



Course syllabus

Faculty of Arts and Humanities

Department of Languages

4ENÄ4E Engelska V, inkl. språkdidaktiskt självständigt arbete, avancerad nivå (ämneslärarexamen med inriktning mot arbete i gymnasieskolan), 30 högskolepoäng

English V, incl. Independent Degree Project in English Education, 2nd cycle (M.A. in Upper Secondary Education), 30 credits

Main field of study

English

Subject

English

Level

Second cycle

Progression

A1N

Date of Ratification

Approved 2022-06-29.

Revised 2022-11-18. Revised literature.

The course syllabus is valid from spring semester 2023.

Prerequisites

English for secondary school teachers, 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

Overall objectives

After completing the course, the student should be able to

- independently identify and formulate research problems relevant to further research and to the professional practice
- independently assess and critically approach important theories, research methods and academic studies and relate these to a study of their own and to their own professional practice.

Module 1: Theoretical perspectives on language education, 7.5 credits

After completing the module, the student should be able to

- describe and explain important theoretical perspectives on language education
- identify conditions for language development in and outside the classroom
- describe, explain, and critically evaluate current empirical research of relevance to language teaching in Swedish schools
- relate theoretical perspectives and current research to relevant policy documents.

Module 2: Research methods and academic writing, 7.5 credits

After completing the module, the student should be able to

- describe, explain, and critically evaluate possibilities with and limitations of different research methods used in language education
- explain and justify research ethical standpoints
- demonstrate good command of the rhetoric of the academic genre
- express themselves in writing, in idiomatic academic written language.

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

After completing the module, the student should be able to

- formulate a problem to form the basis for the independent project on the basis of well-justified choices
- formulate a clear aim and feasible research questions relevant to both the professional practice and the subject area
- present and problematise previous research in a systematic way, and show how said research relates to the aim of their own project
- present and use relevant theoretical perspectives and concepts
- describe and justify their chosen methods for gathering and analysing material, and demonstrate an awareness of research ethical issues in their work

- analyse their material in relation to their aim, their research questions, and a clearly stated theoretical perspective
- discuss and draw conclusions based on their analysis and relate their analysis to previous and future research, to their chosen theoretical perspective, and to the professional practice
- present a project in English that is well organised and functional as regards language and formal aspects, and whose component parts constitute a coherent whole
- defend their project using objective and relevant arguments and review a fellow student's project, giving constructive feedback.

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-cycle level. In this way, the student is prepared for contributing to the development of the basic values upon which professional teaching is based, through an inclusive approach and an awareness of aspects of equality and human rights.

Scientific approach and progression

The independent project at the second-cycle level gives the student the opportunity to produce an academic text based on the different parts of their studies: their subject studies in two subjects, their teaching practice placement, and their UVK courses. The student independently identifies a problem area relevant to 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 future career.

Module 1: Theoretical perspectives on language education, 7.5 credits

This module brings up important theories in the area of language education. It discusses research on how language development takes place, in as well as outside the classroom. The concept of communicative competence is important, and the relation between the target language and other language resources is pointed up. The relation between current research in the field of language education and Swedish school policy documents is emphasised.

Module 2: Research methods and academic writing, 7.5 credits

This module provides a general overview of research methods used in the field of language education, as well as an opportunity to study methods of relevance to the independent project in depth. Academic writing in English, with a focus on mastering academic argumentation and the rhetorical aspects of academic texts, is also part of the module.

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

In this module the students practise formulating precise and original research questions or aims, searching and processing relevant theoretical literature in the field, and

developing good skills in argumentation and analysis, by following conventions for academic writing and applying and formatting a subject-relevant reference system. The project should investigate a topic in educational linguistics of relevance to the profession, and delve deeper into the subject of language education, compared to previous courses in the field. The topic is chosen in consultation with the supervisor. The student discusses their independent project in seminars throughout the module, and acts as a peer-reviewer of another student's independent project at 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. The independent project is planned and conducted individually in consultation with the supervisor. There are initial lectures, mandatory work seminars, and supervision individually or in groups. ICT-based forms of instruction may be used.

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 in writing when the course starts. In order to receive the grade of Pass with Distinction, the student must have received this grade for at least 22.5 credits.

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

Module 2 is examined through oral presentations and written hand-in assignments.

Module 3 is examined through an examination 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 a peer-reviewer of another student's independent project. In the assessment of the independent project, language and style are also considered.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Required Reading and Additional Study Material

Module 1: Theoretical perspectives on language education, 7.5 credits

Ellis, R. R. (2012). *Language Teaching Research & Language Pedagogy*. Malden: Wiley-Blackwell. 387 s.

García, O. & Li Wei. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke, Hampshire: Palgrave MacMillan. 165 s.

Research articles, ca 100 pp.

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

Module 2: Research methods and academic writing, 7.5 credits

The reading for this module, which is chosen in consultation with the examiner and the course coordinator, should consist of a thesis that takes a language education approach and that is of relevance to English teaching, or of an equivalent academic text on a topic in the field of educational linguistics linked to foreign language acquisition. In addition to this, the student is expected to read a number of academic articles that complement the content of the chosen thesis and that – together with the chosen thesis – cover the fundamental questions brought up in the course.

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

Literature of relevance 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: McGrawHill/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.