



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1GN270 Engelska för undervisning i årskurs 4–6,
verksamhetsintegrerad profil, 30 högskolepoäng

English for Primary School Teachers, School Years 4–6, 30 credits

Main field of study

English

Subject

English

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2021-06-22.

Revised 2023-09-05.

The course syllabus is valid from spring semester 2024.

Prerequisites

Perspectives on Teacher Assignment and School and Society for Teachers Years 4–6, Teaching Practice Profile, 7.5 credits (1GN406), 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:

- present knowledge in the subject of English, including knowledge of current

language-didactic research and development work required for professional practice

- describe subject-didactic knowledge – including knowledge of assessment and grading of children's language skills – necessary for professional practice
- discuss the scientific traditions and theoretical concepts of the subject and subject didactics
- independently and in collaboration with others plan, evaluate, and develop English teaching aimed at stimulating each student's learning and development, in accordance with current governing documents.

Specific subject-didactic objectives

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

- construct lesson plans that are relevant to the profession, concrete, and well-balanced, and include formative assessment elements
- demonstrate knowledge of basic English grammar, phonetics, and pronunciation, and relate these to the planning and evaluation of teaching in relevant classroom situations
- discuss and critically examine theories on how children develop proficiency in foreign languages as a basis for professional development, and describe methods and approaches, including teaching supported by digital tools, that stimulate children's creativity and joy of discovery and that promote the development of students' skills in English
- assess the application potential of different types of children's literature based on didactic criteria and an expanded concept of text, and describe and evaluate different literary didactic methods aimed at aesthetic experiences for young students and justify the use of fiction for early ages based on didactic theories, taking into account policy documents and historical perspectives on ideas
- explain the significance of teaching content that includes intercultural perspectives.

Specific language proficiency objectives

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

- understand the content of literary texts, factual texts, and spoken English relevant to professional practice
- write clear and well-structured academic texts in English, placing significant emphasis on their ability to express themselves with linguistic confidence in a varied and context-appropriate manner
- demonstrate good skills in verbally interacting in English in classroom-like situations, as well as participating in discussions
- demonstrate good skills in delivering prepared, coherent, short oral presentations that are not overly reliant on a script. Presentations should be delivered with linguistic confidence and good flow, and the content should be relevant, tailored to the situation, and of academic standard.

Content

The course includes the following content, approached from both a theoretical and practical perspective:

- English teachers' work with planning an extended teaching sequence or a theme

and a lesson, as well as with setting objectives for their teaching in years 4–6, is introduced. Teaching is based on a textbook in English for years 4–6, chosen in consultation with the course teaching staff, as well as the work of English teachers in finding and using relevant self-produced and/or authentic teaching materials that in various ways train school students in speaking, conversing, writing, reading, and listening in English.

- The students produce their own lesson and theme plans and practise setting objectives for their own English teaching in connection with observation and teaching at a partner school.
- A representative selection of English-language children's literature and/or drama is presented, and differences between different genres and ideological and cultural content are highlighted. The starting point is for the students to develop a number of ideas for lessons, where literature and drama can be used both thematically and to enhance language proficiency skills, as well as to work with the significance of literature for children's socialisation and language development.
- Students practise talking with children about literature and reading aloud.
- A representative selection of cultural and social conditions in various contexts and areas where English is used is highlighted. The starting point is for the students to develop a number of ideas for lessons, where knowledge of relevant cultural and social conditions can be used both thematically and to enhance language proficiency skills, as well as to illuminate interculturality in language teaching in an appropriate manner.
- Students practise their collaborative skills by working in groups on various exercises on planning, implementing, and evaluating teaching, and present their findings together.
- Language skills, language proficiency, the Common European Framework of Reference for Languages (CEFR), and various planning methods and teaching tools are introduced and discussed.
- The teacher's use of other school subjects as a foundation for English instruction (CLIL) is presented and discussed.
- Relevant grammar and vocabulary are explored from both a teaching perspective and with a focus on the students' own language proficiency development.
- Pronunciation and phonetics are introduced, giving the students an opportunity to create relevant teaching materials for their future careers.
- Formative assessment of language skills and grading are introduced and problematised. The students also engage in assessing school students' language skills through exercises that include authentic school student language.
- The use of digital tools in language teaching is introduced and problematised.
- An introduction to academic writing and oral presentation/interaction is provided.

Professional progression and scholarly progression

The course aims for students to build upon their general pedagogical knowledge and skills, thus continuing to develop the professional foundation and scholarly approach required to work as a teacher in Swedish compulsory school.

The link to professional practice is reinforced through work-integrated learning. The course prepares students for the upcoming placement period and the goals formulated for it.

Type of Instruction

Instruction is delivered in the form of lectures, seminars, work-integrated learning,

group assignments, workshops, and methodology sessions, and includes digital teaching methods. The written assignments, oral presentations, and interaction exercises included in the respective modules serve as the basis for examination of the students' didactic knowledge and skills, as well as for formative assessment of their language proficiency development.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive a Pass, the student must achieve the objectives. Specific grading criteria for a Pass and a Pass with Distinction for the different examination elements are specified in a study guide.

The examination elements *CLIL, interculture and literature 1, 2, and 3* (each worth 2 credits), along with *Vlogg reflections on theories and methods 1, 2, and 3* (each worth 2 credits) are graded as either Fail or Pass.

