



## Course syllabus

Faculty of Arts and Humanities  
Department of Languages

1EN21U Engelska för lärare i gymnasieskolan, 60 hp (31-90 hp).  
Ingår i Lärarlyftet II, 60 högskolepoäng  
English for upper secondary school teachers, (31-90), 60 credits

**Main field of study**  
English

**Subject Group**  
English

**Level of classification**  
First Level

**Progression**  
G2F

**Date of Ratification**  
Approved by Faculty of Arts and Humanities 2015-03-19  
The course syllabus is valid from autumn semester 2015

**Prerequisites**  
English 1–30 credits and a degree in education. Currently teaching English in upper secondary school or municipal adult education without formal qualification in the subject.

### Objectives

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

- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- discuss and analyse subject-didactic attitudes in relation to the areas covered by the education,
- assess and evaluate previous research, theories and methods in relation to their own study and their own careers,
- identify and formulate problems relevant for further research and their own careers.

For specified expected learning outcomes, see each module.

### **Module 1. English language didactics and rhetoric, 10 credits**

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

- in general terms account for, compare and critically examine various theories about language learning and language didactics, and present their knowledge using vocabulary appropriate within their area of education,
- in general terms analyse current policy documents and teaching methods, and

- apply these in their teaching planning and in formulating structures for assessment and grading in upper secondary school and adult education,
- account for methods for using digital technology in language teaching as a tool for learning,
- demonstrate good abilities to give oral presentations.

### **Module 2. English literature didactics, 5 credits**

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

- in general terms relate literature-didactic theories and methods to practical work,
- analyse literary texts and demonstrate good knowledge about their social and historical contexts as well as some central literary research traditions and research questions.

### **Module 3. Sociolinguistics, 5 credits**

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

- analyse linguistic variation in society and between individuals, with regard to religion, social identity, power relations, gender, age and ethnicity, using linguistic concepts and terms.

### **Module 4. Literatures in English: 1800–the present, 5 credits**

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

- discuss comparative literature as a field of knowledge from a historical perspective,
- demonstrate knowledge about literary time periods, genres and narrative techniques.

### **Module 5. Independent project, 5 credits**

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

- write clear and well-structured academic texts on the basis of research questions and studies conducted in an appropriate manner, using correct and appropriate language,
- retrieve and select secondary literature relevant to their project, correctly refer to secondary sources and use vocabulary appropriate for the text.

### **Module 6. Linguistics and language didactics, 7.5 credits (specialisation)**

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

- demonstrate knowledge of linguistic and didactic methods and theories within some specific thematic areas. The student analyses and discusses various language-didactic theories from the perspective of teaching.
- use contextually appropriate language in speech and writing.

### **Module 7. Literature and literature didactics, 7.5 credits (specialisation)**

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

- demonstrate knowledge of literary and didactic methods and theories within some specific thematic areas. The student analyses and discusses various literature-didactic theories from the perspective of teaching.
- use contextually appropriate language in speech and writing.

### **Module 8. Assessment and grading of pupils' knowledge in English, 7.5 credits (specialisation)**

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

- account for language-didactic theories, focusing on assessment and grading,
- formulate research questions about assessment and grading in language teaching,
- use their theoretical knowledge to problematise learning and concretise English language teaching, focusing on assessment of pupils' knowledge in English as an important tool in conveying knowledge,
- use contextually appropriate language in speech and writing.

### **Module 9. ICT and language teaching, 7.5 credits (specialisation)**

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

- independently reflect on and use various forms of information and communication technology as tools in language teaching and relate this to current policy documents,
- demonstrate a responsible and critical approach to the use of electronic tools for information and convey this approach to their pupils,
- use contextually appropriate language in speech and writing.

## **Content**

The course includes the following modules:

### **Module 1. English language didactics and rhetoric, 10 credits**

The module covers various theories of language learning which are studied from a historical perspective, focusing on modern theories and second-language learning. The module also discusses practical issues such as teaching methods, assessment and grading, gender and diversity, sustainable development, internationalisation, ICT in language teaching and analyses of central policy documents relevant to the subject.

The module consists of the following parts:

#### *Theories about language learning and language teaching, 3 credits*

This part of the module presents a number of theories about language learning and language teaching relevant to the students, which the students discuss, analyse and reflect on in relation to their own career.

