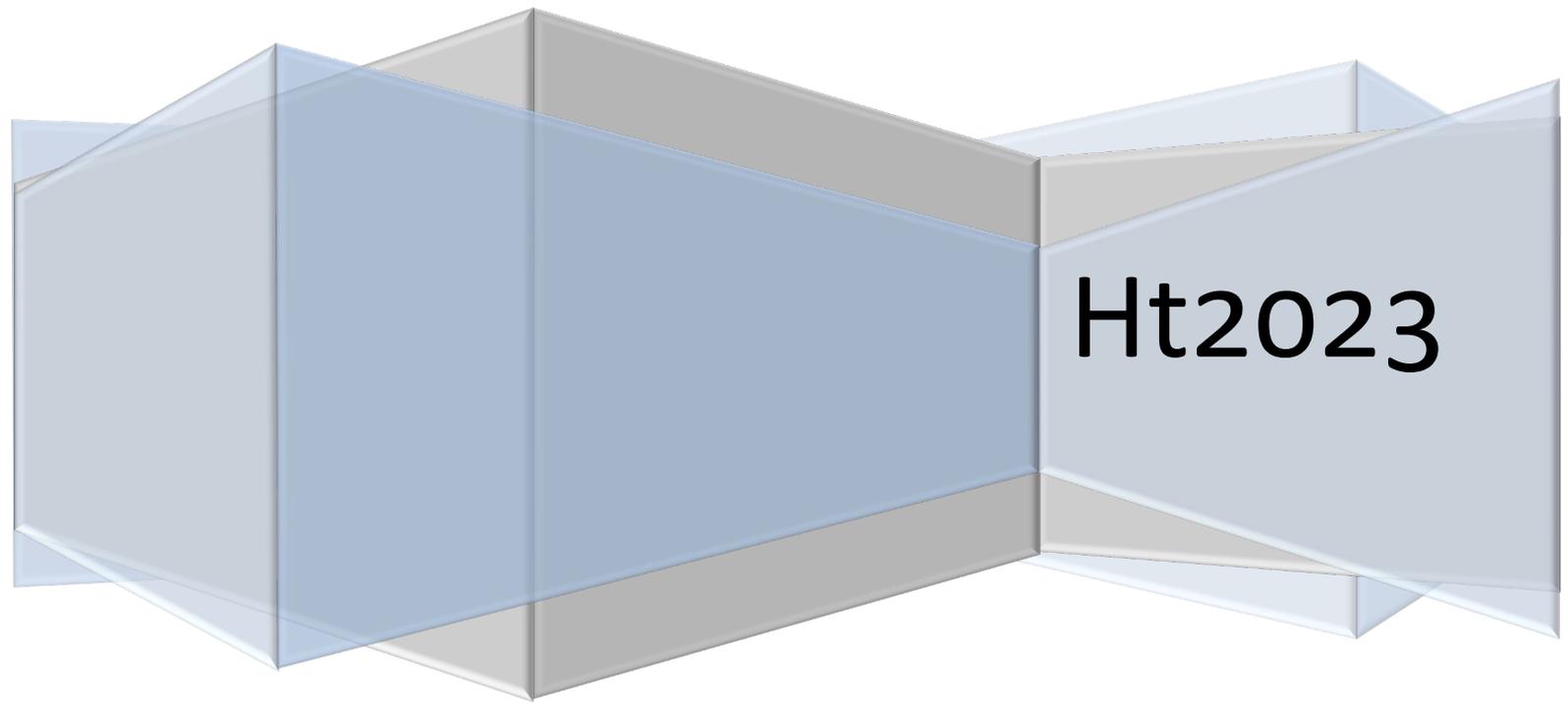


Högskolan Halmstad

UV6070

Ämnes-VFU 2: Svenska och Engelska 7,5hp

RIKTLINJER



Ht2023

UV6070 Ht23

RIKTLINJER FÖR ÄMNES-VFU 2 - Svenska och Engelska

Er **Ämnes-VFU 2** är under veckorna **45-49**.

För att kunna fullfölja kraven på denna ämnes-VFU måste du ha gjort 25 heltidsdagar på din VFU-skola. Det betyder att du har varit på skolan minst 35 timmar per vecka och att du har ägnat ytterligare 10 timmar för planering och efterarbete utanför skolan. Vad gäller din egen undervisning under din VFU-period bör den uppgå till 50% av din handledares tjänst (förutsatt att de har heltid) och fokus bör vara på undervisning i Svenska och/eller Engelska. Om du fokuserade mest på Svenska under Ämnes-VFU 1 ska du nu i första hand undervisa i ämnet Engelska – och tvärtom.

