



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 2017-10-11 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2018

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, 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. Grammar, pronunciation and phonetics, 7 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,
- relate knowledge of grammar, phonetics and pronunciation to the planning and evaluation of teaching in relevant classroom situations.

Module 2. English language didactics in theory and practice, 10 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 methods which can stimulate children's creativity and exploration and support pupils' development of English language proficiency,
- demonstrate basic knowledge of English language didactics,
- formulate concrete and justified lesson plans relevant for their future work,
- demonstrate knowledge of assessment of pupils' language development and grading of pupils' knowledge of English.

Module 3. Children's literature in English, 6 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 4. English language proficiency, 7 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 be of high academic quality.

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 in the schedule are compulsory.

Module 1. Grammar, pronunciation and phonetics, 7 credits

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

Module 2. English language didactics in theory and practice, 10 credits

This module introduces central 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 influencing second-language learning, as well as general issues in research on second-language learning.

The module also discusses 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 teaching 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.

In collaboration with local primary schools, the students conduct field studies focusing on one or several areas relevant to their future profession.

Module 3. Children's literature in English, 6 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 practise ways to communicate with children about the texts.

Module 4. English language proficiency, 7 credits.

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

At the end of the course, the student collects all their written work from the semester in a portfolio. The portfolio forms a final basis for examination in which the student has revised both the language and content of their assignments with the help of their fellow students. In the portfolio, the student also summarises how they have developed their own language proficiency and knowledge of English language teaching in school years 4–6. The portfolio is presented orally at a final seminar.

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.

All parts of the course are assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG), except the Field studies, for which only the grades Fail (U) and Pass (G) are used.

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

Module 1:

Grammar, 4 credits, is examined through a written examination.

Pronunciation and phonetics, 3 credits, is examined through a written assignment which is also presented orally.

Module 2:

Weekly reflections, 3 credits, is examined through continuous writing in a logbook.

Lesson planning, 4 credits, is examined through a written assignment.

Field studies, 3 credits, is examined through active and relevant participation in field studies and a final examination seminar.

Module 3:

Children's literature in English, 6 credits, is examined through a written assignment and an oral presentation.

Module 4:

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, and a final oral presentation of the portfolio.

Portfolio, 2 credits, is examined through a portfolio containing all the student's revised written assignments in modules 1, 2 and 3 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 school teachers.

Any costs in connection to field studies (for example travel costs) are paid by the student.

Required Reading and Additional Study Material

Module 1. Grammar, pronunciation and phonetics, 6 credits

Estling Vannestål, Maria. The latest edition. *Essential English Grammar*. Lund: Studentlitteratur. 190 p.

Parrot, Martin. The latest edition. *Grammar for English Language Teachers*.

Cambridge: Cambridge University Press. 470 p.

Skolverket. 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.

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

Module 2. English language didactics in theory and practice, 10 credits

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

Keaveney, Sharon & Lundberg, Gun. The latest edition. *Early Language Learning and Teaching: A1–A2*. Lund: Studentlitteratur. 197 p.

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

Lundahl, Bo. The latest edition. *Texts, Topics and Tasks. Teaching English in Years 4–6*. Lund: Studentlitteratur. 268 p.

Pinter, Annamaria. The latest edition. *Teaching Young Language Learners*. Oxford: Oxford University Press. 210 p.

Skolverket. 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.

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

Module 3. Children's literature in English, 6 credits

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.

Dr. Seuss. The latest edition. *The Cat in the Hat*. New York: Random House. 60 p.

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

Sendak, Maurice. The latest edition. *Where the Wild Things Are*. London: Random House. 50 p.

Skolverket. 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.

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 4. English language proficiency, 8 credits.

See modules 1–3.

Additional study material

Estling Vannestål, Maria. The latest edition. *Essential English Grammar*. Lund: Studentlitteratur. 190 p.

Falk, Angela. The latest edition. *Thinking and Writing in Academic Contexts. A University Companion*. Lund: Studentlitteratur.

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

Skolverket. 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.