



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 2015-05-13 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2015

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

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 their own careers,
- identify and formulate problems relevant for further research and their own careers.

Module 1. Linguistics and language didactics 7.5 credits

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

- demonstrate knowledge of linguistic and language-didactic methods and theories in some specific linguistic and language-didactic thematic areas, and analyse 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 language-didactic methods and

theories in some specific linguistic and language-didactic 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 2. Literature didactics and film didactics, 7.5 credits

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

- demonstrate knowledge of literary, 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 literary, 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.

Content

The course provides the students with an opportunity for theoretical reflections in relation to practical teaching. Didactic issues concerning English as a global language 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.

All sessions marked as seminars in the schedule are compulsory.

The course includes the following modules:

Module 1 Linguistics and language didactics 7.5 credits

This 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 didactics and film didactics 7.5 credits

The module consists of two parts: *Literature didactics*, 3.5 credits and *Film didactics*, 4 credits.

Part 1. Literature didactics, 3.5 credits

This part of the course 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. The students analyse literary texts on the basis of post-colonial theories and relate these to current literature-didactic research and methods.

Part 2. Film didactics, 4 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.

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 lectures, seminars 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 intended learning outcomes must be achieved. In order to receive the grade of *Pass with Distinction*, the student must have received the grade of *Pass with Distinction* for at least 11 credits. Grading criteria for the grade of *Pass with Distinction* can be found in *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 frtidshemmet 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 - Linguistics and language didactics 7.5 credits

Dudeny, Gavin, Nicky Hockly & Mark Pegrum. 2013. *Digital Literacies: Research and Resources in Language Teaching*. Pearson Education, 387 p. ISBN: 978 1408296899.

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 . ca 250 p.

Articles provided by the department, ca. 80 p.

List of references Module 2 - Literature didactics and film didactics 7.5 credits

Defoe, Daniel. 1719. *Robinson Crusoe*. Harmondsworth: Penguin. 352 p. ISBN 9780141199061

Johnston, Ingrid and Jyoti Mangat. 2012. *Reading Practices, Postcolonial Literature, and Cultural Mediation in the Classroom*. Rotterdam: Sense Publishers. 96 p. ISBN: 9789460917035

Mohamed, Nadifa. 2014. *The Orchard of Lost Souls*. Picador. 352 p. ISBN 9781250062369 or other edition.

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

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

Shamsie, Kamila. 2009. *Burnt Shadows*. London: Bloomsbury. 370 p. ISBN 9781408807019 or other edition.

Material provided by the department. Ca 100 pages.