#### *Planning, conducting and evaluating teaching, 6 credits*

This part of the module presents relevant policy documents and teaching methods which the students discuss, analyse and reflect on. Through field studies, the students have the opportunity to test theories and practical implementations and discuss these with teachers and pupils in schools. The use of digital technology as a tool in language teaching is also covered, as well as formative and summative assessment of pupils' language knowledge. The students develop and demonstrate their knowledge by working with a number of small, or one major, project.

#### *Rhetoric for the classroom, 1 credit*

The students give a number of oral presentations on which the teacher provides feedback. The presentations are recorded or given live online.

### **Module 2. English literature didactics, 5 credits**

In this module the students develop both a solid theoretical basis within literature didactics, and the ability to apply this knowledge in practical teaching.

### **Module 3. Sociolinguistics, 5 credits**

This module discusses the function of language in society with regard to religion, social identity, power relations, gender, age and ethnicity. Literature about the role of language in society and sociolinguistic theory is studied. Comparisons are made between language in English-speaking societies and other cultures.

**Module 4. Literatures in English: 1800 – the present, 5 credits**

In this module the students read and discuss a selection of representative literary texts, focusing on the social and historical contexts of the texts, but also their relevance regarding some literary research traditions and research questions.

**Module 5. Independent project, 5 credits**

In this module the students develop their spoken and written English, as well as their abilities to produce a long academic text. The student chooses a didactic subject area in which to write an independent project of approximately 2,500–3000 words. This will require the student to read literature relevant to the subject area. Teaching is delivered in the form of process writing with feedback, and seminars in small groups in which drafts of the essay are presented and discussed. The written project is presented at a final seminar in which the students will act as opponents for (critically review) each other's essays.

**Module 6. Linguistics and language didactics, 7.5 credits (specialisation)**

This module covers various linguistic perspectives by analysing how language is used in different contexts and with different functions. Parallels are also drawn to various language-didactic issues.

**Module 7. Literature and literature didactics, 7.5 credits (specialisation)**

In this module the students read and discuss works of fiction and relevant literary theories and methods, focusing on gender-related and postcolonial perspectives. The works of fiction and the literary theories are related to various literature- and culture-didactic perspectives.

**Module 8. Assessment and grading of pupils' knowledge in English, 7.5 credits (specialisation)**

In this module the students read, discuss and write about relevant language-didactic theories and methods, focusing on assessment and grading. The students also retrieve and present research in the area and work with assessment and grading of authentic texts written by pupils.

**Module 9. ICT and language teaching, 7.5 credits (specialisation)**

This module includes both a practical and a theoretical introduction to the use of information and communication technology in language teaching. The students conduct their own ICT-based teaching project with connections to theories about Digital literacies.

**Type of Instruction**

The course is completely distance-based and teaching is delivered in the form of online seminars, lectures, supervision and exercises.

**Examination**

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

In module 1, *Theories about language learning and language teaching* is examined through written assignments. *Planning, conducting and evaluating teaching* is examined through the student presenting their knowledge in an appropriate manner, decided in consultation with the teacher, for example audiovisual presentations, oral presentations or written assignments. *Rhetoric for the classroom* is examined through continuous assessments of the student's presentations.

Module 2 is examined through written assignments.

Module 3 is examined through written assignments.

Module 4 is examined through written assignments.

Module 5 is examined through an independent project. The student must also act as an opponent for another student's independent project.

Module 6 is examined through written assignments and oral presentations.

Module 7 is examined through written assignments and oral presentations.

Module 8 is examined through written assignments and oral presentations.

Module 9 is examined through written assignments, in the form of a project, and oral presentations.

## Course Evaluation

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.

## Required Reading and Additional Study Material

### **Module 1. English language didactics and rhetoric, 10 credits**

Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York, Pearson/Longman. 448 p. ISBN: 9781405853118

Hockly, Nicky, Dudeney, Gavin. & Pegrum, Mark. 2013. *Digital Literacies*. London: Pearson Education. 440 p. ISBN: 9781408296899

Lundahl, Bo. 2012. *Engelsk språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. 395 p. ISBN: 9789144077147

Current policy documents from Skolverket ([www.skolverket.se](http://www.skolverket.se))

*Språklänkportalen* ([www.spraklankportalen.se](http://www.spraklankportalen.se))

Material provided by the department (ca 30 p.)

