



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1GN260 Engelska för undervisning i förskoleklass och årskurs 1–3, verksamhetsintegrerad profil, 15 högskolepoäng

1GN260 English for Primary School Teachers in in Pre-School class and School Years 1–3, Teaching Practice Profile, 15 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2021-06-22

Revised 2021-11-22 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2022

Prerequisites

Perspectives on the Teacher Assignment and the School in Society/Pre-school Class and Year 1-3/Teaching Practice Profile, 7.5 credits (1GN431), Didactics and Curriculum Theory - Pre-School and Years 1-6/Teaching Practice Profile, 7.5 credits (1GN420), or the equivalent.

Objectives

Overall objectives

After completing the course, the student should be able to

- account for knowledge of English as a subject, including knowledge about current language didactic research and development work required for their professional practice
- account for subject didactic knowledge of the kind required for their professional practice, including knowledge about assessment and grading of children's language skills
- discuss the academic traditions and theoretical concepts of the subject and of subject didactics

- plan, evaluate and develop teaching of English that aims to promote each pupil's learning and development, independently and together with others, and based on current policy documents.

Specific objectives: subject didactics

After completing the course, the student should be able to

- construct relevant, concrete and carefully considered lesson plans, including formative components
- demonstrate knowledge of basic English grammar, phonetics and pronunciation, and to connect this knowledge to planning and evaluating teaching in relevant classroom contexts
- discuss and critically review theories on how children develop foreign language competence, thereby promoting their professional development, as well as account for methods, including teaching supported by digital aids, that may stimulate children's creativity and joy of discovery, and that promote development of children's English proficiency
- assess the potential applicability of different kinds of children's literature using didactic criteria and a broadened concept of text, as well as describe and evaluate different kinds of literature didactic methods aiming to provide young pupils with aesthetic experiences and justify fiction for young children based on didactic theories, policy documents and perspectives on the history of ideas
- explain and justify lesson content that includes intercultural perspectives.

Specific objectives: language proficiency

After completing the course, the student should be able to

- understand the content of spoken English as well as of English fiction and non-fiction texts of relevance to their professional practice
- confidently produce and present projects in speech as well as in writing
- demonstrate a good ability to interact in spoken English, in situations reminiscent of teaching, as well as to participate in discussions.

Content

The following content is dealt with from a theoretical as well as a practical perspective:

- The English teacher's work with planning a major block of teaching or a theme and a lesson, as well as with setting goals for their teaching in school years 1–3, is introduced. Starting points for the teaching include on the one hand an English textbook for school years 1–3, chosen in consultation with the teacher(s) on the course, and on the other hand the English teacher's work with finding and using relevant self-produced and/or authentic teaching materials that in different ways give pupils the chance to practise speaking, conversing in, writing, reading and listening to English.
- The students produce their own lesson and theme plans, and they practise setting goals for their own English teaching, in classroom observation and teaching at a partner school.
- A representative selection of English children's literature and/or drama is presented and differences between different genres and ideational and cultural content are discussed. Students develop a number of ideas for lessons where literature and drama may be used thematically as well as for promoting language proficiency, and they also study the significance of literature for children's

socialisation and language development.

- The students practise talking with children about literature, and reading aloud.
- The course discusses a representative selection of cultural and social circumstances in different contexts and areas where English is used. Students develop a number of ideas for lessons where knowledge about relevant cultural and social circumstances may be used thematically as well as for promoting language proficiency, and for adequately explaining intercultural issues in language teaching.
- The students practise their cooperative skills by working in groups with various exercises in planning, executing and evaluating teaching, as well as presenting their results together.
- Language skills, language competence, the Common European Framework of Reference for Languages (CEFR), along with different planning methods and teaching aids are presented and discussed.
- The teacher's use of other school subjects as a basis for English teaching (CLIL) is presented and discussed.
- Relevant grammar and vocabulary are discussed from a teaching perspective as well as from the perspective of the students' own language proficiency development.
- The pronunciation and phonetics of English are presented, and the students get to produce relevant teaching materials for their future professional practice.
- Formative assessment of language skills, along with grading, is presented and problematised. The students also work with assessing pupils' language skills through exercises including authentic language produced by pupils.
- The use of digital aids in language teaching is presented and problematised.
- The course gives an introduction to academic writing and oral presentation/interaction.

Professional progression and scientific progression

The aim of the course is for the students to develop their general didactic knowledge, and thereby continue to develop the professional basis and scientific approach that they need to be able to teach in Swedish compulsory school. The link to professional practice is strengthened through teaching practice. The course prepares the students for their practice placement and the goals set up for this.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, teaching practice, group assignments, workshops and methodology sessions. Teaching includes digital forms of teaching. The written assignments and oral presentations/interaction exercises included in the respective modules serve as the basis for examination of the students' didactic knowledge, as well as for formative assessment of their language proficiency development.

Throughout the course, the students are recording short vlogs, which connect the practice placement parts of the course to the theories and methods that are studied. Students get teacher as well as peer response on their vlogs.

The course includes a number of written hand-in assignments. These assignments, along with the vlogs, are to be submitted/posted within the given deadlines. Students who fail to keep the deadlines, and students who do not pass the first time they

submit/post a certain assignment, are given a second chance a few weeks after the original deadline. There is also a final chance to submit/post assignments in August.

