



Course syllabus

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

1EN01U Engelska för lärare, 30 hp (1-30 hp), åk 4-6 - ingår i
lärarlyftet, 30 högskolepoäng

English for primary school teachers (years 4-6), 1-30 hec, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the Committee for First and Second Cycle under the Faculty Board of Humanities and Social Sciences 2011-04-13

Revised 2011-10-17

The course syllabus is valid from spring semester 2012

Prerequisites

NO VALUE DEFINED

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 the development of knowledge,
- develop methods and ways of working that can stimulate children's creativity and sense of discovery,
- use ICT and other teaching methods that overlap several different subjects,
- write clear and well-organized texts where emphasis is placed on the student's ability to express him- or herself in a grammatically correct and situation-adapted manner,

- understand works of fiction and non-fiction as well as understand spoken and written academic English,
- demonstrate the ability to deliver oral presentations in a satisfactory manner,
- demonstrate a good basic knowledge of literature for children in English,
- based on an academic attitude, associate language acquisition theory and literary didactics to practical working situations.

Content

Module 1 Course syllabi, ICT and integration of studies 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 in an international perspective. The module also addresses how different kinds of techniques (for example, web pages and communication on the internet) can be used for, among other things, making language education more varied, student-centred and subject integrated.

Course components:

The course syllabus and cross-curricular studies, 3.5 credits

Introduction to ICT, 2 credits

ICT project, 2 credits

Module 2 Children's language 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.

Module 3 English language proficiency 7.5 credits

In this module, students will develop their own written and oral language proficiency, such as grammar and vocabulary, as well as gain a further understanding of the structure of language.

Course components:

English language proficiency: grammar and vocabulary, 3 credits

English language proficiency: essay, 3 credits

English language proficiency: oral communication, 1.5 credits

Module 4 Children's literature in English 7.5 credits

In this module, the students will be introduced to a representative selection of children's literature in English and discuss their significance for the socialisation of children and language development. Children's books will be chosen that shed light on differences between genres and content regarding ideas and culture, as well as illustrate adaptation to the needs of different children. Students will practice reading aloud and telling stories, and in connection with this, students will also examine how one best talks with children about that which has been read.

Type of Instruction

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

The course is conducted using ICT-based methods. The student must have access to a

computer with a broadband connection as well as earphones and a microphone.

Attendance is mandatory at the course meetings marked as seminars on the course schedule.

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, the expected learning outcomes must be achieved. The grading criteria for the grade of Pass with Distinction can be found in the study guidance material. In order to receive a final grade of Pass with Distinction for the entire course, the student must receive the grade of Pass with Distinction in at least 22.5 of the 30 higher education credits.

Examination forms that may occur are oral and written examinations, continual evaluation during the course, oral presentations and other written assignments. Language proficiency is evaluated during all of the course modules.

For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

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.

Other

Upon request, students who have successfully passed all course requirements may receive a course certificate.

Required Reading and Additional Study Material

List of references Module 1 - Course syllabi, ICT and integration of studies 7.5 hec

Dudeny, Gavin & Nicky Hockly. 2007. *How to Teach English with Technology*. London: Pearson. 192 pages. ISBN: 978-1405853088

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

Reference literature

Swan, Michael. 2005 (3rd ed.). *Practical English Usage*. Oxford: Oxford University Press. 688 pages. ISBN: 978-0194420983

List of references Module 2 - Children's language 7.5 hec

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 274 pages. ISBN: 978-0521774345

Lightbown, Patsy M. & Spada, Nina. 2006. (3rd ed.). *How Languages are Learned*. Oxford: Oxford University Press. 50 pages. (selected pages). ISBN: 978-0-19-442224-6

Phillips, Sara. 1993. *Young Learners*. Oxford: Oxford University Press. 175 pages. ISBN: 978-0194371957

Wright, Andrew. 1995. *Storytelling with Children*. Oxford: Oxford University Press. 232 pages. ISBN: 978-0194372022

List of references Module 3 - English language proficiency 7.5 hec

Estling Vannestål, Maria. 2007. *A University Grammar of English – with a Swedish perspective*. Lund: Studentlitteratur. 300 pages. (selected pages). ISBN 978-91-44-03499-7

Referenslitteratur

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

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. London: Longman. 136 pages. ISBN: 0-582-38243-2

List of references Module 4 - Children's literature in English 7.5 hec

Carle, Erik. 2002. *The Very Hungry Caterpillar*. London: Puffin. 28 pages. Optional edition

Dahl, Roald. 2001. *The BFG*. London: Puffin Books. 208 pages. Optional edition

Donaldson, Julia. 2006. *The Gruffalo*. London: Puffin Books. 26 pages. Optional edition

Hedderwick, Mairi. 2010. *The Big Katie Morag Storybook*. London: Red Fox. 48 pages. Optional edition

Silverstein, Shel. 2004. *The Giving Tree*. New York: Harpercollins. 64 pages. Optional edition

Wilson, Jacqueline. 1995. *Cliffhanger*. London: Corgi Yearling Books, 128 pages. Optional edition

A number of Children's nursery rhymes, available on line

A children's book in English, chosen in consultation with the teacher

Reference literature

Chambers, Aidan. 1996. *Tell me: children, reading and talk*. Portland: Stenhouse. ISBN: 978-1571100306

Estling Vannestål, Maria & Gun Lundberg (red.). 2009. *Engelska för yngre åldrar*. Lund: Studentlitteratur. 141 s. ISBN: 978-9144055312

Gamble, Nikki & Sally Yates. 2008. *Exploring Children's Literature: Teaching the Language and Reading of Fiction* (2nd ed.) Los Angeles: Sage Publications Ltd. 224 pages. ISBN: 978-1412930130

Grenby, Matthew. 2008. *Children's Literature*. Edinburgh: Edinburgh University Press. 232 pages. ISBN: 978-0748622740

Lundahl, Bo. 2009. *Engelsk språkdiraktik*. Lund: Studentlitteratur. 440 s. ISBN: 978-9144021300

Pinter, Annamaria. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 pages. ISBN: 978-0194422079