

Department of Culture and Society
Institutionen för kultur och Samhälle (IKOS)
Teachers' Programme

92EN33, 93EN33
VFU: 92ENV2, 93ENV2 / 92VEN7, 93VEN7

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Course Guide

Teachers' Programme Guide for English 31-60hp

Mikael Jungevall
Lars Liljegren

Below follows information that has to be incorporated according to the powers that be. Based on where it is taken from, it will appear in either English or Swedish. After the first section, however, all the other information will be provided in English.

Engelska 31-52,5 hp
Programkurs
92EN33, 93EN33
Gäller från: 2023 HT

Kursen ges för
Ämneslärarprogrammet med inriktning mot arbete i grundskolans årskurs 7-9 /
Ämneslärarprogrammet med inriktning mot arbete i gymnasieskolan

Förkunskapskrav

Engelska (1-30 hp) med minst 15 hp godkända inklusive English Grammar eller Written English, samt alla tidigare VFU-kurser enligt studiegången godkända.

Lärandemål

Efter avslutande kurs ska den studerande kunna

- identifiera utvalda sociala och geografiska varianter av engelska och med hjälp av ljudskrift och fonetiska grundbegrepp beskriva fonologin i dessa varianter
- med hjälp av en problemställning om språklig variation författa en kortare uppsats av vetenskaplig karaktär
- inom valda områden tillämpa kunskaper i vetenskaplig teori, metodik och framställning
- korrekt använda källtexter i akademiskt skrivande
- uttrycka sig idiomatiskt och språkligt korrekt i olika sammanhang med tonvikt på formell engelska
- demonstrera grammatiska insikter, även i ett kontrastivt perspektiv
- med utgångspunkt i litteraturvetenskaplig metod och med hjälp av litteraturvetenskapliga begrepp analysera engelskspråkig litteratur
- i litterär analys påvisa samband mellan brittisk och amerikansk litteratur och andra sociala och kulturella företeelser från studerad epok
- analysera engelsk ungdomslitteratur i relation till myter
- visa hur analyserad ungdomslitteratur kan användas i en undervisningssituation
- redovisa ett utfört moment i undervisning av engelsk ungdomslitteratur med hänvisning till teori och aktuell forskning inom området
- använda skolans styrdokument för ämnet och kunna relatera dessa till aktuell språkdidaktisk forskning samt till metoder och arbetsformer som befrämjar språkinläring
- visa förståelse för de olika aspekter som läraren utifrån gällande styrdokument måste ta hänsyn till vid bedömning av elevprestationer i engelska inom valt verksamhetsområde.

Kursinnehåll

Kursen utgörs av tre delar:

Language, 7,5 hp.

Denna del behandlar det engelska språkets uppbyggnad och struktur samt geografiska och sociala varianter av det engelska språket.

Literature, 10 hp.

Denna del innehåller en kulturhistorisk översikt. I den behandlas brittisk och amerikansk historia och litteratur från 1500-talet fram till 1900-talet. Dessutom ingår litterär analys av några av de mest klassiska verken i engelskspråkig litteratur. Litteraturvetenskaplig teori och metod liksom litteraturkritik ligger till grund för litteraturstudiet.

Teaching Literature and Language, 5 hp.

Denna del behandlar engelsk språkdidaktik och ämnets aktuella styrdokument. Vidare diskuteras hur teori och praktik knyts ihop i en undervisningssituation. Dessutom ingår studier och analyser av engelsk ungdomslitteratur även ur ett pedagogiskt perspektiv.

Undervisnings- och arbetsformer

Föreläsningar, seminarier, lektioner, övningar, handledning och självständiga studier. Återkoppling sker i muntlig och skriftlig form.

Examination

Kursen examineras genom skriftlig redovisning, hemtentamina, muntliga tentamina, salstentamina samt seminarier. För Väl godkänt krävs dessutom minst 13 hp Väl godkänt inklusive Väl godkänt på minst 1 Språkfärdighetsprov.

Gäller för alla kurser oavsett betygsskala.

- Studerande som underkänts två gånger på kursen eller del av kursen har rätt att begära en annan examinator vid förnyat examinationstillfälle.

Om kursen har tregradig betygsskala (U – VG) gäller följande:

- Studerande som godkänts i prov får ej delta i förnyat prov för högre betyg.

För kurser där obligatoriska moment ingår gäller följande:

- Om det finns särskilda skäl, och om det med hänsyn till det obligatoriska momentets karaktär är möjligt, får examinator besluta att ersätta det obligatoriska momentet med en annan likvärdig uppgift.

Om LiU: s koordinator för studenter med funktionsnedsättning har beviljat en student rätt till anpassad examination vid salstentamen har studenten rätt till det.

