



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

L3EN10 English for Teachers in Pre-School Class and Year 1-3, 15 credits

Engelska för lärare F-3, 15 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Education and Special Education on 2012-11-28 and was last revised on 2023-05-22 to be valid from 2023-08-28, autumn semester of 2023.

Field of education: Arts 100%

Department: Department of Education and Special Education

Position in the educational system

The course can be part of the following programmes: 1) The Intermediate Level Teacher Programme (L1GRU) and 2) The Intermediate Level Teacher Programme directed towards Primary School (L1GF3)

Main field of studies

Education and Didactics

Specialization

G1N, First cycle, has only upper-secondary level entry requirements

Entry requirements

General entrance requirements.

Learning outcomes

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

Knowledge and understanding

- explain theories of children's language learning
- explain key concepts in the compulsory school syllabus
- describe how modern English children's literature can be used in teaching

- describe basic characteristics of the English phonetic system from a contrastive perspective
- describe basic grammar structures in English from a contrastive perspective
- explain key aims in the national diagnostic and test materials in English (year 1-6)

Competence and skills

- apply language development ways of working and different aesthetic methods together with literature to enhance learners' English skills
- apply phonetic knowledge to promote good pronunciation in both your own and pupils' oral communication
- express yourself adequately in spoken and written English, adapted to the recipient, purpose, and situation.
- give examples of how the choice of materials and working methods affects student learning in English
- give examples of digital tools which can support English learning
- analyze the course syllabus for English in the compulsory school in relation to theories of language learning
- analyze national and international materials for assessment and documentation of student learning in English

Judgement and approach

- critically reflect on spoken, didactic, and intercultural aspects of how the choice of materials and working methods affects students' learning in English

Course content

During the course, students develop their knowledge of English, including language didactics and teaching methods. The course is grounded in both the communicative and functional view of language expressed in the syllabus for English and current research on language learning analysing teaching and learning with a focus on classes F-3.

The course deals with theories of children's language learning and how learning of English as a Foreign Language can be promoted by aesthetic teaching practices. In addition, the course discusses children's learning and language development can be affected by different choices in content and working methods. In language didactics, students analyse spoken, didactic, and intercultural aspects of teaching material, both web-based and in print. Attention is paid to the possibility of using ICT in language teaching to develop students' receptive, productive, and interactive abilities in accordance with the intentions of the syllabus in English. Different forms of assessment and documentation, which promote student learning in English, are discussed, and to national diagnostic and test-materials in English for older learners are analysed.

The course familiarises students with contemporary children's literature in English. In this part of the course, students will learn and reflect about different ways of working with literature for young learners. The purpose of reading in order to develop as language learners is emphasized. Additionally, attention is focused on methods surrounding the processing of children's literary experiences.

During the course, students learn about the English phonetics and they are given the opportunity to develop their oral ability. Developing strategies to be able to work with one's own, as well as the students' pronunciation, is in focus. Students will be able to develop their oral communication through active participation in discussions during seminars in language didactics and literature.

A contrastive perspective is used to study the grammatical system of the English language throughout the course, with the goal of improving participants' own language proficiency, and also developing an understanding of how to promote pupils' language proficiency. Oral communication skills are practiced via active participation during seminar discussions of language didactics and literature, and assignments including presentations of picture books and recording a storytelling. Participant's writing skills are developed by using process-like writing forms.

Form of teaching

The course takes the form of Lectures, Seminars and Workshops.

Language of instruction: English

Assessment

The course consists of five point-giving course sections: Grammar (3 credits), Literature (2 credits), Language didactics (8 credits), Phonetics (1 credit) and oral communicative skills (1 credit). The course is examined in part through attendance at fifteen compulsory seminars or workshops, four obligatory oral group presentations and in part through individual examinations. The individual examinations take the form of one exam-hall exam and three oral examinations.

A student who has not attended an obligatory part of the course is offered a new opportunity or given an alternative make-up task. If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the

course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

Grades

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

A Pass with Distinction for the whole course (15 credits) requires VG for 10 out of 15 credits

Course evaluation

Course evaluation is done in relation to the course learning outcomes and content and is done in the form of an individual network survey at the end of the course. The result and any changes in the course structure will be communicated to both the students who completed the evaluation and to the students who will begin the course.

Additional information

The course uses the University of Gothenburg's learning platform for different forms of digital communication between teachers and students and between students. Access to a computer and the Internet is therefore required.