



DEPARTMENT OF LANGUAGES AND LITERATURES

EN1220 Multicontrastive English for Teachers, 7.5 credits

Multikontrastiv engelska för lärare, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Languages and Literatures on 2017-10-05 and was last revised on 2022-08-30 to be valid from 2023-01-16, spring semester of 2023.

Field of education: Arts 100%

Department: Department of Languages and Literatures

Position in the educational system

The course is given as a freestanding course.

Main field of studies

English

Specialization

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Entry requirements

In addition to general entry requirements, i.e. Swedish 3/Swedish as second language 3/TISUS and English 6/IELTS 6.5/TOEFL 580 in all parts, the following is required for admission to the course: completed introductory course in English 1-30 credits or the equivalent, and completed intermediate course 31-60 credits or the equivalent where theoretical studies in grammar and phonetics are included.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- identify, correct and explain grammatical errors in beginners at different levels;

- identify, correct and explain typical pronunciation and intonation errors in beginners at different levels;

Competence and skills

- discuss in writing and orally using an extended vocabulary and in idiomatic English contrastive problems in English grammar, phonetics and language proficiency;
- read and write basic transcriptions;
- account for how the acquired knowledge and understanding can be put into practice in a classroom situation;

Judgement and approach

- discuss critically and independently the acquired knowledge.

Course content

The course contains the following two sub-courses:

Module 1:

Multicontrastive grammar and written language proficiency, 5.5 higher education credits

The module gives an overview of typical contrastive fields in grammar and written language proficiency where students may have problems. Comparisons are made with primarily Swedish, but also with some other common first languages in Sweden. The students are expected to have a good basic grammatical knowledge when they start the course. In the course, the ability to understand and explain contrastive differences in grammar is trained. Didactic questions linked to contrastive problem areas and concepts, for example transfer and feedback, are discussed. Different basic grammatical concepts, for example descriptive versus prescriptive grammar and communicative skills, are dealt with, and in the language proficiency part of the module further aspects of contrastive differences in structure and style are highlighted. Here contrastive differences in for example vocabulary and idiomatic expressions are also discussed and studied.

Module 2:

Multicontrastive phonetics and pronunciation, 2 higher education credits

In the module, students are partly given an outline of typical contrastive differences regarding intonation, stress, English vowels and consonants, mainly between English and Swedish, partly an overview of phonetic transcription which should of use both in teaching at school and in the students' own practice of pronunciation. In the course,

principles and methods of teaching pronunciation are also discussed.

Form of teaching

The course is given as an on-campus course or a distance course. The forms of instruction are lectures, seminars and group discussions. As a distance course, the teaching is web based.

Language of instruction: English and Swedish

Assessment

Module 1 is assessed through a written examination and an oral presentation. Module 2 is examined through a written examination.

Students who have failed any part of the course are given the possibility of a new test. In connection with written assignments, supplementary assignments may be offered in order for the student to achieve a Pass grade. Such a supplementary assignment should be done within the stipulated time (normally five working days after the result has been posted). Otherwise a Fail grade will be reported.

A student who has passed a subtest may not do a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded.

If a student who has failed the same examined component twice, wants to change examiner before the next examination, they should submit a written request to the department responsible for the course. The request shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

If the University of Gothenburg has decided that a student is eligible for special study support, the examiner may, provided it is compatible with the aim of the course and it can be done within the scope of available resources, decide to offer the student an adjusted examination or a different examination format.

If the course has been discontinued or substantially revised, a student should be guaranteed to sit the examination on at least three occasions (including the ordinary examination occasion) during a period of at least one year, but not later than two years after the course was discontinued or revised. As regards internships/placement the same as above applies, with the exception that examination is offered on only one occasion.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

For the grade of Pass with distinction on the whole course, this grade is required on at least 50% of the number of points of the course.

Course evaluation

The students are given the opportunity to make a written evaluation of the course. The results of the evaluation are published digitally.

Additional information

Equality aspects should be taken in consideration in content, literature, teaching and evaluation.