



Course syllabus

Board of Teacher Education

Department of Languages

1GN223 Engelska för undervisning i årskurs 4-6,
verksamhetsintegrerad profil, 30 högskolepoäng

English for Teaching in School Years 4-6, Teaching Practice Profile,
30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2015-12-15

Revised 2019-11-22 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2020

Prerequisites

UVK course: Perspectives on Teacher Assignment and School and Society for
Teachers Years 4–6, Teaching Practice Profile, 7.5 credits (1GN206),

UVK course: Didactics and Curriculum Theory, Primary Teacher Programme in Pre-
School and Years 1–6, Teaching Practice Profile, 7.5 credits (1GN220).

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 future careers, 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:

- assess the potential to apply various types of children's literature on the basis of didactic criteria and a broad understanding of the text concept,
- describe and evaluate various literature-didactic methods to create aesthetic experiences for young pupils,
- justify fiction for young children on the basis of didactic theories, policy documents and historical perspectives.

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.

The connection to practical teaching is strengthened through a teaching practice profile. The course prepares the students for their teaching practice placement and its objectives.

All sessions marked as seminars, methodology sessions or teaching practice work 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:

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 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 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 relevant ways to communicate with children about the texts.

The module consists of the following parts:

Children's literature in English, 4 credits

Literature didactics for children's literature in English, 3.5 credits

Type of Instruction

Teaching is delivered in the form of lectures, seminars, methodology sessions and teaching practice work. 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 objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

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.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Module 1:

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

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

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 assignment.

English language didactics in practice, 3.5 credits, is examined through a written presentation of the student's teaching practice.

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:

Children's literature in English, 4 credits, is examined through a written assignment.

Literature didactics for children's literature in English, 3.5 credits, is examined through written and oral presentations of the student's teaching practice.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course.

Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

The course is included in the programme for primary school 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.se.

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: 978-0-521-71204-0

Sylvén, Liss Kerstin. 2013. *The Ins and Outs of English Pronunciation: An Introduction to Phonetics*. Lund: Studentlitteratur. 108 p. ISBN: 978-9144079554

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: 978-9144282220

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: 978-0521125659

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: 0-19-437195-6

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: 978-9144021300

Dudeny, Gavin & Hockly, Nicky. 2007. *How to Teach English with Technology*. London: Pearson. 192 p. ISBN: 978-1405853088

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

Lightbown, Patsy & Spada, Nina. 2013. *How languages are learned*. Oxford: Oxford University Press. 255 p. ISBN: 9780194541268.

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: 1-870516-60-5

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: 978-0192753489

Lofting, Hugh. 1920. *The Story of Doctor Dolittle*. New York: Dover Publications Inc. 77 p. ISBN: 9780486438832

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: 978-0-19-442581-0