English Language, Culture and Literature and teaching methodology 2 (5th-10th grade)

Fall semester
15 study points


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
- Characteristics of children’s and young adult literature
- How literacy can be developed in the English language classroom through the use of texts (from literature and culture).
- 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 students.
- 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 themselves 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
• Plan lessons using the current curriculum and the European language portfolio
• Integrate all the basic skills in meaningful lessons which support the development of learners language skills
• Build assessment, evaluation and feedback methods, together with learners where appropriate, in a way that supports further language learning and autonomy.
• 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 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.
• Work individually and together with others to identify possible solutions posed by the challenges of the language classroom.

Contents

School children and teenagers 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 (a total of 30 study points) in order to be accepted onto English 2. Must currently be teaching English or have access to teach an English class throughout the year (possibility to teach minimum one English lesson a month).

Exam

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<th>Assignment Description</th>
<th>Weight</th>
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<td>2 written assignments (1000-1500 words)</td>
<td>40/100</td>
<td>10 day</td>
<td>A - F</td>
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<td>Take-home exam (2500-3500 words)</td>
<td>40/100</td>
<td>10 day</td>
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<td>Oral presentation (on Skype or in person)</td>
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<td>10 minutes</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 coursework requirements.

**Course assignments**

Students will be expected to self-assess and to reflect on the progression in the subject by using completing learning logs. The students will write a personal statement at the beginning of the year (pass-fail). The graded assignments 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. The students will also take a pass-fail language test focused on grammar (3 hours).

**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.

**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.

**Literature**

Changes may occur. The final list will be provided by June 1, 2016. Do not buy books before this date without first consulting the course instructor.

**Didactics:**


**Literature:**


Abdel-Fattah, Randa (2006) *Does my head look big in this?*

Lowry, Lois. The Giver

One of the following:

L'Engle, Madeleine, *Wrinkle in Time*.

or

Pullman, Philip. *Golden Compass*.

**One of the following:**


Or

Curtis, Christopher Paul. *The Watsons go to Birmingham*.

*Other reading material will be provided in a compendium*