



HÖGSKOLAN I GÄVLE

English Studies with a Didactic Focus (91-120) 30 cr

Ämnesdidaktiska studier i engelska (91-120) 30 hp

Set by Faculty of Education and Business Studies

Version

Set at

Valid from

11/24/22

HT2023

Level	A1N
Education level	Second cycle
Course identifier	ENA005
Credits	30 cr
Main field of study	English
Subject group	English
Disciplinary domain	Social sciences 40.0 % Humanities 60.0 %

Learning outcomes Upon completion of the course, students should be able to:

Knowledge and understanding:

- demonstrate specialised knowledge of diversity, multilingualism and cultural conditions in teaching English as a school subject in youth and adult education, as well as insight into current research and development work
- demonstrate specialised knowledge and understanding in language proficiency teaching in different genres in English as a school subject in youth and adult education
- understand the relationship between literature, social relations and cultural representations
- demonstrate knowledge of the ways in which literature teaching can foster critical thinking and intercultural understanding based on current research and development work
- demonstrate specialised knowledge of grammatical and lexical aspects in pupils' and upper secondary school students' texts as well as the ways in which such aspects can be developed by appropriate didactic methods.

Competence and skills:

- autonomously and in scholarly fashion account for and discuss their own assumptions and conclusions on different types of texts, such as research in subject-specific didactics, literary and student-generated texts among others

- independently plan, evaluate and develop teaching in English with the help of appropriate didactic methods
- critically and autonomously analyse and compare different theories and methods in the teaching of English as a school subject
- communicate in nuanced, idiomatic and academic English in written and spoken form.

Judgement and approach:

- reflect on the teacher's role taking into account relevant scholarly, social and ethical aspects
- critically reflect on the role and function of literature in education and in the democratic society
- critically reflect on the significance of diversity, multilingualism, and cultural conditions in the teaching of English as a school subject
- analyse and reflect critically from a scholarly approach on the uses of different didactic methods in the teaching of English as a school subject.

Course content

Module 1. Diversity in English Language Teaching and Learning

This module deals with diversity in English teaching in grades 7-9 as well as upper secondary school and adult education at upper secondary level. The students analyze various theories about diversity, multilingualism and cultural conditions and based on these, develop the ability to critically examine and justify didactic choices and methods in English teaching. Diversity in teaching is discussed, problematized and exemplified in seminars and lectures in light of current research in order to understand how diversity is defined in teaching. The students learn how pupils and upper-secondary students develop an understanding of living conditions, social issues and how cultural conditions can be promoted.

Module 2. Oral and Written Proficiency in Teaching

In this module, students are given specialised knowledge in oral and written language skills in different genres. The focus is on how the comprehensive communicative ability described in the syllabi for grades 7-9, upper secondary school and adult education at upper secondary level can be developed on the basis of current research. In this module, different methods and their pros and cons are discussed and compared, as well as the ways in which theory and practice interact in language proficiency teaching. Through practical activities, students examine the methods discussed in the course literature. Through assignments and group discussions, students develop their understanding and knowledge of how to strengthen pupils' and upper secondary school students' linguistic self-confidence and ability to interact with others in speech and writing in English in various genres. Oral and written exercises are also expected to strengthen the course students' language skills and their ability to assess their own need for additional knowledge.

Module 3. English Literature Didactics

This module deals with the role of literature in the teaching of English as a school subject, based on the syllabi for grades 7-9, upper secondary school and adult education at upper secondary level. Concepts such as the multicultural classroom, globalization, democracy, criticality and critical thinking are discussed based on film as well as youth and adult literary texts from different genres (fiction, drama, poetry) and time periods. In connection with literature, the students read texts that reflect both the Swedish and the international state of research in English literature didactics. In this way, the students are given the tools to make a well-thought-out and varied selection of literature for their teaching on a scholarly basis. Based on the syllabi for English in grades 7-9 and in upper secondary school and through the study of practical handbooks, the students investigate different methods and forms for teaching literature. The module thus includes elements of a more practical nature, such as planning teaching modules in literature, grading and formative assessment.

Module 4. Didactic Perspectives on the Analysis of Pupils' and Upper-Secondary School Students' Texts

In this module, students are given specialised knowledge in the analysis of pupils' and upper secondary school students' texts with a special emphasis on language structure and lexis. Focus is placed on how pupils' and upper secondary school students' writing development can be fostered with the help of appropriate didactic methods. In the module, focus is also placed on how aspects of language structure and lexis can guide the planning of language teaching,

as well as how proactive and reactive teaching methods can be used in the classroom. Working with authentic texts produced by pupils and upper secondary school students, students are given the opportunity to analyse, evaluate and critically examine their assessment practices.

Teaching Lectures and seminars.

Prerequisites Bachelor degree in English or secondary/upper secondary school teacher certificate in English.

Examination Module 1. Seminars, written assignments and oral presentations
Module 2. Seminars, written assignments and oral presentations
Module 3. Seminars, written assignments and oral presentations
Module 4. Seminars and written assignments

Grade Pass with distinction, Pass and Fail

Sustainable environment A minor part of the course content deals with sustainable development.

Module	0010 Diversity in English Language Teaching and Learning	7.5 cr	Grade: UV
	0020 Oral and Written Proficiency in Teaching	7.5 cr	Grade: UV
	0030 English Literature Didactics	7.5 cr	Grade: UV
	0040 Didactic Perspectives on the Analysis of Pupils' and Upper-Secondary Students' Texts	7.5 cr	Grade: UV