
BACHELOR OF SECONDARY EDUCATION Major in ENGLISH

Program Description

The Bachelor of Secondary Education Major in English program is designed to equip learners with adequate and relevant competencies to teach English in the secondary level. It aims to develop highly motivated and competent English teachers specializing in the content and pedagogy for secondary education.

Program Educational Objectives:

Within three to five years after obtaining a bachelor's degree in secondary education Major in English graduates are expected to:

1. Demonstrate mastery of content and research-based knowledge and its application within and across curriculum areas along with a sound and critical understanding of the application of theories and principles of teaching and learning and the ability to translate curriculum content into relevant learning activities.
2. Display proficiency in Mother Tongue, Filipino and English in the teaching and learning process and needed skills in the use of communication strategies, teaching strategies, assessment tools and strategies, and ICT to promote high quality learning outcomes.
3. Establish learning environments that are safe, secure, fair, and supportive to engage learners in meaningful activities, and responsive to learner diversity.
4. Manifest life-long commitment to improve practice through active participation in professional networks, engagement in research and extension, and postgraduate studies.
5. Uphold professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, colleagues, superiors, and the wider community as well as manifest understanding and application of the Lasallian principles of education in their practice.

Program Outcomes

By the time of graduation, the students of the program shall have develop the ability to:

1. Display skills and abilities to be a reflective and research-oriented life-long learner capable of articulating and syn-thesizing new knowledge in the specific field of practice
2. Articulate thoughts and ideas effectively and responsibly, in English and in Filipino, in both spoken and written modes, for various purposes and audiences
3. Work effectively and collaboratively with colleagues in a mul-ticultural environment by maintaining respect of individual differences to sustain a Christian working relationship, realiz-ing the Lasallian mission
4. Act in recognition of professional, social, and ethical re-sponsibility in a Lasallian way, through establishing smooth interpersonal relationships with others by taking responsibil-ity and accountability for actions, a positive attitude towards learning, and the concern for the preservation and protection of the environment
5. Engage collaboratively to preserve and promote Filipino his-torical and cultural heritage and to respect cultural diversity to contribute in the transformation of the community's situa-tion for the better
6. Articulate the rootedness of education in philosophical, so-cio-cultural, historical, psychological, political, and Lasallian context in order to gain

- deeper understanding and wider perspectives of educational issues that have implications to students, society, environment, and Church
7. Facilitate learning using a wide range of teaching methodologies including the responsible use of ICT in various delivery modes appropriate to specific learners and their environment
 8. Manifest mastery of subject matter/discipline and continued discovery of new knowledge by applying appropriate and relevant multidisciplinary approaches to problem solving tasks through technology and innovative methods
 9. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners done through investigative skills alongside self-reflection
 10. Apply innovative skills in the development and utilization of ICT to promote quality, relevant, and sustainable Christian educational practices significant to the society
 11. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes for the improvement of teaching-learning activities
 12. Apply provisions of the Code of Ethics for Teachers vis-à-vis Lasallian Guiding Principles to come up with educationally sound decisions and solutions that benefit the self, community, country and world
 13. Pursue Continuing Professional Education (CPE) and deepen personal development to enrich the profession and make it useful to the church and society
 14. Exhibit an extensive and in-depth knowledge of language theories and principles, as well as of literary theories and approaches acquired through a continued professional enrichment in the field of language and literature instruction
 15. Articulate thoughts and ideas skillfully, effectively, and responsibly in a multilingual context using English as a global language towards a more effective and relevant language and literature instruction
 16. Distinguish between relevant and irrelevant materials in various contexts in the process of acquiring an extensive reading background in language, literature, and allied fields towards a balance and relevant instruction
 17. Express oneself accurately, tactfully, and fluently in the English language, in both spoken and written modes, in different settings, for various purposes and audiences
 18. Incorporate multidisciplinary approaches, ICT, and innovative, research-based strategies in the teaching of language and literature
 19. Employ ICT skillfully and responsibly in creating an engaging, interactive, and supportive language and literature classroom
 20. Exhibit a positive attitude towards learning, discovering new knowledge, and a lifelong pursuit of excellence in the field of language and literature education
 21. Engage in a continued development of investigative skills, coupled with self-reflection, in the pursuit of expertise in language and literature instruction through relevant research

