



Institutionen för kultur och kommunikation (IKK)
Engelska på Grundlära­r­pro­gram­met 4-6
Kurskod 973G06 & 973G40
2019-01-20

Detta dokument innehåller den information du som handledare för våra studenter i Engelska på Grundlära­r­pro­gram­met 4-6 kommer att behöva för uppdraget.

Innehåll

1. Handledarbrev: något om uppdraget, och kontaktuppgifter
2. Course Guide. Course Guide for English, Teachers' Programme 4-6, innehåller bl a den engelska beskrivningen av VFU-uppgiften i två delar (Project 1 och 2) som studenten har med sig till praktikplatsen

1.Handledarbrev

Linköpings Universitet
Läraryrkeprogrammet
IKK/Engelska för lärarstudenter, 4-6
Lena Hägle/ Kursmentor i Sv, Eng Läraryrkeprogrammet 4-6
Fältmentor
lena.hagle@liu.se
Maria Sträaf/IKK kursansvarig, examinator
maria.straaf@liu.se

Till handledare för lärarstudenter Grundläraryrkeprogrammet i Engelska 4-6

Stort tack för att du tar emot lärarstudenter! Här kommer lite information!

VFU:n i ämnet engelska är förlagt till veckorna 6-9. Detta innebär en veckas sportlov, som kommer att infalla under perioden beroende på vilken skola praktiken har förlagts till. Studenterna har under sin tidigare utbildning hunnit ha tre veckor VFU fördelat på tre olika perioder. De har under denna tid gradvis fått närma sig läraryrket och har efterhand kommit in i undervisningen. Under veckorna 6-9 har studenterna två VFU-projekt som de ska fullfölja på sina praktikplatser. Uppgifter om detta har de med sig ut på praktiken. Titta gärna i bedömningsunderlaget och planera vilka aktiviteter som kan vara lämpliga att utföra på nivå 2.

Mot slutet av perioden ska de studerande bli bedömda enligt det bedömningsunderlag som du som handledare ska ta del av och fylla i. Din bedömning är underlag för vår examination av den studerandes VFU. Handledaren ska ta kontakt med examinator och fältmentor om han eller hon skulle känna sig osäker vid bedömning av studenten. Betyget VG ska användas *mycket* sparsamt och då ska handledaren i ett brev på ett detaljerat sätt redogöra genom exempel vad som motiverar det högre betyget. Detta brev skickas tillsammans med bedömningsunderlaget till kursansvarig. Handledaren bör också ta kontakt med VFU-samordnare om andra frågor eller problem uppstår.

VFU:n examineras som en särskild kurs med egen kursplan (973G040 <https://liu.se/studieinfo/kurs/973g40/vt-2019>) men det finns också uppgifter som ska göras under VFU:n som tillhör den teoretiska och campusförlagda delen av utbildningen (kurskod 973G06).

Under perioden ska de studerande göra en VFU-uppgift som berör på två områden. Dels *Project 1: Oral Communication and Pronunciation*, och dels, *Project 2: Vocabulary and Language Studies*. Det är bra om du tillsammans med din student tidigt kan planera hur dessa uppgifter ska genomföras. Uppgifterna redovisas på LiU som del av kursen i engelsk didaktik.

När bedömningsunderlaget är *ifyllt* och *underskrivet* skickar du det (som ytpost) senast fredag i v 10 till:

Maria Sträaf
Linköpings Universitet/IKK
581 83 Linköping
013-28 29 72

Om du har frågor kontakt oss gärna! Vi hoppas att du får en bra tid med våra lärarstudenter!

Lena Hägle

María Strääf

2. Course Guide for English, Teachers' Programme 4-6 och VFU-uppgift



Department of Culture and Communication
Institutionen för kultur och kommunikation (IKK)
English

Course Guide

for

English, Teachers' Programme 4-6 *Engelska, Grundlära­r­pro­gram­met 4-6*

Course codes: 973G06 & 973G40

Karin Ederö Hedliden
Lena Hägle
Maria Strääf

Introduction to Didactics and VFU (Teaching Practice)

Welcome to the Didactics and VFU course modules! Firstly, there will be didactics seminars dealing with various aspects of teaching English (including those directly related to the VFU projects), which run in parallel throughout your studies with us. Secondly, the knowledge, insights and skills gained in your subject courses and the didactics seminars are to be applied in two VFU projects in schools. You will then be reporting back on these projects in follow-up seminars and in written reports, to allow for feedback from both peers and teachers.

