

EN2072 (English I for School Years 4-6, VT 2024, Halmstad, V1062)

Number of possible respondents: 39

Answers: 22

Response rate: 56,41 %

Study pace: 100 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

In general, EN2072 appears to have been very well received with much praise for the teachers. Most respondents felt it was a very positive, 'safe', supportive, fun & inspirational learning experience which encouraged them to challenge themselves. As a result, they felt they had gained in confidence in their own spoken & written proficiency in English, their understanding of grammar & phonetics & in their ability to teach the subject creatively and communicatively. In short, the teachers were committed to ensuring that all the participants were provided with enough opportunities and effective levels of support in order for them to succeed,. As was commented "I have never learned so much English in all my school years as I did in this course" The different tasks modelled and tried out were considered practical, varied, realistic & concrete & which could be easily adapted for use out in the field. By everyone being actively involved in all the input sessions, taking part in all tasks in English, and through the collaborative methods used for examination, the participants were able to develop & apply their newly found knowledge to an analysis of their own spoken & written production. The examination methods also generated a lower level of stress than that typically generated through traditional method, and which positively benefitted the participants' well-being, engagement & motivation to do well. As was commented "I looked forward to the grammar test as I felt I actually knew the content and it was fun and exciting to get to show that." As a result, the participants feel well prepared and highly motivated to undertake the challenges of teaching English - in English, to continue seeking new knowledge and skills, & that their ability to think critically has been enhanced.

Based on the course evaluation result - which are the weaknesses of the course?

One concern is that most of the 'heavy' assignments come towards the end of the course. Unfortunately, as one of the aims of the course is designed to develop the participants' proficiency in English, if the assignments came at the beginning of the course, there would be little time for confidence building & real development. As a result, the grades would be based on the level of English the participants already came with, and a superficial and declarative learning of the new knowledge (which often happens in courses that are examined after 2 weeks of input & then not built on), rather than on the examination of a deeper and retained knowledge, and a developed level of English.

Another concern was that certain parts were "too easy", but as we are working with a very diverse class with noticeable gaps in levels of proficiency (just as the participants are already experiencing in their own VFU classes), it is important that in this first course in English, we ensure that everybody reaches a level of confidence that will allow the whole class to progress together at a more demanding, challenging and advanced level in English 2.

Comments about the collaboration with the course ambassadors

Unfortunately, as this was a new course with no time provided for detailed preparation before the course began, there was also little time for more specific & formal meetings with ambassadors, but the good relationship between the teachers and the participants encouraged an atmosphere where

participants felt they could openly ask questions and contribute to execution of the course. For example, at times, the content/assignments were adapted to the participants' needs and pace.

Conclusion and suggestions for course development or already made decisions

The division into 2 x 15hp courses with half a term's break in between, and the chance to put the teaching of English into practice during VFU at the beginning of HT, should allow for spaced repetition, and time for digestion & reflection on what has been achieved in English 1. Having gained more experience and maturity during that time, English 2 should then provide opportunities for further development of the participants' proficiency in English & their ability to apply theories of second language acquisition in a deeper, more exploratory, and inductive approach to an analysis of the practice. It will also accommodate more explicit tasks that work with an analysis and incorporation of the course literature (so participants realise just how valuable it is, not just for this course but for all modules to come and for their working life!), micro-teaching opportunities, & a more challenging exploration of the language systems. language

The instructions for all assignments in both English 1 & 2 will be simplified (and proof-read carefully in order to eliminate Veronica's 'typos' ☹)

Other comments

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Gender

	Number of responses	Distribution (%)
Female	13	59%
Male	9	41%
Do not want to define	0	0%
Total	22	100%

I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	95
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	0	0%		
4	6	27%		
5 = I definitely agree	16	73%		
No opinion	0	0%		
Total	22	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	5	23%
Corresponding to the course study pace	16	73%
More time than the course study pace	1	5%
Total	22	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.	93
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	2	9%		
4	4	18%		
5 = I definitely agree	16	73%		
No opinion	0	0%		
Total	22	100%		

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.	
0 = I definitely do not agree	0	0%		
1	1	5%		
2	0	0%		
3	0	0%		
4	7	32%		
5 = I definitely agree	13	59%		
No opinion	1	5%		
Total	22	100%		90

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	0	0%		
4	4	18%		
5 = I definitely agree	18	82%		
No opinion	0	0%		
Total	22	100%		96

Course satisfaction index

Satisfaction index % (summary of all statements)	93
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