



## Course syllabus

Faculty of Arts and Humanities  
Department of Languages

2ENÄ06 Engelska IV – inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

English IV – 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 2012-09-20

Revised 2014-10-22 by Faculty of Arts and Humanities. Revision of course components. The course syllabus is valid from autumn semester 2014

### **Prerequisites**

English II - English for upper secondary school teachers, 31–60 credits, or the equivalent.

## Objectives

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

- assess and evaluate previous research, theories and methods in relation to their own study and professional work,
- identify and formulate problems relevant for further research and professional work.

### **Module 1. Linguistics and language didactics 7.5 credits**

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

- independently reflect on and use various forms of information and communication technology as tools in language teaching and relate this to current policy documents,
- demonstrate a responsible and critical approach to the use of electronic tools for information and convey this approach to their pupils,
- use contextually appropriate language in speech and writing.

### **Module 2. Literature and literature didactics, 7.5 credits**

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

- demonstrate knowledge of literary and didactic methods and theories within some specific thematic areas,
- analyse and discuss various literature-didactic theories from the perspective of teaching,
- use contextually appropriate language in speech and writing.

## Content

The course provides the students with an opportunity for theoretical reflections in relation to their professional work. Didactic issues concerning English as a global language in post-colonial times and the use of modern tools for communicative language teaching are integrated in the course. Previous subject-didactic modules as well as experiences from teaching practice placements are taken into consideration in the course. The course includes the following modules:

### ***Module 1 Linguistics and language didactics 7.5 credits***

The module includes both a practical and a theoretical introduction to the use of information and communication technology in language teaching. The students conduct their own ICT-based teaching project with connections to theories about Digital literacies.

### ***Module 2 Literature and literature didactics 7.5 credits***

The module focuses on post-colonial literary theories and methods and relates these to works of fiction and literature-didactic methods. Some central issues concern constructions of identity and cultural meetings in literary texts. In this module the students analyse literary texts on the basis of post-colonial theories and relate these to current literature-didactic research and methods.

### **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 teachers.

### **Scientific approach and scientific progression**

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

## Type of Instruction

Teaching is delivered in the form of lectures and seminars.

Some parts of the teaching may include ICT. For detailed technical requirements, see the text about technical requirements on the course website on lnu.se.

## Examination

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

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

In order to receive the grade of Pass, the intended learning outcomes must be achieved. Grading criteria for the grade of Pass with Distinction (VG) can be found on MyMoodle.

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for 15 credits.

## 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.

## Required Reading and Additional Study Material

### ***List of references Module 1 - Linguistics and language didactics 7.5 hec***

#### **Required Reading**

Dudenev, Gavin, Nicky Hockly & Mark Pegrum. 2013. *Digital Literacies: Research and Resources in Language Teaching*. Pearson Education, 387 p. ISBN: 9781408296899.

Council of Europe. *Common European framework of reference for languages: learning, teaching, assessment*. Available in electronic form at the Council of Europe: [www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp). ca 250 p.

Evans, Michael. 2009. *Foreign language learning with digital technology : Education and digital technology*. Continuum, 210 p. ISBN: 9780415516518.

Current policy documents from The Swedish National Agency for Education ([www.skolverket.se](http://www.skolverket.se))

Articles provided by the department ca 80 p.

### ***List of references Module 2 - Literature and literature didactics 7.5 hec***

Loomba, Ania. 2005. *Colonialism/Postcolonialism*. London: Routledge. ISBN 0415350646 or 9780415350648. 263 p.

Shakespeare, William. *The Tempest*. Cambridge School Shakespeare. Cambridge: Cambridge UP. ISBN 1107615534 or 9781107615533. 200 p.

Bulawayo, NoViolet. 2013. *We Need New Names*. London: Vintage Books. ISBN 9780099581888. 290 p.

Material provided by the department.