Om koordinatören har gett studenten en rekommendation om anpassad examination eller alternativ examinationsform, får examinator besluta om detta om examinator bedömer det möjligt utifrån kursens mål.

Examinator får också besluta om anpassad examination eller alternativ examinationsform om examinator bedömer att det finns synnerliga skäl och examinator bedömer det möjligt utifrån kursens mål.

Betygsskala

Tregradig skala, U, G, VG

Övrig information

Planering och genomförande av kurs skall utgå från kursplanens formuleringar. Den kursvärdering som skall ingå i varje kurs skall därför behandla frågan om hur kursen överensstämmer med kursplanen.

Kursen bedrivs på ett sådant sätt att likvärdiga villkor råder med avseende på kön, könsöverskridande identitet eller uttryck, etnisk tillhörighet, religion eller annan trosuppfattning, funktionsnedsättning, sexuell läggning och ålder.

Om det föreligger synnerliga skäl får rektor i särskilt beslut ange förutsättningarna för, och delegera rätten att besluta om, tillfälliga avsteg från denna kursplan.

Om undervisnings- och examinationsspråk

Undervisningsspråk visas på respektive kurstillfälle på fliken "Översikt".
Examinationsspråk relaterar till undervisningsspråk enligt nedan:

- Om undervisningsspråk är Svenska ges kursen i sin helhet eller till stora delar på svenska. Observera att även om undervisningsspråk är svenska kan delar av kursen ges på engelska. Examinationsspråk är svenska.
- Om undervisningsspråk är Svenska/Engelska kan kursen i sin helhet ges på engelska vid behov. Examinationsspråk är svenska om kursen ges på svenska eller engelska om kursen ges på engelska.
- Om undervisningsspråk är Engelska ges kursen i sin helhet på engelska. Examinationsspråk är engelska.

Betygskriterier

Below follows an overview of the grading criteria for the various course modules. How – exactly – these are tested can be seen in the overview of the *Ladok* codes at the end of the on-line syllabus, and more detailed information may also be provided by the respective teachers/course material.

Language Proficiency (Written English and English Grammar)

G

The student is able to

- express him- or herself idiomatically, taking into consideration grammatical structures and a professional vocabulary suited to the teaching profession
- demonstrate grammatical insights, also from a contrastive perspective
- show an understanding of sentence functions and the structures with which they can be realised

VG

The student is able to

- express him- or herself idiomatically. Grammatical structures and vocabulary are very well suited to the teaching profession and would work well in an academic context
- demonstrate grammatical insights, also from a contrastive perspective.
- be able to use a wide range of grammatical structures
- show a detailed understanding of sentence functions and the structures with which they can be realised

British and American Literature in a Historical Context

These courses place your language study in a larger historical context by providing insights into British and American societies at a certain point in time, focussing partly on how people thought about themselves and their lives. These courses seek to integrate a general orientation of the historical and cultural development with the study of key texts from some historical periods in order to help students acquire a broad social and historical understanding of the English-speaking world.

The courses provide a survey of British and American history and literature from the 16th to the 20th centuries, focusing on the most important historical and cultural developments. By relating literature from these periods to the historical context, the course illustrates the relation between literature and society.

For both the British and the American part, there are three lectures and a final written exam. Attendance at lectures is not compulsory but advisable, since the exam covers both lectures and course literature.

One part of the module British Literature in a Historical Context (BLHC) is reading and analysing a work by Shakespeare. This is also examined as part of the examination of BLHC.

Course literature: See the reading list for the course.

Literature seminars

For the first part of the course you will be reading British youth literature (see below) exploring how authors have made use of myth in classic as well as contemporary youth literature.

You will also study some of the classics of British and American literature. The authors and works of this course have been chosen to illustrate the life and culture of the different historical periods covered in your cultural studies. In addition, they are all part of the literary canon, i.e. these texts are considered milestones in the development of world literature.

Active participation in ALL the seminars is compulsory. Please note: minimum acceptable preparation requires adequate computer written answers¹ with page references on all the set questions. Your notes must also be submitted to Urkund when requested.

Course literature: See the reading list for the course.

Criteria for Grading

British and American Literature in a Historical Context

The student shows a basic knowledge of British and American historical and literary developments and their relationship from the 16th to the 20th centuries. The student can analyse the literature in relation to its contemporary society, and make use of literary terminology.

VG

The student shows a more advanced knowledge and understanding of British and American historical and literary developments, as outlined above. While analysing, the student can make advanced and independent use of literary methodology and concepts.

Literature Seminars

Active participation renders the grade D. Compulsory attendance.

