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|  | En bild som visar svart, mörker  Automatiskt genererad beskrivning    Department of Culture and Society  *Institutionen för kultur och Samhälle* (*IKOS*)  **Teachers’ Programme**    92EN33, 93EN33  VFU: 92ENV2, 93ENV2 / 92VEN7, 93VEN7        Version Autumn 2025 |
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*Instructions for Supervisors*

Teachers’ Programme

English 31-60hp 

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Lars Liljegren

**Dear Supervisor,**

**Thanks for being an important part of the teachers’ programme at Linköping University. Below follows some relevant information that may be of use to your task as supervisor.**

The points below are given to the student teachers in their Course Guide:

**Shortlist for how to succeed during your VFU:**

1. Get in touch with your supervisor *in good time* before your VFU, to discuss your time with him/her and your project.

1. Begin your VFU-period by discussing with your supervisor on what is expected of both parts.

1. Be active during classes by participating and helping the pupils.

1. Join your supervisor’s daily work. Participate in meetings, planning etc.

1. Be a good colleague and make contact with other teachers than your supervisor. Perhaps you will be invited to join their lessons…

1. Take advantage of your supervisor’s experience by discussing the didactic choices s/he makes in the classroom. Try to be sensitive to feedback you get, instead of simply arguing your case. Your supervisors have been chosen for a reason: they have the experience you don’t.

1. Regard your teaching practice as a shop window, where you can display for future employers.

1. Have fun!

**The Supervisor and *VFU***

**The Supervisor’s Tasks**

* Plan, carry out, evaluate and assess the *VFU* together with the student/s/

* contribute to the *VFU* project being carried out within the limits of the task description

* make their own work and knowledge clear to the student/s/, provide tips and make time for feedback

* with the help of the assessment forms (“omdömesformulär för VFU”) assess the student’s/students’ performance and development. There will be an email with a link to the form, and instructions, mailed to supervisors in connection with the VFU weeks.

* contact first your “Fältmentor” and if that does not work, then the didactics teacher (Mikael Jungevall) in the case of problems arising or the supervisor not being satisfied. [mikael.jungevall@liu.se](mailto:mikael.jungevall@liu.se)

*The above means that supervisors are not to give the student a mark in relation to the learning outcomes of the VFU project, but that they must contact the didactics teacher to “sound the alarm” in cases where the project cannot be solved satisfactorily or when other problems arise.*

**The Supervisor’s Opportunities/Possibilities**

* The supervisor can make use of the student teachers in his/her regular teaching (outside the frames of the *VFU* projects), as *the total number of active teaching hours required is more than what is stipulated in the requirements for the various projects*. With the help of a reading list and a syllabus for the student teachers, the supervisor can see what areas they might teach in his or her classes

* Time and interest allowing, the supervisor can partake in the didactics follow-up seminars scheduled after each *VFU* project. This ought to count as competence development (check with your headmaster/-mistress)

**To Supervisors and Students**

**Regarding the Formulation and Interpretation of the**

***VFU* projects**

It should be noted that for all the *VFU* projects on the following pages, 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.

As regards the planning, carrying out and assessment of the student, in relation to the intended learning outcomes, students are naturally expected to show increased independence throughout their entire year within English.

When there is uncertainty as regards the above, the supervisor and student are advised to contact the teacher responsible for the project: Mikael Jungevall, [mikael.jungevall@liu.se](mailto:sara.peltokangas@liu.se). In case he is not available, it is also possible to contact Lars Liljegren, [lars.liljegren@liu.se](mailto:mikju32.liu@analys.urkund.se), who is responsible for English at the teachers’ programme at Linköping University.

***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 the supervisors should encourage the student/s/ as much as possible, and if possible, also engage them in other subjects taught by the supervisor. The students should also take part in all other activities (if possible) that the supervisor is engaged in. This is important since the students must acquire more experience of teaching English than what is required by the projects alone.***

**Summary of Course Requirements for**

***VFU* & Didactics**

1. Attending *VFU* follow-up seminars.

1. Carrying out all the *VFU* projects.

1. Teaching actively in the classroom (including running your *VFU* projects, but also teaching more than these require) and participating in other activities pertaining to teaching at your host school.

1. Publishing all your written *VFU* reports with your reflections and analyses on *LISAM*.

1. Reporting back orally on each of your projects in the *VFU* follow-up seminars.

1. Showing increased independence in the planning, carrying out and assessing of projects throughout the year within English.

1. Completed and submitted *VFU* assessments from your supervisor (one per term).

**VFU (Teaching Practice) Assignments**

**(There are two main projects within the second term of VFU, but Project 2 – Teaching Youth Literature – will be carried out in England)**

**As regards Project 1 (which has two separate parts), those in their second year of the programme need to carry out a series of at least two classes per project part. For those in their third year of the programme, we expect more than two.**

**Project 1 – Teaching English**

**Please note that Project 1 contains *two parts (A and B)*, which both require two lessons or more (see above).**

**We would like to remind students and supervisors of the introductory text to the VFU projects in this compendium, “To Supervisors and Students”, where we make a point of the necessity of the below instructions being regarded as the ideal way to carry out your project – not as the only possible way. Naturally, reality often prevents students and supervisors from following these instructions to the minute. If some aspects in the project description cannot be carried out, the student is instead required to consider how these aspects could be used in a teaching situation.**

**Introduction and Aim**

During your four weeks of teaching practice (VFU), *you are expected to be on the school premises the entire day,* i.e., your day should be as long as that of your supervisor, which means that you should take part in all the tasks that a teacher needs to perform, such as attending meetings, having discussions with students/pupils and parents, planning, evaluation, marking, even grading. In addition to the two aspects that your project is supposed to cover, you are also to be active in your supervisor’s regular teaching, either as a teaching assistant or as the main teacher.

