



Faculties of Humanities and Theology

ÄENC51, English 4, 30 credits

Engelska 4, 30 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2015-09-30 to be valid from 2015-09-30, autumn semester 2015.

General Information

The course is included in the Master's programme in Secondary Education offered jointly by Kristianstad and Lund universities.

Language of instruction: English

Main field of studies

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Depth of study relative to the degree requirements

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- discuss how current issues and changes in the subject of English relate to research about teaching and learning of English, in order to affect professional practice
- provide a specialised account of theoretical or methodological aspects of an elective field within English
- account for theory of science and research methods, focusing on how theories and methods can be used to document empirical experiences from the school world, which can later benefit different forms of professional practice involving teaching and learning
- provide a specialised account of theories concerning content and language integrated learning and relevant procedures regarding teaching

- account for relevant links between linguistics or literary studies and educational science

Competence and skills

- use a rich and varied spoken and written language adapted to the situation even when a high level of accuracy and correctness is required
- independently seek academic sources of an educational science relevance to the teaching of English in both libraries and databases, and be able to use the sources to design an inquiry and carry out an analysis
- design and execute a research project which contributes to knowledge of educational science relevance to the teaching of English
- critically reflect on relevant research findings of an educational science relevance to the teaching of English, and use appropriate terminology to discuss in speech and writing how such findings contribute to professional development regarding the teaching and learning of English
- apply correct referencing and quoting in accordance with published texts of an educational science relevance to the teaching of English
- discuss teaching and teaching methods in relation to the needs of different groups of pupils, for example with regard to the distinctions between different upper-secondary school programmes
- discuss and analyse in depth teaching methods in relation to theories about content and language integrated learning and curricula

Judgement and approach

- draw conclusions about processes related to the teaching and learning of English based on the specific scientific, social and ethical results of a research project, including how such results can affect the future teaching practice
- critically review and assess different sources of information
- discuss and take a position on issues of gender, ethnicity, cultural encounters and cultural diversity from different language perspectives
- identify possibilities to apply the results of a research project in order to carry out further research about teaching and learning of English and/or to document proven experience
- take an informed position on and discuss how the knowledge, skills and abilities so far acquired on the programme can be used in the future teaching profession
- take a critical position on their own future role as language teachers in the multicultural class-room.

Course content

The course consists of the following modules:

1. Subject Didactics IV (English language and content integrated teaching and learning), 5 credits,
2. Elective Course, 5 credits,
3. Research with Educational Science Relevance to the Teaching of English, 5 credits,
4. Individual Specialisation, 15 credits.

The module Subject Didactics IV (English language and content integrated teaching and learning) is based on the previous modules in subject didactics, at the same time as it focuses specifically on how to teach certain contents, such as literature or history, in English by means of advanced technologies for vocabulary teaching, genre analysis,

strategic learning and development of independence of learners

The contents of the elective module varies from one semester to another, but the students are always offered at least two courses to choose between, of which one is normally in the field of English linguistics and one in English literature. In all elective courses, there is a general connection to educational science in a wide sense.

The module "Research with educational science relevance to the teaching of English" provides an overview of qualitative and quantitative research methods and interdisciplinary connections between the subject of English and the teaching and learning of English, at the same time as it aims to provide knowledge of advanced academic writing. In this module, we approach research within English educational science via aspects and research specialisations that are usually new to the students. The main aim of the module is to prepare students for the theoretical (and practical) work on the individual specialisation assignment. Theories and methods are studied in the light of relevant texts focusing on English and educational science, as a preparation for the more independent work on the individual specialisation, which is to result in an academic paper of approximately 8000 words. The requirements with regard to the form and content of this paper make it correspond to what in other contexts is referred to as a degree project.

The students develop their oral and written language proficiency but the skills training is at this level subordinated to and placed in the context of research aspects. The knowledge and skills acquired are to be applied to the individual specialisation assignment, in which the students are to confirm their ability to use English in speech and writing.

Course design

The teaching consists of group exercises, seminars and supervision. Furthermore, the course includes one or two compulsory field days in schools, in which the students are introduced to the practical aspects of language teaching. Modules including continuous assessment (i. e. modules 1, 2 and 3, see below) require compulsory attendance throughout. In module 4, the final paper seminar is compulsory.

The work on the individual specialisation assignment is to be pursued throughout the semester but is intensified during the second half. All students writing papers are entitled to supervision. The supervisor guides the student in the work to design and execute the research project. The supervisor also helps the student to find the appropriate academic language for the paper. The academic language is also developed in connection with peer review activities, in which students provide feedback on each other's work in progress. The supervision is limited to the semester the student first registered on the course, unless there are special reasons for another decision.

Assessment

The following forms of assessment are included:

1. Subject Didactics IV (English language and content integrated teaching and learning): Continuous assessment (of written or oral performance) during the seminars, and an individual written assignment,
2. Elective Course: Continuous assessment (of written or oral performance) during the seminars, and an individual written assignment,
3. Research with Educational Science Relevance to the Teaching of English: Continuous assessment (of written or oral performance) during the seminars, and two individual written assignments,
4. Individual Specialisation: Written paper, oral defence of the paper and critical review of a fellow student's paper.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

To be awarded a grade of Pass on the whole course, the student must have been awarded this grade on all modules. To be awarded a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade on 20 credits.

Entry requirements

To be admitted to the course, students must be admitted to Master's programme in Secondary Education specialising in English and have completed all the 30 credits of English 1 or the equivalent, and at least 20 credits of English II and English III or the equivalent.

Further information

1. The course replaces ÄENB51.
2. The course is evaluated formatively and to a certain extent summatively at the end of the course. General issues on outcomes, course content, forms of collaboration and teaching should be central in the evaluation. Minutes/notes from the evaluation should be made available to the programme management. The evaluation report is a public document and must be signed by the course director and elected student representatives. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

Subcourses in ÄENC51, English 4

Applies from H15

- 1501 Didactics 4, 5,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 1502 Elective course, 5,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 1503 Research in educational science, 5,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 1504 Individual paper, 15,0 hp
Grading scale: Fail, Pass, Pass with distinction