



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 Group

English

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2011-12-05

Revised 2016-06-28 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2016

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

Module 1. Introduction to language-didactic and literature-didactic theories, 5 credits

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

- demonstrate basic knowledge of theories relevant to language-didactic and literature-didactic studies,
- discuss relevant theories in relation to the selection of methods and material in pedagogical planning.
- use contextually appropriate language.

In order to receive the grade *of Pass with Distinction (VG)*, the student should be able to:

- demonstrate in-depth knowledge of theories relevant to language-didactic and literature-didactic studies,
- thoroughly discuss relevant theories in relation to the selection of methods and material in pedagogical planning.
- use contextually appropriate language

Module 2. Film didactics, 5 credits

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

- demonstrate knowledge of film-theoretical and didactic methods and theories in some specific thematic areas, and analyse and discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language in speech and writing.

In order to receive the grade of *Pass with Distinction (VG)*, the student should be able to:

- demonstrate in-depth knowledge of film-theoretical and didactic methods and theories in some specific thematic areas, and thoroughly analyse and discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language which demonstrates great linguistic accuracy and skills.

Module 3. Linguistics and language didactics 5 credits

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

- demonstrate knowledge of linguistic and didactic methods and theories in some specific linguistic and language-didactic thematic areas, and discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language.

In order to receive the grade of *Pass with Distinction (VG)*, the student should be able to:

- demonstrate in-depth knowledge of linguistic and didactic methods and theories in some specific linguistic and language-didactic thematic areas, and thoroughly discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language which demonstrates great linguistic accuracy and skills.

Content

All sessions marked as seminars in the schedule are compulsory.

The course includes the following modules:

Module 1 Introduction to language-didactic and literature-didactic 5 credits

In this module the students read and discuss literary texts and a selection of language-didactic and literature-didactic theories and methods. Basic theories and methods relevant to language-didactic and literature-didactic studies are discussed. The module also includes relevant exercises in methods and didactics, which prepare the students for their teaching practice placements.

Module 2 Film didactics 5 credits

In this part of the course the students study a number of different film-didactic and film-theoretical theories and methods related to issues concerning identification, ethnicity, gender, aesthetics and authenticity. The concept of media and information literacy (MIL) is also discussed. The students also evaluate their teaching practice placements, and reflect on their new experiences from their work in a school.

Module 3 Linguistics and language didactics 5 credits

In this module the students read and discuss linguistic and language-didactic texts which are related to issues relevant to the students' future careers. Theories and methods

relevant to language-didactic studies are discussed. The students also evaluate their teaching practice placements, and reflect on their new experiences from their work in a school.

Professional basis and professional progression

The course develops the students' language-didactic knowledge and the content and objectives of the modules are closely related to their future profession as English language teachers.

Scientific approach and scientific progression

The modules include a natural connection between language-didactic and literature-didactic research and the students' future teaching profession. The teaching is a development of the previous language-didactic and literature-didactic courses within the Teacher Education Programme.

Type of Instruction

Teaching is delivered in the form of seminars, lectures and workshops.

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 intended learning outcomes. In order to receive the grade of *Pass with Distinction*, the student must have received the grade of *Pass with Distinction* for at least 10 credits. Grading criteria for the grade of *Pass with Distinction* can be found under *Objectives*, above.

The modules are examined through written assignments and oral presentations, in which the student's language proficiency is also assessed.

Course Evaluation

The teaching is continuously evaluated during the semester.

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Students who have completed the course with the grade of Pass can receive a course certificate upon request.

Required Reading and Additional Study Material

For all modules

Skolverket, 2011. *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskolan 2011*. Stockholm: Fritzes.

Skolverket 2011. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes.

Skolverket. 2011. *Allmänna råd med kommentarer om planering och genomförande av undervisningen – för grundskolan, grundsärskolan, specialskolan och sameskolan*.

Skolverket. 2011. *Kommentar till kursplanen i engelska (Grundskolans läroplan 2011)*. Stockholm: Norstedts juridik.

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Stockholm: Fritzes.

List of references Module 1 - Introduction to language-didactic and literature-didactic 5 credits

Denscombe, Martyn (2009). *Forskningshandboken*. 2nd ed. Lund: Studentlitteratur, (selected parts, 250 p). ISBN: 9789144050041

Hattie, John. 2012. *Visible Learning for Teachers. Maximizing Impact on Learning*. London: Routledge. 286 p. ISBN: 9780415690157

Scientific articles (material provided by the department), ca. 80 p.

List of references Module 2 - Film didactics 5 credits

Gerster, Carol. *Teaching Ethnic Diversity with Film*. 2006. London: BFI. 328 p. The latest edition.

Janson, Malena (ed.). *Introduktion till filmpedagogik: Vita duken som svarta tavlan*. Malmö: Gleerups. 207 p. ISBN: 9789140687302

Material provided by the department. Ca 100 pages.

List of references Module 3 - Linguistics and language didactics 5 credits

Denscombe, Martyn (2009). *Forskningshandboken*. 2nd ed. Lund: Studentlitteratur, (selected parts, 300 p). ISBN: 9789144050041

Harmer, Jeremy. 2007. *The practice of English language teaching*. Harlow: Longman. ca. 100 p. (selection) ISBN: 9781405853118

Hattie, John. 2012. *Visible Learning for Teachers. Maximizing Impact on Learning*. London: Routledge. 286 p. ISBN: 9780415690157

Scientific articles (material provided by the department), ca. 100 p.