The campus-based workshops include formative assessment as well as summative examination of students' oral presentation and interaction skills in English. Students who fail to attend one or several of these workshops have to discuss possibilities to make up for what they have missed with the relevant teacher.

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. Specific grading criteria for the grades of Pass and Pass with Distinction for the respective components of the course are specified in a study guide.

The examination component Oral blog (vlog) (2 credits) is assessed as either Fail or Pass.

In order to receive the grade of Pass with Distinction for the entire course, the student must have received this grade for at least 8 of 15 credits, including the final examination component Final examination.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner may offer an adapted exam or allow the student to conduct the exam in an alternative way. 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.

Written and oral examinations

Examination component 1: Oral production/interaction, listening comprehension and pronunciation

The students show that they are able to connect modern theories on language acquisition and language didactics with descriptions of methods and ways of working of relevance to the teaching of English in school years 1–3. Special focus lies on the teaching of oral production/interaction and listening comprehension, as well as on phonetics and pronunciation.

- Oral production/interaction, listening comprehension and pronunciation (written assignment), 2 credits (examined through a written hand-in assignment)
- Oral production/interaction, listening comprehension and pronunciation (oral assignment), 2 credits (examined through an oral presentation/interaction)

Examination component 2: Written production, reading comprehension, literature and interculturality

The students show that they are able to connect modern theories on language acquisition and language didactics with descriptions of methods and ways of working of relevance to the teaching of English in school years 1–3. Special focus lies on the teaching of written production and reading comprehension, as well as on teaching that includes fiction and cultural and social conditions in different contexts and areas where English is used.

- Written production, reading comprehension, literature and interculturality (written assignment), 2 credits (examined through a written hand-in assignment)
- Written production, reading comprehension, literature and interculturality (oral assignment), 2 credits (examined through an oral presentation/interaction)

Examination component 3: Language proficiency, interculturality and literature

The students show that they are able to connect modern theories on language acquisition and language didactics with descriptions of methods and ways of working of relevance to the teaching of English in school years 1–3. Special focus lies on English teaching in which different language skills are combined, as well as on teaching that includes fiction and cultural and social conditions in different contexts and areas where English is used.

- Language proficiency, interculturality and literature (oral assignment), 2 credits (examined through an oral presentation/interaction)

Examination component 4: Reflections on the connection between theory and practice

Throughout the course, the students reflect in oral blogs (vlogs) on the relation between theory and practice, for instance in connection to their teaching practice, which is discussed in relation to the theories and methods that are brought up in the course.

- Video blog (vlog), 2 credits (examined through the student's continuous vlogging)

Examination component 5: Final examination

The students demonstrate their knowledge about relevant grammar and vocabulary relative to teaching in school years 1–3, through a written examination assignment. Throughout the course, students also get to reflect upon how they best demonstrate their ability to teach English in the preschool class and school years 1–3, relative to the overall objectives of the course. About a week before the final examination, each student decides, in consultation with the examiner or another teacher on the course, how their final examination is to be carried out. During the last part of the course, the students are subsequently given the opportunity to demonstrate their abilities in speech and in writing, within the frames set up by the chosen examination form. When students choose to have their final examination together with fellow students, each student's performance will nevertheless be assessed and graded individually.

- Grammar, words and phrases, 1 credit (examined through a written examination assignment)
- Final examination, 2 credits (examined through the student's creating their own examination methods, which then constitute the basis for their final presentations – all students are to use their written as well as oral skills to demonstrate their ability to teach English)

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluations are promptly 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. Any costs in connection to the teaching practice (for instance travel expenses) are paid by the

student.

Required Reading and Additional Study Material

Grammar and pronunciation

Cunningham, Una. The latest edition. *Twenty Quick Steps to Better English for Teachers and Other Busy People*. Lund: Studentlitteratur. 125 p.

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

Language didactic literature

Keaveney, Sharon & Lundberg, Gun. The latest edition. *Early Language Learning and Teaching: Pre A1-A2*. Lund: Studentlitteratur. 245 pages.

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

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

Slattery, Mary & Willis, Jane. The latest edition. *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford: Oxford University Press. 156 p.

Children's and young adult literature

Lütge, Christiane & Bland, Janice. 2014. *Children's Literature in Second Language Education* [electronic resource]. London: Bloomsbury Academic. 224 p.

Popp, Marcia S. 2005. *Teaching Language and Literature in Elementary Classrooms: A Resource Book for Professional Development* [electronic resource]. London: Routledge. 405 p. (In selection ca 100 p.)

SolerPardo, Betlem, ReyesTorres, Agustín & Luis S. Villacañas-de-Castro. 2014. *Thinking through Children's Literature in the Classroom* [electronic resource]. Cambridge: Cambridge Scholars Publishing. 218 p.

Literary texts provided by the department, ca 100 p.

Policy documents and assessment support

Skolverket. 2021. *Kommentarmaterial till kursplanen i engelska*. Skolverket. The latest edition. *Läroplan för grundskolan, förskoleklassen och Fritidshemmet (Lgr22)*.