

### **3-year evaluation of ENG343 (Selected topic in English linguistics III) 2022-2023**

(No course report is available for 2021)

ENG343 is a 10 credit points course on a specialised topic from English linguistics. The content of the course varies from year to year. The topics in the last two years were Language acquisition (2022) and Language attitudes (2023).

The main learning outcomes are that students “have detailed insight into the theoretical and methodological approaches within the field covered by the course and are familiar with current research in this field”, and that they “can apply their knowledge and skills in teaching, for the dissemination of research and other information purposes”.

The teaching consists of 16 hours of seminars over 8 weeks. The assessment form is a seven-days take-home exam, which allows the students to provide in-depth discussions and analyses. 21 students took the exam in 2022, and six in 2023. The reason for the discrepancy in student numbers is that no teacher training students took the course in 2023. For both years, the average exam grade was C. In 2022, three students did not pass the exam.

In 2022 the course was taught online, and few students attended. It was difficult to activate the students and have discussions. One reason for the low attendance was that the seminars partly overlapped with the L students’ teaching practice period. In 2023 attendance was good (five students attended regularly), classroom discussions worked relatively well, and four of the students gave article presentations.

The course had both a midterm and an end of term evaluation. In both years, the students were generally very satisfied with the course. They liked the topic, found the syllabus relevant, and were happy with the level of difficulty and progression.

ENG343 is a course that works well in most aspects. The main challenge in 2022 was the low attendance and student activity. This was due partly to the fact that the course was digital, and partly to the overlap with the teaching practice. With the new redesigned teacher training programme, the latter challenge will no longer be relevant. As a way to activate more students and increase course engagement, we could consider introducing obligatory assignments that students must pass before they can take the exam.