



## Course syllabus

Faculty of Arts and Humanities

Department of Languages

1EN130 Engelska för lärare i grundskolans tidigare år, 30  
högskolepoäng

English for primary school teachers, 30 credits

### Main field of study

English

### Subject Group

English

### Level of classification

First Level

### Progression

G1N

### Date of Ratification

Approved 2009-12-14

Revised 2018-11-07 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2019

### Prerequisites

General entry requirements and English 6 (equivalent to level B2 in the Common European Framework of Reference, CEFR). At least 60 credits within teacher training.

## Objectives

### Module 1. English language didactics in theory and practice

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

- demonstrate knowledge of the English language, including current language-didactic research and development work, necessary for their future careers,
- demonstrate subject-didactic knowledge necessary for their future careers, including knowledge about assessment and grading of children's language knowledge,
- reflect on research traditions and theoretical concepts within the subject and its didactics,
- formulate concrete and justified lesson plans relevant for their future careers,
- in groups plan, evaluate and develop English language teaching in accordance with current policy documents, with the purpose of stimulating each pupil's learning and development in the best way possible,
- demonstrate knowledge of basic English grammar, phonetics and pronunciation, and relate this to the planning and evaluation of teaching in relevant classroom situations,
- as a part of their professional development reflect on and critically review theories on how children develop foreign language skills,
- account for methods which can stimulate children's creativity and exploration and

- support pupils' development of English language proficiency,
- demonstrate good basic knowledge of children's literature and drama in English, and account for didactic perspectives on this.

## **Module 2. Written and oral language proficiency**

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

- write clear and well-structured academic texts, in which the student's ability to use correct, varied and contextually appropriate language is emphasised,
- explain grammatical principles in the English language,
- demonstrate good abilities to prepare and give short, coherent oral presentations without reading too much directly from a manuscript, and participate in discussions. The presentations should be delivered in correct language characterised by fluency, and their content should be relevant, adapted to the situation and be of high academic quality.

## **Content**

### *Professional progression and scientific progression*

In this course the students have the opportunity to develop their general didactic knowledge and by that continue to develop the professional basis and scientific approach necessary to teach in Swedish primary schools.

### *Teaching practice at schools and university-based teaching*

During the semester the students have the opportunity to test and strengthen their knowledge by planning, conducting and evaluating teaching in groups at one of Linnaeus University's partner schools. The university-based part of the course provides the students with an introduction to the theoretical foundation and established methods for teaching English in primary school. The students also have the opportunity to discuss and problematise theories related to practical teaching in seminars and workshops. At the end of the semester, the students summarise their knowledge and experiences, and present these in writing (in a portfolio) and in speech (in an oral presentation).

## **Module 1 English language didactics in theory and practice**

The following content is discussed from theoretical as well as practical perspectives:

- The module introduces English teachers' work with planning themes and lessons, as well as formulating goals for their teaching in school years 4–6. The teaching is based on a textbook for English language teaching in school years 4–6 chosen in consultation with the course teacher, as well as the English teacher's own work with finding and using relevant authentic teaching material or material they produced themselves.
- The students produce their own lesson and theme plans and practise formulating objectives for their own English teaching when teaching at a partner school.
- The students practise cooperating by working in groups with planning, conducting and evaluating teaching, as well as presenting their results together.
- Language skills and competence, the Common European Framework of Reference (CEFR), and various planning methods and tools are presented and problematised.
- The teacher's utilisation of other school subjects as a foundation for English teaching (CLIL) is presented and problematised.
- Relevant grammar and vocabulary are discussed from the perspective of teaching and with a focus on the student's own language proficiency.

- Pronunciation and phonetics are presented and the students have the opportunity to produce relevant teaching material for their future careers.
- Grading and formative assessment of language skills are presented and problematised. The students also work with assessment of pupils' language skills in exercises including authentic pupils' language.
- A representative selection of English children's literature and/or drama is presented and differences between different genres and conceptual and cultural content are discussed. The students produce a number of lesson ideas in which literature and drama can be used thematically and for the purpose of developing language proficiency. The importance of literature for children's socialisation and language development is also discussed.
- The students also practise discussing literature with children, and they practise reading aloud.
- The use of ICT in language teaching is presented and problematised.
- The module includes an introduction to academic writing and oral presentation/interaction.

The students' oral and written presentations throughout the course also form the basis for formative assessment of their language proficiency.

### **Module 2 Written and oral language proficiency**

This module includes exercises in oral and written language proficiency related to module 1. The assessment of the students' language proficiency in the exercises is formative, and within module 2, the students have the opportunity to be examined at the end of the course. See the section on examination below for information on the content and organisation of the examination.

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Since the students' knowledge is assessed both formatively and for the purpose of grading on the basis of active participation in teaching, all seminars at the university are compulsory. A student may miss two meetings without consequences. If a student misses three or more meetings, they must present a doctor's certificate or the equivalent to have the right to additional assessment the same semester (in the form of an extra assessment seminar or a written assignment). If the student is not able to present valid reasons for their absence, they may participate in the equivalent seminars the next time the course is offered.

*Written assignments* must be submitted by given deadlines. Students who do not submit on time, and those who fail in their first submission, are offered an additional deadline a few weeks after the first one. A final deadline is also offered in August.

