

Litteraturliste for ENGMAU 643 Fagdidaktikk

* = Litteraturkiosken

** = Tilgjengelig via Oria

**Carter, R. & Nunan, D. (2001) *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press. (273 sider) Tilgjengeleg via <http://www.uib.no/ub>

Danning – kultur

**Byram, Michael (2008) The Intercultural Speaker: Acting Interculturally or Being Bilingual. In Byram, M. *From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections*, p. 57-73. Clevedon, Buffalo, Toronto: Multilingual Matters. (15 sider)

*Fenner, A.-B. (2012) Promoting Intercultural Competence and Bildung through Foreign Language Textbooks. In Eisenmann, M. and Summer, T. (eds.) *Basic Issues in EFL Teaching and Learning* p. 371-384. Heidelberg: Universitätsverlag Winter (14 sider)

*Klafki, W. (1996) Kategorial dannelse. In E. L. Dale: *Skolens undervisning og barnets utvikling*, p. 167-203. Oslo: Ad Notam Gyldendal. (35 sider)

**Kramsch, Claire (2006) Culture in language teaching. In Hanne Leth Andersen, Karen Lund & Karen Risager (eds). *Culture in language learning*, p. 11-25. Aarhus: Aarhus University Press (12 sider) Tilgjengeleg via <http://www.uib.no/ub>

**Risager, Karen (2006) Culture in Language: A transnational view. In Hanne Leth Andersen, Karen Lund & Karen Risager (eds.) *Culture in language learning*, p. 27-44. Aarhus: Aarhus University Press. (17 sider) Tilgjengeleg via <http://www.uib.no/ub>

*Aase, L. (2005) Skolefagenes ulike formål - danning og nytte. I Børhaug, K., A-B. Fenner og L. Aase (red.) *Fagenes begrunnelser: Skolens fag og arbeidsmåter i dannelsperspektiv* (p.15-28). Bergen: Fagbokforlaget (13 sider)

Litteratur

*Bredella, Lothar (2006) The significance of multicultural literary texts for intercultural understanding. In Lucija Čok (ed.) *The Close Otherness*, p. 73-92. Koper: Založba Annales. (19 sider)

**Hoff, H. E. (2013) 'Self' and 'Other' in meaningful interaction: using fiction to develop intercultural competence in the English classroom. *FoU i praksis* 7(2), p. 27-50 (24 sider) Tilgjengeleg via: <http://www.uib.no/ub>

*Ibsen, E. (2000) Meeting literature in a foreign language: An aesthetic dimension. In E. Ibsen & S.M. Wiland *Encounters with Literature*. Kristiansand: Høyskoleforlaget, p. 137–184. (47 sider)

*Aase, L. (2005) Litterære samtaler. I Nicolaysen, B. K. & L. Aase (red.): *Kulturmøte i tekstar. Litteraturredidaktiske perspektiv*. (p. 9-31). Oslo: Det Norske Samlaget. (19 sider)

Tekst – sjanger

****Berge, K. L., Evensen, L. S. & Thygesen, R. (2016)** The Wheel of Writing: a model of the writing domain for the teaching and assessing of writing as a key competency. *The Curriculum Journal* 27 (2), 172-189. DOI: 10.1080/09585176.2015.1129980 (19 sider) Tilgjengeleg via <http://www.uib.no/ub>

***Dysthe, Olga & Hertzberg, Frøydis (2014)** Skriveopplæring med vekt på prosess og produkt. I Kverndokken, K. (red.). *101 skrivegrep: om skrivning, skrivestrategier og elevers tekstsaking* (p. 13-35). Bergen: Fagbokforlaget (25 sider)

***Paltridge, B. (2001)** *Genre and the Language Learning Classroom*. Chapter 1: Introduction, p. 1-14 (14 sider)

****Rogne, Magne (2008)** Omgrepet *tekst* i skulen. Ei tverrfagleg tilnærming. I *Norsk Pedagogisk tidsskrift* nr. 3/2008, s. 234-247 (12 sider). Tilgjengeleg via <http://www.uib.no/ub>

***Ørevik, S. (2015).** Skriveoppgåver til eksamen i engelsk sett frå eit sjangerperspektiv. In H. Otnes (ed.), *Å invitere elever til skrivning. Ulike perspektiver på skriveoppgaver*. (s. 45-62). Bergen: Fagbokforlaget. (18 sider)

Språklæring

***Ellis, R. (2015)** Kap. 4: The development of a second language i *Understanding Second Language Acquisition*, 2nd ed., s. 63-94. Oxford: Oxford University Press. (32 sider)

***Ellis, R. (2002)** The Place of Grammar Instruction in the Second/Foreign Language Curriculum. In Hinkel, E. & S. Fotos (eds.): *New Perspectives on Grammar Teaching in Second Language Classrooms*. (pp. 17 – 34) (17 sider)

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

****Henriksen, B. and Danelund, L. (2015)** Studies of Danish L2 learners' vocabulary knowledge and the lexical richness of their written production in English. In Pietilä, P., K. Doró, & R. Pipalová (Eds.), *Lexical issues in L2 writing*. Newcastle upon Tyne: Cambridge Scholars Publishing, pp. 29-56. (27 sider)

