



LUND
UNIVERSITY

Faculties of Humanities and Theology

ÄENM91, English: Master's Thesis in English for Subject Teachers, Secondary School, 30 credits

Engelska: Självständigt arbete i engelska (examensarbete) för ämneslärare, 7-9, 30 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-06-20 to be valid from 2018-06-20, autumn semester 2018.

General Information

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

Language of instruction: Swedish and English

Main field of studies

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Depth of study relative to the degree requirements

AXX, Second cycle, in-depth level of the course cannot be classified

Learning outcomes

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

Knowledge and understanding

- take a critical position on how current issues and changes in English teaching relate to research about teaching and learning of English intended to influence professional practice
- account for theory of science and research methodology focusing on advanced understanding of how theories and methods can be used to document proven experience, which can then be utilised in different forms of professional practice involving teaching and learning in the subject of English
- account for relevant theoretical and methodological connections between research in English teaching and research in the educational sciences

- apply referencing and citation techniques with a high degree of correctness in accordance with published texts of educational sciences relevance for English teaching

Competence and skills

- use a rich and varied language adapted to the context both in speech and writing, also in situations requiring advanced precision and correctness
- independently search for scholarly sources with educational sciences relevance for English teaching in both libraries and databases, and use such sources to plan and design an advanced study and implement a theoretically based analysis
- plan, design and implement an advanced research project that contributes to knowledge with educational sciences relevance for English teaching
- critically and independently utilise relevant research results with educational sciences relevance for English teaching, and pursue an informed discussion in speech and writing with appropriate terminology of how such results contribute to the development of professional practice and knowledge regarding the teaching and acquisition of English

Judgement and approach

- draw conclusions concerning educational processes in English teaching and learning based on the specific scholarly, social and ethical results of an advanced research project, including how such results can contribute to identify the students' need for further knowledge and develop their expertise in educational work
- critically review and assess different sources of information, focusing on both research design and results
- identify possibilities to apply results of an advanced research project to conduct further research about teaching and learning of English and/or to document proven experience

Course content

The course consists of an independent project (degree project) of 30 credits. In connection with the degree project, the student will seek, identify and select relevant literature, in consultation with the supervisor if necessary. The course consists of (1) an individual project with content that clearly links research in English teaching to educational sciences research with emphasis on the disciplinary foundation of professional practice and/or documentation of proven experience, and (2) defence of the independent project and critical review of a fellow student's independent project.

Course design

The course consists of the student's independent execution of a degree project with the support of a supervisor. During the course, the independent project will progressively be discussed in individual supervision sessions (which can include peer review in speech and writing and/or supervision seminars) and be presented at a final public seminar. Students are expected to participate actively in all supervisory activities and seminars that are organised.

The supervision is limited to the semester the student first registered on the course, unless there are special reasons for another decision.

Assessment

The assessment is based on an independent project which is written and, at a public seminar, presented and defended by the student, and on the student's critical review of a fellow student's project. The independent project and the critical review will be assessed by a specially appointed examiner.

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.

The grades awarded are Fail, Pass, Pass with Distinction.

Entry requirements

To be admitted to the course, students must have at least 90 credits in the subject of English within the Secondary Education programme or the equivalent.

Subcourses in ÄENM91, English: Master's Thesis in English for Subject Teachers, Secondary School

Applies from H18

1801 Thesis, 30,0 hp
Grading scale: Fail, Pass, Pass with distinction