

Litteraturliste for ENGD301

Vår 2017

Danning – kultur – litteratur

Appleyard, J. A. (1991) Introduction, Chapter 3 and Chapter 4. I *Becoming a Reader. The Experience of Fiction from Childhood to Adulthood*. Cambridge: Cambridge University Press. (60 sider). **Finnes digitalt her:** <http://dx.doi.org/10.1017/CBO9780511527609>

Bredella, L. (2006) The significance of multicultural literary texts for intercultural understanding. I Lucija Čok (red.) *The Close Otherness*. Koper: Založba Annales. (19 sider) (Kompendium). **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Fenner, A-B. (2001) Dialogical interaction with literary texts in the lower secondary classroom. I Fenner, A.-B. (red): *Cultural Awareness and Language Awareness Based on Dialogical Interaction with Texts in Foreign Language Learning*, ECML/ Council of Europe, s. 13-39. (26 sider) **Finnes digitalt her:** <http://archive.ecml.at/documents/pub126fennerE.pdf>

Ibsen, E. (2000) Meeting literature in a foreign language: An aesthetic dimension. I E. Ibsen & S.M. Wiland: *Encounters with Literature*. Kr.sand: Høyskoleforlaget, s 137–184. (46 sider). **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Iser, W. (1972). The reading process: a phenomenological approach. *New Literary History*, Vol. 3, No. 2, On Interpretation: I (Winter, 1972), s. 279-299. (20 sider) **Finnes digital her:** <http://www.jstor.org/stable/468316>

Maley, A. (2001) Literature in the language classroom. I Carter, R. & Nunan, D. (red.) *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, s 180-185. (6 sider) **Finnes digitalt her:** <http://dx.doi.org/10.1017/CBO9780511667206.027>

Aase, L. (2005) Litterære samtaler. I Nicolaysen, B. K. & L. Aase (red.): *Kulturmøte i tekstar. Litteraturredidaktiske perspektiv*. Oslo: Det Norske Samlaget, s. 9-31. (19 sider.) **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Tekst og språklæring

Dysthe, O. (1997) Skrivning sett i lys av dialogisme: Teoretisk bakgrunn og konsekvensar for undervisning. I Evensen, L.S. & Hoel, T.L. (red): *Skriveteorier og skolepraksis* Oslo: LNU/Cappelen. (33 sider). **Finnes digitalt her:** <http://www.nb.no/nbsok/nb/c716c061d7338e6efdc8d95c102a7867.nbdigital?lang=no#0>

Griffiths, C. (2008) Strategies and good language learners. I C. Griffiths (red.) *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, s. 83-98. (16 sider)

Denne vil bli digitalisert og lastet opp til litteraturkiosken

Hyland, K. (2003) Genre-based pedagogies: A social response to process. I *Journal of Second Language Writing*. Vol 12, s. 17–29. (13 sider) **Finnes digitalt her:**

<http://www.sciencedirect.com/science/article/pii/S1060374302001248>

Lantolf, J. P. & Thorne, S. L. (2006) Mediation: Theoretical Framework . I *Sociocultural theory and the genesis of second language development*. Chapter 3 (s. 59 – 81) Oxford: University Press. (22 sider) **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Larsen-Freeman, D. (2001) Grammar. In Carter, R. & Nunan, D. (red.) *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, s. 34-41. (8 sider)

Finnes digitalt her: <http://dx.doi.org/10.1017/CBO9780511667206.006>

Macaro, E. (2003) Second language teachers as second language classroom researchers. I *Language Learning Journal*, No. 27, s. 43-51. (9 sider) **Finnes digitalt her:**

<http://www.tandfonline.com/doi/abs/10.1080/09571730385200071>

Newby, D. (2006) Teaching grammar and the question of knowledge. I A-B. Fenner & D. Newby (red.) *Coherence of Principles, Cohesion of Competences: Exploring Theories and Designing Materials for Teacher Education*. Strasbourg: Council of Europe Publishing, s.27-39. [online] <http://www.ecml.at> (18 sider) **Finnes digitalt her:**

http://archive.ecml.at/mtp2/publications/C1_CoCoCoP.pdf

Nygaard, L. P. (2008) *Writing for Scholars: A Practical Guide to Making Sense and Being Heard*. Oslo: Universitetsforlaget. (195 sider) **Denne må bestilles/kjøpes via Akademika**

