



Faculties of Humanities and Theology

## ÄEND04, English IV, 30 credits

*Engelska IV, 30 högskolepoäng*

First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-08-15 to be valid from 2018-08-15, autumn semester 2018.

### General Information

The course is included in the Master's programme in Secondary Education at Lund University.

*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 the teaching and learning of English and how this research can influence professional practice in schools.
- account in an in-depth way for theoretical or methodological aspects in a specific field of the subject of English
- account for the theory of knowledge and scientific methodology with an emphasis on how theories and methods can be used to document empirical experiences from the school world in a such way that others can gain benefits from the experiences in different forms of professional practice that involve teaching and learning

- account in an in-depth way for theories concerning content- and language-integrated learning and relevant approaches regarding teaching
- account for relevant links between linguistics or literary studies and educational science.

### **Competence and skills**

- use rich and varied spoken and written language adapted to the situation even when a high level of accuracy and correctness is required
- independently search for research sources, in both libraries and databases, of an educational science relevance to the teaching of English, and be able to use the sources to design a survey and carry out an analysis
- can plan and implement a practically-oriented and research-based individual specialisation assignment that contributes to knowledge with educational science relevance for teaching in 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 citation 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 teaching methods in depth in relation to theories about content- and language-integrated learning and curricula.

### **Judgement and approach**

- draw conclusions concerning education-related processes in English teaching and learning based on the specific scientific social and ethical results of a practice-oriented and research-based individual specialisation assignment including conclusions about how such results can influence the future practice of teaching
- 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 opportunities to apply the results of a practice-oriented and research-based individual specialisation assignment in order to implement further studies about the 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 by the teaching profession in the future
- take a critical position on their own future role as language teachers in the multicultural classroom.

### **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 subject didactics modules, while also focusing specifically on how to teach certain content, such as literature or history, in English by means of advanced techniques for vocabulary teaching, genre analysis, strategic learning and the development of independence by the learner

The content of the elective module varies from one semester to another, but the students are always offered at least two courses to choose from, 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 broad 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, while also aiming 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 assignment, which is to result in an academic paper of approximately 8000 words. The formal and academic requirements for this paper mean that it corresponds 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 at this level is subordinated to, and placed in the context of, the more scholarly 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, one or two compulsory on-site days are organised at schools where the students are introduced to the practical part of language instruction. Modules that are continuously assessed (i.e. modules 1, 2 and 3, see below) require compulsory attendance throughout. In module 4, the final presentation 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 who write papers are entitled to supervision. The supervisor guides students through the work of planning and implementing a practice-oriented and research-based individual specialisation assignment. The supervisor also provides assistance with the academic language in the paper. The academic language is also developed in connection with peer review activities in which students give feedback on each others' ongoing work.

The supervision is limited to the semester in which the student first registered on the course, unless there are special reasons.

## Assessment

1. Subject Didactics IV (English language and content-integrated learning and teaching) is assessed through continuous assessment (written or oral) within the scope of seminars, as well as a written, individual home assignment.

2. The elective course is assessed through continuous assessment (written or oral) within the scope of seminars, as well as a written, individual home assignment.

3. Research with educational science relevance for the teaching of English is assessed through continuous assessment (written or oral) within the scope of seminars as well as two written individual home assignments.

4. The individual specialisation assignment is assessed through a written paper, as well as an oral defence of the paper and a critical review of another student's paper.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*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.

For 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

For admission to the course, students are required to have completed all 30 credits in English 1, or the equivalent, and a total of at least 22.5 credits in English II and English III or the equivalent.

## Further information

1. The course is offered at the Centre for Languages and Literature, Lund University.
2. The course is essentially identical to ÄENC51.
3. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.

4. A course evaluation takes place in accordance with Lund University instructions and regulations.
5. The module titles in Swedish:
  1. Ämnesdidaktik IV (Engelsk språk- och innehållsintegrerad inläring och undervisning)
  2. Valbar kurs
  3. Forskning med utbildningsvetenskaplig relevans för undervisning i engelska
  4. Individuell fördjupningsuppgift

## Subcourses in ÄEND04, English IV

Applies from H18

- 1801 Subject didactics IV (CLIL), 5,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1802 Elective course, 5,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1803 Research in educational science, 5,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1804 Individual paper, 15,0 hp  
Grading scale: Fail, Pass, Pass with distinction