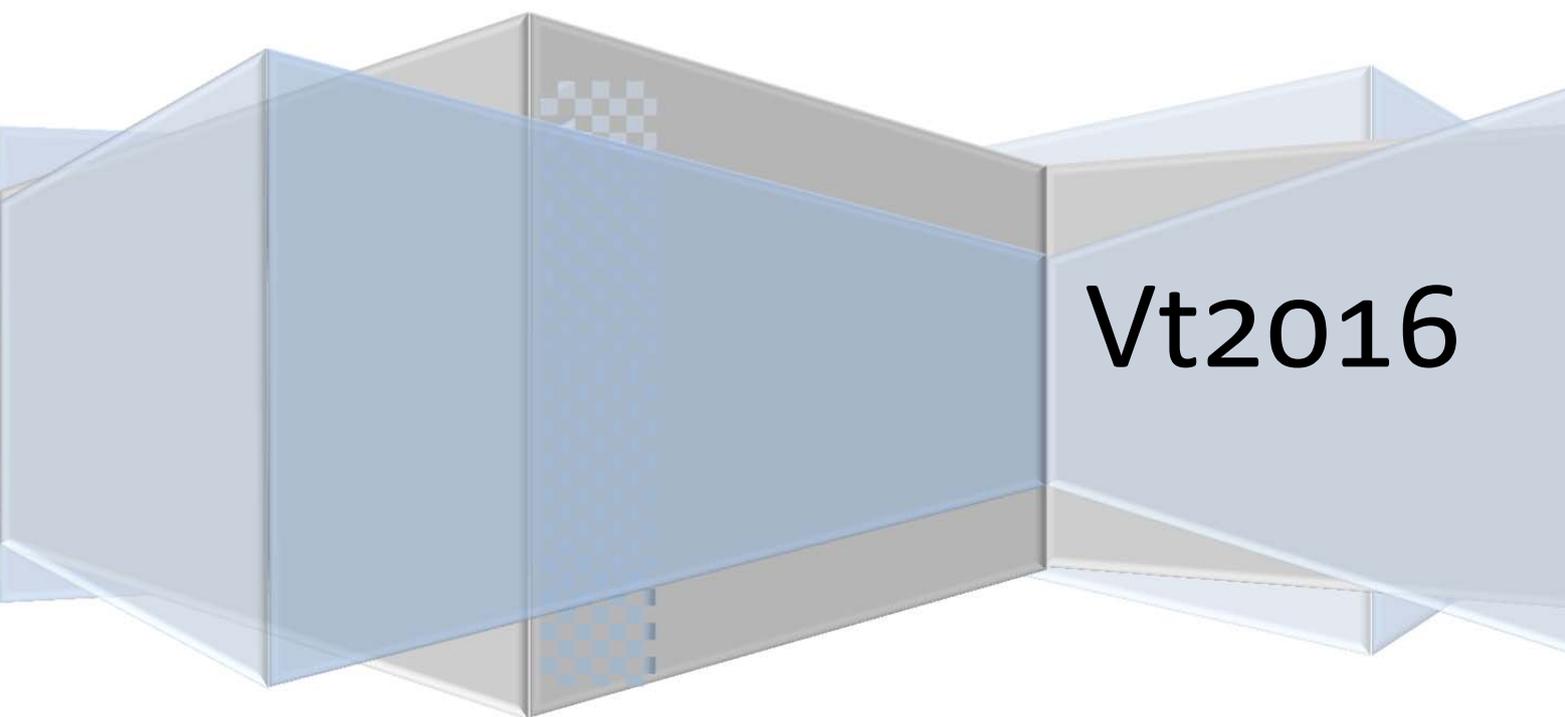


**Halmstad University**

**RIKTLINJER FÖR VFU VT 16, VFU 2 FÖR ÄMNESLÄRARE**  
**ENGLISH SUBJECT REQUIREMENTS**



**Vt2016**

## RIKTLINJER FÖR ÄMNES VFU - VT 16 (Engelska)

### ENGLISH TASKS

As you are aware, your vfu period will be in weeks **10 & 11**, and from **14-17**. **Ewa Victor** will have already given you a UVK task to be carried out at the beginning of the period.

In order to fulfil the vfu requirements, you must have completed the full **30** days of attendance at your vfu school, and have worked **full-time (35 hours)** a week). You are also expected to spend about **5 hours** working on planning, and the writing up of any related tasks. With regards to your **own teaching**, it should, if possible, comprise **50%** that of your VFU teacher, and focus on the teaching of **English!** When not actually teaching on your own, you should spend your time observing or shadowing your supervisor, getting to know your students and their interests/abilities in English, helping individuals who might need 1-1 support, planning your lessons and helping out with other tasks related to the teaching of **English**, such as evaluating and grading spoken/written tasks. Of course, you should also spend time observing and being involved in general activities that form part of the everyday for teachers in the school. In this way, you will put into practice your knowledge of teaching English and become familiar with all the aspects of a teacher's everyday work.

