

## Kurslitteratur

**HVU30K, Ämnesdidaktik C, fördjupning, AN, 5 hp**

**HVU30U, Ämnesdidaktik C, fördjupning, AN, 5 hp**

**USU30K, Ämnesdidaktik C, fördjupning, AN, 5 hp**

Läses av alla ämnesinriktningar

Cobb, P., Confrey, J., diSessa, A., Lehrer, R., & Schauble, L. (2003). Design experiments in educational research. *Educational Researcher*, 32(1), 9–13. <https://doi.org/10.3102/0013189X032001009> (5 s.)

Hiebert, J., Gallimore, R., & Stigler, J. B. (2002). A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One? *Educational Researcher*, 31(5), 3–15. <https://doi.org/10.3102/0013189X031005003> (13 s.)

### Gemensam litteratur för engelska och moderna språk

Ellis, R. (2018). Taking the critics to task: The case for task-based teaching. I I. Walker, D. Kwang, M. Nagami & C. Bourguignon (Red.), *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education* (s. 23–40). De Gruyter Brill. <https://doi.org/10.1515/9781501505034-002> (18 s.)

Ellis, R. (2020). Task-based language teaching for beginning-level young learners. *Language Teaching for Young Learners*, 2(1), 4–27. <https://doi-org.ezp.sub.su.se/10.1075/ltyl.19005.ell> (24 s.)

Erlam, R., & Pimentel-Hellier, M. (2017). Opportunities to attend to language form in the adolescent near-beginner foreign language classroom. *Language Awareness*, 26(2), 59–77. <https://doi-org.ezp.sub.su.se/10.1080/09658416.2017.1314487> (19 s.)

Norris, J. (2016). Current uses for task-based language assessment. *Annual Review of Applied Linguistics*, 36, 230–244. <https://doi.org/10.1017/S0267190516000027> (15 s.)

Oskoz, A., & Elola, I. (2014). Promoting foreign language collaborative writing through the use of Web 2.0 tools and tasks. I M. González-Lloret & L. Ortega (Red.), *Technology-mediated task-based language teaching. Researching technology and tasks* (s. 115–146). John Benjamins. Finns som elektronisk resurs. (32 s.)

### Institutionen för ämnesdidaktik



Sánchez, L., & Kalamakis, Z. (2022). The interplay of task complexity ( $\pm$ Here-and-Now) and proficiency in shaping written narratives in Spanish as a foreign language. *System*, 112. <https://doi.org/10.1016/j.system.2022.102949> (12 s.)

Sánchez, L., & Sunesson, M. (2023). Grasping the effects of storyline complexity, task structure and proficiency in narrative writing performance. *Journal of Second Language Writing*, 60. <https://doi.org/10.1016/j.jslw.2023.100986> (13 s.)

Sandahl, J. (2023). *Systematisk undervisningsutveckling på vetenskaplig grund och utifrån beprövad erfarenhet – En studiehandledning*. Stockholms universitet. Finns som elektronisk resurs. (6 s.)

Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36(1), 1–14. <https://doi.org/10.1017/S026144480200188X> (14 s.)

Young, M. (2015). What is learning and why does it matter? *European Journal of Education*, 50(1), 17–20. <https://doi.org/10.1111/ejed.12105> (4 s.)

Ziegler, N. (2016). Taking technology to task: Technology-mediated TBLT, performance and production. *Annual Review of Applied Linguistics*, 36, 136–163. <https://doi.org/10.1017/S0267190516000039> (28 s.)

(Totalt ca 200 sidor.)

### **Valbar litteratur (engelska och moderna språk)**

Cirka 200 sidor väljes i samråd med kursläraren.