Based on the homework assignments for the various didactics seminars and the ensuing discussions in these seminars, you are also to compile a didactics portfolio, to be handed in to your teacher at the end of term

Examination

The VFU projects are to be carried out in accordance with the written instructions found in this compendium. In reporting back on the various assignments, your report should focus most on your personal reflections, i.e. an *analysis* of what you have experienced when carrying out your project, and what these experiences mean for your future profession as a teacher. In the specific instructions for each of the projects there are “points to consider” which will aid you in your analysis. Your analysis should be also supported by theory, both as regards second language acquisition and the art and practice of teaching English as a foreign language. Furthermore, you should relate your analysis to the requirements of the Swedish National Curriculum (*läroplanen*) and the Syllabus for English (*kursplanen*).

This means we are not primarily interested in reports where we are told that everything went well and the pupils liked it. On the contrary, regardless of whether or not an assignment went well, *the important thing is what you make of your experiences*. What have you learnt that you didn't know before? What could be done in another way, and what would you gain or lose by changing the way you conducted your project? The skill of reflection and analysis is essential to your becoming a good teacher, since you can never develop as a teacher if you cannot analyse *why* things went well or badly. When you know *why*, you can draw valuable conclusions for your future teaching, and thereby continue to refine your teaching skills.

The **didactics and VFU follow-up seminars are essential** both for the success of your VFU projects and the attainment of a higher level of awareness and maturity for your future career as a teacher.

The projects can be dealt with individually or in pairs, depending on whether one or two of you have been assigned to a supervisor. When two of you share a supervisor, the descriptive part of the project including your lesson plans, i.e. accounting for *what* you did, should be jointly written, but the reflective and analytical part must be written individually. This means that after having written your joint account you just add your individual analysis to the same report, preferably under a heading that clearly states the name of the author. It goes

without saying that you must be prepared to account for all aspects of your projects in the oral follow-up seminars.

Procedure

Your studies within *VFU* and Didactics consists of didactics seminars, in which your *VFU* projects are presented one at a time. On the completion of a project, you should start planning your report, which will be dealt with in both a written report and in an oral follow-up seminar.

Throughout the course, Lynne Cameron's *Teaching Languages to Young Learners* is to be used as one of the foundations for seminar discussions and be referred to in the analysis section of your reports.

Four weeks have been scheduled for your teaching practice rather than three, to allow for one of the weeks being the winter sports holiday. However, to ensure as best you can the smooth running of your projects, **it is essential that you and your supervisor compare schedules at an early stage and discuss where to place the projects in time.**

In addition to the above, it should be noted that your *VFU* projects do not constitute all of your teaching practice. Indeed, you are not simply required to teach your classes and then leave for the day. Instead, you should stay for the entire school day and take part in all the various activities pertaining to the duties of a teacher. Indeed, your mentor will be required to report back on your participation in follow-up discussions of your teaching, staff meetings and the like.

While you are doing your teaching practice in schools, you are naturally to follow your mentor's lessons, but we strongly recommend that you also take the initiative to ask other teachers if you may visit their lessons too. This is good for two reasons: firstly, your mentor may teach too few hours of English for your purposes. Secondly, the more teachers you get a chance to observe in action, the greater the wealth and variety of your teaching practice experience will be. As you may well understand, you must be on your best behaviour at all times in your host school. **Regard your teaching practice as a shop window, where you are on display for future employers.** One of the most common requests when you apply for your first teaching job is a reference from your *VFU* school. Indeed, making a good impression during teaching practice has led to many students getting a job at their *VFU* school straight after graduation!

On the following pages, there will be a summary of the requirements of your teaching practice and related university seminars, as well as detailed presentations of each individual *VFU* project. At the end of this course guide you will also find copies of the assessment forms to be filled by your mentor after you have completed your *VFU*.

Good Luck!

Summary of Course Requirements for *Didactics* and *VFU*

1. Attending didactics seminars¹ and compiling a portfolio to be uploaded on *LISAM*.
2. Carrying out the *VFU* projects.
3. Participating in other activities pertaining to teaching at your host school.
4. Publishing your written *VFU* reports with your reflections and analyses on *It's learning*.
5. Reporting back orally on each of your projects in the *VFU* follow-up seminars.
6. Completed and submitted *VFU* assessments from your supervisor.

Please note that students are to teach actively in class for more hours than those required in order to carry out the VFU projects. This means their supervisors can make use of them in their regular teaching as well, within limits, of course. This is important since the students must acquire more experience of teaching than what is required by the projects alone.

¹ If you are absent, you will be required to submit your portfolio assignments, which assumes your active participation in class.

