



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4ENÄ2E Engelska V, inklusive självständigt arbete, avancerad nivå (ämneslärarexamen med inriktning mot arbete i gymnasieskolan), 30 högskolepoäng

English V, including independent project, second cycle (Master of arts in secondary education for upper secondary school), 30 credits

Main field of study

English

Subject Group

English

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2015-12-15

Revised 2017-10-25 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2018

Prerequisites

English for secondary school, 1–90 credits, Independent project (15 credits) in another subject within the teacher education programme, UVK course: Philosophy of science and research methodology (Vetenskapsteori och forskningsmetodik) or the equivalent, and teaching practice placement 15 credits.

Objectives

After completing the course, the student should be able to:

- independently identify and formulate problems relevant for further research and their future careers,
- independently assess and critically evaluate different theories, methods and scientific studies and relate these to their own study and to their own future careers.

Design of the semester

The student chooses either Module 1A or Module 1B depending on chosen field for the Master's Thesis. Module 2 is divided into two groups as well. Module 3 will run parallel to the other modules throughout the entire semester.

Module 1A: Theories of language learning, 7.5 credits

After completing the module, the student should be able to:

- thoroughly account for the latest research findings in language learning and foreign language teaching.
- plan advanced research projects and choose appropriate research methods on the basis of different theories of language learning.
- discuss various theories of language learning on the basis of the Common European Framework of Reference (CEFR) and policy documents such as national syllabi and curricula.

Module 1B: Literary studies in foreign language learning, 7.5 credits

After completing the module, the student should be able to:

- thoroughly account for current research findings within the field of literary studies in the context of foreign language learning.
- critically assess research projects within the field of literary studies in the context of foreign language learning concerning choice of theoretical framework and research methods.
- analyse policy documents such as national curricula and syllabi from a critical perspective.

Module 2A: Advanced educational linguistics, 7.5 credits and Module 2B: Advanced literary theory and methods in an EFL learning context, 7.5 credits

After completing the module, the student should be able to:

- discuss theories, methods and methodology in educational linguistics or literary studies in the context of foreign language learning research.
- relate theories and methods to policy documents relevant to practical educational work.
- thoroughly account for theories and methods in a research project relevant to educational linguistics or literary studies in the context of foreign language learning.
- express themselves correctly in English writing within academic genres.

Module 3: Independent project in English, second level, 15 credits

After completing the module, the student should be able to:

- on the basis of well-founded choices formulate a problem area to form the basis for the independent project.
- conduct a project in which the parts constitute a logical whole.
- formulate a clear aim and research questions relevant to their future careers and the subject area.
- systematically present and problematise previous research and relate this to the aim of their project.
- present and use relevant theoretical perspectives and concepts.
- describe and justify their methods for collecting and analysing material.
- demonstrate an awareness of research ethical issues in the completion of their project.
- analyse material in relation to their aim, research questions and a clear theoretical perspective.
- discuss and draw conclusions of their analysis and relate this to previous research and a theoretical perspective.
- discuss results and their relevance to the teaching profession and how they can lead to further research.
- present a project in English which is well-disposed and functional with regard to language and form.
- defend their project with objective and relevant arguments.
- review another student's project and present constructive criticism.
- contribute to constructive seminar discussions.

Content

Professional basis and professional progression

In this course the students develop their understanding of their future careers as teachers. Their previous studies in UVK courses and teaching practice placement are connected to the subject and subject-didactic studies at the second level. By that, the student is prepared to contribute to the development of the basic values in professional teaching, through an inclusive approach and an awareness of aspects of equality and human rights.

Scientific approach and progression

In the independent project at the second level the student has the opportunity to produce a scientific text on the basis of the different parts of their education, subject studies in two subjects, teaching practice placement and UVK courses. The student independently identifies a problem area relevant for the teaching profession. On the basis of critical reviews of previous research, the student independently chooses and applies theories and methods, taking research-ethical principles into consideration. The student analyses and evaluates their own empirical material and discusses the credibility of interpretations and conclusions. In this course the future teacher's scientific approach is developed, regarding both subject-knowledge and profession, and the student is prepared for scientific discussions in their professional work.

Module 1A: Theories of language learning, 7.5 credits

Trainee teachers in English, French, German and Spanish study this module together. The module covers central theories within the area of language learning. The module focuses especially on what language is, how languages are learnt and how various theories have influenced language teaching. Differences and similarities between first- and second-language learning are discussed, as well as language skills, including a discussion of explicit and implicit knowledge, different ways of learning and transfer. Various theories, such as cognitive and generative approaches, as well as sociolinguistic and pragmatic perspectives are presented and discussed. In connection to this, concepts such as interlanguage, input/output and learning strategies are discussed.

Module 1B: Literary studies within the context of foreign language learning, 7.5 credits

Trainee teachers in English, French, German and Spanish study this module together. The module deals with the different ways in which literary theories, such as cognitive literary criticism and ecocriticism, may be applicable to the process of studying literature in the foreign language classroom.

