

Course Guide

Teachers' Programme Guide for English 31-60hp

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Below follows first information that has to be incorporated according to the powers that be. Based on where it is taken from, it will appear in either English or Swedish. After the first section – *Grunddata* – however, all the other information will be provided in English, as has always been the case before.

Grunddata

Kursplan – Lärandemål 31-55hp

Efter avslutad kurs skall den studerande kunna

- uttrycka sig idiomatiskt med hänsyn tagen till grammatiska strukturer och ett för läraryrket professionellt engelskt ordförråd
- demonstrera grammatiska insikter, även i ett kontrastivt perspektiv
- uppvisa färdighet i att identifiera samt pedagogiskt förklara språkliga fel
- redogöra för kunskaper kring amerikansk och brittisk kultur och litteratur från äldre epoker
- demonstrera grundläggande insikter om bredare kulturella strömningar
- med stöd i vetenskapliga källor diskutera och på en grundläggande nivå analysera ungdomslitteratur med hänsyn tagen till det framtida läraryrket
- med stöd i vetenskapliga källor diskutera och på en grundläggande nivå analysera språkligt och litterärt avancerade texter som belyser idéutveckling inom äldre epoker, såväl ur ett litteraturvetenskapligt som ett pedagogiskt perspektiv
- uppvisa förmåga att identifiera och förklara litterär terminologi i ett verk av Shakespeare
- granska litteraturvetenskapliga analyser av studerat verk
- på grundläggande nivå uppvisa ett vetenskapligt förhållningssätt inom engelsk litteraturvetenskap
- definiera, exemplifiera och använda lingvistiska och sociolingvistiska begrepp,
- tillämpa lingvistiska teorier och metoder i analyser av språkliga data
- identifiera utvalda varianter av engelska från olika världsdelar och med hjälp av ljudskrift och fonetiska grundbegrepp beskriva fonologin i desamma
- inom ramen för språkstudier och med hjälp av problemställningar kunna författa en text med vetenskaplig karaktär
- visa kunskaper om formaliahantering i användningen av vetenskapliga källor och empiriska data där även källkritiska ställningstaganden ingår
- genomföra en uppgift utifrån givna tidsramar
- med utgångspunkt i sina ämnesstudier och ämnesdidaktiska studier formulera pedagogiska problemställningar med relevans för gymnasieskolan / åk 7-9
- diskutera konsekvenserna av politisk styrning av ämnets innehåll
- söka och sammanställa forskning med relevans för ett specifikt ämnesdidaktiskt område
- visa förståelse för de olika aspekter som läraren utifrån gällande styrdokument måste ta hänsyn till vid bedömning av elevprestationer i engelska i gymnasieskolan / åk 7-9
- använda skolans styrdokument för ämnet och kunna relatera dessa till aktuell språkdidaktisk forskning samt till metoder och arbetsformer som befrämjar språkinläring
- redovisa ett utfört moment i litteraturundervisning med hänvisning till teori och aktuell forskning inom området
- använda lärplattformar och diskutera användningen av IKT som pedagogiskt redskap i gymnasiet / åk 7-9.

Undervisning/Arbetsformer

Undervisningen sker i form av föreläsningar, seminarier och lektioner samt självstudier.

Examination och betyg

Kursen examineras genom skriftlig hemtentamen, skriftlig salstentamen, muntlig tentamen samt muntlig och skriftlig redovisning. Betygen U/G samt U/G/VG förekommer.

Betygskriterier

Below follows an overview of the grading criteria for the various course modules. How – exactly – these are tested can be seen in the overview of the *Ladok* codes at the end of the on-line syllabus, and more detailed information may also be provided by the respective teachers/course material.

Pedagogical Grammar

G

The student is able to

- identify a wide range of the most common grammar errors made by Swedish students
- pedagogically explain the error in a way the students would understand

VG

The student is able to

- identify most of the grammar errors generally made by Swedish students
- pedagogically explain the errors in a way the students would understand
- analyse the error in terms of the underlying grammatical structures, using relevant grammatical terminology

Language Proficiency (Written English and English Grammar)

G

The student is able to

- express him- or herself idiomatically, taking into consideration grammatical structures and a professional vocabulary suited to the teaching profession
- demonstrate grammatical insights, also from a contrastive perspective
- show an understanding of sentence functions and the structures with which they can be realised

VG

The student is able to

- express him- or herself idiomatically. Grammatical structures and vocabulary are very well suited to the teaching profession and would work well in an academic context
- demonstrate grammatical insights, also from a contrastive perspective.
- be able to use a wide range of grammatical structures

- show a detailed understanding of sentence functions and the structures with which they can be realised

British and American Literature in a Cultural Context

Literature and Culture

Like your cultural studies in English 1, these courses place your language study in a larger cultural context by trying to show how British and American societies work and how their peoples think about themselves and their lives. Last term you studied the modern societies and modern literature. This term you will be studying how these societies have evolved, in other words, you will be going back in time. These courses seek to integrate a general orientation of the historical and cultural development with the study of key texts from some historical periods in order to help our students acquire a broad cultural understanding of the English-speaking world.