När du inte undervisar på egen hand ska du använda din tid till att observera och skugga din handledare. Du ska lära känna dina elever och deras intresse av och förmåga i Svenska och Engelska. Du kan också hjälpa elever som behöver hjälp 1-1, planera dina lektioner, utvärdera och betygsätta uppgifter och lösa andra uppgifter som är kopplade till din undervisning i ämnena. Du ska också tillbringa tid med att observera och delta i de olika uppgifter som präglar en lärares vardag i skolan. På så sätt praktiserar du din förmåga att undervisa i Svenska och Engelska och blir bekant med **alla** aspekter av en lärares vardag.

Hur du tar över hälften av din VFU-handledares undervisningstid bestämmer du och din handledare utifrån de förutsättningar som finns på skolan. Ofta är det lämpligt att börja observera (auskultera), därefter undervisa på egen hand i mindre skala och så låta det öka efterhand. Man kan också prova att undervisa tillsammans med handledaren eller dela upp lektionernas olika moment mellan sig. I slutet av perioden ska du dock kunna undervisa hela lektioner på egen hand. Här finns dock utrymme för variation efter din, din handledares och elevgruppernas behov.

Om din handledare av något skäl inte ha tillräckligt med grupper för att du ska kunna fullfölja din VFU måste du vara förutseende och fråga någon annan lärare som låter dig låna någon av deras grupper. Om inte heller det är möjligt, observera lektioner i det ämne du inte får undervisa så mycket i.

TASK 1: TEACHING ENGLISH & SWEDISH

Your **main** task during your VFU-placement is to put into practice what you have learned during your time at HH, 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 the subjects. You are **NOT** a lecturer, you are a teacher, and your job is to facilitate your students' learning through communicative activities. 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 communicative **ESA** type lessons in accordance with the teacher's/school's desired/planned scheme of work for each specific class.

Now that you have had experience of planning and executing and observing a set of **Micro-lessons** for English, you should have a whole host of ideas for lessons, or parts of lessons that you can try out and adapt for both English & Swedish. Each lesson, be it English or Swedish, as far as possible, should exhibit clear stages, a clear linguistic, literary or cultural focus, 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. Of course, the stages can be threaded over a number of 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 Swedish & 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 in either language worked with. The most important thing is that the students are motivated, engaged, and active; that they are using their English and Swedish effectively and that learning takes place.

If you use lesson ideas from the web or a textbook, make sure, as you did with your micro-lessons, you scrutinise them carefully and try 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! Just picking up a text book and following it blindly without preparing it first will end you up in the deepest of deepest you know what.

TASK 2: JOURNAL

Your second task, as with your earlier VFU experience, is to write a daily **journal** (in Swedish and/or English) of your experience of teaching English and/or Swedish. The aim of this journal is to get you intrinsically motivated and to work on your life-long learning skills. In short, you will carry out this task for your own personal growth rather than to gain a grade! This journal will give you much needed practice in writing (or speaking) in Swedish and/or English this term, and become a very important and treasured document for you in your future teaching career. It's also worth looking back at your earlier journal & report to see what you need to work on & how you have progressed. So, although the work will not be handed in, **do** try and make full and detailed entries, as far as possible. I promise that you will come to thank us 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 can be kept as a word document or audio file, or a mix with elements of audio, video, illustration 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.

To give you some ideas, see the **Appendix**. **This time, as well as reflecting on what you did in general, we would also like you analyse, problematise and critically reflect in more depth on the following areas:**

- **how you have managed to adapt your lessons to the needs of individual students.**

- discussions with your supervisor (and others) questions of equality (in all respects) in relation to the teaching profession and the school world.
- your own handling of questions of equality (in all respects) as a teacher.
- the demands made on teachers of Swedish and English in relation to the subject content, the curriculum, the actual practice of teaching, as well the evaluation of student work and the giving of grades. In particular, what have you observed/taken part in with regards to the evaluation of English and/or Swedish.
- What areas of the teaching and learning of English and Swedish the teachers in your VFU school are currently focusing on for improvement/ researching into etc?.

We realise that keeping up the journal will be tough, as you have more than enough work with the planning of your lessons, but do it as best you can. You do not have to reflect on the same things each day, and some days, the reflection may be **longer/shorter** than another. 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. **As it's for your eyes only, it is up to you to decide on how much/little you record each day.**

Handing in of work: FINAL REFLECTION

As mentioned earlier, you will **NOT** be required to hand in your journal. However, we will need to see evidence at the post VFU-seminar (**Date to be sorted**) that you have kept one! As we say, it will eventually become a highly prized and personal historical document. In years to come, you will get a tremendous amount out of looking back at your beginning teacher self! So, it's worth making it as reader friendly as possible to both yourself and any future readers.

Howeerrrrrrrrrr, at the end of the placement, using your journal as an aid, you should write a **Final Reflection** in English that looks back on your whole experience of VFU, what you have learned and how you have developed as a teacher. In particular, make sure you have included reflections on the areas highlighted above. The Final Reflection should be about **4-5 sides of A4**. Don't forget to check for accuracy of grammar, spelling and punctuation and please use **1.5 spacing** between lines!!

