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|  | Department of Culture and Communication  *Institutionen för kultur och kommunikation* (*IKK*)  **Teachers’ Programme**  91ENV1, 92E1V1, 91ENV7, 92E1V7 |
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*Instructions for Supervisors*

# English 1-30 hp

# (Spring Term 2021)

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Instructions and Information for Supervisors

**Dear Supervisor,**

**Thank you for being an essential part in the teaching practice (VFU) for future teachers of English. Your contribution is essential to the success of the Teachers’ Programme at Linköping University. Below follow information and instructions for how to carry out and assess the teaching practice.**

**Good luck,**

**Lars Liljegren**

**Head of English at Linköping University**

**Mikael Jungevall**

**Course Tutor VFU**

**The Supervisor and *VFU***

**The Supervisor’s Tasks**

* Plan, carry out, evaluate and assess the various *VFU* projects 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) assess the student’s/students’ performance and development
* contact the *VFU* coordinator (*VFU-samordnaren*) 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 for each VFU project, but that he/she must contact Didactics teacher (Mikael Jungevall* [*mikael.jungevall@liu.se*](mailto:mikael.jungevall@liu.se) *) or the VFU Coordinator 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 assessing of projects, 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:mikael.jungevall@liu.se). In case he is not available, it is also possible to contact Lars Liljegren, [lars.liljegren@liu.se](mailto: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 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 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

## Project 1 – Oral Communication

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

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 and carry out some lessons which will enable your pupils to practice and develop their oral communication skills. The main focus *does not have to be* on speaking as such, which means you may integrate this project into almost whatever activity your supervisor has planned to do with the class. The area can be literature, cultural studies, presentations, discussions about the use of language and so on. The only requirement is that you ensure the activity facilitates a situation where your pupils get to talk English. Do make sure, however, that you enable everyone to speak, and not just a few. Your main goal is to enthuse your pupils to dare to speak and make full use of their knowledge of English.

#### Planning and Carrying Out Your Project

* Plan and carry out a set of activities meeting the above aim.

#### Points to Consider When Planning Your Project

* What are your **general strategies** to activate and motivate your pupils to speak?
* How 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 pupils 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?
* How can you ensure that all the students get to speak, and not just those that normally do so?
* What does a teacher need to consider as regards issues of gender, ethnicity, social status etc. in a classroom situation? What does a teacher need to do in order to ensure that these issues do not become obstacles in the learning process of individual students? How can a teacher raise and include these issues in his/her own teaching?

#### Writing Up Your Project

* Write a report of of 3-4 A4 pages (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 oral communication activities.
* **Publish** your **report** *3 days before* the follow-up seminar on LISAM

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

* Discuss the **learning process** and **learning outcomes** for the pupils. Did they learn/practise what you had intended? Were there any other things they learnt? Were there any particular difficulties?
* **Analyse** what you have learnt from your experience. To what extent did you succeed with your activities? How would you improve them next time?
* Provide **theoretical support** for your analysis, e.g. from the course literature and course syllabus.

#### Follow-up 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. Focus particularly on the **resources used**.
* **Pose 2-3 probing questions** relating to the “Points to Consider” to each of your fellow subgroup members in the LISAM group (making sure that you don’t ask the same questions as anyone else)
* Print out the questions posed to you by your fellow subgroup members and **prepare answers** to these as part of your oral report.
* Prepare to give a **10-minute oral report** in core groups on what you have learnt from this project (your analysis).