Rogne, M. (2008) Omgrepet tekst i skulen. Ei tverrfagleg tilnærming. I *Norsk pedagogisk tidsskrift* nr. 3/2008 (12 sider) **Finnes digitalt her:**

https://www.idunn.no/npt/2008/03/omgrepet_tekst_i_skulen_-_ei_tverrvitskapleg_tilnærming

Skulstad, A. S. (2009) The need for rethinking communicative competence. I Krumsvik, R. (red.) *Learning in the Network Society and the Digitized School*. New York: Nova Science Publishers, Inc. (13 sider) **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Smidt, J. (2009) Developing discourse roles and positionings - an ecological theory of writing development. Chapter 7. I Beard, R., Myhill, D., Riley, J. og Nystrand, M. (red.) *The SAGE Handbook of Writing Development*. Los Angeles: SAGE Publications, s. 117-125. (8 sider)

Finnes digitalt her: <http://dx.doi.org/10.4135/9780857021069.n8>

Wertsch, J. V. (1991) Beyond Vygotsky: Bahktin's contribution. I *Voices of the Mind. A Sociocultural Approach to Meditated Action*, Cambridge, Massachusetts: Harvard University Press (21 sider). **Finnes digitalt her:**

<http://site.ebrary.com/lib/bergen/detail.action?docID=10331351>

Planlegging av undervisning og tilrettelegging for læring

Fenner, A.-B. (2006) Learner autonomy – one of the most widely touted terms in recent discussion of language teaching?. I A-B. Fenner & D. Newby (red.) *Coherence of Principles, Cohesion of Competences: Exploring Theories and Designing Materials for Teacher Education*. Strasbourg: Council of Europe Publishing, s. 27-39. [online] <http://www.ecml.at> (13 sider) **Finnes digitalt her:** http://archive.ecml.at/mtp2/publications/C1_CoCoCoP.pdf

Little, D. (2008) Knowledge about language and learner autonomy. I J. Chenoz and N. H. Hornberger (red.) *Encyclopedia of Language and Education*, 2nd edition, Vol. 6, Knowledge about Language, Springer Science & Business Media LLC, s. 247-259 (12 sider). **Finnes digitalt her:** http://download.springer.com/static/pdf/79/chp%253A10.1007%252F978-0-387-30424-3_153.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Freferenceworkentry%2F10.1007%2F978-0-387-30424-3_153&token2=exp=1484134811~acl=%2Fstatic%2Fpdf%2F79%2Fchp%25253A10.1007%25252F978-0-387-30424-3_153.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Freferenceworkentry%252F10.1007%252F978-0-387-30424-3_153*~hmac=68231dbf54bd12108a0229fe67d807c1da7ba342f661e0fc6b49ae901659fce5

Dam, L. (2011). Developing learner autonomy with school kids: principles, practices, results. I D. Gardner (red.) *Fostering Autonomy in Language Learning*. Gaziantep: Zirve University, s 40-51. (11 sider) **Finnes digitalt her:** <http://ilac2010.zirve.edu.tr/>

Lund, A. (2008) Wikis: a collective approach to language production. I *ReCALL* 20(1), s. 35-54. European Association for Computer Assisted Language Learning. (20 sider). **Finnes digitalt her:** <http://dx.doi.org/10.1017/S0958344008000414>

Lund, A. (2006) The multiple contexts of online language teaching. *Language Teaching Research*, 10 (2), s. 181-204 (24 sider) **Finnes digitalt her:** <http://dx.doi.org/10.1191/1362168806lr191oa>

Veiledning og vurdering

Alderson, J. C. and Banerjee, J. (2002) State of the art review: language testing and assessment (part two). *Language Teaching*, 35 (2), s. 79-113 (Print) 1475-3049 (Online) (27 sider). **Denne vil bli digitalisert og lastet opp til litteraturkiosken**

Lund, A. (2008) Assessment made visible: individual and collective practices. I *Mind, Culture and Activity*, 15, s. 32-51. (20 sider) **Finnes digitalt her:** <http://www.tandfonline.com/doi/full/10.1080/10749030701798623>

I tillegg må studentane vere kjende med følgjande

- Den generelle delen av læreplanen
- Prinsipp for opplæringa i Kunnskapsløftet
- Fastsette læreplanar for Kunnskapsløftet
 - - Læreplan i engelsk
 - - Læreplan i fordjuping i engelsk

(online på www.utdanningsdirektoratet.no)

- European Portfolio for Student Teachers of Languages: a reflection tool for language teacher education. (Council of Europe, 2007) (online på <http://epostl2.ecml.at>)