SUMMARY OF REQUIRED COURSES OF BSEd IN ENGLISH

	No. of Courses	Unit Equivalent	Total Units
General Education Courses			
Core Courses			
Understanding the Self	1	3	
Readings in Philippine History	1	3	
The Contemporary World	1	3	
Mathematics in the Modern World	1	3	
Purposive Communication	1	3	
Art Appreciation	1	3	
Science, Technology, and Society	1	3	
Ethics	1	3	24
Elective Courses			
Philippine Indigenous Communities	1	3	
Environmental Science	1	3	
Religions, Religious Experiences and Spirituality	1	3	9
Mandated Courses			
Life and Works of Rizal	1	3	
Physical Education	4	8	
National Service Training Program	2	6	17
Institutional Courses			
Religious Studies	2	6	
Group Guidance	1	1.5	
Public Speaking in the Discipline	1	3	
Logic	1	3	13.5
Added Course			
Kontekstwalisadong Komunikasyon sa Filipino	1	3	3
Professional Education Courses			
Foundation/Theories and Concepts			
The Child and Adolescent Learners and Learning Principles	1	3	
The Teaching Profession	1	3	
The Teacher and the Community, School Culture & Organizational Leadership	1	3	
Foundation of Special and Inclusive Education	1	3	12
Pedagogical Content Knowledge			
Facilitating Learner-Centered Teaching and Learning			
Assessment in Learning 1	1	3	
Assessment in Learning 2	1	3	
Technology for Teaching and Learning 1	1	3	
The Teacher and the School Curriculum	1	3	
Building and Enhancing New Literacies Across the Curriculum	1	3	18
Experiential Learning			
Field Study 1 (Observations Teaching-Learning in Actual School Environment)	1	3	
Field Study 2 (Participation and Teaching Assistantship)	1	3	
Teaching Internship	1	6	12
LET Preparatory Courses			
Intensive LET Preparatory Course 1 (General Education & Professional Education Courses)			
	1	3	
Intensive LET Preparatory Course 2 (Specialization)			
	1	3	6

Major Courses

Introduction to Linguistics	1	3	
Language, Culture, and Society	1	3	
Structure of English	1	3	
Principles and Theories of Language			
Acquisition and Learning	1	3	
Language Programs and Policies in			
Multilingual Societies	1	3	
Language Learning Materials Development	1	3	
Teaching and Assessment of Literature Studies	1	3	
Teaching and Assessment of the Macroskills	1	3	
Teaching and Assessment of Grammar	1	3	
Speech and Theater Arts	1	3	
Language Education Research	1	3	
Children and Adolescent Literature	1	3	
Mythology and Folklore	1	3	
Survey of Philippine Literature in English	1	3	
Survey of Afro-Asian Literature	1	3	
Survey of English and American Literature	1	3	
Contemporary, Popular, and Emergent			
Literature	1	3	
Literary Criticism	1	3	
Technical Writing	1	3	
Campus Journalism	1	3	
Technology for Teaching and Learning 2			
Technology in Language Education)	1	3	63

Elective Course

Creative Writing	1	3	
English for Specific Purposes	1	3	6

Total Units **183.5**

**BACHELOR OF SECONDARY EDUCATION
Major in English**
FIRST YEAR
First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
RHIST	Readings in Philippine History	3	3	0	0	3	3
USELF	Understanding the Self	3	3	0	0	3	3
PCOM	Purposive Communication	3	3	0	0	3	3
IRS1	Lasallian Spirituality	3	3	0	0	3	3
PED1	Physical Education 1 (Wellness and Fitness)	2	2	0	0	2	2
NSTP1	National Service Training Program 1	3	3	0	0	3	3
ARTAP	Art Appreciation	3	3	0	0	3	3
EDCN101	The Child and Adolescent Learner and Learning Principles	3	3	0	0	3	3
EDCN102	Facilitating Learner-Centered Teaching	3	3	0	0	3	3
	Total	26	26	0	0	26	26

