



HÖGSKOLAN
I HALMSTAD

LUT, sektionen för lärarutbildning

Riktlinjer för VFU-verksamhetsförlagd utbildning

HT 2014

4,5 hp VFU (inom 19,5 hp) Engelska Delkurs 2:
Engelskan i klassrummet - teori och praktik

Kursplan EN 6005/4, årskurs 4-6

Syftet med den verksamhetsförlagda utbildningen (VFU) är att förankra lärarutbildningen i konkreta och praktiska erfarenheter av undervisning och lärande. Målet är att få en växelverkan mellan den högskoleförlagda och den verksamhetsförlagda utbildningen, mellan teori och praktik. Reflektionen och diskussionen tillsammans med lärarna i verksamheterna är viktiga komponenter för att studenterna ska kunna sätta sig in i och förstå komplexiteten i läraryrket.

VFU-handboken, s. 4

Ansvarig för kursen: Veronica Brock
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VFU HT2014

Welcome to your VFU placement in English.

VFU-placering

Din VFU-placering finns på din personliga webbsida, där du tidigare fått kontonummer och lösenord. När din placering är klar ska du omgående ta kontakt med din/dina VFU-lärare, för att kunna planera VFU:n.

OBS! Det är viktigt att du är närvarande alla dagar. Om du skulle vara frånvarande en eller flera dagar väntar du med att lämna in blanketten tills alla dagar tagits igen. Vid längre frånvaro är det viktigt att dagar tas igen så sammanhängande som möjligt.

VFU-handboken

Du fick den i pappersform när du började här på HH och du hittar den på hemsidan. Sökväg: LUT/Student/VFU/VFU-handboken.

Personligt mål

Ditt personliga mål skriver du överst i matrisen: närvaro/omdömesblankett. Detta mål baseras lämpligen på något du hade i formativ-rutan efter förra VFU:n.

Arbetet i skolan

Du är med i skolan de 35 h (se VFU-handboken sid 11) som är arbetsplatsförlagd tid. Resterande tid använder du till att planera och skriva på dina uppgifter. Denna VFU ligger inom engelska, men det innebär självklart att du också ska vara delaktig när det gäller andra ämnen.

Närvaro- och omdömesblankett

Laddas ner från hemsidan och lämnas till **Veronica Brock** efter VFU-periodens slut. Glöm inte att ta en kopia till dig själv innan du lämnar in den. Se BB *eller* hemsidan: <http://www.hh.se/vfu-grundlarare>. Don't forget to get the forms signed off by your VFU Supervisor!

Studentens ansvar

Läs i VFU-handboken sid 14.

Bedömning

Betyg för VFU-delen är Underkänd eller Godkänd. Bedömningen grundar sig på din VFU-lärares bedömning (Närvaro- och omdömesblankett), den skriftliga dokumentationen och din aktivitet under seminarierna. Totalt är delkurs 2 på 19,5 hp. 4,5 hp är VFU och resterande 15 hp examineras inom ämnet engelska.

Besök från HH

During your VFU, you will be visited by a member of the HH staff. They will expect to see you lead a full lesson/activity or part of a lesson/activity. This lesson/part of a lesson should be one of the ones that you/your colleagues devised at HH and which you wish to try out on a genuine Åk4-6 class. Of course, you will probably have to adapt the original version in a number of ways to make it your own/ and as effective as possible.

You are expected to make contact with your visitor as soon as you know who they are, and after consulting your VFU supervisor, you should arrange for the visitor to come and observe one of your taught lessons on a day/time convenient to all three of you (please give the visitor a choice of possible dates). You also need to make sure the visitor knows how/where/when to find you and you should also exchange mobile phone numbers! Please send a copy of your detailed lesson plan/materials and any other important information to the visitor **at least two days before the visit.**

After the observation of the lesson/activity, you are to take part in a discussion/reflection/feedback on your lesson & general progression together with the HH visitor and your VFU supervisor. See the VFU handbook for more details.

Mål för VFU-perioden

I en VFU-period knyts det teoretiska perspektivet, som du får dig till livs genom föreläsningar, litteratur och seminarium/workshop här på Högskolan, samman med verksamhetsperspektivet. Målen ser du i **kursplanen** för EN6005/4 delkurs 2.

