



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

2EN08U Engelska för lärare i gymnasieskolan, 30 hp (61–90). Ingår i
Läraryftet II, 30 högskolepoäng

English for upper secondary school teachers, 30 HEC (61-90), 30
credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the School of Language and Literature 2012-09-13

Revised 2012-11-29. Revision due to English translation of the syllabus

The course syllabus is valid from spring semester 2013

Prerequisites

To be eligible for this course the student must have a university degree in education as well as the equivalent of 60 credits in English and teach English in upper secondary school without being qualified in the subject.

Objectives

After completing the course, the student should be able to connect modern language acquisition theory, linguistic didactics and literary didactics to practical working situations. The student should be able to use literature for children and young adults as an inspirational and adequate teaching tool in English education. The student should also have the tools necessary for assessing and grading pupils' learning (formative and summative assessment). In addition, the student should be able to use several different ICT tools in teaching, which should be characterized by English as an international language.

Content

The course includes the following modules:

Module 1 Classroom literature in the English-speaking world 7.5 credits

The module includes practice and development of the ability to use English literature for young adults in the classroom. During the course, students will therefore study several fiction texts written for young adults. In addition, students will study a number of critical

and theoretical texts that deal with the basic didactic assumptions for literary studies in connection with English education in upper secondary school.

Module 2 Assessment and grading in the language classroom 7.5 credits

The module addresses assessment and grading of pupils' communicative skills in English. Based on the subject plans for upper secondary school, the module gives the teachers practical tools for assessing and grading. The course ties the teachers' proven experiences to research in modern linguistic didactics in connection with studies of the relevant academic didactic texts.

Module 3 English and ICT 7.5 credits

The module takes its starting point in English as a subject that expands the world, in part for the pupils, but also even for the teachers. Workshops on the Web as study material and Internet as a study tool will be mixed with readings in didactic literature about ICT as a tool in upper secondary school language classrooms.

Module 4 Trends in linguistic didactics 7.5 credits

The module addresses the latest linguistic didactic research and places it in relation to the language classroom of the ordinary school day. The students will read and reflect on different modern linguistic didactic texts and will then be given the opportunity to apply one or more theories in the everyday practice in their classrooms.

Type of Instruction

The course is given as a distance course with seminars, lectures and assignments on-line.

Examination

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

Examination and grading is based on written assignments and/or oral presentations.

Course Evaluation

Teaching is continually evaluated throughout the semester.

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Other

Upon request, students who have successfully passed all course requirements may receive a course certificate.

Required Reading and Additional Study Material

List of references Module 1 - Classroom literature in the English-speaking world 7.5 hec

Any edition of the following works:

Austen, Jane. *Pride and Prejudice*. 330 pages.

Conrad, Joseph. *Heart of Darkness*. 192 pages.

Gordimer, Nadine. *July's People*. 208 pages.

Huxley, Aldous. *Brave New World*. 288 pages.

Isherwood, Christopher. *Goodbye to Berlin*. 272 pages.

James, Henry. *Daisy Miller*. 96 pages.

Twain, Mark. *Huckleberry Finn*. 400 pages.

Woolf, Virginia. *To The Lighthouse*. 176 pages.

List of references Module 2 - Assessment and grading in the language classroom 7.5 hec

Brown, Douglas H. & Priyanvada Abeywickrama. *Language Assessment – Principles and Classroom Practices*. (2nd ed.) White Plains: Pearson. 386 pages. ISBN: 978-0138149314

Gardner, Howard. 2011. The Institution Called School. ch. 7 in *The Unschooled Mind. How Children Think and How Schools Should Teach*. 3rd ed. New York: Basic Books. 15 pages. ISBN: 978-0465024384

Lundahl, Bo. 2012. Bedöma språkutveckling. ch. 15 in *Engelsk språkdidaktik – Texter, kommunikation, språkutveckling*. 2nd ed. Lund: Studentlitteratur. 35 pages. ISBN: 978-9144077147

McTighe, Jay & Ken O'Connor. 2005. "Seven Practices for Effective Learning". *Educational Leadership*. Vol. 63, No. 3, November 2005.

Smyth, Karen. 2004. "The benefits of students learning about critical evaluation rather than being summatively judged". *Assessment & Evaluation in Higher Education*. Vol. 29, No. 3, June 2004.

Tholin, Jörgen. 2006. *Att kunna klara sig i okänd natur*. Doctoral thesis, Högskolan i Borås. chs. 5-7. 100 pages. ISBN: 978-9162869281

The dissertation is available at the following URL:
bada.hb.se/bitstream/2320/1532/1/Tholin_avhandling_2006.pdf

List of references Module 3 - English and ICT 7.5 hec

Dudeny, Gavin & Hockly, Nicky. 2007. *How to Teach English with Technology*. London: Pearson. 192 pages. ISBN: 978-1-405-85308-8

Harmer, Jeremy. 2007 (4th ed.). *The Practice of English Language Teaching*. Harlow: Pearson/Longman. 445 pages. ISBN: 978-1-4058-5311-8

List of references Module 4 - Trends in linguistic didactics 7.5 hec

Hewings, Ann & Martin Hewings. 2005. *Grammar and Context: An Advanced Resource Book*. London: Routledge. 339 pages. ISBN: 978-0415310819.

Material (printed and/or online) which will be provided by the school (ca. 100 pages)