

# Subject Report ENGDI201

## Spring 2019

Subject Code: ENGDI101

Course lecturer: André Storto

Other subject teachers: Hild Hoff

Number of students enrolled for the exam: 25

### Teaching and assessment

The ENGDI-201 course was composed of six double lectures as well as a compulsory two-hour seminar. The topics for the lectures were Bildung and intercultural competence, teaching grammar, ICT and the subject of English, learner texts, tasks and activities and writing as a basic skill. The lectures were structured in two modules. The first module consisted of a presentation and theoretical discussion of the topic based on the texts in the reading list. In the second module, students were assigned a practical task and/or peer discussion based on the theoretical concepts and approaches to English teaching studied in the first module. The aim was to provide students with the opportunity to apply and connect theory to practice and to promote a critical reflection of the topic in question. Particular emphasis was placed on the concepts of Bildung, intercultural competence and on the role of digital technologies in the production of texts and English teaching.

A compulsory work requirement was participation in a seminar where the students were to present an independent work in which they presented and discussed a teaching course in the light of subject didactic theory. This work was presented orally in groups, and the students received feedback on the work from the subject teacher and fellow students.

The form of assessment in the course is a 2500-word home exam. The topic of the exam was the following: “Over the last two decades, the widespread use of ICTs has transformed the way we interact with texts. Of course, this has a direct bearing on how reading and writing are taught in formal education. With reference to relevant lectures, classroom discussions and language didactics literature, discuss challenges and relevant approaches to teaching reading and writing in English in the digital era. The context for your discussion should be the subject of English in Norwegian secondary education.”

The results of the exam are distributed as follows:

A: 2

B: 5

C: 8

D: 8

Attendance to the course was erratic and probably this affected the performance of some of the students in the final exams. Finally, I think that the reading list for the course should have some minor adjustments and updates.