



Course syllabus

Faculty of Arts and Humanities

Department of Languages

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

G1N

Date of Ratification

Approved 2009-12-14

Revised 2015-05-13 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2015

Prerequisites

NO VALUE DEFINED

Objectives

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

- write clear and well-structured texts, in which the student's ability to use grammatically correct, varied and contextually appropriate language is emphasised,
- understand the content in both fictional and non-fictional texts, as well as spoken and written academic English,
- demonstrate good abilities to give oral presentations,
- demonstrate good basic knowledge of children's literature in English,
- from an academic approach relate theories of language learning and literature didactics to practical work.

Content

-

Module 1 English language proficiency 7.5 credits

In this module the students develop their own written and oral language proficiency, such as grammar and vocabulary, and develop their understanding of English language structure.

The module consists of the following parts:

English language proficiency: grammar and vocabulary 3 credits

English language proficiency: essay 3 credits

English language proficiency: oral communication 1.5 credits

Module 2 Children's literature in English 7.5 credits

In this module the students read a representative selection of children's literature in English and discuss their importance for children's socialisation and language development. Children's books are chosen which illustrate differences between genres and cultural contents, as well as adaptations to different children's needs. The students practise improvised narration and reading aloud, and by that they also explore the best ways to communicate with children about texts.

Type of Instruction

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

The teaching includes ICT. For specific technical requirements, see the course catalogue.

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 intended learning outcomes must be achieved.

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 10.5 of 15 credits.

Examination forms that occur include continuous assessment, oral presentations and written assignments. Language proficiency is assessed in all modules. Students who do not submit their assignments by the deadlines given could receive the grade of Fail.

For students who do not pass the first examination, no more than four retake examinations are provided.

Course Evaluation

The teaching is continuously evaluated during the semester.

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and filed and stored according to departmental regulations.

Other

Students who have completed the course with the grade of Pass can receive a course certificate upon request.

Required Reading and Additional Study Material

In both modules, the student is expected to refer to policy documents in the Swedish school. These are available at: www.skolverket.se

List of references Module 1 - English language proficiency 7.5 credits

Estling Vannestål, Maria. 2012. *Essential English grammar*. Lund: Studentlitteratur. 200 p. ISBN:9789144069821

Additional Study Material

Harmer, Jeremy. 2007 (4th ed.). *The Practice of English Language Teaching*. Harlow: Pearson/Longman. 445 p. ISBN: 9781405853118

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. London: Longman. 136 p. ISBN: 0582382432

List of references Module 2 - Children's literature in English 7.5 credits

Ashley, Bernard & Lynne Willey. 2003. *The Bush*. London: Tamarind. 32 p. ISBN: 1 870516605

Carle, Erik. 2002. *The Very Hungry Caterpillar*. London: Puffin. 28 p. ISBN: 0140 569324

Dahl, Roald. 2001. *The BFG*. London: Puffin Books. 208 p. ISBN: 9780142410387

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

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

Additional Study Material

Chambers, Aidan. 1996. *Tell me: children, reading and talk*. Portland: Stenhouse. ISBN: 9781571100306

Estling Vannestål, Maria & Gun Lundberg (eds.). 2009. *Engelska för yngre åldrar*. Lund: Studentlitteratur. 141 p. ISBN: 9789144055312

Gamble, Nikki & Sally Yates. 2008. *Exploring Children's Literature: Teaching the Language and Reading of Fiction* (2nd ed.) Los Angeles: Sage Publications Ltd. 224 p. ISBN: 9781412930130

Grenby, Matthew. 2008. *Children's Literature*. Edinburgh: Edinburgh University Press. 232 p. ISBN: 9780748622740

Lundahl, Bo. 2009. *Engelsk språkdidaktik*. Lund: Studentlitteratur. 440 p. ISBN: 978 9144021300

Pinter, Annamaria. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 p. ISBN: 9780194422079