“Success criteria” for your VFU

1. Begin your VFU-period by working through an agreement together with your supervisor of your stay at the school. Plan ahead.
2. Teach as many classes as you get the opportunity to teach, and not only English classes.
3. Be active during classes by participating helping the pupils.
4. Join your supervisor’s daily work. Participate in i.e. meetings, planning and break duty.
5. Be a good colleague by establishing contact with other teachers than your supervisor. Perhaps you will be invited to join their lessons...
6. Take advantage of your supervisor’s experience by discussing the didactic choices s/he makes in the classroom.
7. Regard your teaching practice as a shop window, where you can display for future employers.
8. Have fun!

VFU (Teaching Practice) Projects

Project 1 – Oral Communication and Pronunciation

A. GENERAL INSTRUCTIONS

It should be noted that for the VFU project the instructions make up an ideal example of how to carry out the Projects. They are intended to provide an image of how the work is intended to be carried out.

Naturally, different schools have different organizational and practical limits that may make it hard to carry out the Project in accordance with the precise instruction. It is also important that the supervisor's regular teaching is not negatively affected by the VFU projects having been too narrowly defined.

In these situations, it is up to the supervisor and the student to reformulate the project together so that it can be carried out in another, but equivalent, way. If this is the case, it should be commented on in your written report.

When there is uncertainty as regards the above, the supervisor and student are advised to contact the teacher responsible for the project:

Maria Sträaf, maria.straaf@liu.se or

Mikael Jungevall, mikael.jungevall@liu.se

Introduction and Aim

It is perhaps one of the English teacher's foremost tasks to enable his/her pupils to dare to speak English whatever level they are at. Therefore, the aim of this project is to plan 2-3 lessons, which will enable your pupils to practice and develop their oral communication skills as well as develop a good and readily understandable English pronunciation.

You are free to spread your project over several lessons and integrate these activities with others. Indeed, this may be pedagogically preferable, but however you organise them, your oral communication activities should correspond in time to 2-3 periods (lektionstimmar). Your main goal is to enthuse your pupils to dare to speak and make full use of their knowledge of English and to help them in a systematic way to develop a good pronunciation.

B. PROCESS

Planning and Carrying Out Your Project

- Plan and carry out a set of activities meeting the above aim.
- Find out what aspects of pronunciation your pupils have problems with.
- Plan and provide pronunciation practice that adequately addresses these problems.
- Discuss both the level and assessment of your activities with your mentor.

Points to Consider

- What are your **general strategies** to activate and motivate your pupils to speak?
- Can you **integrate your activities** with whatever else the class has been doing in English (thematically or grammatically, etc.)?
- How will you give **instructions** to your pupils to enable your students to grasp what they have to do? (in English/Swedish or bilingually, with visual/written help, etc.)
- How will you **prepare your pupils** for the activities you wish them to carry out (including the language input they need)?
- How can you find the **right level** and provide **progression** in your activities and between different year groups?
- What approach(es) can you take to teach **pronunciation** explicitly?
- How can you best **assess** both oral and pronunciation activities?
- Which **learning outcomes** in the Swedish National Curriculum (*läroplan*) and Syllabus (*kursplan*) for English are addressed by your project?

C. Writing Up Your Project: Checklist

The below instructions must be completed in order to pass!

1. Write a report of 3-4 A4 pages of your own text (12 points) in English addressing the below points	
2. Include your lesson plans (as an appendix) describing your oral communication and pronunciation activities. Also include exercises and instructions given to the pupils.	
3. What year (grade) and type of class have you been teaching? What kind of group is the class made up of? Consider any opportunities and/or limitations of the <u>group constellation</u> .	
<u>The following points should take up at least half of your report:</u>	
4. Aim: What is your project and what do you want to achieve by it?	
5. Motivate your project by the help of Swedish National Curriculum (<i>läroplan</i>) and Syllabus (<i>kursplan</i>) for English. Explain how your activities contribute towards fulfilling the requirements (<i>kunskapskrav</i>) of the Swedish National Curriculum (<i>läroplan</i>) and Syllabus (<i>kursplan</i>) for English.	
6. How will you carry it through? Motivate why the teaching activity will help the students learn that which is your project? Use didactic theory as a starting point for your choice of learning activities.	
7. Discuss the learning process and the learning outcomes for the students. Did they learn what you had intended? Were there any other things they learnt? Were there any particular difficulties? Rely on didactic theory in your analysis to explain the process.	
8. Analyse what you have learnt from your experience. To what extent did you succeed with your activities (or fail)? How would you improve them next time? Rely on theory when drawing your conclusions.	
9. (On theory: Provide continuous theoretical support for your analysis, e.g. from the didactic course literature. You need to integrate into your text how your teaching practice is firmly based on theory and research by motivating the teaching choices you make, the conclusions you draw by referring to the course material. Use page references to Cameron or to didactic articles.)	
10. Use the grammar and the spell check functions before handing in your report.	
11. Double check that you have completed all the above instructions and then publish your report on LISAM.	