TIDSPLAN

- **Vecka 46:** Preparation for VFU
- **Vecka 47-49:** VFU
- **Vecka 50-51/2-3:** Post- VFU

TASKS DURING VFU

As your VFU supervisor will be evaluating you on various criteria (see **Närvaro- och omdömesblankett**), there are a number of related tasks we would like you to carry out. Your reflections on the tasks and your experience of VFU in general should be noted down in a VFU journal. You will use the observations from the journal to help you compose a longer written text (which gives an overview of your experience) to be handed in to Veronica after just after Christmas; it will form the second part of your written assignment. So it's up to you to decide whether you just make notes in the journal or write it up in full as you go along!

TASK 1: Lesson Planning & execution

- *Studenten visar att hon/han kan omsätta ämnes- och ämnesdidaktiska kunskaper genom att skriftligt planera, organisera och leda olika undervisningssituationer, i större och mindre grupper.*

Your first task, in consultation with your VFU supervisor, is to try out as many of the micro-lessons/tasks that you and your colleagues devised for åk4-6 (as part of your first assignment in delkurs 2) as possible. Of course, your supervisor may well be tied to their own schedule for the teaching of English, and may not be able to give you as much of a free hand as you would like. If this is the case, do not be too disappointed, and if asked to carry out other tasks, still try and make use of/incorporate some of the ideas/methods we have explored in class/your assignments here at HH.

Make sure that you make use of/devise lesson plans that have clear stages, are connected to curriculum and are written in as much detail as the time allows.

Reflections

In your VFU journal, note down your reflections on the lessons. How effective were they? What adjustments did you have to make to fit a genuine class of 4-6ers? How easy was it to move furniture to fit the task, and to give instructions in English? How well did the learners do in general? How did individuals do? What did you/could you have done to make it more effective for each individual according to their ability and needs? What will you do differently next time you are to lead such a lesson? What classroom management techniques do you need to work on? Etc.

You also need to note down your observations of how your VFU supervisor devises and executes his/her lessons. How are they built up? What is the main focus of each lesson? Etc.

TASK 2: Working with Texts - understanding/written production

- *Studenten observerar och dokumenterar, under VFU-lärarens vägledning, elevers läsning och läsförståelse, samt skrivning av olika typer av engelsk text.*
- *Studenten bedömer också några elevers förmåga och utveckling, under VFU-lärarens vägledning.*

In at least one of your lessons from **task 1**, you need to include a task in which the learners produce a **short written text** (about half a side of A4) in response to another text that they have either **read** or **heard** in an earlier stage of the lesson. In your lesson, you need to work with strategies/techniques to aid, motivate and encourage the learners:

- in their understanding of the reading/listening text through pre-, during- and post-listening/reading tasks, and through gesture, visual aids, use of stress, elicitation etc.
- to explore the vocabulary/grammar from within a range of aspects (sounds, stress, collocations, word class, sentence structure etc.)
- in their construction of the specific written text (be it a description, poem, imaginative story etc.)
- as individuals with particular needs and abilities, so that they all have a chance to achieve in some way.

Peer Evaluation

- Together with your VFU supervisor, choose 2-3 criteria from the "**kunskapskrav**" section of the national curriculum and which the learners can work with during peer assessment. If you think particular learners need an extra challenge, choose a few more criteria for those specific cases.
- In pairs, the learners read the texts they have produced and, working with the criteria, give each other tips for how they could improve their own/each other's work. They then re-work their own texts.
- On your own, you then need to decide how to interpret the grading criteria and to divide the finished texts into 3 piles (E-C-A). How do you feel about surface errors and content? Accuracy? Fluency? Etc. A good tip is always to think "Om en engelsman läste texterna, skulle hen kunna förstå dem?"

Documentation

Please bring a copy of at least one of the learners' texts from **each** level (E-C-A) back to HH for **week 50**. We will then work with the texts in more detail.

Reflections

In your VFU journal, note down your reflections on the task. How well did the learners do in general? How did individuals do? What did you/could you have done to make it more effective for each individual according to their ability and needs? How could you have guided

them more in their writing? What will you do differently next time you were to lead such a lesson? Etc.

You also need to note down your observations of how your VFU supervisor works with the written language. What kind of written tasks are carried out? How often are they carried out etc.? What is the main focus of each task? How do they fit into each lesson? Etc.

TASK 3: The spoken Language

In another of your lessons from **task 1**, could you include a **communicative task** in which the learners work with the spoken language. As they work, you will need to observe them and to jot down what they do well, and how they could work even more effectively. For example; how well do they work with sounds, stress, eye contact, use of gesture, balance of asking/answering questions, fluency and accuracy, vocabulary, grammar, register etc.?

