



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 2024-05-16. Revision of required reading

The course syllabus is valid from autumn semester 2024.

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 from a didactic perspective, 5 credits

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

- present a selection of literary theories and methods and be able to apply these to an analysis of literature,
- analyse and discuss different literary theories from a didactic perspective,
- analyse literary theories as regards evidence based knowledge and applicability 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 didactic 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:

Literary theories from a didactic perspective

This module covers reading and discussing literature and relevant literary theories and methods. Students read and discuss literary theories in relation to various literary didactic perspectives, for example as regards versatility and sustainability.

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.

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 combined learning of the group. These elements occur in all modules and offer students the chance to participate in actual scenarios and authentic exercises that cannot be acquired 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).

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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 from a didactic perspective

The module 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

This module is examined through an oral video presentation on the topic of word learning and teaching (2 credits) and an oral exam (3 credits).

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

This module is examined through an oral assignment (3 credits) and a written assignment in the form of a continuous log book (2 credits).

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.

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.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation 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 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 from a didactic perspective

Alsup, 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*. 3rd edition. 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. (ed.) (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

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. (ed.). 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* (2nd edition.) Cambridge University Press, 66 p. 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

Brown, Douglas H. & Aberwickrama, 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 p. 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.

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

Skolinspektionen. 2019. *Betygssättning på högskoleförberedande program i kursen svenska 3*. Stockholm: Skolverket. 52 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 betygskriterier - historiska betingelser och implementering av ett nytt system*. Doctoral dissertation: Högskolan i Borås. (chapters 5-8) 130 p.