Youth Literature

G

The student can discuss and analyse the work using good and fluent English. The student can identify and compare myths and their significance for the story told, and can show the ability to see how the work studied could be used in a teaching situation in schools.

VG

The student can discuss and analyse the work using good and fluent English. The student can identify and compare myths and their significance for the story told, and can show the ability to see how the work studied could be used in a teaching situation in schools. In doing so, the student can display a high degree of independent thought and analytic ability.

Teaching Youth Literature

G

The student can actively, and with some confidence, run some literary classes in a British school. (S)he can present and expose the students to a literary text and actively involve them in a discussion or an activity around it, using their response as a guideline for how to carry on with the lesson. The student can also report back on his/her experiences, displaying a degree of critical analytical thinking and taking into account current research on the subject.

Varieties of English

G

Phonetic analysis

The student is generally able to:

- transcribe short excerpts of selected (regional and/or social) varieties of English,
- identify and describe some salient phonetic features that distinguish each from standard varieties of British and/or American English.

Essay

The student is able to:

- use appropriate linguistic terms and concepts to describe regional and social features of one or more varieties of English as well as exemplify them on the whole correctly and appropriately,
- synthesise information from different academic sources,
- apply linguistic theory and method related to a given topic,
- give a few points of critical appraisal of a given linguistic model, theory or method,
- structure the analysis in essay form,
- follow accepted formal conventions to quote and refer to the appropriate literature,
- complete the take-home exam within the stipulated time.

VG

Phonetic analysis

The student is able to:

- accurately transcribe short excerpts of selected (regional and/or social) varieties of English,
- - accurately identify and describe **in detail some** salient phonetic features that distinguish each from standard varieties of British and/or American English.

Take-home exam

The student is able to:

- accurately use appropriate linguistic terms and concepts to describe regional and social features of one or more varieties of English as well as exemplify them correctly and appropriately,
- synthesise information from different academic sources,
- apply linguistic theory and method related to a given topic,
- give a rounded critical appraisal of a given linguistic model, theory or method,
- present the analysis in the form of a lucid, insightful and well-structured essay,
- consistently follow accepted formal conventions to quote and refer to the appropriate literature,
- complete the take-home exam within the stipulated time.

VFU and Didactics, including Teaching Youth Literature

As regards all the didactics seminars, there is compulsory active participation.

The Syllabus and Grading Criteria for the VFU courses can be found in the assessment forms posted in your LISAM course Rooms.

Note that the supervisor only provides a basis for assessment. It is your teachers at LiU that award your grades.

Exam Codes, 92EN33, 93EN33:

STN1	Varieties of English, skriftlig fonetisk analys	1.5 hp	U, G, VG
STN2	Varieties of English Essay, hemtentamen	2 hp	U, G, VG
STN3	Språkfärdighetsprov 1, grammatik, salstentamen	2 hp	U, G, VG
STN4	Språkfärdighetsprov 2, Written English, salstentamen	2 hp	U, G, VG
MTN1	Youth Literature, muntlig tentamen på skriftlig grund	2 hp	U, G, VG
MTN2	Youth Literature Didactics, muntlig tentamen	1 hp	U, G
OBL1	Obligatorisk aktiv närvaro på didaktiska seminarier	2 hp	U, G
OBL2	English Grammar-seminarier, aktiv muntlig närvaro på skriftlig grund	0 hp	D
OBL3	Written English-seminarier, aktiv muntlig närvaro på skriftlig grund	0 hp	D
OBL4	Aktivt deltagande i litterära seminarier	0 hp	D
STN7	British Literature in a Historical Context, skriftlig salstentamen	5 hp	U, G, VG
STN8	American Literature in a Historical Context, skriftlig salstentamen	5 hp	U, G, VG

Exam Codes for VFU, 92ENV2, 92VEN7, 93ENV2, 93VEN7

RAP1	VFU: Skriftlig och muntlig rapport	1 hp	U, G
MTN1	VFU: Muntlig redovisning: Att undervisa i ungdomslitteratur i brittiska skolor	1.5 hp	U, G
TDLF	Tillämpade didaktiska lärarförmågor	2.5 hp	U, G, VG
TSL1	Tillämpade sociala lärarförmågor	2.5 hp	U, G

Grades for the Entire Course

For a VG on the entire 22.5-credit course (31-52.5hp) the below criterion has to be fulfilled:

- a total of 13 VG credits, *including* a VG on one of the two Language Proficiency Exams.