How you take over the 50% of your VFU supervisor's teaching time will depend on each individual context. In short, it is up to you and your supervisor to decide how best to divide up the time. For example, you may decide that you need to be eased into the teaching, and would prefer to start off in the first week(s) by observing only, and then to spend a week or so team-teaching with your supervisor; so you might begin by leading a particular stage of the lesson, and, then, as time goes on, you take over more of the time until in the last half of the VFU period, you are taking full responsibility for your own lessons. On the other hand, you might be brimming with confidence and feel that you would like to take on your own classes as soon as possible. However, as stated earlier it is up to you and your supervisor to discuss the best way forward – and of course, the students' needs must always be taken into consideration too!

### ENGLISH TASK 1: TEACHING ENGLISH

Your **main** task during your VFU placement is to put into practice what you have learned during the lesson planning module, be it leading a shorter activity as part of your supervisor's lesson or executing a full lesson on your own.

Remember that the main aim of the VFU placement is **NOT** for you to merely display your personal knowledge and mastery of English. You are NOT a lecturer, you are a teacher, and your job is to facilitate your students' learning. So, your lessons should NOT be exclusively teacher-centred and power-point led. We want to see pair and group work, and we want to see you eliciting ideas and language from the students so they get to work with it, make discoveries and use it actively, rather than you telling them everything.

In short, **in consultation with your supervisor**, you should be planning, designing and executing well-constructed appropriate **ESA** type lessons in accordance with the teacher's/school's desired/planned scheme of work for each specific class. Each lesson should exhibit clear stages, a clear linguistic focus (even if working with literature), effective materials, and that you are clear about what you and the students will

be doing, why are you doing it, and what your students should be more aware of/better able to do by the end of the lesson. Make sure each stage/task ties into the next and into the curriculum, and think about how each lesson ties in with past/future lessons.

Remember to think about groupings and changing the classroom layout if needs be, and to work on clarity and efficiency of instruction giving. Creating instant rapport with the students, making them all feel safe and confident and getting them hooked on learning English is the name of the game. Remember to contextualise each stage and to provide stimuli/reasons for listening, speaking, reading and writing, and give the students opportunities to contribute; if a student can relate to a subject, they are more likely to be motivated. Remember too to provide linguistic input and practice as students need related vocabulary, grammar, phrases etc. to be able to articulate their thoughts on any topic worked with (and don't forget to work on pronunciation). The most important thing is that the students are motivated, engaged, and active, are using their English and that learning takes place.

If you are tempted to use lesson ideas from the web or text book, make sure you scrutinise them carefully and try them out each exercise to make sure it works and does what it is supposed to do. You should always find that you need to adapt the lesson in some way in order to bring it to life and lift it off the page!!

## ENGLISH TASK 2: JOURNAL

Your second task is to keep a daily **journal** (in English) of your experience of teaching English. This journal will not only be a record for us to help inform your overall grade, but will give you much needed practice in writing in English, and become a very important and treasured document for you in your future teaching career; so **do** make full and detailed entries, as far as possible. I promise that you will come to thank me in the future 😊

In general, I would advise you to keep a **recording device (be it a notebook or a phone!)** with you during the day so you can **jot down** impressions and details that can then be **written up** in your journal in the evening. The journal should be kept as a word document but you are welcome to record bits as audio or video files, or drawings etc. The main thing is that it is a detailed record of the work done. As well as writing, speaking or drawing about your experiences, you should also try to keep a record of materials/references to materials used in the classroom.

Whatever form you decide to use, the main thing to remember is that it must be reader friendly, not just to you, but to anybody else who might read it. So, information must be located easily, and it **MUST** be well written. Don't forget to check for accuracy of grammar, spelling and punctuation and please use 1.5 spacing between lines!!

Your journal should consist of the following:

### GENERAL DESCRIPTIONS/REFLECTIONS

1. A description of the teaching institution(s) and the people from the institution you are working with (names & roles) etc.,
2. A description of the main classrooms you are working in and the resources you have available. What are your feelings (sights, sounds, smells etc) about the rooms and resources – content, use etc.?

3. A class profile(s) for each of the different groups you teach. This should include the age/ school level of the group, number of students in the class and the type of group they are (for example: IB programme, nursing programme etc.). I'd like to see details added for the learners that you work with over your time on the placement so I can see that you are getting to know them as individuals, and noting their progress. For ethical considerations, just use first names, initials, or pseudonyms.
4. A copy of the relevant syllabus for English.

