



## Course syllabus

Faculty of Arts and Humanities

Department of Languages

4EN902 Litteratur i språkundervisningen I, 10 högskolepoäng

Literature in language teaching I, 10 credits

### **Main field of study**

English

### **Subject Group**

English

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved 2010-01-12

Revised 2014-06-24 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2014

### **Prerequisites**

Teacher's certificate examination including at least 1-80 credits in English, and Swedish B.

## Objectives

After completing the course, students should be able to:

- explain and discuss the central theoretical directions within literature didactics regarding teaching in a foreign language,
- discuss the possibilities and limitations of literary texts regarding the aims of language education,
- reflect over the relationship between theory and practice in literature didactics,
- use different criteria for selecting appropriate literature,
- use libraries when searching for appropriate literature.

## Content

The course addresses the use of children and young people's literature in English language education. Discussions about literature's potential use in language education and the tools used for selecting texts and ways of working with literary texts are a significant part of the course.

During the introductory part of the course, literature didactics will be addressed with focus on teaching in a foreign language. With a background in a survey over how, and with what kind of motivation literature has been used in language education (for example, as a way to increase vocabulary, passive reception and analysis), the course focuses on literary texts as a starting point for a diversified education. Included here, among other things, is the integration of other media such as film and Internet resources as well as how the use of literary texts can be placed in relation to, for example, pupil autonomy, individualization and a diversified education.

The course also covers the different genres within literature in English for children and young people as well as the literature's ideology, history, reading stimulation and reading competence. Students will practice thinking about how literary texts can be included in language education and how they can be treated in practice. Central to the course is the evaluation and selection of appropriate literature in the target language, as well as the actual planning of the teaching strategy. This requires students to actively utilize the library and understand how to use the necessary library and ICT resources.

## Type of Instruction

Teaching is delivered in Swedish and English. The course is available as a distance course including 1-2 mandatory on-campus meetings. Teaching is in the form of lectures, seminars and group discussions during both the on-campus meetings and via the online learning management system.

## Examination

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

## Course Evaluation

Course evaluation is carried out at the end of the course. The evaluation is compiled, reviewed with the students and archived according to departmental protocol.

## Required Reading and Additional Study Material

### General part of the course

#### *Required reading*

Chambers, Aidan. 1996. *Tell me: children, reading, and talk*. Stenhouse Publishers. Chapters 1–7, ca. 100 pp.

Europarådet. *Gemensam europeisk referensram för språk: lärande, undervisning och bedömning (valfritt språk)*. Ca 50 pp.

This is also available electronically in Swedish from the National Agency for Education: [www.skolverket.se](http://www.skolverket.se) or in English from the Council of Europe: [www.coe.int/T/DG4/Linguistic/CADRE\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/CADRE_EN.asp)

Kramsch, Claire & Kramsch, Olivier. 2000. "The Avatars of Literature in Language Study". *Modern Language Journal* 84:4, pp. 553–573.

Lundahl, Bo. 2009. *Engelsk språkdiraktik*. Studentlitteratur. Chapters 7, 10, 12–14, ca 125 pp.

Marx Åberg, Angela. 2009. "Uppgift eller upplevelse? Om läsuppgifters roll vid läsning

av litterära texter i språkundervisning". In: Tornberg, U., Valfridsson, I. & Malmqvist, A. (eds.). *Språkdiraktiska perspektiv. Undervisning och lärande i språk*. Liber förlag, pp. 81–96.

Tornberg, Ulrika. 2009. *Språkdiraktik*, Gleerups. (Is also available in Norwegian.) Chapter 6, 23 pp.

Vestli, Elin Nesje. 2008. "Fra sokkel til klasserom. Litteraturens plass i fremmedspråkundervisningen." *Fokus på språk*, 2008:13, pp. 1–39.

### ***Reference literature***

Rosenblatt, Louise M. 2002. *Litteraturläsning som utforskning och upptäcksresa*. Studentlitteratur.

### **English part of the course**

#### ***Required reading***

Chambers, Aidan. 1996. *Tell me: children, reading, and talk*. Stenhouse Publishers. Chapter 8 and following, ca. 30 pp.

Grenby, Matthew. 2008. *Children's literature*. Edinburgh University Press. 232 pp.

Lazar, Gillian. 1993. *Literature and language teaching: a guide for teachers and trainers*. Cambridge University Press (Cambridge teacher training and development). 268 pp.

Handout with articles supplied by the department, ca 50 pages.

### ***Reference literature***

Humphrey Carpenter & Mary Prichard. 1999. *The Oxford Companion to Children's Literature*. Oxford University Press.