



Engelska för grundlärare åk F-3: EN2045

VI DAYS VT23

During your course in English, unless otherwise advised, you will be taking part in 3 sets of VI days, which will have a focus on English. The days are:

- **WEEK 17** **Monday 24th April & Tuesday 25th April**
- **WEEK 19** **Monday 8th May & Tuesday 9th May**
- **WEEK 21** **Monday 22nd May & Tuesday 23rd May**

Of course, the VI days belong to your school and it is up to the school team, and your local VFU leader to decide how they would like to involve you. However, over the period of the 3 sets of days, I would like you to have a go at two tasks; the reflections on which will be written up as part of the reflective piece in a **written assignment**, and as part of an **oral assignment**, and which may also be used in the **VI day seminars** with your **local VFU leader**.

TASK 1: Observation of the teaching & Learning of English

The first thing is to observe as many English lessons as possible and to find out about the teaching of English in your school. The questions overleaf will give you an idea of the kind of thing I am after. Feel free to use them as they are, adapt them, or make up your own! The answers can be found out 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. By active observation, I mean that the teacher/handledare/local VFU leader may well also want you, during observation, to be involved in interacting with the pupils in some way. So, always ask the teacher/handledare/local VFU leader what they would like you to do when 'observing' before the lesson/task begins.

Please make sure you keep a record of your findings, as you will need them for the assignments.

TASK 2: BE BRAVE: DARE TO TEACH ENGLISH (AND IN ENGLISH!)

Your second task, in **consultation** with the **teacher/handledare/local VFU leader**, is to find an opportunity to have a go at teaching English (and in as much English as possible, if you dare!). These opportunities can be small ones, from a task that takes a few minutes to a whole lesson, and from working with a whole class to working with a single student. You can use English in all kinds of lessons, not just those that are designated as 'English' ones. For example, you could surprise your students by getting them do a related task in English in the middle of a Swedish or maths lesson, give instructions in English in a PE lesson, have a conversation in English with a student(s) in the playground or at lunch, take a group for a nature quiz/walk in English, or teach them a playground game or chant in English. You could find out how aware they are of all the "English around" them by taking in copies of your collages and see how they react/talk about them.

Of course, your teacher/handledare/local VFU leaders may well have an idea of what they would like you to do, but if not, you could try out a "*Find Someone who task*" similar to the example one on the theme of "sports"; or adapt another activity/ part of a lesson we have tried out in class, or even have a go at trying out a task of your own making. When you get to your third (or even second) set of VI days, you will have had a chance to create and try out your own group micro-lesson with the EN2045 class. So, if you get the chance, you may well want to try it (or bits of it out) in reality in a VI class.

You might also want to get your pupils to record and collect/make a collage of all the examples of English they see around them in their daily lives, and get them to discuss in what ways they react to/use that English. Of course, the discussion can be done in Swedish.

If possible, and with permission, could you copy a few **examples** of the learners' **written work** in English and bring back to HH, so we can work the texts.

It goes without saying that each of your VI-dagar experience and teaching opportunities will be different depending on the context of the school in which you are placed; in some schools, you may get to work with English on all your Vi days, and in others on only one or two, or, in the worst case scenario, not at all. However, in general, the teachers are behind you and keen for you to take risks, challenge yourselves, be **PRO-ACTIVE**, try out ideas and maximize the **smallest** opportunities for teaching English.

However, do keep in mind that the school and teachers must also go about their day to day business with specific goals that have to be achieved and tasks carried out, so be respectful and mindful at all times, and do not be disappointed if you do not get to try out all that you had hoped! If, by any chance, you only get limited (or no) opportunities to work with English, do not despair.

You will still be able to write up what you did do in English, and exchange ideas/experiences with the other members of EN2045!

Make sure that you find effective and subtle ways of asking or finding out answers to the questions; you don't have to ask them all at once, or in a single intense interrogation session 😊. Often answers crop up quite naturally and over time, through observation, and by keeping your eyes and ears open, and through relaxed and spontaneous conversations!