Entry requirements for 61-90 hp (93EN51), and 61-75hp (9AEN59)

As far as English is concerned, these are the requirements you must meet to be accepted at the next level:

Entry requirements for 61-90 hp (93EN53) Spring Term

Engelska (1-60 hp) med minst 30 hp godkända inklusive English Grammar och Written English från Engelska (1-27,5 hp) samt hemtentamen i Varieties of English, Translation, Pedagogical Grammar eller Grammar från Engelska (31-55 hp)

eller

Engelska (1-60 hp) med minst 30 hp godkända inklusive Språkfärdighetsprov 1 (Skriftlig engelska) Engelsk grammatik och Språkfärdighetsprov 2 (Pedagogisk grammatik) från Engelska (1-30 hp) samt Varieties of English Essay och Språkfärdighetsprov 1 (Grammatik) eller Språkfärdighetsprov 2 (Written English) från Engelska (31-52,5 hp)

Entry requirements for 9AEN59 and 9AEN73 (61-75 hp)

Engelska (1-60 hp) med minst 30 hp godkända inklusive English Grammar och Written English från Engelska (1-27,5 hp) samt hemtentamen i Varieties of English, Translation, Pedagogical Grammar eller Grammar från Engelska (31-55 hp)

Based on the above, make sure you plan your studies wisely.

Obligatoriska moment

Endast poänggivande examinationsuppgifter samt de positioner som i schemat anges som ”seminars” är obligatoriska moment. Dock förutsätter ett godkänt betyg normalt mycket hög närvaro på all typ av undervisning, så detta trycker vi *starkt* på.

Information om examinationsuppgifter

I den mån denna inte återfinns i detta kompendium hänvisas till LISAMs kursrum för de olika kursmodulerna.

Återkoppling

Ges såväl muntligt i form av direktfeedback under lektioner och seminarier, som skriftligt, i form av kommentarer till inskickade hemtentamina eller uppsatser, samt i form av skriftliga

kommentarer/korrigeringar av skriftliga tentamina. Skriftlig återkoppling får studenten ta del av antingen när tentamen hämtas ut hos kursadministratören eller då läraren i digital form eller pappersform återsänder rättad uppgift till studenten. Tidsgränsen för att återfå skriftlig examination är normalt tio arbetsdagar, plus två dagar för betygsrapportering. På muntliga tentamina ges även muntlig feedback direkt på plats.

Obligatorisk kurslitteratur

Nedan anges den obligatoriska kurslitteratur som studenter måste köpa eller på annat sätt införskaffa. En komplett lista över all litteratur – även referenslitteratur – anges på hemsida för respektive kurs, samt finns på LISAM. Ser där särskilt information om gratis ordboks-appar och on line-länkar till ordböcker.

NB The literature has been ordered through Bokakademin in Kårallen. Below, only the *compulsory* literature is listed. For further recommended reading, please see the link “Reading List” on the homepage for this particular course.

Books to buy or acquire in other ways:

Bailey, Stephen. *Academic Writing: A Handbook for International Students*, 6th ed.

Routledge, 2025. ISBN: 9781032834177

Estling Vannestål. *A University Grammar of English*. Studentlitteratur, 2015.

ISBN: 9789144104997

Hewings, Martin. *Advanced Grammar in Use*. 4th edition. Cambridge UP, 2023. ISBN:

9781108920216

Crystal, David. *The Cambridge Encyclopedia of the English Language*. 3rd edn. Cambridge:

Cambridge University Press, 2018. ISBN: 9781108437738

Austen, Jane. *Emma*. 1813. Penguin Classics, 2003 or later.

ISBN: 9780141439587

Dickens, Charles. *Great Expectations*. Penguin Classics, 2012 or later.

ISBN: 9780141198897

Shakespeare, William. *Macbeth*. 1606. N.B. Oxford's World Classic edition. Oxford: Oxford University Press, 2008. ISBN: 978-019935835

Walker Bergström, Henry. *Texts and Events: Cultural Narratives of Britain and the United States*, 2nd ed. Studentlitteratur 2012. ISBN: 9789144070643

Wilde, Oscar. *The Picture of Dorian Gray*. Penguin Classics, 2012.
ISBN: 9780141199498

Fitzgerald, F. Scott. *The Great Gatsby*. 1926. Any edition is fine.

Miller, Arthur. *Death of a Salesman*. 1949. Any edition is fine. (Also collected in *The Norton Introduction to Literature*, 11th ed. – from the first term of English.)

Mays, Kelly. J. Ed. *Norton Introduction to Literature, shorter fourteenth edition*. WW. Norton, 2022. ISBN: 9780393870916 (*From the first term of English*)

Lewis, C S. *The Magician's Nephew*. Harper Trophy, 1994. ISBN: 9780064471107

Sedgewick, Marcus. *Midwinterblood*. Indigo, 2012. ISBN: 978178060206

Wright Mabie, Hamilton. *Norse Stories Retold from the Eddas*. Read Books, 2010.

