



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1GN040 Engelska för undervisning i årskurs 4-6, 30 högskolepoäng
English for Primary School Teachers, School Years 4-6, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2013-06-05

Revised 2015-12-15 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2016

Prerequisites

General entry requirements and English B, Mathematics B, Science studies A, Civics A.

Or: Mathematics 2a/2b/2c, Science studies 1b/1a1+1a2, Civics 1b/1a1+1a2.

Objectives

Intended learning outcomes

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

- demonstrate knowledge of the English language, including current language-didactic research and development work, necessary for their professional teaching,
- demonstrate subject-didactic knowledge necessary for their professional teaching, including knowledge about assessment and grading of children's language knowledge,
- reflect on research traditions and theoretical concepts within the subject and its didactics,
- in groups plan, conduct, 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.

Objectives for each module:

Module 1. English language proficiency, 7.5 credits.

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

- write clear and well-structured texts, in which the student's ability to use correct, varied and contextually appropriate language is emphasised,
- understand the content of both fictional and non-fictional texts, as well as spoken and written English,
- demonstrate knowledge of basic English phonetics and pronunciation.

Module 2. English language didactics, 7.5 credits

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

- demonstrate basic knowledge of English language didactics,
- account for teaching methods supporting pupils' development of English language proficiency,
- demonstrate knowledge of assessment of pupils' language development and grading of pupils' knowledge of English.

Module 3. Children's language, 7.5 credits

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

- as a part of their professional development reflect on and critically review theories on how children develop foreign language skills,
- in speech and writing account for teaching methods which can stimulate children's creativity and exploration.

Module 4. Children's literature in English, 7.5 credits

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

- demonstrate basic knowledge of children's literature in English,
- account for didactic perspectives on children's literature in English.

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.

All sessions marked as seminars or methodology sessions in the schedule are compulsory.

Module 1. English language proficiency, 7.5 credits.

In this module the students develop their own written and oral language proficiency, and develop their understanding of English language structure. The students relate their own language proficiency to their teaching of English, and work with language development from a number of perspectives.

The module consists of the following parts:

Grammar, 2.5 credits

Written language proficiency, 3 credits

Pronunciation and phonetics, 2 credits

Module 2. English language didactics, 7.5 credits

This module discusses the policy documents which form the basis for English language teaching in Swedish schools. Assessment and grading of pupils' language knowledge are introduced. The module also discusses language-didactic theories and practical work, focusing especially on children's environment in school years 4–6. The module also discusses the ways in which technical tools can be used to make language teaching more varied, pupil-centred and subject-integrated.

The module consists of the following parts:

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English language didactics (theory), 4 credits

English language didactics in practice, 3.5 credits

Module 3. Children's language, 7.5 credits

This module introduces the most important theories on how children develop their English language skills in particular, and foreign language skills in general, and discusses how these theories are applied in schools.

The module consists of the following parts:

Children's language development (foreign languages) in theory, 5 credits

Children's language development (foreign languages), practical applications, 2.5 credits

Module 4. 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 reading aloud and improvised narration, and by that they also explore the best ways to communicate with children about the texts.

Type of Instruction

Teaching is delivered in the form of lectures, seminars 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 on the online learning platform of the course.

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 22.5 of 30 credits.

Module 1:

Grammar, 2.5 credits, is examined through a written examination.

Written language proficiency, 3 credits, is examined through a written examination.

Pronunciation and phonetics, 2 credits, is examined through a written assignment and an oral test.

Module 2:

English language didactics (theory), 4 credits, is examined through a written examination.

English language didactics in practice, 3.5 credits, is examined through a written presentation.

Module 3:

Children's language development (foreign languages) in theory, 5 credits, is examined through a written assignment.

Children's language development (foreign languages), practical applications, 2.5 credits, is examined through oral presentations.

Module 4: The module is examined through written and oral presentations.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

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

The course is included in the programme for primary teachers.

Required Reading and Additional Study Material

In all modules, current policy documents for Swedish schools are included as additional study material. All policy documents can be downloaded from Skolverket's website.

List of references Module 1 - English language proficiency 7.5 credits

Parrott, Martin, 2010 (2nd ed.). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press. 470 p. ISBN: 9780521712040

Sylvén, Liss Kerstin. 2013. *The Ins and Outs of English Pronunciation: An Introduction to Phonetics*. Lund: Studentlitteratur. 108 p. ISBN: 9789144079554

Additional Study Material

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

List of references Module 2 - English language didactics 7.5 credits

Spratt, Mary, Pulverness, Alan & Williams, Melanie. 2011 (2nd ed.). *The TKT Course Modules 1, 2 and 3*. Cambridge: Cambridge University Press. 256 p. ISBN: 9780521125659

Harmer, Jeremy. 2015 (5th ed.). *The practice of English language teaching*. New York: Pearson/Longman. 446 p. ISBN: 9781447980254

Phillips, Sarah. 1993. *Young Learners*. Oxford: Oxford University Press. 175 p. ISBN: 0194371956

Language-didactic articles (material provided on the learning platform), ca. 20 p.

Additional Study Material

Lundahl, Bo. 2009. *Engelsk språkdidaktik*. Lund: Studentlitteratur. 440 p. ISBN: 9789144021300

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

List of references Module 3 - Children's language 7.5 credits

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 274 p. ISBN: 9780521774345

Harmer, Jeremy. 2015 (5th ed.). *The practice of English language teaching*. New York: Pearson/Longman. 446 p. ISBN: 9781447980254

List of references Module 4 - Children's literature in English 7.5 credits

Ashley, Bernard & Willey, Lynne. 2003. *The Bush*. London: Tamarind. 32 p. ISBN: 1870516605

Conlon-McKenna, Marita. 2009. *Under the Hawthorn Tree*. London: Sourcebooks. 123 p. ISBN: 9781402219061

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

Ellis, Deborah. 2004. *Parvana's Journey*. Oxford: Oxford University Press. 208 p. ISBN: 9780192753489

Hedderwick, Mairi. 2000. *The Big Katie Morag Storybook*. London: Red Fox. 48 p. ISBN: 9780099720317

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

Wright, Andrew. 2009. (2nd ed.). *Storytelling with Children*. Oxford: Oxford University Press. 232 p. ISBN: 9780194425810