

ENG211 Engelsk lingvistikk III
ENG211L Engelsk lingvistikk III for lærarstudentar

ENG251 BA paper

Evaluation

Spring 2016

This course had two components: (A) Modern English linguistics and (B) History of English.

Component A was taught by Karol Janicki and component B by Jerzy Nykiel.

The number of registered students was 24 (ENG211), 6 (ENG211L), and 26 (ENG251). The course was attended regularly by ca. 30 students. Most students were not active in class in spite of explicit encouragement by the teachers. 3 students wrote a non-obligatory paper in discourse analysis, and 7 in History of English. PowerPoint materials were uploaded on Mi Side before class. However, most students did not download these materials before class, as expected, and some never did.

At the end of the course the students were requested to evaluate it. The evaluation was carried out separately in the two subsections of the course. Most students positively evaluated the course. A synopsis of the students' evaluation of the History of English subsection is attached on p. 2.

Students' evaluations – Discourse Analysis

Examples of the evaluations submitted for the discourse analysis part include:

"I find the course really interesting, and I am now motivated to continue with an MA in sociolinguistics"

"The course is very interesting and I will bring the knowledge with me and use it in other situations; the book is interesting, but also a bit boring, but that is how it's supposed to be, right?"

"I have found this course very interesting, and many of the things we have learnt seem to be relevant in our everyday lives. As I will become a teacher in a few years from now, I think I will be grateful for what I have learnt in this course and be able to use it in the future."

"I have been present for all the lectures, and I have truly enjoyed every single one....I think the course has been very relevant with regards to further studies at an MA level..."

"I found this course very interesting, and have participated on 90% of the seminars. The seminars have been very useful in order to understand discourse analysis."

"I have attended 90% of the classes. I really enjoyed this course. The pace of the course was very comfortable, not too fast in going through the chapters. I like your way of teaching. You explain everything very well and I enjoy your examples..."

"I've attended all but one session, and I've found the course (the discourse analysis part) to be eye-opening in the sense that it has given me previously unknown insight to the more fundamental aspects of language. Each session has been interesting, and has included valuable reflection on the way we communicate with each other."

Students' evaluations – History of English

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: 25

Question 1: How many classes have you attended?

Some – 2

Most – 11

All – 12

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

Mean: 4.56

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

Mean: 2.88

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

Mean: 4.56

Examples of the evaluations submitted for the history of English part of the course include:

"Well structured course with very clear notions of what we need to learn and how to prepare for the exam."

”The lectures are very concise, easy to understand, not too complicated. The powerpoint presentations are on point. Very clear information about what is important to remember (...).”

”The lectures are very useful because they help you to understand the PowerPoints. I think it is really recommendable to attend them. The course is really interesting and I would definitely choose it again.”

Teachers’ evaluation:

We are generally satisfied with the course in spite of the students’ passive rather than active participation. Our frequent invitations for the students to make comments or ask questions were usually not taken up. Therefore the course took the form of a lecture. Nevertheless, we had the feeling that the students were interested in and satisfied with the content of the course. This feeling was corroborated by the students’ written evaluations.

Exam

20 ENG211 students took a 6 hour school exam. The results were the following:

A - 2 = 10%
 B - 1 = 5%
 C - 7 = 35%
 D - 4 = 20%
 E - 3 = 15%
 F - 3 = 15%

Of the 26 students that registered for the ENG251 course, which involved writing a BA paper and taking an oral exam, 18 students submitted the paper and took the exam. The results were the following:

A - 5 = 27,7%
 B - 7 = 38,8%
 C - 4 = 22,2%
 D - 1 = 5,5%
 E - 0 = 0%
 F - 1 = 5,5%