



## Course syllabus

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

1EN06U Engelska för lärare i åk 1–3, 15 hp (1–15 hp). Ingår i  
Läraryftet, 15 högskolepoäng

English for primary school teachers, school years 1–3, 15 HEC, 15  
credits

**Main field of study**

English

**Subject Group**

English

**Level of classification**

First Level

**Progression**

GIN

**Date of Ratification**

Approved by the Board of the School of Language and Literature 2012-03-12

Revised 2012-11-29. Revision due to English translation of the syllabus

The course syllabus is valid from autumn semester 2012

**Prerequisites**

To be eligible for this course the student must have a university degree in education and teach English in school years 1-3 without being qualified in the subject.

## Objectives

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

- independently and together with others plan, conduct, evaluate and develop English language education in school years 1-3, 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 fiction, ICT and other teaching methods that overlap several different subjects,
- based on an academic attitude, connect language acquisition theory and literary

didactics to practical working situations.

## Content

The course includes the following modules:

### ***Module 1 Course syllabi, ICT and integration of studies 5 credits***

The module covers the guidelines and regulations that are the foundations for teaching in Swedish schools. Syllabi are made concrete, 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.

Examination and grading is based on written assignments and on one or more oral presentations.

### ***Module 2 Children's language 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.

Examination and grading is based on written assignments and on one or more oral presentations.

### ***Module 3 Literature in English for children 5 credits***

In this module, the students will be introduced to a representative selection of children's literature in English, including songs and nursery rhymes, 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 adaptations 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.

Examination and grading is based on written assignments and on one or more oral presentations.

## Type of Instruction

Parts of the course are conducted using ICT-based methods. For specific technical requirements for each course, see the text regarding technical requirements on the course website at Lnu.se.

Teaching is conducted in English.

## Examination

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

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 10 of the 15 credits.

Examination forms that may occur are listed under the respective modules under *Content*, above.

As a fundamental goal of the course is that the student be able to use the English language correctly and in a nuanced manner fitting for the situation, language proficiency is evaluated throughout all of the course modules.

Assignments not turned in on time will generally not be graded or commented upon.

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 5 hec***

Dudeny, Gavin & Nicky Hockly. 2007. *How to Teach English with Technology*. London: Pearson. 192 pages. ISBN: 9781405853088

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. 688 pages. ISBN: 978-0194420983

### ***List of references Module 2 - Children's language 5 hec***

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: 978-0194371957

### ***List of references Module 3 - Literature in English for children 5 hec***

Ashley, Bernard & Lynne Willey. 2003. *The Bush*. London: Tamarind. 32 pages. ISBN: 1870516605

Carle, Eric. 2002. *The Very Hungry Caterpillar*. London: Puffin. 28 pages. ISBN: 0140569324

Donaldson, Julia. 2006. *The Gruffalo*. London: Puffin Books. 26 pages. ISBN: 978-0142403877

Gliori, Debi. 2005. *Debi Gliori's Nursery Rhymes*. London: Dorling Kindersley. 64 pages. ISBN: 1405311754

Hedderwick, Mairi. 2010. *The Big Katie Morag Storybook*. London: Red Fox. 48 pages. ISBN: 978-0099720317

## Reference literature

Chambers, Aidan. 1996. *Tell me: children, reading and talk*. Portland: Stenhouse.

ISBN: 978-1571100306

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

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

Grenby, Matthew. 2008. *Children's Literature*. Edinburgh: Edinburgh University Press Ltd. 232 pp. ISBN: 978-0-7486-2274-0

Lundahl, Bo. 2009. *Engelsk språkdiradik*. Lund: Studentlitteratur. 440 pages. ISBN: 978-9144021300

Pinter, Anna-Maria. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 pages. ISBN 97-80194422079