ISBN: 9781617204579 - good to start reading this book over summer for those that know they are slow readers. You must have it accessible on the day of the introduction.

Wynne Jones, Diana. *Eight Days of Luke*. HarperCollins, 2000. ISBN: 9780006755210 - good to start reading this book over summer for those that know they are slow readers. You must have it accessible on the day of the introduction.

Lundahl, Bo. *Engelsk språkdidaktik – Texter, kommunikation, språkutveckling*. Studentlitteratur, 2021. ISBN: 9789144140292

See the complete reading list for additional, recommended reading or articles and compendiums provided by the department.

Undervisande lärare

Lars Liljegren lars.liljegren@liu.se (Head of English at *Ämneslärarprogrammet 1-60 hp*)

Mikael Jungevall mikael.jungevall@liu.se (Didactics and *VFU*)

Caroline Faleström caroline.falestrom@liu.se (Professionsmentor. Didactics GY)

Emile Farmer emile.farmer@liu.se

Maria Sträaf maria.straaf@liu.se

Silvia Kunitz silvia.kunitz@liu.se (Head of English at *Ämneslärarprogrammet, 61-105hp*)

Michael Smith michael.smith@liu.se

Elin Käck elin.kack@liu.se

Sara Peltokangas sara.peltokangas@liu.se

Guidelines for Examination (both individual and in groups)

Read the following text and confirm by signing the accompanying list that you know and understand existing rules and regulations as regards abstracts, references, summaries and citations/quotations of texts written by others, as well as working in pairs or group.

Listing Sources

In higher education, a common examination form is the writing of essays and theses of varying scope and depth, as well as other kinds of home exams in the form of written assignments. Virtually all such assignments require the student to read, comment and relate to other written texts published in books, magazines, or texts found in essays, theses or on the Internet. There are fairly strict guidelines to be followed as regards using texts produced by others in one's own work. These vary according to academic discipline. For literature, we use the MLA (Modern Language Association) referencing conventions, whereas for linguistics we use Harvard (see your Reading Lists for references). If in doubt, consult your teacher/supervisor. The following description mainly comes from Siv Strömquist (2001), *Konsten att tala och skriva* ("The Art of Speaking and Writing").

Whether quoting [...], commenting on, or re-writing in one's own words what someone else has written, a listing of the source must accompany all such text passages. One must state whose text one quotes, what source one uses and where the information comes from.

[...]

Listing the sources really serves two purposes: the reader must be told that you use someone else's text for support, and you must give sufficient information to make it possible to identify the sources you have used (the bibliographic references). Based on your information, the reader should be able to find the text and read it in its original form, should she or he wish to do so. (Strömquist 2001: 225, our translation)

Relating the content of someone else's text using one's own words is called a **paraphrase** or a **summary**.

Copying a short or a long passage from someone else's text is called a **citation** or **quotation**: "When one wants to reproduce what someone else has written verbatim, one must both indicate the quoted passage using quotation marks [...], as well as making sure that the passage is quoted exactly as it is" (Strömquist 2001: 225, our translation).

If one uses the content of someone else's text as a quotation, summary or paraphrase, it is vital that the original source is listed. Using the thoughts and ideas, and/or the formulations of someone else without stating the source, is seen as intellectual theft. It is called **plagiarism** and is a form of cheating.

Plagiarism, the act of taking the writings of another person and passing them off as one's own. The fraudulence is closely related to forgery and piracy – practices generally in violation of copyright laws. (*Encyclopædia Britannica*)

LiU's library guides provide further guidance on both referencing (<https://liu.se/en/article/citeringsteknik>) and avoiding plagiarism (<https://liu.se/en/article/plagiering-upphovsratt>).

Using the Internet & Generative AI

Downloading, copying or using texts from the Internet claiming to be the author without stating the correct source is plagiarism and therefore cheating.

Neither is it acceptable to use generative AI tools, such as Chat GPT or CoPilot, to help generate text that you submit for grading, *unless* your teachers have specifically given their permission. There is generally no way of knowing what sources have been used by an AI and whether they are reliable or not. (Note also that your teachers can usually spot papers written by AI.)

Your submitted text must be your own (we are not there to assess an AI or others' texts), and university studies are about learning to use reliable sources only – sources whose trustworthiness students and examiners can assess. Please note that this includes the written answers and notes to be used and submitted for seminars.

All assignments will be screened by *Ouriginal/Urkund*, a program used by the University for checking texts. Hence, all texts will either be sent to Ouriginal via submissions in Lisam or they must be sent to the teacher concerned through a specific Ouriginal e-mail address, listed below. Keep this list and refer to it when in need of a teacher's Ouriginal address.

