

Halmstad University

RIKTLINJER FÖR VFU 1 (&UVK2)FÖR ÄMNESLÄRARE VT22

SWEDISH (& ENGLISH) SUBJECT REQUIREMENTS



Vt2022

RIKTLINJER FÖR ÄMNES VFU - VT 22 Svenska (& Engelska)

SWEDISH (& ENGLISH) TASKS

As you are aware, your VFU-period will be in weeks **9-14**. **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 (with a full time post), **and focus on the teaching of Swedish, (and English)**. If possible, there should be a greater focus on **Swedish**, this time. So, if you do not get to teach any English during this VFU period, it is not a problem. 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 **Swedish (& English)**, helping individuals who might need 1-1 support, planning your lessons and helping out with other tasks related to the teaching of the subjects, 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 **Swedish (& 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!

If, for any reason, your supervisor does not have enough classes for you to fulfil the requirements, then it's up to you to be **pro-active** and seek out other members of staff who you are willing to lend you some of their classes. If there are still not enough opportunities to teach both subjects, then spend more time observing the subject in which you have had fewer opportunities for teaching, if possible.

TASK 1: TEACHING SWEDISH (and ENGLISH)

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 also 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. Each lesson, be it Swedish or English, as far as possible, should exhibit clear stages, a clear linguistic or literary 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 (and 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 Swedish and English effectively and that learning takes place.

If you use lesson ideas from the web or a textbook, make sure 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 is to write a daily **journal** (in Swedish and/or English) of your experience of teaching Swedish (and English). 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. 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, your journal could 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 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.

I know 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.**

When reflecting on lessons and classroom tasks (your own and 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? 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?

Handing in of work

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 on the **25th April 2022** 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.

FINAL REFLECTION

Howevrrrrrrrrrr, at the end of the placement, using your journal as an aid, you should write a **final Reflection** in Swedish or English that looks back on your whole experience of VFU what you have learned and how you have developed as a teacher. This should be about **3-5 sides of A4**. (Some of the questions from Section C above may well help you frame this final reflection!). 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** to **Anders & Veronica via email (not BB)** by **Friday 22nd April 2022**.

TASK 3: VFU-besök från Högskolan

Depending on the Covid-situation, if visitors are allowed in to the schools, you will normally 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 and 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. However, if Covid-restrictions are still operational, a digital form of visit will take place instead. You will be informed of the situation nearer the time of the visit.

As stated earlier, the main aim of VFU 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. 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 communicative **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. Of course, you don't need to get all stages into a single lesson, but we do need to see how it links to other lessons.

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; that they are using their Swedish/English effectively and that learning takes place.

WARNING Any lesson that **MOSTLY** consists of or lengthy teacher-centred presentations/lectures, student presentations, students looking for information on the internet, lengthy writing tasks done in silence, or even lengthy student discussions (particularly if they are conducted in Swedish rather than English in an English lesson!) without any kind of linguistic input or stimuli will **NOT** be passed!! Of course, shorter moments of this type are acceptable!

If you are tempted to use lesson ideas from the web or textbook, 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!!

VFU GRADE (U/G/VG)

This VFU period will attract one of the following grades U/G/VG. Your final grade for the placement will be based on your VFU supervisor's evaluation and feedback of your work (Närvaro- och omdömesblankett), the extent to which you have achieved the module outcomes through written feedback on your observed lesson by the visitor from HH, and on your final written reflection.

Good luck

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

USEFUL READING & MATERIALS

SVENSKA

- Ask, Sofia (2012). Språkämnnet 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.

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

<http://www.skolverket.se>