English Language, Culture and Literature and teaching methodology 2 (1.-7. trinn) – Spring 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 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.
- Assessment, evaluation and feedback practices which are suitable for grades 1-7 which will support language development
- How ‘lesson study’ is appropriate for teacher development purposes
- How to build an understanding of cultural competence

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.
• Be able to design, undertake and evaluate a lesson study project in order to build better understanding of learning processes amongst their class.

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
This course covers topics such as English Intonation, sociolinguistics, and history, culture and literature from English speaking countries. Other central elements include digital skills and use of technology and communicative skills. It is expected that students will use every opportunity to practice and to use English throughout the course.

Although language plays a central role in all language studies, language teachers are also entrusted to support learners’ intercultural understanding and competency. Students will attend courses for one week at the Norwegian study center in York in May. Here expert teachers in literature, culture and linguistics open up British society and everyday life to
students in a way that would be impossible in Norway; encouraging them to see beyond the clichéd tourist view of Great Britain to a more nuanced understanding. The Study centre is located in the beautiful historical centre of York and is attached to the University of York. All of the experiences bring English alive as a living language, rather than something which is learned from books at school.

**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>
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<tbody>
<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>Oral presentation</td>
<td>20/100</td>
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<td>A - F</td>
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<tr>
<td>Lesson Study project</td>
<td>40/100</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.

Information about the lesson study project:

The lesson study project will start with the detailed planning of a research lesson where both the curriculum aim/s and the students own research aim/s are taken into consideration. It is
important that this planning is based on sound principles and the students can argue why they have chosen to teach the lesson in that way.

Students should also be to predict before the lesson is taught how they think the learners will react to their plan and also how they will be able to check what learning has occurred.

This plan will be completed and handed in for review to the lecturer before teaching the lesson. Once the lesson has been taught students will interview their learners and then review the lesson. The lesson should be retaught at a later date in another class with any 'improvements' in place.

After a further review students will write a report on their lesson and any findings they may have made. (Group report - word total 8000 + plan - +/- 10%)

Finally students will be asked to present their lesson study to their peers (30 minutes) and to write a reflective note on their learning throughout the project and the course in general, this will be based in part on the logs they will have written throughout the course (2000).

Students will also be required to present a personal reflection over their learning with evidence from their logs/blogs to their group.

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


Wrinkle in Time or Golden Compass

ISBN

Abdel-Fattah, Randa (2006) Does my head look big in this?
**One Classic Novel from a list provided at semester start.**

**GLU 1-7**


ISBN


ISBN

**Other reading material will be provided in a compendium**

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