Finally, note that teachers are obligated to report suspected use of generative AI or undeclared Internet sources in your submissions to the university disciplinary board.

Working in Pairs or Groups

University studies may require students to collaborate with their peers regarding certain tasks. These tasks may be prepared/carried out/presented/examined in pairs or in groups, or they may be prepared/carried out in pairs or in groups but presented/examined on an individual basis. If pair or

group work forms the basis for the grade on the course or part of it, students are expected to participate, individually and actively in the group's shared work. A student who does not participate actively but tries to benefit from the results produced by other members of the group, will be regarded as cheating; his/her action is considered as a form of plagiarism.

Students are often encouraged to collaborate and discuss together in groups, e.g. before a seminar; however, if answers are to be submitted individually, it is essential that the texts are written separately (unless explicitly instructed otherwise).

Actions Taken by the University

Any student suspected of cheating must be reported to the rector, who will decide whether to have the matter decided by the disciplinary board (see <https://liuonline.sharepoint.com/sites/student-under-studietiden/SitePages/en/Fusk-och-plagiat.aspx>). Sanctions may include a warning or suspension from the university up to six months.

List of References

Encyclopædia Britannica (2021) 'Plagiarism'. in *Britannica Academic* [online] available from <<https://academic.eb.com/levels/collegiate/article/plagiarism/60277>> [22 August 2021]

Strömquist, Siv (2001) *Konsten att tala och skriva*. Malmö: Gleerups

Our original Addresses (based on the formula [LiU ID or name].liu@analys.orkund.se)

Caroline Faleström:	caroline.falestrom.liu@analys.orkund.se
Emile Farmer:	emifa06.liu@analys.orkund.se
Amanda Hoskins:	amanda.hoskins.liu@analys.orkund.se
Mikael Jungevall:	mikju32.liu@analys.orkund.se
Elin Käck:	elika71.liu@analys.orkund.se
Silvia Kunitz:	silvia.kunitz.liu@analys.orkund.se
Lars Liljegren:	larli28.liu@analys.orkund.se
Nigel Musk:	nigmu65.liu@analys.orkund.se
Sara Peltokangas:	sarpe20.liu@analys.orkund.se
Michael Smith:	michael.smith.liu@analys.orkund.se
Jonas Rentner:	jonas.rentner.liu@analys.orkund.se
Maria Strääf:	marst62.liu@analys.orkund.se
Shelley Torgnyson:	sheto46.liu@analys.orkund.se
Louise Mullavey	louise.mullavey.liu@analys.orkund.se

English for Student Teachers, Autumn Term

Introduction

Didactics and VFU (Teaching Practice)

Welcome to the second term of English within the teachers' programme, 31-60hp. The course is constructed so that 31-52.5 hp are credits for studies within the subject English (including didactics) and 52.5-60 hp are credits for VFU (*Verksamhetsförlagd utbildning*), including VFU projects and follow-up seminars. The course modules belonging to each of these two areas are not to be regarded as separate parts, but as integrated parts of a greater whole, together providing you with the tools necessary to become a good teacher of English.

Firstly, you will be studying various courses within the subject English. Secondly, there are didactics seminars dealing with various aspects of teaching English, which run in parallel throughout your studies with us. Finally, the knowledge, insights and skills gained in your subject courses and the didactics seminars are to be applied in your 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.

Basically, your year of English studies is constructed as follows:

- English subject courses
- Didactics & VFU follow-up seminars
- Teaching practice & VFU projects

The VFU projects are preceded by introductory didactics seminars dealing with the assigned task.

Examination

The VFU projects are to be carried out in accordance with the written instructions found in this compendium and with the instructions provided by the University of Chester, where your second VFU project will be carried out. In reporting back on the various assignments, your report should focus the 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 the first project there are "points to consider" which will aid you in your analysis. Furthermore, your analysis should be supported by relevant pedagogical theory and syllabi.

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.

Naturally, the **VFU follow-up seminars are compulsory**, since they are a part of your examination and 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 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 are carried out in the form of compulsory didactics seminars. On the completion of your project, you should start planning your report, which will be dealt with in both a written report and in an oral follow-up seminar. In the VFU follow-up seminar, each of your VFU projects will be discussed and peer reviewed.

Throughout the course, Bo Lundahl's *Engelsk språkdidaktik* is to be used as one of the foundations for seminar discussions and be referred to in the analysis section of your reports. This book is also important to the didactics pre-tasks you are to put together, based on your homework assignments in Lundahl and the ensuing discussions at the seminars.