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
MATHMW	Mathematics in the Modern World	3	3	0	0	3	3
STS	Science, Technology, and Society	3	3	0	0	3	3
ENSCI	Environmental Science	3	3	0	0	3	3
RIZAL	Life and Works of Rizal	3	3	0	0	3	3
IRS2	Lasallian Formation on Christian Morality	3	3	0	0	3	3
PED2	Physical Education 2 (Team Sports and Rhythmic Activities)	2	2	0	0	2	2
IGG	Group Guidance	1.5	1.5	0	0	1.5	1.5
NSTP2	National Service Training Program 2	3	3	0	0	3	3
EDCN103	The Teaching Profession	3	3	0	0	3	3
EDCN104	Technology for Teaching and Learning 1	3	3	0	0	3	3
	Total	27.5	27.5	0	0	27.5	27.5

SECOND YEAR
First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
FILI1	Kontekstwalisadong Komunikasyon sa Filipino	3	3	0	0	3	3
PICO	Philippine Indigenous Communities	3	3	0	0	3	3
PED3	Physical Education 3 (Swimming and Recreation)	2	2	0	0	2	2
PSPEAK	Public Speaking in the Disciplines	3	3	0	0	3	3
EDCN105	Assessment in Learning 1	3	3	0	0	3	3
EDCN106	The Teacher and the School Curriculum	3	3	0	0	3	3
EDENG201	Introduction to Linguistics	3	3	0	0	3	3
EDENG202	Language, Culture, and Society	3	3	0	0	3	3
EDENG203	Structures of English	3	3	0	0	3	3
EDENG204	Children and Adolescent Literature	3	3	0	0	3	3
	Total	29	29	0	0	29	29

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
IRS3E	Religions, Religious Experiences and Spirituality	3	3	0	0	3	3
CWRLD	The Contemporary World	3	3	0	0	3	3
ETHICS	Ethics	3	3	0	0	3	3
PED4	Physical Education 4 (Individual and Dual Sports)	2	2	0	0	2	2

LOGIC	Logic	3	3	0	0	3	3
EDCN107	Assessment in Learning 2	3	3	0	0	3	3
EDCN108	The Teacher and the Community, School Culture & Organizational Leadership	3	3	0	0	3	3
EDENG205	Principles and Theories of Language Acquisition	3	3	0	0	3	3
EDENG206	Language Programs and Policies in Multilingual Societies	3	3	0	0	3	3
EDENG207	Speech and Theater Arts	3	3	0	0	3	3
	Total	29	29	0	0	29	29

THIRD YEAR

First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN109	Foundation of Special and Inclusive Education	3	3	0	0	3	3
EDCN110	Building and Enhancing New Literacies Across the Curriculum	3	3	0	0	3	3
EDENG208	Mythology and Folklore	3	3	0	0	3	3
EDENG209	Survey of Philippine Literature in English	3	3	0	0	3	3
EDENG210	Survey of Afro-Asian Literature	3	3	0	0	3	3
EDENG211	Survey of English and American Literature	3	3	0	0	3	3
EDENG212	Contemporary, Popular and Emergent Literature	3	3	0	0	3	3
EDENG213	Technical Writing	3	3	0	0	3	3
EDENG214	Language Learning Materials Development	3	3	0	0	3	3
	Total	27	27	0	0	27	27

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDENG215	Literary Criticism	3	3	0	0	3	3
EDENG216	Campus Journalism	3	3	0	0	3	3
EDENG217	Language Education Research	3	3	0	0	3	3
EDENG218	Technology for Teaching and Learning 2 (Technology in Language Education)	3	3	0	0	3	3
EDENG219	Teaching & Assessment of Literature Studies	3	3	0	0	3	3
EDENG220	Teaching & Assessment of the Macroskills	3	3	0	0	3	3
EDENG221	Teaching & Assessment of Grammar	3	3	0	0	3	3
EDENG222	English for Specific Purposes	3	3	0	0	3	3
EDENG223	Creative Writing	3	3	0	0	3	3
	Total	27	27	0	0	27	27

FOURTH YEAR

First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN111	Field Study 1 (Observations Teaching- Learning in Actual School Environment)	3	3	0	0	3	3
EDCN112	Field Study 2 (Participation and Teaching Assistantship)	3	3	0	0	3	3
EDCN114	Intensive LET Preparatory Course 1 (General Education & Professional Education Courses)	3	14	0	0	3	3
	Total	9	20	0	0	9	9

Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN113	Teaching Internship	6	30	0	0	6	6
EDCN115	Intensive LET Preparatory Course 2 (Specialization)	3	7	0	0	3	3
	Total	9	37	0	0	9	9

MAJOR COURSE DESCRIPTIONS
Bachelor of Secondary Education
Major in English

EDENG201 3 units
INTRODUCTION TO LINGUISTICS

This course covers the different sub-fields of language study, namely phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse. It explores the implications of such fields to language, and the theories of language teaching and learning. A study on the origin, history, relationship of the brain to language, and the theories of language acquisition are also pertinent to the course.