In order to receive a Pass with Distinction for the entire course, the student must have received this grade for at least 13 of 30 credits, including the examination element *Portfolio presentation* (2 credits).

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements. Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels.

Modules and their examinations:

Students need to participate in most of the planned learning activities to make their own unique contributions to the group's collective learning and to provide a basis for grading their performance. If a student has a total of more than 20% absence from all sessions in a module taken together, they can only compensate for this by attending the number of missed sessions required to achieve a total of 80% attendance, the next time the course is offered.

In all modules, the focus lies on planning, executing, and evaluating comprehensive lesson sequences of English teaching, where the different linguistic skills are combined, as well as on teaching that integrates interdisciplinary studies (CLIL) and fiction and/or cultural and social conditions in various contexts and domains where English is used. In the different examinations, students link modern language acquisition theories and language-didactic theories to descriptions of approaches and methods relevant to English teaching in years 4–6.

Module 1. Oral skills and listening comprehension and phonetics and pronunciation (7 credits)

In this module, examination focuses specifically on teaching oral production/interaction, listening comprehension, and phonetics and pronunciation.

- Setting objectives for teaching and learning, 2 credits (examined through oral presentation)
- Pronunciation and phonetics, 3 credits (examined through a written assignment)
- CLIL, interculture and literature 1, 2 credits (examined through workshop participation)

Module 2: Grammar teaching in a communicative teaching context (7 credits)

In this module, examination focuses specifically on teaching oral production/interaction, listening comprehension, and grammar and linguistic proficiency.

- The role of interaction in English teaching, 2 credits (examined through oral presentation)
- Grammar teaching in a communicative context, 3 credits (examined through a written hand-in assignment)
- CLIL, Interculture and literature 2, 2 credits (examined through workshop participation)

Module 3: Written production, reading comprehension, and assessment of school students' language skills (7 credits)

In this module, examination focuses specifically on teaching written production and reading comprehension.

- Formative assessment of written production, 2 credits (examined through oral presentation)
- Reading comprehension in English teaching, 3 credits (examined through a written hand-in assignment)
- CLIL, Interculture and literature 3, 2 credits (examined through workshop participation)

Module 4: Reflections on the connection between theory and practice (6 credits)

Students continuously reflect in vlog format on the relationship between theory and practice as they participate in work-integrated learning, comparing this with the theories and methods addressed in the university-based parts of the course.

- Vlogg reflections on theories and methods 1, 2 credits (examined through active participation in a group vlog)
- Vlogg reflections on theories and methods 2, 2 credits (examined through active participation in a group vlog)
- Vlogg reflections on theories and methods 3, 2 credits (examined through active participation in a group vlog)

Module 5: Final examination (3 credits)

Students demonstrate their linguistic and pedagogical knowledge and skills in relation to the overarching objectives of the syllabus by writing an extensive essay. Throughout the course, students furthermore continuously reflect on the best ways to showcase their proficiency in teaching English for years 4–6. In the final phase of the course, students have the opportunity to write and verbally display their knowledge and skills through a final exam in the form of a portfolio presentation. If students choose to be examined in groups, each student's performance will still be graded individually.

- Essay writing, 1 credit (examined through a written exam)
- Portfolio presentation, 2 credits (examined through oral presentation of a summary of the student's individual written analyses, as well as through questions about the knowledge that the student has accumulated over the semester).

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the

previous course evaluation and any improvements that have been made, no later than at the start of the course.

Other Information

The course is included in the programme for primary school teachers. Any costs in connection with work-integrated learning (for instance travel expenses) are paid by the student.

Required Reading and Additional Study Material

Ahlquist, Sharon & Lugossy, Réka. The latest edition. *Stories and Storyline*. Hong Kong: Candlin & Mynard. 240 pages. (Available as a full text on the University Library website.)

Bentley, Kay. The latest edition. *The TKT Teaching Knowledge Test Course. CLIL (Content and Language Integrated Learning) Module*. Cambridge: Cambridge University Press. 125 pages.

Dahl, Roald. The latest edition. *The Magic Finger*. London: Puffin Books. 57 pages.

Estling Vannestål, Maria. The latest edition. *Essential English Grammar*. Lund: Studentlitteratur. 180 pages.

Fisher, Douglas, Frey, Nancy & Hattie, John. The latest edition. *Teaching Literacy in the Visible Learning Classroom, Grades K-5*. Thousand Oaks: Corwin. 250 pages. (Available as a full text on the University Library website.)

Hogue, Ann. The latest edition. *Longman Academic Writing Series 2 – Paragraphs*. Hoboken NJ: Pearson. 220 pages.

Hosseini, Khaled. The latest edition. *The Kite Runner*. London: Bloomsbury Publishing. 350 pages.

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

Kolb, Annika & Schocker, Marita. The latest edition. *Teaching English in the Primary School. A Task-based Introduction for Pre- and In-service Teachers*. Hannover: Kallmeyer/Klett. 250 pages.

Lester, Julius. The latest edition. *Day of Tears*. New York: Little, Brown and Company. 180 pages.

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

Policy documents and assessment material

Skolverket. 2021. *Kommentarmaterial till kursplanen i engelska*.

Skolverket. 2022. The latest edition. *Läroplan för grundskolan, förskoleklassen och fritidshemmet (Lgr22)*.

Skolverket. 2022. *Bedömning och prövning. Kommentarer till Skolverkets allmänna råd om bedömning och prövning*.