



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2EN60Ä Engelska III, för ämneslärare, 61-90 högskolepoäng, 30 högskolepoäng

English III, for secondary school subject teachers, 61-90 credits, 30 credits

Main field of study

English

Subject

English

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2023-10-17.

Revised 2025-01-16. Revision of examination.

The course syllabus is valid from autumn semester 2025.

Prerequisites

English I, for subject teachers, 1-30 credits (1EN20Ä) and English II, for subject teachers, 31-60 credits (1EN40Ä), or equivalent.

Objectives

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

- in a nuanced manner and going into depth, discuss, problematise, analyse and evaluate planning, execution and assessment of teaching, in connection to individual classes as well as sequences, in the subject English.

Course objectives for each module:

Module 1. Literary theories in the EFL Classroom, 5 credits

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

- demonstrate knowledge of a selection of literary theories and methods as well as the ability to apply them in literary analysis,
- analyse and discuss various literary theories from the perspective of teaching,
- evaluate methods for literature instruction regarding how evidence-based and applicable they might be 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 teaching and learning 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.

Module 4. Linguistics and language education, 7.5 credits

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

- demonstrate knowledge of methods and theories in linguistics and language education in some specific areas of linguistics and language education,
- analyse and discuss these methods and theories from the perspective of teaching.

Module 5. Literature and literature instruction, 7.5 credits

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

- demonstrate knowledge of literary studies and literature instruction in some specific thematic areas,
- analyse and discuss these methods and theories from the perspective of teaching,
- independently identify, research and relate to a Swedish context a literature

instruction method that is promoted in the teaching community that is part of the English speaking world.

Content

Professional, scientific approach and scientific progression

The third semester in the subject English presents in-depth studies in language education and literary instruction. The culture of academic seminars is introduced through seminars and workshops in which subject-specific theories are presented and discussed. This course offers more advanced training in academic writing, critical thinking, oral and written communication, planning and analytical skills. The subject field of language education is further presented through exercises intended to combine subject-specific studies with actual teaching situations, as well as through reflection and analyses. Students will be able to focus on a couple of new relevant subject-specific thematic fields.

The course includes the following modules:

Module 1. Literary theories in the EFL Classroom, 5 credits

This module covers reading and discussing literature and relevant literary theories and methods. Students read and discuss literary theories in relation to various learning situations in the EFL Classroom, for example as regards versatility and sustainability.

Module 2. Word learning and vocabulary teaching in theory and practice, 5 credits

This module covers reading and discussing scientific texts and practical teaching exercises for word learning and vocabulary teaching.

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

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.

Module 4. Linguistics and language education, 7.5 credits

This module covers a theoretical and practical introduction to a number of themes in linguistics and language education.

Module 5. Literature and literature instruction, 7.5 credits

In this module the students read and discuss literary texts and a selection of literary theories and methods as well as pedagogical approaches. Both the literature and the theories are related to issues relevant to the students' future careers.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, workshops and exercises. Students auscultate and/or conduct research projects in 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 collaborative learning of the group. These elements occur in all modules and offer students the chance to learn from real-world

scenarios and authentic exercises that cannot be accomplished 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).

In order to receive the grade of Pass, the student must achieve the course objectives. Grading criteria for a Pass with Distinction will be provided in writing when the course starts.

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 20 credits.

The respective modules are examined in the following ways:

Module 1, *Literary theories in the EFL Classroom*, 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*, is examined through an oral video presentation on word learning and teaching (2 credits) and a room exam (3 credits).

Module 3, *Assessment for teaching, learning and grading in the subject of English*, is examined through an oral assignment (3 credits) and a written assignment in the form of a continued log book (2 credits).

Module 4, *Linguistic and language education*, is examined through an oral presentation (3.5 credits) and a written assignment (4 credits).

Module 5, *Literature and literature instruction*, is examined through an oral presentation (2 credits), an oral exam (4 credits) and a written assignment (1.5 credits).

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first and second-cycle levels.

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Course Evaluation

Course evaluation should be conducted during or shortly after the course. Its results and analysis should be promptly communicated to the students who have taken the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 2ENÄ02 (15 credits), 2ENÄ06 (15 credits).

Other Information

Additional costs in connection to field studies (for instance expenses for traveling) are not reimbursed by 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 in the EFL Classroom, 5 credits

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, 5 credits

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. (eds.). 2018. *How People Learn II*. National Academy of Sciences, 35 p. Selection: Summary and chapters 1 and 2. Provided on the digital learning platform.

Schmitt, Norbert & Schmitt, Diane. 2020. *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press, 66 p. Selection: chapters 6–8. ISBN: 9781108701600

Sundberg, Daniel. 2022. "Lärares läroplansarbete och didaktiska repertoarer." I: 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: 0582 429668

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

Brown, Douglas H. & Aberywickrama, Priyanvada. 2019 (3rd ed.). *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 digital 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.

Jönsson, Anders. Latest edition. *Betygsättningens didaktik*. Malmö: Gleerups. 128 p.

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

Skolverket. 2022. *Betyg och prövning*. 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: Höskolan i Borås. (chapters 5-8) 130 p.

Module 4. Linguistics and language education, 7.5 credits

Pegrum, Mark, Hockly, Nicky & Dudeney, Gavin. 2022. *Digital Literacies* (2nd Edition). London: Routledge. 300 p.

Module 5. Literature and literature instruction, 7.5 credits

Garcia, Antero. Latest edition. *Critical Foundations in Young Adult Literature: Challenging Genres*. Rotterdam: Sense Publishers. ProQuest Ebook Central. 156 p. (selection). Available in full text at the university library website.

Jones, Christian, ed. Latest edition. *Literature, Spoken Language and Speaking Skills in Second Language Learning*. Cambridge: Cambridge University Press. 248 p. (selection). Available in full text at the university library website.

Kirtley, Susan E., Antero Garcia, & Peter E. Carlson, eds. Latest edition. *With Great Power Comes Great Pedagogy: Teaching, Learning, and Comics*. Jackson: University Press of Mississippi. 252 p. (selection). Available in full text at the university library website.

Shakespeare, William. Latest edition. *Macbeth the Graphic Novel: Plain Text*. Birmingham: Classical Comics. 144 p.

Shusterman, Neal. Illustrated by Brendan Shusterman. Edition by choice. *Challenger Deep*. New York: Harper Teen. 320 p.

Thomas, Aiden. 2020. *Cemetery Boys*. New York: Macmillan. ISBN: 9781259513. 352 p.

Scientific texts and additional literature (provided by the department or online), approx. 350 pages.

Students choose one of the titles listed below:

Acevedo, Elizabeth. Edition by choice. *The Poet X*. New York: HarperCollins. 361 p.

Butler, Octavia E. et al. Edition by choice. *Kindred: A Graphic Novel Adaptation*. New York: Abrams Comicarts. 248 p. (selection). Available in full text at the university library website.

Reynolds, Jason. Edition by choice. *Long Way Down*. New York: Faber & Faber. 322 p.

Tahir, Sabaa. Edition by choice. *All My Rage*. New York: Razorbill. 376 p.

Vuong, Ocean. Edition by choice. *On Earth We're Briefly Gorgeous*. New York: Penguin. 256 p.