## 5. DAILY REFLECTIONS

Each day, as far as possible, you must make a journal entry. You should always record a **brief** overview of what you did. This could be in tabular form. **For example:**

<b>Monday 10/3</b>	<b>8-9 Class 7B (Topic: Food &amp; Drink)</b>		
	<b>Textbook:</b> <i>First Time pp. 42-46</i> <i>Ways of offering/asking for things (Can I have. Would you like..)</i> .....		

You then need to reflect in **detail** on a **specific event (or two) experienced during the day**. These could be **detailed** reflections on the lessons taught and observed (from planning to execution and evaluation), a particular conversation with a teacher or students, observations from the staff room, feelings about coursebooks or materials, the way you are creating rapport with the students (learning their names and getting to know them), student behaviour, thoughts on current discussions about Swedish students' levels of attainment, the national tests, student reactions to learning English etc. You do not have to reflect on the same things each day, and some days, the reflection may be **longer/shorter** than another. It is up to you to decide on how much you write each day. When reflecting on lessons and classroom tasks (your own & those you observe/ help out with), you could consider the following:

- **Planning**

- a. How did you go about planning? How have you adapted materials? Did you try things out? What was effective or not? What have you learned?
- b. How was the national curriculum used?

- **Content & Assessment/Evaluation**

- c. What kind of material was used – textbooks, own material, media? Why? Add references or copies of material.
- d. What kind of content was focused on – Language? Topics? Literature? Culture? Skills? ... Why? Give details.
- e. Was there a shape to the lesson? Did it consist of a number of unconnected tasks or were there a number of cohesive steps that build on each other? How did the lesson connect to previous/following lessons, and the curriculum?
- f. How did the teacher (you or your mentor) get the students interested in the topics worked on?
- g. Was homework given? How was it dealt with when complete?
- h. Were there any assignments? How were they evaluated and graded? What criteria did you refer to? How easy/difficult was it to spot/correct errors & to assign grades & why? How did you work with error/correction/feedback etc?

- **Communication in the classroom**

- a. What kind of atmosphere was created in the classroom, how was it achieved?
- b. How did the teacher work with differentiation and individualisation? Any good examples?
- c. What was the layout of the classroom like? Furniture & groupings? How did the students use the space?
- d. Who got to speak in class? Who participated? How? When? Where? How long?
- e. Was there a difference between the way the teacher approached the subject depending on the orientation of the class or level (for example: IB programme, practical programmes etc?)
- f. Which students do you notice (or not), why? ...
- g. The following tasks (from **Scrivener, J. (1994) Learning teaching. Heinemann, p.198**) may also help you with your reflections. For example, when reflecting on a particular lesson, you could answer **(in detail) one or two** questions from **each** section below, and **combine** them into a coherent text. To add variety, you should pick different questions for each lesson. If you have your own questions that you would prefer to answer, then feel free to do so.

#### **A Recalling the lesson**

1. List a number of things that you (the teacher) did during the lesson.
2. List a number of things that the learners did during the lesson.
3. Note down any comments or feedback that a student gave you during the lesson.
4. Note any important personal interaction between you and a student during the lesson.
5. What was the balance of 'teacher doing things' compared with 'students doing things' in the lesson?
6. List some things that happened approximately as you planned them.
7. List some of the things that happened differently from your plan.
8. Recall one moment in the lesson when you had a clear decision to make between one option and another. What were the options you chose and rejected?

#### **B Reflecting on the lesson**

1. Note several things you are proud of about the lesson.
2. What was the high point of the lesson for you? Why did it feel good?
3. Can you answer the previous question (s) from the learners' point of view?
4. Name several specific points in the lesson where you feel the learners were learning something.
5. At what points could you have been clearer?
6. Which part of the lesson involved the learners most completely?
7. Where was time not used efficiently?
8. At what point did you feel most awkward or uncomfortable?
9. Did you achieve what you wanted to achieve?
10. Did the learners achieve what you hoped they would achieve?

#### **C Drawing conclusions; making plans**

1. If you taught the lesson again, what you would do the same?
2. If you taught the lesson again, what would you do differently?
3. What have you learned about your planning?
4. What have you learned about your teaching procedures and techniques?
5. What have you learned about your learners?
6. What you have learned about yourself?
7. What you have learned about learning?
8. List some intentions or 'action plans' for your future teaching.
9. Write a brief description of yourself as a teacher as seen for a student's viewpoint. What is it like to be taught by you?

## Final Reflection

**At the end of the placement**, you should write a final **reflection** in English that reflects on your whole experience of VFU what you have learned and how you have developed as a teacher. This should be about **2 sides of A4**. (Section C above may well help you frame this final reflection!).

**NOTE:** I know that keeping up the journal will be tough, but do it as best you can. There will be times when you feel you are repeating yourself. If this happens, then find a different subject to reflect on, or use a more creative way of recording the event, or hop over an entry for that day.

