Optional Linguistics Module:
English Language and Education
(7.5 credits)
Autumn 2024
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Module description

The aim of this module is to provide an overview of different topics, theories, and areas of research connected to English in educational settings. Broadly framed within the field of sociolinguistics, the module touches on issues of a varied nature, including language-in-education policy, identity, ideology, and pedagogy. The course is designed for students wishing to gain a deeper understanding of contemporary conceptualizations of English and its role in institutionalized contexts (with a focus on schools in particular).

Intended learning outcomes

Upon completion of the module, the student is expected to be able to:
-   account for the contents of the course literature;
-   display the ability to use basic theoretical concepts, analytical models and methods in the field;
-   apply these concepts to authentic texts or other language material;
-   analyse language material from a theoretical perspective applicable to the field;
-   motivate their own analyses in writing in a manner relevant to the field.
-   demonstrate a good understanding of written English;
-   express themselves in academic English.

Grading

The module adopts the 7-grade SU scale (A–E, Fx, F).
To receive a final grade, students must have completed all the examination assignments [not done all examination assignments=no grade].
To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see "Module grading" below).

Module activities

The module consists of the following activities:
- Seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned reading and do any accompanying tasks. Students should be prepared to discuss the reading and tasks at the seminar;
- Students are expected to complete all the tasks assigned by the teacher.

Examination

Students are required to complete the following:
- Written assignments: essay and learning journal (A-F).
- Oral assignment: summary of course's main points (pass/fail).

Written assignment: Essay (70%)
You will be asked to write a **1500 to 2000-word essay** in which you will develop an **autoethnography** of your English language learning trajectory. Specific details about the essay will be provided during the first seminars of the course.

Written assignment: Learning Journal. 3 short reflections based on the course readings (30%)
During the course, you will be asked to keep a Learning Journal, a log where you will write three entries of **500 words each** in which you will discuss two readings from the course literature. For each entry, you will be allowed to choose from the readings of two seminars in the following way:
- Entry 1: readings from seminars 2 and 3
- Entry 2: readings from seminars 4 and 5
- Entry 3: readings from seminars 6 and 7

Oral assignment: In-classroom group task to highlight and debate three key theoretical and three key applied points from the module. The task consists of two parts: (1) a small group discussion to share ideas and arguments you will have prepared individually; and (2) a general group discussion, where each group presents their selection of six points. The task is graded individually, a pass is obtained on the basis of active participation in both parts.

Module format
The module will take place in the form of seminars, where students will discuss the readings as well as the tasks done at home. Seminars are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the module.

Required reading
- Braine, G. (2018). Non-native-speaker English teachers. In: C. Chapelle (Ed.), *The Encyclopaedia of Applied Linguistics* (pp. 2-5). Oxford: John Wiley and Sons.
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. London and New York: Routledge. (Ch.4: English as translingual).
- Codó, E. (2022). Introducing global CLIL: Critical, ethnographic and language policy perspectives. In E. Codó (Ed.), *Global CLIL. Critical, ethnographic and language policy perspectives* (pp. 1-24). Routledge.
- Ellis, C., Adams, T., Bochner, A. (2011). Autoethnography: An overview. *Forum: Qualitative Social Research* 12(1), Art 10. http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095
- Flores, N., Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review* 85(2), 149-171.
- Goodman, B., Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, 55(1), 29-53.
- Gray, J. (2013). LGBT invisibility and heteronormativity in ELT materials. In: J. Gray (Ed.), *Critical perspectives on language teaching materials* (pp. 40-63). London: Palgrave Macmillan.
- Gray, J., Block, D. (2014). All middle-class now? Evolving representations of the working class in the neoliberal era: The case of ELT textbooks. In: N. Harwood (Ed.), *English language teaching textbooks: Content, consumption, production* (pp. 45-71). Basingstoke: Palgrave Macmillan.
- Hult, F. (2017). More than a lingua franca: Functions of English in a globalised educational language policy. *Language, Culture and Curriculum* 30(3), 265-282.
- Hüttner, J. Smit, U. (2022). Policy, practice and agency. Making CLIL work? Insights from Austrian upper secondary technical education. In E. Codó (Ed.), *Global CLIL. Critical, ethnographic and language policy perspectives* (pp. 125-148). Routledge.
- Llurda, E., Calvet-Terré, J. (2022). Native-speakerism and non-native second language teachers: A research agenda. *Language Teaching*. First view pp. 1-17.
- Schurz, A., Sundqvist, P. (2022). Connecting extramural English with ELT: Teacher reports from Austria, Finland, France, and Sweden. *Applied Linguistics*, 43(5), 934-957.
- Sundqvist, P., Sylvén, L.K. (2016). *Extramural English in teaching and learning. From theory and research to practice*. Basingstoke: Palgrave Macmillan. (Ch. 1).
- Wall, S. (2008). Easier said than done: Writing an autoethnography. *International Journal of Qualitative Methods* 7(1), 38-53.