### **Module 2. English literature didactics, 5 credits**

Huxley, Aldous. 1950. *Brave New World*. Any edition. 213 p.

Lingard, Joan. 2003. *Across the Barricades*. London: Penguin Books. 174 p. ISBN: 9780140371796

Lundahl, Bo. 2012. *Engelsk språkdidaktik. Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. chaps. 7, 10-14. ISBN: 9789144077147

Material provided by the department, ca. 200 p.

### ***Additional study material for modules 1 and 2***

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p. ISBN: 9789144030746

Brown, H. Douglas. 2006. *Principles of Language Teaching and Learning* (4th edition). White Plains, NY: Longman. 410 p. ISBN: 9780131991286

Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. 1142 p. ISBN: 9780194371896

Eriksson, Rigmor. 1997. *Engelska för livet. Lärares och elevers medvetenhet om språkinlärning: en nätverksprodukt* (by Rigmor Eriksson and Jörgen Tholin in cooperation with about 20 teachers in primary school). Stockholm: Almqvist & Wiksell. 144 p. ISBN: 9789121177013

Estling Vannestål, Maria. 2007. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p. ISBN: 9789144034997

Lightbown, Patsy & Nina Spada. 2006. *How Languages Are Learned* (3rd edition). Oxford: Oxford University Press. 232 p. ISBN: 9780194422246

Littlewood, William. 1984. *Foreign and Second Language Learning: Language acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press. 122 p. ISBN: 9780521274869

McKay, Sandra Lee. 2002. *Teaching English as an International Language*. Oxford: Oxford University Press. 160 p. ISBN: 9780194373647

Malmberg, Per (ed), Inger Bergström, Ulla Håkansson, Ulrika Tornberg & Martin Öman. 2000. *I huvudet på en elev. Projektet STRIMS – strategier vid inlärning av moderna språk*. Stockholm: Bonnier Utbildning. 256 p. ISBN: 9789162228019

Skolverket. 2008. *Engelska. En samtalsguide om kunskap, arbetssätt och bedömning*. Stockholm: Liber. Available at: [www.skolverket.se/sb/d/2483/a/13679](http://www.skolverket.se/sb/d/2483/a/13679)

Tornberg, Ulrika. 2009. *Språkdiraktik* (4th edition). Malmö: Gleerups. 248 p. ISBN: 9789140668318

Ur, Penny. 2002. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 390 p. ISBN: 9780521449946

### **Module 3. Sociolinguistics, 5 credits**

Holmes, Janet. 2013. *An Introduction to Sociolinguistics*. London: Pearson (4th ed.). 512 p. ISBN: 9781408276747

#### ***Additional Study Material***

Crystal, David. 2003. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. 506 p. ISBN: 9780521530330

Crystal, David. 2008. *A dictionary of linguistics and phonetics*. Oxford: Blackwell. 560 p. ISBN: 9781405152976

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Longman. 256 p. ISBN: 9780582848627

### **Module 4. Literatures in English: 1800 – the present, 5 credits**

Brontë, Emily. 2003. *Wuthering Heights*. Ed. Richard J. Dunn. New York: W. W. Norton. 464 p. ISBN: 0393978893

Fitzgerald, F. Scott. 2000. *The Great Gatsby*. London: Penguin. 240 p. ISBN 9780141182636

Malouf, David. 1994. *Remembering Babylon*. London: Vintage. 224 p. ISBN 9780679749516.

*Norton Anthology of English Literature. The Major Authors*. 9th ed. 2013. Ed.

Stephen Greenblatt. New York: W. W. Norton. ca 300 p. ISBN: 9780393928297

Shelley, Mary. 1996. *Frankenstein*. Ed. J. Paul Hunter. New York: W. W. Norton. 352 p. ISBN 0393964582

Web-based material, ca. 50 p.