*Within the teaching practice part of the course*, attendance at one of Linnaeus University's partner schools is compulsory. A student may miss two lessons at the partner school without compensating for this. From the third missed lesson on, the student must compensate for their absence through participating in other relevant teaching at the partner school during the semester. If a student misses a lesson, they must inform fellow students of this as soon as possible to make sure they cover any responsibility the student had in the planned lesson.

### **Type of Instruction**

Teaching is delivered in the form of lectures, seminars field studies, group assignments and methodology sessions. 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*, the student must achieve the intended learning outcomes. Grading criteria for the grade of *Pass with Distinction (VG)* can be found in the study guidelines.

In order to receive the grade of *Pass with Distinction*, the student must have received the grade of *Pass with Distinction* for at least 15 credits, including the *Portfolio*.

**The course is examined through a number of examinations within the two modules:**

### Module 1 English language didactics in theory and practice, 22 credits

- *Enriched reflections I*, 2 credits
- *Enriched reflections II*, 2 credits
- *Enriched reflections III*, 2 credits
- *Enriched reflections IV*, 2 credits
- *Enriched reflections V*, 2 credits

The enriched reflections are examined through oral presentations/discussions of reflections on experiences of planning, conducting and evaluating teaching at the partner school, in relation to relevant literature. The presentations, which may be recorded, are also used in the formative assessment of the students' language proficiency.

- *Pronunciation and phonetics*, 3 credits, is examined through a written assignment.
- *Assessment and grading*, 3 credits, is examined through a written assignment.
- *Children's and young adult literature*, 3 credits, is examined through a written assignment.
- *Lesson planning*, 3 credits, is examined through a written assignment.

In the written assignments, the students relate their experiences from the teaching practice to didactic literature, and problematise and reflect on their own subject knowledge and their future roles as primary school teachers. The assignments form the basis for examination of the students' didactic knowledge, as well as for formative assessment of their language proficiency.

### Module 2 Written and oral language proficiency, 8 credits

- *Written language proficiency (essay)*, 2 credits, is examined through a written examination.
- *Oral language proficiency (oral presentation)*, 2 credits, is examined through continuous assessments of the student's oral presentations and interaction, and a final oral presentation of the portfolio.
- *Grammar and vocabulary*, 2 credits, is examined through a written examination.
- *Portfolio*, 2 credits, is examined through a portfolio containing all the student's revised written assignments from module 1 and a summarising reflection and analysis.

## Course Evaluation

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

## Other

Any costs in connection to field studies (for example travel costs) are paid by the student.

## Required Reading and Additional Study Material

## **Grammar and phonetics**

Estling Vannestål, Maria. The latest edition. *Essential English Grammar*. Lund: Studentlitteratur. 190 p.

Oxford Primary *Grammar, Punctuation and Spelling Dictionary*. The latest edition. Oxford: Oxford University Press. 160 p.

Sylvén, Liss Kerstin. The latest edition. *The Ins and Outs of English Pronunciation: An Introduction to Phonetics*. Lund: Studentlitteratur. 108 p.

Ur, Penny. The latest edition. *Grammar Practice Activities. A practical guide for teachers*. Cambridge: Cambridge University Press. 320 p.

## **Language didactics**

Harmer, Jeremy. The latest edition. *The Practice of English Language Teaching*. New York: Pearson/Longman. 446 p.

Keaveney, Sharon & Lundberg, Gun. The latest edition. *Early Language Learning and Teaching: A1–A2*. Lund: Studentlitteratur. 197 p.

Lundahl, Bo. The latest edition. *Texts, Topics and Tasks. Teaching English in Years 4–6*. Lund: Studentlitteratur. 268 p.

Pinter, Annamaria. The latest edition. *Teaching Young Language Learners*. Oxford: Oxford University Press. 210 p.

Spratt, Mary, Pulverness, Alan & Williams, Melanie. The latest edition. *The TKT Course. Modules 1, 2 and 3*. Cambridge: Cambridge University Press. 256 p.

## **Children's and young adult literature**

The student chooses the following children's and young adult literature, or other literature chosen in consultation with the teacher:

Ashley, Bernard & Willey, Lynne. The latest edition. *The Bush*. London: Tamarind. 32 p.

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

Dahl, Roald. The latest edition. *The BFG*. London: Puffin Books. 208 p.

Dr. Seuss. The latest edition. *The Cat in the Hat*. New York: Random House. 60 p.

Hedderwick, Mairi. The latest edition. *The Big Katie Morag Storybook*. London: Ed. Fox. 48 p.

Sendak, Maurice. The latest edition. *Where the Wild Things Are*. London: Random House. 50 p.

Skolverket. 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.

Text and audio material from *Unite for Literacy* (<https://www.uniteforliteracy.com/>)

Wilson, Jacqueline. The latest edition. *Cliffhanger*. London: Corgi Yearling Books. 128 p.

*Additional study material*

Wright, Andrew. The latest edition. *Storytelling with Children*. Oxford: Oxford University Press. 232 p.

**Policy documents and assessment guidelines**

Skolverket. 2018. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. 5th ed. Stockholm: Norstedts Juridik.