



## Course syllabus

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

1EN132 Engelska för lärare i skolans tidiga år (distans) II, 15  
högskolepoäng  
English for primary school teachers (distance course) II, 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 2009-12-14

Revised 2012-09-06. Revision due to English translation of the syllabus

The course syllabus is valid from autumn semester 2012

**Prerequisites**

General entry requirements.

### Objectives

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

- 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 spoken and written academic English,
- demonstrate a good ability to deliver oral presentations,
- 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 English language proficiency 7.5 credits**

In this module, students will develop their own written and oral language proficiency, train 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 2 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 different 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.

Parts of the course may be conducted using ICT-based methods. For specific technical requirements for each part of the course, see the course catalogue.

For teaching occasions that are marked as "seminars" in the course schedule, attendance is mandatory.

### **Examination**

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

Student grades for the course are Fail, Pass or Pass with Distinction.

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 10.5 of the 15 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 within all of the course modules. Students who do not turn in examination assignments on time may be given the grade of Fail.

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

During all modules, students will be expected to refer to the guidelines and regulations for Swedish schools. These are available at [www.skolverket.se](http://www.skolverket.se).

### ***List of references Module 1 - English language proficiency 7.5 credits***

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

#### ***Reference literature***

Harmer, Jeremy. 2007 (4th edition). *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 2 - 7.5 credits***

Ashley, Bernard & Lynne Willey. 2003. *The Bush*. London: Tamarind. 32 pages. ISBN: 1-870516-60-5

Carle, Erik. 2002. *The Very Hungry Caterpillar*. London: Puffin. 28 pages. ISBN: 0-140-56932-4

Dahl, Roald. 2001. *The BFG*. London: Puffin Books. 208 pages. ISBN: 0141311371

Gliori, Debi. 2005. *Debi Gliori's Nursery Rhymes*. London: Dorling Kindersley. 64 pages. ISBN: 1-4053-1175-4

Wilson, Jacqueline. 1995. *Cliffhanger*. London: Corgi Yearling Books, 128 pages. ISBN: 0440863384

#### ***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 pp. ISBN: 978-91-44-05531-2

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 språkdiraktik – Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. 435 pages. ISBN: 978-91-44-02130-0

Pinter, Annamaria. 2006. *Teaching Young Language Learners*. Oxford: Oxford

University Press. 180 pp. ISBN: 978-0194422079