HANDING IN: Please send a digital copy of your **final reflection** by **email** to veronica.brock@hh.se by **Sunday 17th December**

Uppgift 3: VFU-besök från Högskolan

Du kommer under din VFU-period att få ett besök av en lärare kopplad till Högskolan. Vederbörande kommer att observera en hel lektion och du måste presentera en detaljerad plan för din lektion minst två dagar före besöket. Du måste också ge besökande lärare kopior av det material du tänker använda innan själva lektionen. Om den besökande läraren INTE får någon detaljerad plan blir det inte något lektionsbesök.

Som framhållits tidigare är INTE huvudsyftet med din VFU att du ska visa dina stora ämneskunskaper i sig. Du är alltså i första hand inte en föreläsare utan en lärare och ditt arbete är att underlätta dina elevers lärande. Så den lektion som du får besök från HH ska i första hand inte vara en lektion som innehåller en föreläsning eller en lång genomgång med PowerPoint. Låt gärna eleverna arbeta i par eller grupper under en del av lektionen och försök få dem att själva delta aktivt och utveckla idéer.

I korthet: Allt som vi tagit upp i Uppgift 1 ovan ska också tas i beaktande när du planerar och genomför din lektion för den besökande läraren från HH. Notera också att denna lektion i första hand INTE ska innehålla långa presentationer av dig som lärare eller av elever, elever som mestadels letar information, som skriver långa texter under tystnad eller gör prov. Lektioner i Engelska ska inte heller innehålla långa moment på svenska språket.

VFU-Betyg (U/G/VG)

Denna VFU-period kommer att bedömas med ett av följande betyg: U/G/VG. Ditt slutliga betyg för din VFU bygger på din VFU-handledares utvärdering och återkoppling på ditt arbete (Närvaro- och omdömesblankett), i vilken utsträckning du har uppnått de eftersträlvade resultaten enligt återkopplingen på din lektion av den besökande läraren från HH, och på din slutliga reflektion.

Lycka till!

Anders Nilsson anders.nilsson@hh.se and Veronica Brock veronica.brock@hh.se

APPENDIX 1: IDEAS & QUESTIONS FOR REFLECTION

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 Swedish and English.

5. DAILY REFLECTIONS

Each day, as far as possible, you should try to make a journal entry, even if it is a **brief** overview of what you did. This could be in tabular form. **For example:**

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

You should then try 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 course books 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 Swedish and English etc.

6. OTHER QUESTIONS FOR CONSIDERATION

- **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? Internal? National tests? Etc. 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.?
- i. What are your views on the National tests?

- **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 and 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, or even make up your own questions.

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?

USEFUL READING & MATERIALS (& other literature you have used in your courses so far)

SVENSKA

Ask, Sofia (2012). Språkämnet Svenska – ämnesdidaktik för svensklärare.

Langer, Judith (2005). Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse.

Molloy, Gunilla (2003). Att läsa skönlitteratur med tonåringar.

Molloy, Gunilla (2007). Skolämnet svenska. En kritisk ämnesdidaktik.

Olsson-Jers, Cecilia (2010), Klassrummet som muntlig arena: Att bygga och etablera ethos.

Palmer, Anne (2010), Att bedöma det muntliga, Utvärdering av ett delprov i gymnasieskolans nationella kursprov.

Prage, Synnöve & Svedner, Per-Olov (2008), Tala – samtala – lära. Om lärares och elevers tal i undervisningen: en handledning.

Renberg, Bo & Ingemar Friberg (2015). Svensklärares påverkan och praktik. På spaning efter konsten att undervisa.

Tengberg, Michael (2011). Samtalets möjligheter: Om litteratursamtal och litteraturreception i skolan.

ENGLISH

Bilbrough, N (2007) *Dialogue Activities* Cambridge University press

Brookes, A & Grundy, P (1998 – 6th Printing 2005) *Beginning to Write* Cambridge University press

Crystal, David, *Rediscover Grammar* Pearson/Longman

Collie, J & Slater S (1987/1995) *Literature in the Language Classroom* Cambridge University press

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

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

Gibbons, P (2009) *English Learners Academic Literacy and Thinking* Heinemann

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

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

Harmer, J (2007/2015) *The Practice of English Language Teaching* Longman/Pearson

Hewings, M (2004) *Pronunciation Activities* Cambridge University press

Lundahl, B (2012) *Engelsk språkdidaktik* Studentlitteratur

Maley, A & Duff, A *Drama Techniques* (2005: 3rd ed.) Cambridge University press

Richards, J (2015) *Key issues in Language Teaching* Cambridge University press

Sanderson, P (1999/2003) *Using Newspapers in the Classroom* Cambridge University press

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

Ur, P (2012) *Vocabulary Activities* Cambridge University press

Williams, G & Normann, A (2021) *Literature for the English Classroom* Fagbokforlaget

Woodward, T (2001) *Planning Lessons and Courses* Cambridge University press

<http://www.skolverket.se>