In some cases, practical circumstances (your supervisor's schedule etc.), may prevent you from carrying out a specific part of the project when you intended to run it. **It is therefore essential that you and your supervisor compare schedules and discuss where to place the various projects in time. This must be done as soon as possible in the term, before your teaching practice starts.**

Note also that everyone must have completed their projects and have posted their reports in LISAM by the agreed deadline for each respective follow-up seminar.

In addition to the above, it should be noted that your VFU projects do not constitute all of your teaching practice. Indeed, throughout your English studies, you are expected to attend all the lessons that your supervisor teaches when you are doing your teaching practise. Naturally, you should try to do as much teaching as possible outside the time required by the projects themselves. This is your only chance to become a good teacher before getting your degree. Therefore, your supervisor may well ask you to take on more teaching – this is as it should. This

naturally means you are not simply required to teach the necessary number of lessons 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 supervisor will be required to report back on your participation in follow-up discussions of your teaching, staff meetings and the like.

You will visit your schools during certain “block weeks”. The relevant weeks for you in the autumn term are weeks 40-43 plus your *second* project in England (Week 45). Week 45 is preceded by an on-campus course on teaching youth literature, at Linköping University. **Thus, Chester is planned for week 45 (Sunday Week 44 to Saturday Week 45).**

While you are doing your teaching practice in schools, you are naturally to follow your supervisor’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 supervisor 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!

Remember you must get in touch with your supervisor as soon as you are given one. You *must not* wait until only a few days before your teaching practise starts.

On the following pages, there will be an overview of the various modules and requirements that make up the spring term, general instructions to you and your supervisor, a summary of the requirements of your teaching practice and related university seminars, as well as a detailed presentation of the *VFU* project. At the end you will also find an assessment form to be filled by your supervisor after you have completed your *VFU*.

Good Luck!

How to Plan for Your Studies to Maximise Your Chance of Success

As opposed to most other subjects, the nature of the subject English requires different study techniques to what most of you will be accustomed to in previous courses at the university.

If you take, say, the subject history, most course modules are scheduled in blocks, one after another, so that only one course module is studied at one time. This, however, is not how the study of a language generally works. The reason is there is an element of language proficiency involved. This means that though some of your courses are well suited to be studied in separate blocks, such as American and British Cultural studies, many are not. You learn a language by studying the language itself, but also by seeing the language used, hearing it, even producing it. This means your language proficiency improves not only by studying English Grammar and Written English, but by reading books, such as novels and course books, where the rules you have studied are applied. Consequently, all the courses feed into each other, and your language proficiency will improve very much thanks to courses that do not particularly focus on the language itself.

As a result of the above, many courses run parallel, throughout most of the term, which results in there being more exams at the end of term. (If asked to take ten guitar lessons – another kind of proficiency – would you ask to have them in one and the same week, or spread out over an entire term? This is the logic we must follow.) In order for you to manage this situation, **many of our courses have been constructed so that you are to prepare for each lecture or lesson** (or seminar) so that your learning is a constant, on-going process. For this, we have scheduled pair-work sessions for many courses. **If this is how you study, you will need much less time to prepare for the exams at the end**, as you will have already have learnt, say, 80% of what was to be learnt, and therefore only need to focus on the remaining 20% while studying for each exam at the end. If, however, you do not study full-time at the start of term, each exam will require much more work of you, say from 20% up to 100%, and since many exams come quite close to each other at the end of term, this may prove to be insurmountable. Therefore, **the onus is on you to plan well from the very start of term, making sure you do the required preparation**. In previous years, we have noticed a growing number of students who have *not* done the work we planned for them to do in preparation for each class, and some of these have later stated there has been too heavy a workload at the end of term. However, **the entire course is constructed on full-time studies from week one to the last exam**, and it is up to each individual student to make the most of this time. **Note that full-time studies equal 40 hours a week** on average (and as a teacher, you will be expected to work 45 hours a week). Naturally, relatively slow readers may need more than that.

Moreover, as language proficiency is something you have built up over ten years before coming here, you will find yourselves at different levels. Some of you may need to work harder to get to where you need to go – others will not, to the same extent.

Below follows an overview of the most important things as regards your planning. Following this improves your chances of future success by far:

- **Always fill your weeks with full-time studies** – even if there is not so much teaching some weeks. This will ensure you do not panic before the exams.
- **Always plan ahead.** What are the assignments and exams coming up this week, next week, and the week after that? Can I do something today that I do not need to do until next week? (A certain week may have very little teaching, but there is an exam coming up at the end of the next week, which seems rather hectic. So, I use this particular week to study for the exam. (We naturally try our best to avoid these situations, of course.))
- **Always do the expected preparation assignments for each class** – this will make you understand much better what the teacher is saying and will make it possible for your teacher to go through what (s)he had planned, thus avoiding getting stuck in trying to answer unnecessary questions.