The course helps students develop problem-solving skills for language-related issues in society and engages them in a continued discovery of knowledge through a project paper to instill in them the value of being life-long learners.

EDENG202 3 units
LANGUAGE, CULTURE AND SOCIETY

This course explores the inextricable link between and among language, culture, and society and its implication to the development of English as a global language and the ways by which it is learned and taught.

As evidence of learning, students will collaborate on a simple, short-term ethnographic language research to probe into the inter-relatedness of language, culture, and society for a deeper understanding of peoples across cultures.
Prerequisite: ENG201-Introduction to Linguistics

EDENG203 3 units
STRUCTURES OF ENGLISH

This course is designed to equip students with necessary linguistic tools for describing and analyzing English syntax. It covers the delineation on how English sentences are constructed and the acquisition of linguistic tools and methods in analyzing various sentence structures, the awareness on how words are grouped together to form grammatical, meaningful, sentences, and the utilization of basic tools and methods of syntactic and semantic analyses.

Students are expected to produce a short paper on the syntactic analysis of a specific mode of discourse and share their findings in aid of grammar instruction.
Prerequisite: ENG201-Introduction to Linguistics

EDENG204 3 units
CHILDREN AND ADOLESCENT LITERATURE

This course is a survey of the categories and types of the world's literature for children and adolescents. It covers the classics from children's literature and outstanding contemporary Young Adult Literature. As output, students will organize a symposium cum open forum on the current trends and innovations in literature teaching as a prelude to the "Literature Teaching Olympics," a project to

be undertaken in collaboration with the Secondary Education club (ASSET), whose main aim is to promote a principled teaching of literature through the application of the approaches, methods, and strategies learned through coursework. This teaching Olympics will also foster collaboration, camaraderie, and a sense of community with one purpose among future literature teachers.

Students will organize a seminar cum open forum on the current trends and innovations in literature teaching as a prelude to the "Invitational Literature Teaching Olympics," a project to be undertaken whose main aim is to promote a principled teaching of literature through the application of the approaches, methods, and strategies learned through coursework. This teaching Olympics will also foster collaboration, camaraderie, and a sense of community with one purpose among future literature teachers.

EDENG205 3 units
PRINCIPLES AND THEORIES OF LANGUAGE ACQUISITION AND LEARNING

This course examines the principles, factors, and contexts of language acquisition and learning based on theories and research findings.

As an application of the concepts, principles, and theories learned through coursework, students will replicate a research previously discussed in order to subject the findings to further inquiry and to solve a problem related to language acquisition and learning in the local setting.
Prerequisite: ENG202-Language, Culture and Society

EDENG206 3 units
LANGUAGE PROGRAMS AND POLICIES IN MULTILINGUAL SOCIETIES

This course provides a survey of local and international basic education language programs and policies that account for issues and considerations relevant to the engagement of teachers in school settings. To culminate the course, learners will present before a panel the results and findings of their assessment research on the implementation of the various areas of the Philippine secondary education language curriculum. The objectives of the inquiry are to shed light on the issue of the decline of English language proficiency in the country and to provide relevant recommendations.

EDENG207 3 units
SPEECH AND THEATER ARTS

This course examines the process of oral communications and the various forms of speech arts from public speaking and group discussions to debate, oral interpretation and dramatics.

Students are expected to apply various forms of oral communications in class presentations, develop and deliver a prepared speech, deliver various forms of creative speeches like oration, declamation, storytelling, poetry reading, and speech choir, and stage a mini-theater classroom-based production.

