Stockholm University

English II for School Years 4-6: English proficiency and language theory (7.5 credits)
Spring 2025
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Course description

The purpose of the course is to develop and deepen the student's written and oral language skills in English. In addition, the course gives the student an introduction to linguistic variation within the English-speaking world and supports the student in identifying and explaining similarities and differences between Swedish and English. The course has a two-fold focus: on the one hand the student's individual needs in terms of vocabulary and grammar, with an emphasis on their own linguistic ability, and on the other hand general language-related issues that the student may need to address in their teaching role. During the course, common beliefs about language and language learning are also discussed, and the student is given the opportunity to critically review and evaluate these beliefs with a view to the future profession. Oral and written exercises give the student the opportunity to improve their spoken English and grammatical competence. The course also aims to expand the student's vocabulary.

Intended learning outcomes

In order to pass the course, students are expected to be able to:

- use English in speech and writing in an essentially grammatically correct manner;
- demonstrate adequate grammatical knowledge for the profession;
- demonstrate an adequate vocabulary for the profession;
- assimilate and in English discuss academic texts relevant to the profession in speech and writing;
- identify the most common problem areas of the English language in relation to the future teaching profession.

Grading

The course adopts the 7-grade SU scale (A–E, Fx, F).
To receive a final grade, students must have completed all examinations (Students who do not complete all examinations will not receive a course grade).
To receive a passing grade (A to E), students must complete and pass all examinations, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level.

Course activities

The course consists of the following activities:

- Seminars;
- Some lectures as additional support (given jointly with the Department of Teaching and Learning)
- Grammar tutorial seminar;
- Working together in study groups;
- Practice presentation and practice essay, where students will have the opportunity to receive constructive feedback. Note that only essays submitted on time will receive feedback.
- Before each session, including the additional support lectures, students are expected to complete all assigned tasks to be able to participate meaningfully. When reading the grammar book, students should also do all the accompanying grammar exercises.

Examination

Students are required to complete the following:

- Written exam (A-F);
- An essay (A-F);
- Two oral examinations (A-F).

Grammar and Vocabulary Exam (A-F, 40% of the course grade): The exam has four sections (Vocabulary, Grammar, Grammatical analysis, and Free production). To pass the exam, the student needs at least 50% of the total points in the exam, as well as at least 50% on each section of the exam. Students who fail one or more sections, or the exam overall, will need to retake the entire exam.

Exam Essay (A-F, 40% of the course grade): Instructions are in the Study Guide on Athena.

Spoken presentation (A-F, 10% of the course grade): A group presentation based on an assigned chapter. Each student gets an individual grade for their part of the presentation.

Participation in discussions (A-F, 10% of the course grade): For participation in group discussions on topics related to the profession following the spoken presentations.

Required reading

Estling Vannestål, M. (2016). *Essential English Grammar* (2nd ed.). Studentlitteratur. (200 pages) (EEG)

Lightbown, P. & Spada, N. (2021). *How Languages are Learned*. (5th ed). Oxford University Press. (280 pages) (HLL) [the 4th edition from 2013 is also fine]

Redman, S. (2017). *English Vocabulary in Use*. Pre-intermediate and intermediate. 4th ed. Cambridge: Cambridge University Press. (264 pages) (EVU)

Lgr22 (2022). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2022*. Skolverket. https://www.skolverket.se/publikationsserier/styrdokument/2022/laroplan-for-grundskolan-forskoleklassen-och-fritidshemmet---lgr22

+ articles, web pages etc. as provided by the teacher (if you miss a class check Athena and ask fellow students if there is any extra reading).

Schedule

	Topics	**To read/watch before the seminar**	**To do before the seminar**
Seminar 1	Introduction	- EEG Ch. 1 - HLL Ch. 1 - Lgr 22, Sec. 5.2	- *Improving Clarity Set 1* - EVU Ch. 1-12
Lectures for additional support	• Basic academic writing • Using tools and incorporating sources in academic writing • Oral presentations		
Seminar 2	Word classes and building a sentence *Student presentations of word classes (practice)*	- EEG Ch. 2 - HLL Ch. 2 - Seminar 2 video	- *Improving Clarity Set 2* - Review seminar 1 slides - EVU Ch. 13-25 - Prepare word class presentation
Seminar 3	Grammar *Presentation and discussion led by Group A*	- EEG Ch. 3 - HLL Ch. 3 - Seminar 3 video	- **Hand in Practice essay (3rd working day after Seminar 2 at 17.00)** - *Improving Clarity Set 3*

