



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1GN243 Engelska för undervisning i förskoleklass och årskurs 1-3/verksamhetsintegrerad profil, 15 högskolepoäng

English for teaching in school years F-3/Teaching Practice profile, 15 credits

Subject Group

English

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2017-05-17

Revised 2019-09-12 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2020

Prerequisites

UVK course: Perspectives on the Teacher Assignment and the School in Society/Pre-school Class and Year 1–3/Teaching Practice Profile, 7.5 credits (1GN231),

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

or the equivalent.

Objectives

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

- apply subject-knowledge necessary for their future careers,
- account for subject-didactic knowledge necessary for their future careers,
- interpret and evaluate 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:

- apply receptive, productive and interactive language proficiency in their own teaching.

- use English at a level appropriate for their future careers,
- demonstrate basic knowledge of how pupils' receptive, productive and interactive language proficiency develops in pre-school class and school years 1–3.

Module 2. English language didactics, 7.5 credits

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

- account for a selection of theories and methods in English language didactics,
- account for a selection of teaching methods supporting pupils' development of English language proficiency,
- apply knowledge of the assessment of pupils' language development and their knowledge of English.

Content

Professional progression and scientific progression

In this course, the students develop previously acquired general didactic knowledge and their professional basis and scientific approach. For example, the students develop their knowledge of current language-didactic research and theoretical concepts related to this, and the research traditions of the subject and its didactics, which is necessary for primary school teachers in Swedish 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.

Attendance is compulsory in the teaching practice parts and methodology sessions.

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 discuss language development from a number of perspectives. The teaching practice parts include analyses of pupils' written and oral language proficiency and how this can be improved with didactic methods. The module includes a representative selection of children's literature in English and discusses its importance for children's socialisation and language development. The children's books included illustrate differences between genres and cultural contents, as well as adaptations to different children's needs.

The module consists of the following parts:

Students' own English language proficiency, 4 credits

Practical applications of English language proficiency, 3.5 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 of pupils' language knowledge is introduced. The module also discusses language-didactic theories and practical work, and the research traditions of language- and subject-didactics, focusing especially on social interaction and group dynamics among children in pre-school class and school years 1–3. 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

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.

Module 1:

Students' own English language proficiency, 4 credits, is examined through written assignments and grammar tests on the online learning platform.

Practical applications of English language proficiency, 3.5 credits, is examined through compulsory participation and a written presentation of the student's teaching practice.

Module 2:

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

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

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, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

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. Ca 40 pages.

Module 1. English language proficiency, 7.5 credits.

Carle, Eric. 2002. *The Very Hungry Caterpillar*. London: Puffin. 28 p. ISBN:0140569324

Donaldson, Julia. 2006. *The Gruffalo*. London: Puffin Books. 26 p. ISBN:9780142403877

Gliori, Debi. 2005. *Debi Gliori's Nursery Rhymes*. London: Dorling Kindersley. 64 p. ISBN:1405311754

Oxford Dictionaries. 2014. *Oxford Primary Grammar, Punctuation and Spelling Dictionary*. Oxford: OUP. 158 p. ISBN: 978-0-19-273421-1

Rosen, Michael. Any edition. *We're going on a bear hunt*. 40 p.

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

Wright, Andrew. 2009. *Storytelling with Children*. Oxford: Oxford University Press. 232 p. ISBN:9780194425810

Module 2. English language didactics, 7.5 credits

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

Pinter, Annamaria. 2017. *Teaching Young Language Learners*. Oxford: Oxford University Press. 240 p. ISBN: 9780194403184

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