Schedule

Please note that there may be occasional changes to seminar dates/times and rooms. Check Time Edit regularly for updates.

Seminar	Content	Required readings	Other tasks
1	Introduction to the module English in Swedish education	Hult 2017	
2	(theoretical and methodological principles) Conceptualising English: • Translanguaging and translingual practice • Translanguaging or codeswitching in TESOL? Research essay: Autoethnography as a method of investigation	Canagarajah 2013 (Ch. 4) Goodman and Tastanbek (2021) Ellis et al. 2011	In-class discussion: your path towards English language acquisition, your use (past and present) of the English language.
3	(identity and ideology) Teacher identity and advocacy: • Multilingual English language teachers	Llurda and Calvet-Terré 2022 Braine 2018	Learning journal Entry 1 due (submit on Athena)
4	(policy and practice) CLIL: • In obligatory and secondary education Research essay: Writing an autoethnography	Codó 2022 Hüttner and Smit 2022 Wall 2008	In-class peer review: essay introduction and general outline
5	(competence and practice) Outside the classroom: • Extra-mural English language acquisition	Sundqvist and Sylvén 2016 (Ch. 1) Schurz and Sundqvist 2022	Learning journal Entry 2 due (submit on Athena)
6	(pedagogy and ideology) English language textbooks • Class and gender representations in ELT textbooks	Gray and Block 2014 Gray 2013	In-class show-and-tell of essay (first draft)
7	(attitudes and ideologies) Attitudes towards multilingual speakers of English: • Racialised representations of English language learners	Flores and Rosa 2015	Learning journal Entry 3 due (submit on Athena)
8	Oral assignment: Summary of the course, reflection on what we have learned. In-class peer-review of essays.	---	In-class peer-review of your essay (second draft)
Essay deadlines	**30 October:** Submit final essays on Athena by TBC 23:59. **27 November:** Re-submission deadline of final essays on Athena by TBC 23:59.		

Module grading criteria

Written assignments grading criteria

Grade	Criteria
A: Excellent	The student shows excellent ability to: - account for the contents of the course literature; - demonstrate the ability to use basic theoretical concepts, analytical models and methods in the field; - apply these concepts to authentic texts or other language material; - analyze language material from a theoretical perspective applicable to the field; - motivate their own analyses in writing in a manner relevant to the field. - demonstrate a good understanding of written English; - express themselves in academic English.
B: Very good	The student shows very good ability to: - account for the contents of the course literature; - demonstrate the ability to use basic theoretical concepts, analytical models and methods in the field; - apply these concepts to authentic texts or other language material; - analyze language material from a theoretical perspective applicable to the field; - motivate their own analyses in writing in a manner relevant to the field. - demonstrate a good understanding of written English; - express themselves in academic English.
C: Good	The student shows good ability to: - account for the contents of the course literature; - demonstrate the ability to use basic theoretical concepts, analytical models and methods in the field; - apply these concepts to authentic texts or other language material; - analyze language material from a theoretical perspective applicable to the field; - motivate their own analyses in writing in a manner relevant to the field. - demonstrate a good understanding of written English; - express themselves in academic English.
D: Satisfactory	The student shows adequate ability to: - account for the contents of the course literature; - demonstrate the ability to use basic theoretical concepts, analytical models and methods in the field; - apply these concepts to authentic texts or other language material; - analyze language material from a theoretical perspective applicable to the field; - motivate their own analyses in writing in a manner relevant to the field. - demonstrate a good understanding of written English; - express themselves in academic English.
E: Adequate	The student shows minimally adequate ability to: - account for the contents of the course literature; - demonstrate the ability to use basic theoretical concepts, analytical models and methods in the field;

	- apply these concepts to authentic texts or other language material;
	- analyze language material from a theoretical perspective applicable to the field;
	- motivate their own analyses in writing in a manner relevant to the field.
	- demonstrate a good understanding of written English;
	- express themselves in academic English.
Fx: Fail (Inadequate)	The student's work demonstrates the achievement of some, but not all, of the learning outcomes of the module.
F: Fail (Totally inadequate)	The student's work does not demonstrate the achievement of the learning outcomes of the module.

Oral presentations grading criteria

Criteria	Pass	Fail
Content	The presentation introduces the topic of the presentation in a clear and concise manner demonstrating the student's understanding of the linguistic research issues discussed. Research aims, methods and results of the study under discussion are presented and discussed in a lucid manner.	In the presentation the student does not demonstrate a sufficient understanding of the linguistic issues under discussion. Research aims, methods and results of the study under discussion are not presented in an adequate manner.
Organisation and language	The presentation is well structured and easy to follow. The language used is academic and does not contain any severe mistakes.	The organisation of the presentation is poor, and the language used contains several mistakes.