



Faculties of Humanities and Theology

## ÄEND14, 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 2020-02-20 to be valid from 2020-02-20, autumn semester 2020.

### 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*

G2F, First cycle, has at least 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.
- provide a specialised account of theoretical or methodological aspects in a specific field of the subject of English
- account for theory of science and research methodology focusing on how theories and methods can be used to document empirical experiences from the school world in such a way that others can benefit from the experiences in different forms of professional practice that involve teaching and learning
- provide a specialised account of 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 a varied language adapted to the situation in both speech and writing, also in situations requiring precision and correctness,
- independently search for research sources of relevance to an educational sciences perspective on the teaching of English in both libraries and databases, and be able to use the sources to design a survey and perform an analysis
- plan and execute a research-based, individual specialisation assignment that contributes to knowledge of relevance to an educational sciences perspective on the teaching of English in school
- critically reflect on relevant research findings of relevance to an educational sciences perspective on 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 techniques in accordance with published texts of relevance to an educational science perspective on 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 4 (English Content and Language Integrated Learning and Teaching), 7.5 credits
2. Elective Course, 7.5 credits
3. Individual Paper in Educational Science, 15 credits

The module Subject Didactics IV (English Content and Language Integrated Learning and Teaching) is based on the previous subject didactics modules, while also focusing specifically on how to teach specific contents, 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.

The module "Individual Paper in Educational Science" provides an overview of qualitative and quantitative research methods and interdisciplinary connections between the subject of English and English teaching and learning, with an additional aim to provide knowledge of advanced academic writing. The module approaches research in English educational science through aspects and research specialisations that are usually new to the students. Theories and methods are studied in the light of relevant texts focusing on English and educational science, as a preparation for the independent work on the individual specialisation assignment that 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 Bachelor's 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. The modules including continuous assessment (modules 1 and 3, see below) require compulsory participation in all teaching, including the final paper seminar in module 3. Students can make up for absence from teaching through complementary assignments according to the lecturer's instructions.

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' work in progress.

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 Content and Language 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. Elective Course: The assessment is based on different forms depending on the nature of the individual course, e.g. written exam, written assignments such as take-home exams, essays, response papers and learning journals, oral presentations and compulsory assessed seminars. The assessment can also be based on the performance

of a play.

3. An individual specialisation assignment of relevance to an educational science perspective on the teaching of English is assessed through continuous examination (written or oral) within the scope of the seminars, two written, individual home assignments, a written paper, and an oral defence of the student's own paper and a critical review of a fellow 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 for all modules. For a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade for 20 credits.

In the module *Individual Paper in Educational Science*, differentiated passing grades are only awarded for the independent project. The other components are only awarded/only require a grade of Pass. Accordingly, the grade for the independent project determines the grade for this module.

## Entry requirements

To be admitted to the course, students must have passed all 60 credits from English I, English II and English III or the equivalent at the latest at the start of the course.

## Further information

1. The course is offered at the Centre for Languages and Literature, Lund University.
2. It replaces ÄEND04.
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. Individuell fördjupningsuppgift med utbildningsvetenskaplig relevans för undervisning i engelska

## Subcourses in ÄEND14, English IV

Applies from H20

- 2001 Subject Didactics IV (CLIL), 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2002 Elective course, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 2003 Individual Paper, 15,0 hp  
Grading scale: Fail, Pass, Pass with distinction