



Course syllabus

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

1EN30L Specialisering - engelska för skolans tidigare år, 30
högskolepoäng

Specialisation - English for primary school, 30 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

Field-specific entry requirement 2 with exemption from the relevant C-language course
B/level 3

Objectives

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

- independently and together with others plan, complete, evaluate and develop their teaching as well as be able to evaluate pupils' language skill levels in accordance with the relevant regulations and guidelines,
- explain and discuss the relationship between language and knowledge development,
- develop methods and ways of working that can stimulate children's creativity and sense of discovery,
- use ICT and an interdisciplinary approach in teaching,
- write clear and well-organized academic texts where great emphasis is placed on the ability to express themselves grammatically correct in a varied manner appropriate for the actual situation,

- understand works of fiction and factual texts as well as spoken and written academic texts,
- demonstrate a good ability to deliver oral presentations,
- demonstrate good basic knowledge of children's literature in English,
- relate theories of language learning, language didactics and literature didactics to practical working situations based on an academic approach.

Content

Attendance is mandatory for the parts of the course designated as seminars in the course schedule.

The course includes the following modules:

Module 1 *Module 1. Course curricula, ICT and integrated studies, 7. 7.5 credits*

This module covers the guidelines and regulations that are the basis for teaching in the Swedish school system. Course curricula are put into concrete form, are problemized and compared from an international perspective. The module also addresses how different kinds of technology (web pages and Internet communication, for example) may be used in order to, among other things create a more varied, student-oriented and integrated language education.

Course components:

Course curricula and integrated studies, 3.5 credits

Introduction to ICT, 2 credits

ICT project, 2 credits

Module 2 *Module 2. Children's language, 7.5 credits 7.5 credits*

This module covers components of language didactics in theory and practice, with particular focus on the environment surrounding younger children. The module also aims to provide deeper knowledge regarding different ways of working with language skills training during children's early years. Students will participate in discussions and give their own presentations.

Module 3 *Module 3. English language skills, 7.5 credits 7.5 credits*

During this module, students will work with developing their own written and spoken language skills, such as grammar and vocabulary, as well as increase their understanding of the construction of the language.

Course components:

English proficiency: grammar and vocabulary, 3 credits

English proficiency: essay, 3 credits

English proficiency: oral communication, 1.5 credits

Module 4 *Module 4. English children's literature, 7.5 credits 7.5 credits*

During the module students will be introduced to a representative selection of children's literature written in English and discuss its significance for socialization and language development in children. The children's books selected will illustrate differences between different genres, idea content and cultural content as well as adaptations to children's different needs. Students will practice reading aloud and free storytelling, and in connection with this, students will also study how one best talks to children about what has been read.

Type of Instruction

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

Parts of the course will be conducted using ICT-based teaching technology. For the specific technical specifications for each course/module, see the course catalogue.

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 22.5 credits.

Examination and grading is based on oral and written examinations, continual evaluation during the course, oral presentations and other written assignments.

Language proficiency is evaluated throughout all of the course modules. Students who do not turn in examination assignments on time will 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

In all modules, students will need to refer to the regulations and guidelines for Swedish schools. These are available at www.skolverket.se.

List of references Module 1 - Module 1. Course curricula, ICT and integrated studies, 7. 7.5 hec

Dudenev, Gavin & Nicky Hockly. 2007. *How to Teach English with Technology*. London: Pearson. 192 pages. ISBN: 978-1-405-85308-8

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 - Module 2. Children's language, 7.5 credits 7.5 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: 0-19-437195-6

Wright, Andrew. 2009. (2nd edition). *Storytelling with Children*. Oxford: Oxford University Press. 232 pages. ISBN: 978-0-19-442581-0

List of references Module 3 - Module 3. English language skills, 7.5 credits 7.5 hec

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 4 - Module 4. English children's literature, 7.5 credits 7.5 hec

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: 978-0142410387

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 pages. ISBN: 978-9144055312

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

Grenby, Matthew. 2008. *Children's Literature*. Edinburgh: Edinburgh University Press. 232 pages. ISBN: 978-0748622740

Lundahl, Bo. 2009. *Engelsk språkdidaktik*. Lund: Studentlitteratur. 440 pages. ISBN:

978-9144021300

Pinter, Annamaria. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 pages. ISBN: 978-0194422079