As your lectures are sometimes scheduled together with other courses; as your teachers have other courses to teach; as some of your teachers have other jobs too, and can only teach on certain days; as there need to be big-enough rooms we can book at a certain time and so on, it is *impossible* for us to create the “perfect” schedule, even if we do try our very best. It is essential that you understand this and try to plan ahead in order to avoid complications.

We wish you all the best of luck in your second term here with us.

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.
2. Begin your VFU-period by discussing with your supervisor on what is expected of both parts.
3. Be active during classes by participating and helping the pupils.
4. Join your supervisor’s daily work. Participate in meetings, planning etc.
5. Be a good colleague and make 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. 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.
7. Regard your teaching practice as a shop window, where you can display for future employers.
8. Have fun!

On the following pages, there will be an overview of the various modules and requirements that make up the spring term, general instructions to you and your supervisor, a summary of the requirements of your teaching practice and related university seminars, as well as a detailed presentation of the *VFU* project. At the end you will also find an assessment form to be filled by your supervisor after you have completed your *VFU*.

Good Luck!

How to Read the Schedule

On the schedule, you will be able to see that some classes are called *lectures*, others *lessons* and some *seminars*.

Lectures and **lessons** are not compulsory in the sense that you will directly miss out on credits should you fail to appear. However, we regard them as a necessary tool in order to pass the final exam of the course. Missing out on lectures and seminars will *greatly* diminish your chances of passing the course.

Seminars, however, are compulsory, in the sense that they form the basis for an examination, meaning they give you credits if you pass them. Most seminars are direct examinations, but active participation in a series of seminars can also result in awarded credits. **The general attendance rate for active participation in a series of seminars is 80% for a possible pass.** Check with your individual teacher for what this means in their course module. **Absence** from more seminars **can be made up** – often in the form of a hand-in assignment or by attending the same seminar with another group of students. **Always contact your teacher in order to find out how you can make up**, should this be required.

The Courses in the Subject English

The following courses will make up the basis for your second term of English in the Teachers' Programme at LiU:

Written English

Practising grammar in use via translation exercises with ensuing discussions.
Exercises on rules and strategies applied when composing academic essays.

English Grammar

Studies in and analyses of English language structures and sentence functions.

British and American Literature in a Historical Context

Literary studies in a historic, social and cultural setting.

Youth Literature

Studying and analysing British Youth Literature with a focus on myths

Teaching Youth Literature

Studying youth literature and teaching it to British school children (with a focus on myths).

Varieties of English

Studies of selected varieties of English spoken around the world and their characteristic features.

VFU and Didactics

Studying and analysing current pedagogical theories and practising them in schools.

What to Do When in Need of Information

As your teachers have many students and many other courses, and try hard to find the time required to teach your courses, please avoid sending them an email as soon as you have any question, as most of the information can already be found on either LISAM or in your compendiums. Thus, this is the procedure to follow when having a question:

1. Check LISAM and other course information, such as compendiums and hand-outs/emails
2. Ask a friend
3. If no result above, contact the teacher in charge of your course module.

Moreover, as the general rule is *fifteen* workdays for marking and another *two* for reporting grades, please DO NOT mail your teachers to ask how they are getting on with their marking during this stipulated time. We constantly find ourselves answering emails *about* our marking instead of being able to *do* the actual marking, and thus, this only slows down the process.

What to Do When Your Teacher Does Not Respond to Your emails

Your teachers do much more than teach, and many days are so full of tasks that there is actually no time to also respond to your emails straight away. If you sent an email that receives no answer, *please wait three days*, at which time you send your teacher a polite reminder. Naturally, if things are really urgent, you may feel the need to find another way forward. The best solution is most often to talk to another teacher in the subject English, and to ask them to help out.

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 his/her 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 the didactics teacher (Mikael Jungevall) in the case of problems arising or the supervisor not being satisfied.

The above means that the supervisor is not to give the student a mark in relation to the learning outcomes of the VFU project, but that he/she 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. In case he is not available, it is also possible to contact Lars Liljegren, lars.liljegren@liu.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.
2. Carrying out all the *VFU* projects.
3. 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.
4. Publishing all your written *VFU* reports with your reflections and analyses on *LISAM*.
5. Reporting back orally on each of your projects in the *VFU* follow-up seminars.
6. Showing increased independence in the planning, carrying out and assessing of projects throughout the year within English.
7. 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 assess 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 rather 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*.

Project 2, Teaching Youth Literature, will be carried out in England. More instructions for this project will be given by your teachers at Chester University.