



## 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 2016-11-08 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2017

### 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

Expected 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 of assessment and grading of children's language knowledge,
- reflect on research traditions and theoretical concepts within the subject and its didactics,
- in groups plan, 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.

### Module 1. English language proficiency, 5 credits.

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

- write clear and well-structured academic texts, in which the student's ability to use correct varied and contextually appropriate language is emphasised

- demonstrate good abilities to prepare and give short, coherent oral presentations without reading too much directly from a manuscript. The presentations should be delivered in correct language characterised by fluency, and their content should be relevant, adapted to the situation and of high academic quality.

### **Module 2. Children's language development language-didactic theories, 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,
- account for teaching methods which can stimulate children's creativity and exploration.

### **Module 3. Grammar, pronunciation and phonetics, 5 credits**

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

- explain grammatical principles of the English language,
- demonstrate knowledge of basic English phonetics and pronunciation,
- connect their knowledge of grammar, phonetics and pronunciation to the planning and evaluation of teaching in relevant classroom situations.

### **Module 4. English language didactics in practice, 5 credits**

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

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

### **Module 5. Children's literature in English, 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.

### **Module 6. Portfolio, 5 credits**

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

- summarise and analyse relevant knowledge of the English language and its syllabus content, as well as knowledge of relevant language-didactic research and development work.

## **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 schools.

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

### **Module 1. English language proficiency, 5 credits.**

In this module, fully integrated in the other modules, the students develop their own written and oral language proficiency, and their understanding of English language structure. They produce written assignments and give oral presentations on which the

teachers provide formative feedback. The students relate their own language proficiency to their teaching of English, and work with language development from a number of perspectives.

**Module 2. Children's language development language-didactic theories, 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 also discusses aspects which influence the learning of a second language, as well as general issues concerning research on second-language learning.

**Module 3. Grammar, pronunciation and phonetics, 5 credits**

This module includes an introduction to English grammar, and the students develop their abilities to understand and explain grammatical concepts and principles in relation to the teaching of English in school years 4–6. The module also discusses pronunciation and phonetics from a language-didactic perspective.

**Module 4. English language didactics in practice, 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 and problematised. The module also discusses language-didactic theories and practical work, focusing especially on pedagogical planning of the teaching 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.

**Module 5. Children's literature in English, 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 also develop their abilities to talk about the texts with children.

**Module 6. Portfolio, 5 credits**

At the end of the course, the students collect their written assignments in a portfolio. The texts have been revised in terms of both language and content, on the basis of comments from other students, and constitute a final basis for examination. The portfolio also includes a summary of the student's own language proficiency development and their knowledge of English language teaching for school years 4–6.

**Type of Instruction**

Teaching is delivered in the form of lectures, seminars, field studies, group assignments 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 in *Written language proficiency (essay)* and *Portfolio*.

Module 1:

*Written language proficiency (essay), 3 credits*, is examined through a written examination.

*Oral language proficiency (oral presentation), 2 credits*, is examined through continuous assessments of the student's oral presentations.

#### Module 2:

*Children's language development language-didactic theories, 5 credits*, is examined through a written assignment and an oral presentation.

#### Module 3:

*Grammar, 3 credits*, is examined through a written examination.

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

#### Module 4:

*English language didactics in practice, 5 credits*, is examined through a written assignment and an oral presentation.

#### Module 5:

*Children's literature in English, 5 credits*, is examined through a written assignment and an oral presentation.

#### Module 6:

*Portfolio, 5 credits*, is examined through a portfolio including revised written assignments from modules 2, 3, 4 and 5 and a summarising reflection and analysis.

### 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

#### Module 1

*Additional study material*

Parrott, Martin. The latest edition. *Grammar for English Language Teachers*. Cambridge: Cambridge University Press. 470 p.

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

#### Module 2

Cameron, Lynne. The latest edition. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 274 p.

Harmer, Jeremy. The latest edition. *The Practice of English Language Teaching*. New York: Pearson/Longman. 446 p.

Lightbown, Patsy M & Spada, Nina. The latest edition. *How Languages are Learned*. Oxford: Oxford University Press. 230 p.

Pinter, Annamaria. The latest edition. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 p.

### **Module 3**

Parrott, Martin. The latest edition. *Grammar for English Language Teachers*. Cambridge: Cambridge University Press. 470 p.

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

### **Module 4**

Cameron, Lynne. The latest edition. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 274 p.

Harmer, Jeremy. The latest edition. *The Practice of English Language Teaching*. New York: Pearson/Longman. 446 p.

Spratt, Mary, Pulverness, Alan & Williams, Melanie. The latest edition. *The TKT Course Modules 1, 2 and 3*. Cambridge: Cambridge University Press. 256 p.

Phillips, Sarah. The latest edition. *Young Learners*. Oxford: Oxford University Press. 175 p.

Pinter, Annamaria. The latest edition. *Teaching Young Language Learners*. Oxford: Oxford University Press. 180 p.

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

### **Module 5**

Ashley, Bernard & Willey, Lynne. The latest edition. *The Bush*. London: Tamarind. 32 p.

Chambers, Aidan. The latest edition. *Tell Me (children, Reading & Talk) with the Reading Environment*. Thimble Press. 220 p.

Dahl, Roald. The latest edition. *The BFG*. London: Puffin Books. 208 p.

Ellis, Deborah. The latest edition. *Parvana's Journey*. Oxford: Oxford University Press. 208 p.

Hedderwick, Mairi. The latest edition. *The Big Katie Morag Storybook*. London: Red Fox. 48 p.

Wilson, Jacqueline. The latest edition. *Cliffhanger*. London: Corgi Yearling Books. 128 p.

*Additional study material*

Wright, Andrew. The latest edition. *Storytelling with Children*. Oxford: Oxford University Press. 232 p.

### **Module 6**

See modules 1–5.