GOOD LUCK

Veronica

VI DAY QUESTIONS

General Question

- a. When & how much English is taught in years F-3? Who decides when it should be introduced? What is the reasoning behind when it is introduced & how much time is given to it per week?

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

- a. Who gets to teach English? All teachers in F-3? Why, why not? If all teachers are expected to teach it, how do they feel about doing so? If there are specialist teachers of English, why did those teachers decide to teach that subject, in particular? What was their own experience of learning English?
- b. What kind of training (Theoretical? Practical?) did they receive for the teaching of English?
- c. What kind of opportunities do the teachers get for their own development as teachers of English?

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. What is the layout of the classroom like? How do(es) the learners/teacher use the space?
- c. How does the teacher modify their English, and what other strategies do they use to get meaning across?
- d. Who gets to speak in class? Who participates? How? When? Where? How long?
- e. What kind of themes do the learners get to speak about? How are they encouraged to speak? What kind of & how much spoken English do they produce? Words? Chunks? Dialogues? Formal? Informal? Etc.? How do the learners interact when speaking?
- f. How do the teachers work with differentiation and individualisation? Have you seen any good examples?
- g. Is there a difference between the way the teacher approaches the subject depending on the orientation of the class or level (for example: F-3)?
- h. What language is used by the teacher (and students) in the Classroom (Swedish/English?) Are they used in equal amounts? When/how are they used?
- i. To what extent is each individual really challenged to use their English? How is this achieved?

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 details about the book, and how it is used.
- b. What kind of content is focused on – Language? Topics? Literature? Culture? Skills? Why? How much of a lesson (or set of lessons) is devoted to each of the four skills and to grammar/vocabulary/pronunciation and other language systems? Etc.
- c. What kind of writing tasks in English do the learners get to do? How much are they expected to write? Is there a focus on accuracy or fluency, or? What have you noticed about the learners' written production?

- d. How is pronunciation worked on in the classroom? Sounds? Stress? Intonation? Connected speech? Drilling? Etc.
- e. What kind of texts/voices do the learners get to listen to? How do they react to and deal with the listening tasks?
- f. Is grammar taught explicitly? If yes, what is taught?
- g. 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?
- h. How are skills' lessons built up? Do the learners get to read, speak, write or listen from cold or are they prepared in stages with work on micro-skills such as pre-rereading/listening tasks, reading/listening for gist, skimming & scanning? Listening in detail? Etc.
- i. How does the teacher get the students interested in the topics worked on?
- j. Are there any books in English that the students use, or can use for extensive reading inside & outside the class? What kinds of books are they? Where are they kept? Who decides how they should be used? How are they used?
- k. How is vocabulary worked on? What kind of activities are used to help the learners learn & retain the new items?
- l. Are the learners encouraged to listen extensively to English outside the classroom? If so, how are they encouraged to do so, and what are they encouraged to listen to?

Questions on the Policy Documents

- a. How does the teacher use the national curriculum for English? Does it hinder or help? Why? Why not? How?
- b. How does what you have observed that takes place in the English classroom match up to the national curriculum?

Question to the Students

- a. How do they feel about English, and learning it? What do they particularly like to do in the English classroom (or not). Why? Why not?
- b. How do they feel about speaking English in the classroom? When do they find it easiest/more difficult?
- c. How do they work with English outside the classroom: Songs? Films? Video Games? Etc.
- d. Do they read any books in English? If yes, what do they read & why? If not, why not? Who decides if they should read in English?
- e. How aware are they of all the "English around" them. You could take copies of your collages and see how they react to them. Or, you could ask them to bring in their own examples/make their own collages and you discuss them together.

Questions to yourself

- a. How does the teaching and learning of English in F-3 in the VI school compare to your own experience at that age?
- b. How will you teach English in the future?