *A dictionary of linguistics and phonetics*. Oxford: Blackwell. 560 p.

Crystal, David. The latest edition. *Rediscover grammar*. Harlow: Longman. 256 p.

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

Dickens, Charles. 1999. *Great Expectations*. Ed. Edgar Rosenberg. New York:



Norton. 748 p. ISBN: 9780393960693:

*Norton Anthology of English Literature. The Major Authors.* 9th ed. 2013. ed. Stephen Greenblatt. New York: W. W. Norton. 3072 p. ISBN: 9780393928297, ca 300 p.

Shamsie, Kamila. 2009. *Burnt Shadows*. London: Bloomsbury Publishing Plc. 384 p. ISBN: 9781408800874:

Shelley, Mary. 1996. *Frankenstein*. Ed. J. Paul Hunter. New York: W. W. Norton. 352 p. ISBN: 0393964582

Woolf, Virginia. 2000. *To the Lighthouse*. London: Penguin Books. 320 p. ISBN: 9780141183411:

Web-based material, ca. 100 p.

### ***List of references Module 5 - Independent project 5 credits***

#### ***Additional study material***

Björk, Lennart & Christine Räisänen. The latest edition. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p.

Björk, Lennart, Michael Knight & Eleanor Wikborg. The latest edition. *The Writing Process*. Lund: Studentlitteratur. 136 p.

Crystal, David. The latest edition. *Rediscover Grammar*. Harlow: Pearson Education. 253 p.

Crystal, David. The latest edition. *Making Sense of Grammar*. Harlow: Longman. 400 p.

Estling Varneestål, Maria. The latest edition. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p.

*Longman Dictionary of Contemporary English*. The latest edition. Harlow: Longman. (or other similar English dictionary)

*Norstedts stora engelsk-svenska ordbok*. The latest edition. Stockholm: Norstedts ordbok.

*Norstedts stora svensk-engelska ordbok*. The latest edition. Stockholm: Norstedts ordbok.

Peck, John & Martin Coyle. The latest edition. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Basingstoke: Macmillan. 160 p.

Smitterberg, Erik. The latest edition. *Spotting the Error: A Problem-Based Workbook on English Grammar and Usage*. Lund: Studentlitteratur. 158 p.

Stott, Rebecca, Tory Young & Cordelia Bryan. The latest edition. *Speaking your Mind – Oral Presentation and Seminar Skills*. Harlow: Longman. 152 p.

Svartvik, Jan & Olof Sager. The latest edition. *Engelsk universitetsgrammatik*. Stockholm: Almqvist & Wiksell. 496 p.

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