**HANDING IN:** Please send a digital copy of your journal to Veronica by **Wednesday 11th MAY**, or if you prefer to hand in a physical copy in a file, then bring to the seminar on **Thursday 12<sup>th</sup> MAY**.

## TASK 3: VFU-besök från Högskolan

For this visit, you will be observed teaching a full lesson and must present the observer with a detailed lesson plan at least **two** days in advance. You must also give them copies of all materials & worksheets you intend to use before the lesson. **WARNING: NO detailed plan = NO observation.** Feel free to use Veronica's lesson planning templates, or make your own version.

As stated earlier, the main aim of VFU is **NOT** for you to merely display your personal knowledge and mastery of English. You are NOT a lecturer, you are a teacher, and your job is to facilitate your students' learning. So, your 'visit' lesson should NOT be exclusively teacher-centred and power-point led. We want to see pair and group work, and we want to see you eliciting ideas and language from the students so they get to work with it, make discoveries and use it actively, rather than you telling them everything.

In short, you should plan, design and execute a well-constructed **ESA** type lesson with clear stages, a clear linguistic focus (even if working with literature), effective materials, and that you are clear about what you and the students will be doing, why are you doing it, and what your students should be more aware of/better able to do by the end of the lesson. Make sure each stage/task ties into the next and into the curriculum, and think about how each lesson ties in with past/future lessons, and that, on your plan, you give clear reasons for why you are doing things at each stage.

Remember to think about groupings and changing the classroom layout if needs be, and to work on clarity and efficiency of instruction giving. Make sure you build rapport with the students so they all feel safe and confident. Remember to contextualise each stage and provide stimuli/reasons for listening, speaking, reading and writing, and give the students opportunities to contribute. Remember too to provide linguistic input and practice as students need related vocabulary, grammar, phrases etc. to be able to articulate their thoughts on any topic worked with (and don't forget to work on pronunciation). The most important thing is that we see the students are motivated, engaged, and active, are using their English and that learning takes place. Any lesson that mostly consists of students looking for information on the internet, or lengthy discussions (particularly if they are conducted in Swedish rather than English!) without any kind of linguistic input or stimuli will **NOT** be passed!!

Of course, you are welcome to try out/adapt any of the lessons that you, or your colleagues, did for the lesson planning module, if appropriate. Again, feel free to adapt them to make them even better! If you are tempted to use lesson ideas from the web or text book, make sure you scrutinise them carefully and try them out each exercise to make sure it works and does what it is supposed to do. You should always find that you need to adapt the lesson in some way in order to bring it to life and lift it off the page!!

## USEFUL READING & MATERIALS

<http://www.skolverket.se>

Crystal, David, *Rediscover Grammar* Pearson/Longman

Estling Vannestål, M (2012) *Essential English Grammar* Studentlitteratur

Foley, M & Hall, D (2012) *My GrammarLab (Advanced)* Pearson

Hadfield, J (1987) *Advanced Communication Games* Longman

Hadfield, J (1990) *Intermediate Communication Games* Longman

Harmer, J (2007) *The Practice of English Language Teaching* (4th edition) Longman/Pearson

Kelly, Gerald (2000) *How to teach pronunciation* Longman/Pearson

Lundahl, B (2012) *Engelsk språkdidaktik* Studentlitteratur

Ur, P (2009) *Grammar Practice Activities* Cambridge University press

Woodward, T (2001) *Planning Lessons and Courses* CUP

## VFU GRADE (U/G)

Your final grade for the placement will be based on the extent to which you have achieved the module outcomes through reflections in your journal, feedback on your observed lesson by the visitor from HH, and on feedback supplied by the placement provider (VFU lärare). For example:

**G:** Adequate to very good implementation of learning and teaching methods for ESOL. Lesson plans have clearly defined aims and objectives which reflect the needs and interests of the learners. Delivery of the lesson is to a standard, as are the resources used. Class profiles are thorough and identify student strengths and weaknesses. Conduct while at the setting is professional and ethical at all times. Evidence of a good ability to implement effective coping strategies within the domain. Adequate-very good reflection on performance as a developing teacher of ESOL and evidence of very strong awareness of the learners taught. Adequate-very good standard of written English throughout. All learning log documentation is present and well-organised.

**U:** Inadequate implementation of learning and teaching methods for ESOL. Lesson plans fail to have aims and objectives and/or do not reflect the needs and interests of the learners. Delivery of the lesson is to a poor standard, as are the resources used. Class profiles are not evident and/or fail to identify student strengths and weaknesses. Conduct while at the setting may lack professionalism or may be unethical at times. Struggles to implement effective coping strategies within the domain. Little reflection on performance as a developing teacher of ESOL and little evidence of awareness of the learners taught. Inadequate standard of written English throughout. Parts of the learning logs are missing or poorly organised.

Good luck    Veronica    [veronica.brock@hh](mailto:veronica.brock@hh)