D. FOLLOW UP

Seminar Preparations

- **Read three** of your fellow students' **reports** and **write comments/questions** about the extent to which they have addressed the considerations in the section "Points to Consider" above.
- Prepare to give a **10 minute oral report** in class (or in groups) on what you have learnt from this project (your analysis).

Project 2 – Vocabulary and Language Structure (Grammar)

A. GENERAL INSTRUCTIONS

It should be noted that for the VFU project the instructions make up an ideal example of how to carry out the Projects. They are intended to provide an image of how the work is intended to be carried out.

Naturally, different schools have different organizational and practical limits that may make it hard to carry out the Project in accordance with the precise instruction. It is also important that the supervisor's regular teaching is not negatively affected by the VFU projects having been too narrowly defined.

In these situations, it is up to the supervisor and the student to reformulate the project together so that it can be carried out in another, but equivalent, way. If this is the case, it should be commented on in your written report.

When there is uncertainty as regards the above, the supervisor and student are advised to contact the teacher responsible for the project:

Maria Sträaf, maria.straaf@liu.se or

Karin Ederö Hedliden karin.edero@liu.se

Introduction and Aim

Learning vocabulary and grammar are probably two of the most obvious aspects of foreign language learning. Traditions of learning vocabulary (e.g. from lists) tend to be passed on from generation to generation without questioning its efficacy. The same applies to grammar too, with the typical kinds of written exercises frequently found in printed course books, e.g. translation and gap-filling exercises. Your challenge is therefore to be creative about how to facilitate the learning of new words and, secondly, to ensure that the teaching and learning of grammatical structure is meaningful, by creating activities that focus on function, meaning and communication as well as on important aspects of form (endings, etc.).

You are free to spread your project over several lessons and integrate these activities with others. Indeed, this may be pedagogically preferable, but however you organise them, you should plan and carry out both 2-3 vocabulary learning activities, and 2-3 activities that focus on and practise one or two pedagogically suitable aspects of English grammar². The main goal of this project is to raise your pupils' awareness about learning vocabulary and language structure as well as provide meaningful vocabulary practice and meaningful practice of suitable points of grammar.

² Note that the object of this project is NOT to teach *general* grammar (e.g. word classes), but to focus on improving your pupils' *practical* command of English grammar.

B. PROCESS

Planning and Carrying Out Your Project

- Plan and carry out 2-3 vocabulary learning activities.
- With the help of your supervisor, discuss what aspect(s) of grammar to bring up explicitly.
- Plan and carry out activities that address this point/these points of grammar.
- Discuss both the level and the assessment of your activities with your mentor.

Points to Consider

- How can you help your pupils to **try out new ways** and **develop strategies to learn words**?
- Have you selected practical aspects of grammar that **lend themselves to a grammatical focus** on meaning and form?
- How can you guide your pupils to **discover language structures** (patterns and ‘rules’) for themselves?
- What is the best way to **contextualise** the aspect(s) of grammar you wish to focus on?
- What combination of **skills** may be best used to practice this/these aspect(s) of grammar?
- Can you **integrate your activities** (both vocabulary and grammar) with whatever else the class has been doing in English (e.g. thematically)?
- How will you **prepare your pupils** for the activities you wish them to carry out (including the language input they need)?
- Discuss with your mentor, how to find the **right level** and provide **progression** in your activities and between different year groups.
- How can you best **assess** both vocabulary learning and grammar activities?
- Which **learning outcomes** in the Swedish National Curriculum (*läroplan*) and Syllabus (*kursplan*) for English are addressed by your project?

C. Writing Up Your Project: Checklist

The below instructions must be completed in order to pass!

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3. What year (grade) and type of class have you been teaching? What kind of group is the class made up of? Consider any opportunities and/or limitations of the <u>group constellation</u> .	
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- Read **three** of your fellow students' **reports** and **write comments/questions** about the extent to which they have addressed the considerations in the section "Points to Consider" above.
- Prepare to give a **10 minute oral report** in class on what you have learnt from this project (your analysis).