****John-Steiner, V. P. (2007)** Vygotsky on thinking and speaking. In H. Daniels, M. Cole & J. V. Wertsch (eds.) *The Cambridge Companion to Vygotsky*. Cambridge: Cambridge University Press. p. 136-152. (17 sider)

***Lantolf, J. P. & Thorne, S. L. (2006)** Mediation: theoretical framework. Chapter 3 (p. 59 – 81) and The zone of proximal development. Chapter 10: p. 263-290. Oxford: University Press. (48 sider)

****Macaro, E. (2003)** Second language teachers as second language classroom researchers. In *Language Learning Journal*, No. 27, 43-51 (9 sider) Tilgjengeleg via <http://www.uib.no/ub>

****Nation, P. (2015)** Principles guiding vocabulary learning through extensive reading. In *Reading in a Foreign Language*, 27, 1, 136-145. (9 sider)

****Nation, P. (2001) Chapter 1: The goals of vocabulary learning. In *Learning Vocabulary in Another Language*. First Edition, pp. 6-21 (15 sider)**

Newby, D. (2006) Teaching grammar and the question of knowledge. In A-B. Fenner & D. Newby (eds.) *Coherence of Principles, Cohesion of Competences: Exploring Theories and Designing Materials for Teacher Education*. Strasbourg: Council of Europe Publishing. 27-39. Tilgjengelig via www.ecml.at/Resources/ECMLPublications (sett inn CoCoCop i søkefeltet på nettsiden) (17 sider)

Richards, J. C. and Rodgers, T. S. (2014). Chapter 1: A brief history of early developments in language teaching s 3-19, Chapter 4: The Audiolingual Method s 58-80, Chapter 5: Communicative Language Teaching p. 83-115 i *Approaches and Methods in Language Teaching*. Third edition. Cambridge: Cambridge University Press (70 sider) **Må kjøpes**

****Simensen, A. M. (2014) Skolefaget engelsk. Fra britisk engelsk til mange slags ”engelsker” – og veien videre. *Acta Didactica* 8 (2) (18 sider) Tilgjengelig via <http://www.uib.no/ub>**

*Skulstad, A.S. (2009) The need for rethinking communicative competence. In *Learning in the Network Society and the Digitized School*, p. 255-267. Nova Science Publishers, Inc. (13 sider)

****Wertsch, James V. (1991) Beyond Vygotsky: Bahktin’s Contribution. In *Voices of the Mind. A Sociocultural Approach to Meditated Action*, Cambridge, p. 46-66. Massachusetts: Harvard University Press (21 sider)**

Tilrettelegging for læring

Fenner, A-B. (2006) Learner autonomy – one of the most widely touted terms in recent discussion of language teaching? In A-B. Fenner & D. Newby (eds.) *Coherence of Principles, Cohesion of Competences: Exploring Theories and Designing Materials for Teacher Education*. Strasbourg: Council of Europe Publishing. 27-39. Tilgjengelig via: www.ecml.at/Resources/ECMLPublications (sett inn CoCoCop i søkefeltet på nettsiden) (13 sider)

*Little, D. (2008) Knowledge about language and Learner Autonomy. In J. Chenoz and N. H. Hornberger (eds.) *Encyclopedia of Language and Education*, 2nd edition, Vol. 6, *Knowledge about Language*, Springer Science & Business Media LLC, 247-259 (13 sider)

IKT

*Erstad, O. (2010) Hva er digital kompetanse? In Erstad, O. *Digital kompetanse i skolen – en innføring*. Chapter 5, p. 93-116. Oslo: Universitetsforlaget. (24 sider)

****Lund, A. (2006) The multiple contexts of online language teaching. *Language Teaching Research*, 10 (2), p. 181-204 (24 sider) Tilgjengeleg via <http://www.uib.no/ub>**

Veiledning og vurdering

The user/learner’s competences. (2001) In *Common European Framework of Reference for Languages: learning, teaching, assessment*. (p. 101-130) Strasbourg: Council of Europe. Modern Languages Division/Cambridge: Cambridge University Press. Tilgjengelig via: www.coe.int/t/dg4/linguistic/source/framework_en.pdf (29 sider)

*Evensen, L. S. (2010) En gyldig vurdering av elevers skrivekompetanse? In Smidt, J., Folkvord, I. and Aasen, A. J. (eds.) *Rammer for skriving. Om skriveutvikling i skole og yrkesliv*. p. 13-31. Trondheim: Tapir Akademisk Forlag. (19 sider)

**Alderson, J. Charles and Banerjee, J. (2002) State of the art review: language testing and assessment (part two). *Language Teaching*, 35 (2). s. 79-113. ISSN 0261-4448 Tilgjengelig via <http://www.uib.no/ub> (33 sider).

Studentane må i tillegg vere kjende med følgjande:

- Den generelle delen av læreplanen
- Prinsipp for opplæringa i Kunnskapsløftet
- Fastsette læreplanar for Kunnskapsløftet
 - Læreplan i engelsk
 - Læreplan i fordjupning 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>)
- *Den europeiske språkpermen*.
www.fremmedspraksenteret.no