

Course report on ENG107 English linguistics II - Grammar, fall 2015

Head-teacher: Jerzy Nykiel

Seminar teachers: Stephanie Hazel Wold, Dagmar Haumann (substitute), Kari Haugland (substitute)

Registered students: 145

Credits: 5

Number of hours: 24 (lectures) + 11 (seminars)

Examination: 3 hour school examination

Information about the course

ENG107 is offered to students of the Bachelor programs of English at the University of Bergen. ENG107 is a 12 week long course, taught for 3 hours a week (2 lecture hours and 1 seminar hour). There were 4 seminar groups. ENG107 builds upon the grammar part of ENG101. The course provided students with advanced knowledge and understanding of the structure of the English language, with a special focus on the structure and functions of the English clause.

Reading list

Huddleston, R. and G.K. Pullum 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Student evaluation

In the course of the semester an evaluation sheet was distributed among the students. 61 students filled in and returned the evaluation sheet. A majority said that they attended all or most of the lectures and they were mostly satisfied with the lectures, the level of difficulty, and progression. There were fewer students satisfied with the textbook. As for the seminars, some students wished that they were longer. Many students were dissatisfied with the flow of the seminars as a

result of Stephanie Wold being on sick leave and so being substituted for. A synopsis of the students' evaluation is attached in a separate file.

Comments

The course was quite challenging for the students as it introduced a lot of technical terminology which they were not familiar with. Some of the students were also used to different terminology. Overall, most students were able to rise above those terminological difficulties. Typically there were about 50 to 70 students present at the lectures and about the same number at the seminars. Seminar group 1 was always overcrowded as the students were not obliged to join the group which they had signed up for.

Evaluation

In the 6th week of the course an obligatory paper was distributed among the students. 125 students submitted the obligatory paper. The paper was graded by the characters A - F, of which the F is fail. Those students who failed the obligatory assignment, received a second chance. There was a requirement that the assignment must be passed for a student to be allowed to take the final exam.

At the end of the semester, a 3 hour long written examination was offered. The results of the examination were graded by the characters A - F, of which the F was fail. Completion of the course gives a student 5 study points.

Grade statistics

Overall 103 students took the final exam.

Grade A – 9 students (9%)

Grade B – 27 students (26%)

Grade C – 29 students (28%)

Grade D – 20 students (19%)

Grade E – 9 students (9%)

Grade F – 9 students (9%)

Students' evaluations

The following is statistics emerging from the students' answers to select questions raised in the evaluation sheet.

The number of students who filled in the evaluation sheet: 61

Question 1: How many lectures have you attended?

Some – 2

Most – 28

All – 31

Question 2: How satisfied are you with the lectures? (on a scale from 1 (not satisfied) to 5 (very satisfied))

Mean: 4.23

Question 4: What do you think about the level of difficulty? (on a scale from 1 (too difficult) to 5 (too easy))

Mean: 2.81

Question 6: How useful are the lectures for your understanding of the subject matter? (on a scale from 1 (not useful) to 5 (very useful))

Mean: 4.22

Question 7: Do you attend the groups?

Yes: 56

No: 5

Question 8: How satisfied are you with the groups? (on a scale from 1 (not satisfied) to 5 (very satisfied))

Mean: 3.4

Question 9: How useful are the groups for your understanding of the subject matter? (on a scale from 1 (not useful) to 5 (very useful))

Mean: 4.0

Select quotations (lectures):

'I enjoy the lectures, as you are very clear and easy to understand. The tempo is also very good for a tricky subject.'

'I really liked how the lectures were structured this term. The clear structure made it easy to prepare for the lectures.'

'The lectures have improved a lot compared to the ENG101 lecture in the spring'

'I am very satisfied with the subjects lectures. (...) I like the Huddleston & Pullum book, it describes everything very well, but it misses some parts'.

'I think the curriculum is too big for a course worth only 5 ECTS, but the lectures are good!'

'... but the lecturer is great and the lectures really good. The book – not so good.'

'The lectures tend to spend too much time on the simple and the easy parts, and then the hard part moves too fast...'

'I like the grammar courses very much. And it's very interesting and challenging.'

Seminars:

'The seminars should be longer!'

'The groups should be longer, it goes too fast'.

'However, the groups weren't as useful this term... of course that might be due to the fact that most of our substitute teachers weren't familiar with the terminology of the course material, ...'

'The seminars are good too, Stephanie does a good job, but when she got ill, not all the seminar teachers were prepared,...'

The seminars were both good and not so good because of the change in seminar leaders. By no fault of the course, it was a bit difficult to adjust to new leaders and techniques from week to week.'