Module 2A: Advanced educational linguistics, 7.5 credits and Module 2B: Advanced literary theory and methods in an EFL learning context, 7.5 credits

This module includes in-depth practice in academic writing in English, focusing on the language, accuracy and structure of an independent project. The module presents and discusses various theories and methods relevant to educational linguistics or literary studies within the context of EFL as well as to the students' future careers, with clear connections to relevant policy documents. Methodological argumentation and formal aspects of academic writing are emphasised.

Module 3: Independent project in English, second level, 15 credits

In this module the students learn how to formulate precise and original research questions or thesis statements and retrieve and critically assimilate relevant literature within the subject field. They also develop their skills in argumentation and analysis by adapting to the conventions of academic writing and by implementing the formatting of the preferred reference style in their field. The essay should investigate an educational linguistics topic or a literary studies topic of relevance to in-service teachers and it should be a specialisation based on previous courses in education. The topic is chosen in consultation with the supervisor. The students discuss their independent projects in seminars throughout the module, and act as opponents for another student's independent project in a final seminar.

project in a final seminar.

Type of Instruction

In modules 1 and 2, teaching is delivered in the form of seminars, in which the student is expected to participate actively. In module 3, teaching is delivered in the form of introductory lectures, compulsory seminars and supervision, individually or in groups. The independent project is planned and conducted individually in consultation with the supervisor.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 22.5 credits.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Module 1 is examined through oral presentations and a written assignment.

Module 2 is examined through oral presentations and written assignments.

Module 3 is examined through a seminar at the end of the course. In order to receive the grade of Pass, the student must present and defend their independent project, and critically review and act as an opponent for another student's independent project. In the independent project, language and style are also assessed.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Module 1A: Theories of language learning, 7.5 credits

Abrahamsson, Niclas. 2009. *Andraspråksinlärning*. Lund: Studentlitteratur. 150 p. in selection.

Mitchell, Rosamund & Myles, Florence. 2013. *Second language learning theories*. London: Arnold. 228 p.

VanPatten, Bill & Williams, Jessica. 2007. *Theories in Second Language Acquisition. An introduction*. New York/London: Routledge. 261 p.

Research articles, ca 100 pages.

Additional language-specific literature is chosen in consultation with the examiner and the teacher responsible for the course.

Module 1B: Literary studies in foreign language learning, 7.5 credits

Garrard, Greg. 2012. *Ecocriticism*. 2nd ed., London: Routledge.

Keen, Suzanne. 2007. *Empathy and the Novel*. Oxford/ New York: Oxford University Press. 242 p. ISBN 9780195175769

Nikolajeva, Maria. 2014. *Reading for Learning: Cognitive Approaches to Children's Literature*. Amsterdam: John Benjamins Publishing Company. 255 p. ISBN 90-272-0157-9

Oppermann, Serpil., et al. 2011. *The Future of Ecocriticism New Horizons*. Newcastle upon Tyne: Cambridge Scholars Publishing. 501 p. ISBN 1-4438-2983-8

Zunshine, Lisa. 2010. *Introduction to Cognitive Cultural Studies*. Baltimore: Johns Hopkins. 386 p. ISBN 9780801894886

Module 2A: Advanced educational linguistics, 7.5 credits and Module 2B: Advanced literary theory and methods in an EFL learning context, 7.5 credits
In consultation with the examiner and the teacher responsible for the course, the student chooses a dissertation relevant to the teaching of English, or an equivalent, long, scientific text on an educational linguistic topic or literary theories applicable to EFL. The student also reads scientific articles which complement the chosen dissertation and together with the dissertation cover the basic issues discussed in the module.

Module 3: Independent project in English, second level, 15 credits
Literature relevant to the chosen topic is chosen in consultation with the examiner and the supervisor.

Additional study material

Beins, Bernard C. 2012. *APA Style Simplified Writing in Psychology, Education, Nursing, and Sociology*. Hoboken: Wiley.

Bryman, Alan. 2016. *Social Research Methods*. 5th ed., Oxford: Oxford University Press.

Denscombe, Martyn. 2014. *The Good Research Guide: For Small-Scale Social Research Projects*. 5th ed., Maidenhead: McGraw-Hill/Open University Press.

Johansson, Bo & Svedner, Per Olov. 2006 or later edition. *Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning*. Uppsala: Kunskapsföretaget.

Kvale, Steinar & Svend Brinkmann. 2009. *InterViews : Learning the Craft of Qualitative Research Interviewing*. 2nd ed., Los Angeles: Sage Publications.

Modern Language Association of America. 2016. *MLA Handbook*. 8th ed., New York: The Modern Language Association of America.

Stukát, Staffan. 2005 or later edition *Att skriva examensarbete inom utbildningsvetenskap*. Lund: Studentlitteratur.

Trost, Jan. 2012 or later edition. *Enkätboken*. Lund: Studentlitteratur.