			- Review seminar 2 slides - EVU Ch. 26-38
Seminar 4	Pronouns and prepositions *Presentation and discussion led by Group B*	- EEG Ch. 4, - HLL Ch. 4 - Seminar 4 video	- *Improving Clarity Set 4* - Review seminar 3 slides - EVU Ch. 39-52
Seminar 5	Verbs 1 *Presentation and discussion led by Group C*	- EEG Ch. 5, pp. 86-105 - HLL Ch. 5	- *Improving Clarity Set 5* - Review seminar 4 slides - EVU Ch. 53-64
Seminar 6	Verbs 2 *Presentation and discussion led by Group D*	- EEG Ch. 5, pp. 105-124 - HLL Ch. 6	- *Improving Clarity 6* - Review seminar 5 slides - EVU Ch. 65-77
Seminar 7	Adjectives and adverbs *Presentation and discussion led by Group E*	- EEG Ch. 6 - HLL Ch. 7	- *Improving Clarity Set 7* - Review seminar 6 slides - EVU Ch. 78-90
Seminar 8	Reviews	- EEG Ch. 7.1	- **Hand in Essay (3rd working day after Seminar 7 at 17.00)** - *Improving Clarity Set 8* - Review seminar 7 slides - EVU Ch. 91-100
Grammar Tutorial Seminar	Revision of grammar		- Complete an old exam ➢ After the tutorial, review seminar slides 2-8 & *Improving Clarity Sets 1-8*
	Exam: Monday, 17 March, 8.00 – 12.00 **Exam resit: Wednesday, 30 April, 14.00 – 18.00** **Exam Essay resubmission: by Friday, 11 April 2025, 17.00**		

Course grading criteria

Written assignment grading criteria

Grade	Criteria
A: Excellent	In their work, the student shows excellent ability to: • fluently use English in writing in a correct, structured and effective way for professional communication; • write a coherent text in academic English; • locate, show familiarity with, and purposefully use concepts and ideas related to language learning and development in writing; • follow academic conventions (e.g. referencing).
B: Very good	In their work, the student shows very good ability to: • fluently use English in writing in a correct, structured and effective way for professional communication; • write a coherent text in academic English; • locate, show familiarity with, and purposefully use concepts and ideas related to language learning and development in writing; • follow academic conventions (e.g. referencing).
C: Good	In their work, the student shows good ability to:

	• fluently use English in writing in a correct, structured and effective way for professional communication; • write a coherent text in academic English; • locate, show familiarity with, and purposefully use concepts and ideas related to language learning and development in writing; • follow academic conventions (e.g. referencing).
D: Satisfactory	In their work, the student shows satisfactory ability to: • fluently use English in writing in a correct, structured and effective way for professional communication; • write a coherent text in academic English; • locate, show familiarity with, and purposefully use concepts and ideas related to language learning and development in writing; • follow academic conventions (e.g. referencing).
E: Adequate	In their work, the student shows adequate ability to: • fluently use English in writing in a correct, structured and effective way for professional communication; • write a coherent text in academic English; • locate, show familiarity with, and purposefully use concepts and ideas related to language learning and development in writing; • follow academic conventions (e.g. referencing).
Fx: Fail	The student has displayed some, but not all, of the skills of the level of the criteria for E.
F: Fail	The student's work does not demonstrate the achievement of the learning outcomes.

Spoken presentation grading criteria

Grade	**Criteria**
A: Excellent	In their work, the student shows excellent ability to: • speak in English fluently in a formal setting; • use English grammar to clearly express meaning; • use organizational cues when speaking; • demonstrate understanding of literature about language learning.
B: Very good	In their work, the student shows very good ability to: • speak in English fluently in a formal setting; • use English grammar to clearly express meaning; • use organizational cues when speaking; • demonstrate understanding of literature about language learning.
C: Good	In their work, the student shows good ability to: • speak in English fluently in a formal setting; • use English grammar to clearly express meaning; • use organizational cues when speaking; • demonstrate understanding of literature about language learning.
D: Satisfactory	In their work, the student shows satisfactory ability to: • speak in English fluently in a formal setting; • use English grammar to clearly express meaning; • use organizational cues when speaking; • demonstrate understanding of literature about language learning.
E: Adequate	In their work, the student shows adequate ability to: • speak in English fluently in a formal setting; • use English grammar to clearly express meaning;

	• use organizational cues when speaking; • demonstrate understanding of literature about language learning.
Fx: Fail	The student has displayed some, but not all, of the skills of the level of the criteria for E.
F: Fail	The student's work does not demonstrate the achievement of the learning outcomes.

Participation in discussion grading criteria

Grade	**Criteria**
A: Excellent	In their work, the student shows excellent ability to: • actively participate in English discussions on professional topics; • maintain discussions in English on professional topics; • cooperate with others during discussions on professional topics in English.
B: Very good	In their work, the student shows very good ability to: • actively participate in English discussions on professional topics; • maintain discussions in English on professional topics; • cooperate with others during discussions on professional topics in English.
C: Good	In their work, the student shows good ability to: • actively participate in English discussions on professional topics; • maintain discussions in English on professional topics; • cooperate with others during discussions on professional topics in English.
D: Satisfactory	In their work, the student shows satisfactory ability to: • actively participate in English discussions on professional topics; • maintain discussions in English on professional topics; • cooperate with others during discussions on professional topics in English.
E: Adequate	In their work, the student shows adequate ability to: • actively participate in English discussions on professional topics; • maintain discussions in English on professional topics; • cooperate with others during discussions on professional topics in English.
Fx: Fail	The student has displayed some, but not all, of the skills of the level of the criteria for E.
F: Fail	The student's work does not demonstrate the achievement of the learning outcomes.