



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2ENÄ02 Engelska III - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

English III - English for Upper Secondary School Teachers, 15 credits

Main field of study

English

Subject

English

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2011-12-05.

Revised 2025-01-16. Revision of examination.

The course syllabus is valid from autumn semester 2025.

Prerequisites

English I – English for upper secondary teachers, 1–30 credits and English II – English for upper secondary school teachers 31–60 credits, or the equivalent.

Objectives

Course objectives for each module:

Module 1. Literary theories in the EFL Classroom, 5 credits

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

- demonstrate knowledge of a selection of literary theories and methods as well as the ability to apply them in literary analysis,
- analyse and discuss various literary theories from the perspective of teaching,
- evaluate methods for literature instruction regarding how evidence-based and applicable they might be in a Swedish context.

Module 2. Word learning and vocabulary teaching in theory and practice, 5 credits

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

- demonstrate knowledge about vocabulary, phrasing and lexicography from a linguistic and teaching and learning perspective,
- present elementary knowledge about theoretical perspectives on learning, in particular word learning,
- present and discuss evidence-based approaches to pupils' word learning in a classroom situation.

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

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

- present further knowledge about assessment for teaching English in schools,
- discuss grading of language studies as a means of exercising authority, as well as discuss authentic grading scenarios.

Content

The course includes the following modules:

Module 1. Literary theories in the EFL Classroom

This module covers reading and discussing literature and relevant literary theories and methods. Students read and discuss literary theories in relation to various learning situations in the EFL classroom, for example as regards versatility and sustainability.

Module 2. Word learning and vocabulary teaching in theory and practice

This module covers reading and discussing scientific texts and practical teaching exercises for word learning and vocabulary teaching.

Module 3. Assessment for teaching, learning and grading in the subject of English

This module offers a deeper understanding of assessment for teaching, and includes the importance of assessment in the subject of English. Assessment of teaching theories are linked with actual work methods. Grading of pupils' language skills are problematised and students are presented with authentic exercises for grading situations.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, workshops and exercises. Students auscultate and/or conduct practical research projects at schools for a set number of days.

Obligatory elements

Since this course includes elements that can only be acquired through learning situations, students are required to actively participate in a majority of learning activities and individually partake in the collaborative learning of the group. These elements occur in all modules and offer students the chance to learn from real-world scenarios and authentic exercises that cannot be accomplished individually or through reading. This includes the field studies.

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 course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts.

In order to receive the grade of Pass with Distinction for the whole course, the student must have the grade of Pass with Distinction for at least 10 credits.

The respective modules are examined in the following ways:

Module 1, *Literary theories in the EFL Classroom*, is examined through an oral group exam (4 credits) and a written assignment (1 credit).

Module 2, *Word learning and vocabulary teaching in theory and practice*, is examined through an oral video presentation on the topic of word learning and teaching (2 credits) and a room exam (3 credits).

Module 3, *Assessment for teaching, learning and grading in the subject of English*, is examined through an oral assignment (3 credits) and a written assignment in the form of a continuous log book (2 credits).

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first and second-cycle levels.

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.

Course Evaluation

Course evaluation should be conducted during or shortly after the course. Its results and analysis should be promptly communicated to the students who have taken 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

Additional costs in connection to field studies (for instance expenses for traveling) are not reimbursed from the department.

Required Reading and Additional Study Material

Required reading is listed for each module below. If there are later editions of the books than those presented below, the later editions should be used instead.

Course literature listed as Additional Study Material is not compulsory.

Module 1. Literary theories in the EFL Classroom, 5 credits

Alsop, Janet. Latest edition. *A Case for Teaching Literature in the Secondary School: Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization*.

New York: Routledge. 171 p. (selection). Available in full text at the university library website.

Appleman, Deborah. 2015. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. 3:e uppl. New York: Teachers College Press. ISBN:9780807773550. 250 p. (selection). Available in full text at the university library website.

Barnwell, Ashley. Latest edition. *Critical Affect: The Politics of Method*. Edinburgh: Edinburgh University Press. 168 p. (selection). Available in full text at the university library website.

Wolfreys, Julian. (red.) (2006). *Modern North American Criticism and Theory: A Critical Guide*. Edinburgh: Edinburgh University Press. ISBN: 9780748626786. 249 p. (selection). Available in full text at the university library website.

Scientific texts and additional literature (provided by the department or online), approx. 200 pages.

Module 2. Word learning and vocabulary teaching in theory and practice, 5 credits.

Bergström, Denise. (2022). "Words are picked up along the way" - Swedish EFL teachers' conceptualizations of vocabulary knowledge and learning. *Language Awareness* 31(4), 393–409, 16 p. Provided on the digital learning platform.

Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (red.). 2018. *How People Learn II*. National Academy of Sciences, 24 p. Selection: Summary and chapters 1 and 2. Provided on the digital learning platform.

Schmitt, Norbert & Schmitt, Diane. 2020. *Vocabulary in Language Teaching* (2:a upplagan.) Cambridge University Press, 66 . Selection: chapters 6-8. ISBN: 9781108701600

Sundberg, Daniel. 2022. "Lärares läroplansarbete och didaktiska repertoarer." In: A. Nordin & M. Uljens (eds.) *Didaktikens språk - om skolundervisningens mål, innehåll och form*. Gleerups, 15 p.

Thornbury, Scott. 2002. *How to Teach Vocabulary*. Pearson, 192 p. ISBN: 0582429668

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

Brown, Douglas H. & Aberywickrama, Priyanvada. 2019 (3rd edition). *Language Assessment. Principles and Classroom Practices*. 370 p. Hoboken: Pearson Education. ISBN: 978-0-13-486022-0

Hattie, John & Clarke, Shirley. 2019. *Visible Learning Feedback*. London: Routledge. 178 s. ISBN: 978-1-138-59989-5. Available in full text at the university library website.

Scientific texts and additional literature (provided by the department or online):

Crooks, Terry J., Kane, Michael T. & Cohen, Allan S. 1996. "Threats to the Valid Use of Assessments". *Assessment in Education*, Vol. 3. No.3. 20 p.

Jones, Jane & William, Dylan. 2008. *Modern Foreign Languages Inside the Black Box*. Brentford: GL Assessment. 27 p.

Jönsson, Anders. Latest edition. *Betygsättningens didaktik*. Malmö: Gleerups. 128 p.

Richardson, Mary. 2022. *Rebuilding Public Confidence in Educational Assessment*. London: UCL Press. (chapter 4) 17 p.

Skolverket. 2022. *Betyg och provning*. Stockholm: Skolverket. 64 p.

Tholin, Jörgen. 2006. *Att kunna klara sig i okänd natur: en studie av betyg och betygsriterier - historiska betingelser och implementering av ett nytt system*. Doctoral dissertation: Högskolan i Borås. (chapters 5-8) 130 p.