Prerequisite: ENG203-Structures of English

EDENG208 **3 units** **MYTHOLOGY AND FOLKLORE**

This course explores mythology and folklore from different countries to gain insights into people's origin, desires, fears, instincts, ancient faith system, and needs.

To demonstrate their understanding of the course, students are expected to undertake a comparative study of the ancient beliefs and religious practices of the different countries represented in this course. The students are expected to write a paper focusing on the comparative study of the beliefs and religious practices of the different countries represented in this study.

Prerequisite: ENG202-Language, Culture, & Society

EDENG209 **3 units** **SURVEY OF PHILIPPINE LITERATURE IN ENGLISH**

This course enables students to analyze the growth and development of Philippine literature in English from 1900 to the present along socio-historical events as shown in representative works.

Students are expected to produce a compilation of the representative works from a particular literary period or movement, with an accompanying analysis of the writing style and themes characteristic of that period.

Prerequisite: ENG204-Children and Adolescent Literature

EDENG210 **3 units** **SURVEY OF AFRO-ASIAN LITERATURE**

This course surveys selected literary texts from Asia and Africa, particularly India, China, Japan, the countries in the southeast region in Asia, and the African nations south of the Sahara along socio-historical, philosophical, and literary underpinnings.

As culmination of all course experiences, students will produce a collaborative theatrical presentation featuring vignettes from Indian, Chinese, Japanese, Arabian, and African literatures covering the various genres (fiction, poetry, and drama), in order to promote a better understanding of the cultures of Afro-Asian countries.

Prerequisite: ENG204-Children & Adolescent Literature

EDENG211 **3 units** **SURVEY OF ENGLISH AND AMERICAN LITERATURE**

This course engages students in a historical survey of selected literary works produced by understanding English and American literatures from its beginnings to the 21st Century.

As course-related output, students will start a group blog to discuss themes from English and American literary pieces that are relevant to today's socio-political issues. The objective of this online forum is to advocate change through group discussion and to focus on critical issues by using technology responsibly in order to convey a message that is significant to society and the Church. Students adapt a Shakespearean tragedy or a contemporary American Realistic play for re-staging, highlighting the significant human experience or the existing social realities (poverty discrimination, racism, etc.). The objective of this theatre production is to advocate change through educational theatre presentation focused on critical issues in contemporary and popular literature and genres.

Prerequisite: ENG204-Children and Adolescent Literature

EDENG212 **3 units** **CONTEMPORARY AND POPULAR LITERATURE**

This course focuses on critical issues in contemporary and popular literature and genres.

As evidence of learning, students are expected to produce a short film adaptation of a contemporary or pop literature piece, highlighting its relevance to today's contemporary issues, such as poverty, injustice, human rights violations, racial and sexual discrimination, and environmental destruction.

Prerequisite: ENG204-Children and Adolescent Literature

EDENG213 **3 units** **TECHNICAL WRITING**

This course focuses on formal written communication with the use of discourses according to purpose with emphasis on the development of an effective writing style as employed in the field of education. Students are expected to distinguish different kinds of discourses and technical document according to purpose, discuss the guiding principles in writing and their usage for teaching, compose a business correspondence applying their knowledge of writing, organize formal writing according to purpose and differentiate technical writing from creative writing.

As output, students will create a digital portfolio of career-related technical documents, such as curriculum vitae, cover letter, invitation letter, minutes of the meeting, etc. Students are expected to distinguish different kinds of discourses and technical document according to purpose, discuss the guiding principles in writing and their usage for teaching, compose a business

EDENG218 **3 units**
**TECHNOLOGY FOR TEACHING AND
LEARNING 2 (TECHNOLOGY IN LANGUAGE
EDUCATION)**

This course focuses on the application, design, production, utilization, and evaluation of information and Communication Technology (ICT) materials for teaching and learning in Secondary Language (English and Filipino) Education Programs. The major requirement for this course is an ICT-integrated and project-based Learning Plan aligned to the K to 12 curriculums. All the learning activities and course requirements will revolve around the student-teacher developed Learning Plan.

Students will present their ideas creatively in the form of a Unit Plan, with a sense of patriotism and in line with Christian values. Poems, prose, essays and plays would be used in classroom setting to effectively transmit ideas and influence others toward the same Christian endeavors.

Prerequisite: EDCN104-Technology for Teaching and Learning 1