



Board of Teacher Education  
English

## Syllabus

### English for Teaching in Upper Secondary Education IV

<b>Course Code:</b>	ENAL92
<b>Course Title:</b>	English for Teaching in Upper Secondary Education IV <i>Engelska för ämneslärare IV, gymnasieskolan</i>
<b>Credits:</b>	22.5
<b>Degree Level:</b>	Master's level
<b>Progressive Specialisation:</b>	Second cycle, has second-cycle course/s as entry requirements (A1F)

**Major Field of Study:**  
ENA (English)

#### Course Approval

The syllabus was approved by the Board of Teacher Education 2019-02-11, and is valid from the Autumn semester 2019 at Karlstad University.

#### Prerequisites

English for teaching in secondary education, 1-90 ECTS credits, or equivalent

#### Learning Outcomes

The aim of the course is that students further develop their analytical skills and linguistic, cultural, and teaching methodology knowledge in relation to theoretical perspectives, as well as their abilities to reflect on and analyse the role and importance of language, literature, and culture for individuals, school, and society.

The course comprises three modules:

Module 1, Literature and Literary Theory

Upon completion of the module, students should be able to:

1. give an account of central theories and concepts in literary studies and independently analyse and evaluate them,
2. interpret literature from different time periods and genres using literary theories and secondary sources of literary criticism,
3. give an account of relevant areas of literary studies by summarising and evaluating secondary sources and applying the ideas to primary texts, and
4. give an account of how theories and methods of teaching literature can be used or add new perspectives on literature and literary theory.

#### Module 2, Bilingualism

Upon completion of the module, students should be able to:

1. critically assess the concepts of bilingualism and multilingualism and give an account of different types and degrees of bilingualism and multilingualism,
2. demonstrate knowledge of different fields of research on bilingualism and multilingualism,
3. compare, evaluate, and apply methods for investigating phenomena related to bilingualism and multilingualism, and
4. critically examine linguistic, cognitive, educational, emotional, and social aspects of bilingualism and multilingualism.

#### Module 3, Language Teaching and Learning

Upon completion of the module, students should be able to:

1. give an account of strategies to involve students in their language learning,
2. bridge the distance between the classroom and the outside world,
3. transform language learning theories into practical activities,
4. develop strategies to promote the multicultural classroom,
5. handle gender-related issues in a language teaching perspective,
6. plan motivation-enhancing activities for using language, and
7. give an account of the historical background of contemporary views on language in education and society.

### **Content**

#### Module 1, Literature and Literary Theory

The module covers advanced studies of literature written in English and different types of research in the fields of literary studies and teaching literature.

#### Module 2, Bilingualism

This module covers linguistic, cognitive, educational, emotional, and social aspects concerning bilingual and multilingual language users. The development and practices of bilingualism and multilingualism are studied and discussed, as are the advantages and disadvantages of growing up in bilingual and multilingual homes. The course also deals with the impact of public language policy and societal attitudes towards bilingual and multilingual families, and the implications for bilingual and multilingual language users in terms of education, identity, and well-being.

#### Module 3, Language Teaching and Learning

Current language teaching research on methods to involve students in their learning process and to stimulate interest in language are studied, along with gender aspects, core values, (inter)cultural aspects, and informal language learning outside the classroom.

### **Reading List**

See separate document.

### **Examination**

Assessment is based on individual seminar presentations and written hand-in assignments.

**Grades**

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

**Quality Assurance**

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

**Course Certificate**

A course certificate will be provided upon request.

**Additional information**

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.