### **Module 5. Independent project, 5 credits**

#### *Additional Study Material*

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 p. ISBN: 9789144030746

Björk, Lennart, Michael Knight & Eleanor Wikborg. 1997. *The Writing Process*. Lund: Studentlitteratur. 136 p. ISBN: 9789144282220

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Pearson Education. 253 p. ISBN: 9780582848627

Crystal, David. 2004. *Making Sense of Grammar*. Harlow: Longman. 400 p. ISBN: 9780582848634

Estling Vannestål, Maria. 2007. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 p. ISBN: 9789144034997

*Longman Dictionary of Contemporary English*. 2003. Harlow: Longman. ISBN: 9780582506664 (or other similar English dictionary)

*Norstedts stora engelsk-svenska ordbok*. 2000. Stockholm: Norstedts ordbok. ISBN: 9789172271715

*Norstedts stora svensk-engelska ordbok*. 2000. Stockholm: Norstedts ordbok. ISBN: 9789172271432

Peck, John & Martin Coyle. 1999. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Basingstoke: Macmillan. 160 p. ISBN: 9780333727423

Smutterberg, Erik. 2007. *Spotting the Error: A Problem-Based Workbook on English Grammar and Usage*. Lund: Studentlitteratur. 158 p. ISBN: 9789144036120

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. Harlow: Longman. 152 p. ISBN: 9780582382435

Svartvik, Jan & Olof Sager. 1996. *Engelsk universitetsgrammatik*. Stockholm: Almqvist & Wiksell. 496 p. ISBN: 9789121164181

Links to websites with grammar exercises, web-based dictionaries etc. Available at Språklänkportalen ([www.spraklankportalen.se](http://www.spraklankportalen.se)).

### **Module 6. Linguistics and language didactics 7.5 credits**

Hewings, Ann & Martin Hewings. 2005. *Grammar and Context: An Advanced Resource Book*. London: Routledge. 339 p. ISBN: 9780415310819.

Printed and/or online material provided by the department (ca. 100 pages)

### **Module 7. Literature and literature didactics, 7.5 credits**

Barry, Peter. 2009. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press. Ca 250 p. (selection) ISBN 10: 0719079276 or ISBN 13: 9780719079276.

Collins, Suzanne. 2011. *The Hunger Games*. Scholastic UK. ISBN 10: 1407132083 or other edition. 458 p.

Conrad, Joseph. 1994. *Heart of Darkness*. London: Penguin Books Ltd. 112 p. ISBN 0140620481 or other edition.

Dangarembga, Tsitsi. 2006. *The Book of Not*. Banbury: Ayebia Clarke Publishing Ltd. 256 p. ISBN 10: 0954702379 or ISBN 13: 9780954702373.

Lundahl, Bo. 2012. *Engelsk språkdidaktik*. Lund: Studentlitteratur. Ca 70 p. (selection) ISBN 10: 9144077149 or ISBN 13: 9789144077147

Marsden, Roy. 1996. *Letters from the Inside*. New York: Laurel Leaf Library. 160 p. ISBN 10: 0440219515 or ISBN 13: 9780440219514 or other edition.

### **Module 8. Assessment and grading of pupils' knowledge in English, 7.5 credits (specialisation)**

Brown, Douglas H. & Priyanvada Abeywickrama. *Language Assessment – Principles and Classroom Practices*. (2nd ed.) White Plains: Pearson. 386 p. ISBN: 9780138149314

Gardner, Howard. 2011. The Institution Called School. chap. 7 in *The Unschooled Mind. How Children Think and How Schools Should Teach*. 3rd ed. New York: Basic Books. 15 p. ISBN: 9780465024384

Lundahl, Bo. 2012. Bedöma språkutveckling. chap. 15 in *Engelsk språkdidaktik – Texter, kommunikation, språkutveckling*. 2nd ed. Lund: Studentlitteratur. 35 p. ISBN: 9789144077147

McTighe, Jay & Ken O'Connor. 2005. "Seven Practices for Effective Learning". *Educational Leadership*. Vol. 63, No. 3, November 2005.

Smyth, Karen. 2004. "The benefits of students learning about critical evaluation rather than being summatively judged". *Assessment & Evaluation in Higher Education*. Vol. 29, No. 3, June 2004.

Tholin, Jörgen. 2006. *Att kunna klara sig i okänd natur*. Doctoral thesis, University of Borås, chap. 57. 100 p. ISBN: 9789162869281 Available online: [bada.hb.se/bitstream/2320/1532/1/Tholin\\_avhandling\\_2006.pdf](http://bada.hb.se/bitstream/2320/1532/1/Tholin_avhandling_2006.pdf)

### **Module 9. ICT and language teaching, 7.5 credits (specialisation)**

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

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