Self Evaluation

- When they have finished the task, elicit the students thoughts on what makes a spoken task as naturalistic as possible, and then give them a simplified evaluation criteria sheet and ask them to assess their own spoken production in the nature of "Two stars and a wish". Of course, they are also welcome to come up with their own criteria. After the discussion and evaluation, ask them to carry out the task again, but this time to make sure they work on their 'wishes'. As they work, make sure you take notes to see if the discussion had any visible effect, and then get the learners' feedback.

Reflections

In your VFU journal, note down your reflections on the task. How well did the learners do in general? What differences were noticeable in the second run of the task? How did individuals do? What did you/could you have done to make it more effective for each individual according to their ability and needs? What might happen if you recorded the tasks in some way? What will you do next time? Etc.

You also need to note down your observations of how your VFU supervisor works with the spoken language. What kind of speaking tasks are carried out/how often etc. What is the main focus of each task? How do they fit into each lesson?

WORKING WITH YOUR VFU SUPERVISOR

- *Studenten reflekterar över egen och handledares planering och undervisning, i relation till styrdokument och andraspråksinlärningsteori.*

Of course, you should take every opportunity, in conversation with your VFU supervisor, to discuss and reflect on your own and their lesson planning and execution in relation to policy documents and theories of SLA, and to jot down related thoughts/ reactions /drawings & diagrams in your VFU journal.

TASK 4 (Preparation for VT15)

As you are aware, **Delkurs 2 in English** continues into the beginning of **VT15**. In preparation for your final written task which will be carried out during that time, I need you to use your time out on VFU your task to find the answers to a number of questions which are presented below. You can find the answers to the questions either through observation in the classroom or within the school environment (which means you need to become an active watcher, listener and observer), or you can ask the teachers, other members of staff and the students the questions directly. Thus, during your VFU-period you need to become both a participatory observer who takes notes in oral or written form, and a researcher who uses interview techniques to gather data. You will also need to think about how you are going to document your time out on VFU and the answers to the questions. Do remember to take a note-book with you and a digital recorder. You never know when they might be needed!

1. Questions on the teacher's own development as a teacher of English

- a. Why did the teachers of English decide to teach that subject, in particular? What was their own experience of learning English?
- b. What kind of opportunities do the teachers get for their own development as teachers of English?

2. Questions on communication in the classroom

- a. What kind of atmosphere is created in the classroom, how is it achieved, what do the teachers do?
- b. How do the teachers work with differentiation and individualisation? Have you seen any good examples?
- c. What is the layout of the classroom like? How do the students use the space?
- d. Who gets to speak in class? Who participates? How? When? Where? How long?
- e. Is there a difference between the way the teacher approaches the subject depending on the orientation of the class or level (for example: åk4 or 6?)
- f. What language is used by the teacher in the Classroom (Swedish/English?) Are they used in equal amounts? When/how are they used?

3. Questions on the Policy Documents

- a. How does the teacher use the national curriculum? Does it hinder or help? Why? Why not? How?

4. Questions on the content

- a. What kind of materials does the teacher use & how often – textbooks, their own material, media? Why? If they use (a) specific textbooks, jot down the details.
- b. What kind of content is focused on – Language? Topics? Literature? Culture? Skills? Why? How much of a lesson is devoted to each of the four skills and to grammar/vocabulary/pronunciation and other language systems? Etc.

- c. Is there a shape to the lesson? Does it consist of a number of unconnected tasks or are there a number of cohesive steps that build on each other? Does one lesson connect to the next?
- d. How does the teacher get the students interested in the topics worked on?

5. Question to the Students

- a. What literature do they personally read in English? Find out specific titles. Do the students choose it themselves or do they only read what the teacher suggests /demands?
- b. How do they work with English outside the classroom?
- c. To what extent is each individual really challenged to use their English? How is this achieved?

6. Questions to yourself

- a. How does the teaching of English in your VFU school compare to your own experience?
- b. How does what you have read relate to what you have experienced in the VFU English lessons?

Good luck with your VFU

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READING

- Cameron, L. (2001) *Teaching languages to young learners*. Cambridge: CUP
- Lundberg, G. (2011) *De första årens engelska*. Lund: Studentlitteratur
- McKay, P. & Guse, J. (2007) *Five minute activities for young learners*. Cambridge: Cambridge: University Press
- Pinter, A (2006) *Teaching young language learners* Oxford University Press
- Skolverket (2011). *Kommentarer till kursplaner och betygskriterier*.
- Skolverket (2011). *Kursplaner och betygskriterier*