English Language, Culture and Literature and teaching methodology 2(1.-7. trinn) –

Fall semester
Dette er studietilbudet for studieår 2015-2016. Endringer kan komme.

English literature, culture, language and teaching methodology 2 aims to take the core aspects of language teaching to the next level. **This course will support teachers to develop the necessary knowledge of English as a school subject and the skills to teach it in way that learners find motivating and meaningful. In addition teachers will learn how to support their learners as they become more autonomous and teach in a way that includes well-founded principles and theories from current research and the Norwegian Curriculum for English.**

**Learning outcome**

**Knowledge:**
At the end of the course the student will have knowledge of:

- English as a global language and its importance as a Lingua Franca for people from different cultures and countries
- Literary and cultural frameworks that literary texts emerge from
- Characteristics of children's literature
- The historical development of English language methods and didactics
- The affective factors of the learners which may influence a teacher’s approach in the classroom.
- How learning strategies can support individual development of learning to learn skills in pupils.
- How literacy can be developed in the English language classroom through the use of texts (from literature and culture).
- How communicative skills can be taught in an integrative creative manner which learners may find meaningful.
- How teachers can support learner autonomy through using both inside and outside the language classroom environment.

**Skills:**
At the end of the course the students should be able to:

- Analyze and understand English literary texts
- Express oneself on language, literature and society in a correct and varied manner
- Identify the characteristics of various types of literature
• Plan, teach and critically evaluate their language lessons as meeting the requirements of all their students affective and academic needs
• Plan lessons using the current curriculum and the European language portfolio on which to base their learning aims and subsequent assessment.
• Integrate all the basic skills in meaningful lessons which support the development of learners language skills (with particular attention to fluency and clarity of message in later grades)
• Show by example how the use of learning strategies can support efficient language learning
• Build assessment, evaluation and feedback methods, together with learners where appropriate, in a way that supports further language learning and autonomy.
• Can include learners, where appropriate, in the English classroom so as to encourage learner autonomy and motivation.
• Utilize the prevalence of English in Norwegian society to support language learning both inside and outside the classroom.

General competencies:
The student:
• Can express oneself in a correct, varied and precise English about matters concerning language, literature, and culture
• Reflect over and be able to self-assess their learning and classroom practices in relation to the ethical, organizational and multifarious requirements of teaching English.
• Work individually and together with others in the identification and possible solutions posed by the challenges of the language classroom.
• Teach English as a school subject in a way that is suitable for all the learners under their care.

Contents
School children of all ages deserve creative and motivated English teachers, who are confident in their own language abilities, which this course aims to help you as teachers develop. English 2 provides a more in-depth theoretical and methodological foundation in central areas within the English school subject.

This course covers topics such as English Intonation, sociolinguistics, and history, culture and literature from English speaking countries. Other central elements include continuing development of cultural and intercultural competence, insight into English as a world language and the challenges of teaching English and its role in a multilingual and multicultural classroom. It is expected that students will use every opportunity to practice and to use English throughout the course.

Required prerequisite knowledge
The student should have taken English 1 or a similar course from another tertiary establishment in order to be accepted onto English 2.

Must currently be teaching English or have access to teach an English class throughout the year.

**Exam**

**Written assignment and written exam**

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<th>Weight</th>
<th>Duration</th>
<th>Marks</th>
<th>Aid</th>
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<tr>
<td>3-4 written assignments</td>
<td>40/100</td>
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<td>A - F</td>
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<tr>
<td>Take-home exam</td>
<td>40/100</td>
<td>3 days</td>
<td>A - F</td>
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<tr>
<td>Oral presentation</td>
<td>20/100</td>
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<td>A - F</td>
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<td>Language test</td>
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<td>3 hours</td>
<td>Pass-Fail</td>
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Work must meet the standards of minimum B2 language level on the CEFR scale in order to pass.

**Coursework requirements**

**Obligatory attendance**

English is a communicative, wide ranging and dynamic subject that is best learned in an environment, which encourages socio-constructive learning. Students, together with their teacher will need to discuss and argue critically all subject areas. Many of the practical activities that students will need to use in their own classrooms will also be demonstrated. These discussions are not only important for the building of knowledge in the students but in their practice and development of their own language abilities. It is therefore assumed that students will make every effort to attend all lectures and seminars. If however they are unable to do so then a minimum of 80% attendance will be required for qualification. Students may be asked to cover any topics missed by completing additional course work requirements.

Students will be expected to self-assess and to reflect on the progression in the subject by using completing learning logs. Two or three written exercises and/or blogs must be approved before the student can be examined. These will be of a practical nature and will include lesson planning and personal development. They will be connected to the teacher’s own class and teaching.

**Method of work**

This course will utilize a combination of lectures and seminars. The aim of this course is to give the students a good grounding in English language, culture and literature and teaching methods. Much of this content is not age specific and for that reason many topics will be presented to both groups at the same lecture/seminar.

**Course requirements**

Students must have access to a class in which they can regularly teach English. Students must have access to an internet connection which can support same-time group discussions, as well as a microphone headset. More details will be provided.
Literature
Changes may occur. Do not buy books without first consulting the course instructor.


  
  ISBN 978-0-832166-8

  
  ISBN 978-0-06-082543-0

  
  ISBN 978-0-06-082543-0

Wrinkle in Time or Golden Compass

ISBN

*One Classic Novel from a list provided at semester start.*

GLU 1-7


ISBN


ISBN

Other reading material will be provided in a compendium