Your VFU project will include two different aspects of teaching English – at least! By “project”, we mean everything involved in teaching: from the very start to the very end. In your case, this means, planning a series of lessons, introducing it to your students, having them work with it and evaluate or asses their work as well as your own performance, together with your supervisor. After this, you are also to write a written report to be uploaded to LISAM and discussed with your peers and teacher at a seminar at the university. This means that each part of your project should have the duration of at least three different lessons.

**Part A focuses on teaching grammar**. This is often an aspect of teaching English where pupils possibly need motivating the most, perhaps because they tend to associate grammar with the mechanical written exercises typically found in printed course books, e.g. translation and gap-filling exercises. Your challenge is therefore to make grammar teaching and learning meaningful – and not a separate module – by creating activities that focus on meaning and communication as well as on form, and that are incorporated into other teaching in a natural way. Within this framework, you are quite free to decide how to run your project. The main goal of this part is to raise your pupils’ grammatical awareness and thinking as well as provide meaningful practice of suitably selected points of grammar.

**Part B** is yours to **choose relatively freely**, based on what you have learnt in your two terms of English so far, but it also needs to be related to what is stated in the syllabus. We recommend that you discuss this with your supervisors to ensure that they can incorporate this in their general teaching. Some points of departure must, however, be the same for all your lessons: there must be a communicative approach, there must be active learning, and there must be a theoretical foundation for what you decide to do. This part could theoretically entail a main focus on speaking and interacting, cultural or social studies, writing, reading, listening and so on, but whatever you choose as your main focus, remember to combine the practice of different skills.

**The two parts above are to be documented in one and the same report,** which should be written in accordance with the instructions below.

**Planning and Carrying Out Your Project**

* With the help of your supervisor, try to select aspects of grammar your pupils are having problems with

* Plan and carry out some English lessons around something (it can be almost anything the course should comprise) which will allow for a natural incorporation of the grammar points you want to teach – then include the grammar focus.
  + Follow similar steps for your second (free) part of the project

**Points to Consider (both when planning and writing up your project)**

* How can you guide your pupils to **discover grammar** (patterns and ‘rules’) for themselves?
* What type of teaching material (books/digital assets etc.) is/was available and on what grounds did you choose / create your own material?
* What is a good approach 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?
* How can you **integrate your activities** with whatever else the class has been doing in English (e.g. thematically)?
* Besides your grammar focus, how will you **prepare your pupils** for the activities you wish them to carry out (including the language input they need)?
* Discuss with your supervisor, how to find the **right level** and provide **progression** in your activities and between different year groups.
* How will you **assess** the extent to which the learning outcomes have been attained?
* **Follow similar steps to those above for your second (free) part.**
* While carrying your projects in schools, please **also consider the multicultural classroom** brought up in didactics in your first term. How do today’s multicultural classrooms affect your role as a teacher of English, of English grammar and so on?

**Writing Up Your Project**

* Write a report comprising 2,500 – 4,000 words (character size 12 points) in English addressing the above points.
* What year (grade) and type of class have you been teaching?
* Include your lesson plans (as an appendix) describing your activities.

The following points should take up at least half of your report:

* Discuss the **learning process**. How did you help your pupils to work towards the intended **learning outcomes**.
* Discuss your **assessment criteria**. Did the pupils learn what you had intended? To what extent were your assessment criteria suited to the learning outcomes?
* Provide **theoretical support** for your analysis, e.g. from the course literature, didactics seminars and the national curriculum.
* **Analyse** what you have learnt from your experience – give examples of things you now know that you did not know before. To what extent did you succeed with your activities and why? How would you improve them next time?

* **Publish** the following **on LISAM**:
* your **report** 3 days before the follow-up seminar

**Seminar Preparations**

* **Read all the reports** written by the members of your subgroup, considering the extent to which they have addressed the considerations in the section “Points to Consider” above.
* **Pose 2-3 probing questions** relating to the “Points to Consider” to each of your fellow subgroup members in the LISAM discussion forum (making sure that you don’t ask the same questions as anyone else)
* Bring to class the questions posed to you by your fellow subgroup members in the LISAM discussion forum, and **prepare answers** to these as part of your oral report
* Prepare to give a **10-minute oral report** in class or in core groups on what you have learnt from this project (your analysis)

N.B! When students have done their teaching practice in pairs, they may write the general text together, but they must write their own, individual, *analysis*.

**The Supervisor and the Assessment Form**

On the student’s completion of the four weeks of teaching practice, the supervisor is to fill in the **assessment form** found online at this address:

<https://liu.se/artikel/vfu-oversikter-och-omdomesformular>

On this page, there is also an agreement checklist – “**Överenskommelse checklista**” – which the supervisor and student are to go through and agree on at the start of the teaching practice.