British and American Literature in a Cultural Context

This course is a survey of British and American history and literature from the 16th to the 20th centuries. It provides an overview of the most important historical and cultural developments. By relating literature from these periods to the historical context, the course illustrates the relation between literature and society.

For both the British and the American part, there are three lectures and a final written exam. Attendance at lectures is not compulsory but advisable, since the exam covers both lectures and course literature.

Course literature: McDowall, O'Callaghan and material supplied by the department.

Literature seminars

For the first part of the course you will be reading British youth literature (see below) exploring how authors have made use of myth in classic as well as contemporary youth literature.

The later part of the term you will be studying some of the classics of British and American literature. The authors and works of this course have been chosen to illustrate the life and culture of the different historical periods covered in your cultural studies. In addition, they are all part of the literary canon, i.e. these texts are considered milestones in the development of world literature.

Active participation in ALL the seminars is compulsory. Please note: minimum acceptable preparation requires adequate computer written answers¹ with page references on all the set questions. Your notes must also be submitted to Urkund when requested.

Course literature: See the literature list for the course.

Criteria for Grading

British and American Literature in a Cultural Context

¹ Consult the literature compendium for what is meant by "adequate answers".

G

The student shows a basic knowledge of British and American historical and literary development and their relationship from the 16th to the 20th centuries.

VG

The student shows a more advanced knowledge and understanding of British and American historical and literary development as outlined above.

Literature Seminars

G

The student can understand and discuss content and narrative techniques – based on literary theory - in classic and contemporary British and American literary texts, express this understanding in clear and correct written English and through the use of correct terminology and relate it to the historical and cultural development of Great Britain and America.

VG

The student can analyse and discuss narrative techniques and themes – based on literary theory - on a more advanced level in classic and contemporary British and American literary texts, express this analysis in well-argued and well-phrased written English and through the competent use of correct terminology and relate the analysis to the historical and cultural development of Great Britain and America.

Shakespeare

The Shakespeare course requires the students to read and understand Shakespeare's *Macbeth*. Three lectures are given on the background and content of the play and a film of the play concludes the course. None of these are obligatory although they are recommended as preparation for the final examination. This is a written exam (2 hrs) with a total of 50 points.

G

30p (60%); The student can interpret and discuss selected passages from the play.

VG

40p (80%). VG requires a higher standard in the interpretation and discussion of selected passages from the play, particularly the ability to explain metaphorical language.

Youth Literature

G

The student can discuss and analyse the work using good and fluent English. The student can identify and compare myths and their significance for the story told, and can show the ability to see how the work studied could be used in a teaching situation in schools.

VG

The student can discuss and analyse the work using good and fluent English. The student can identify and compare myths and their significance for the story told, and can show the ability to see how the work studied could be used in a teaching situation in schools. In doing so, the student can display a high degree of independent thought and analytic ability.

Teaching Youth Literature

G

The student can actively, and with some confidence, run some literary classes in a British school. (S)he can present and expose the students to a literary text and actively involve them in a discussion or an activity around it, using their response as a guideline for how to carry on with the lesson. The student can also report back on his/her experiences, displaying a degree of critical analytical thinking and taking into account current research on the subject.

Varieties of English

G

Phonetic analysis

The student is generally able to:

- transcribe short excerpts of selected (regional and/or social) varieties of English,
- identify and describe some salient phonetic features that distinguish each from standard varieties of British and/or American English.

Essay

The student is able to:

- use appropriate linguistic terms and concepts to describe regional and social features of one or more varieties of English as well as exemplify them on the whole correctly and appropriately,
- synthesise information from different academic sources,
- apply linguistic theory and method related to a given topic,
- give a few points of critical appraisal of a given linguistic model, theory or method,
- structure the analysis in essay form,
- follow accepted formal conventions to quote and refer to the appropriate literature,
- complete the take-home exam within the stipulated time.

VG

Phonetic analysis

The student is able to:

- accurately transcribe short excerpts of selected (regional and/or social) varieties of English,
- accurately identify and describe **in detail some** salient phonetic features that distinguish each from standard varieties of British and/or American English.

Essay

The student is able to:

- accurately use appropriate linguistic terms and concepts to describe regional and social features of one or more varieties of English as well as exemplify them correctly and appropriately,
- synthesise information from different academic sources,
- apply linguistic theory and method related to a given topic,
- give a rounded critical appraisal of a given linguistic model, theory or method,
- present the analysis in the form of a lucid, insightful and well-structured essay,
- consistently follow accepted formal conventions to quote and refer to the appropriate literature,
- complete the take-home exam within the stipulated time.

VFU and Didactics + Teaching Youth Literature

The Syllabus and Grading Criteria for these courses can be found towards the end of this compendium, in the assessment forms. Please note that these courses being so short has led to the only grades awarded being either G or U.

Exam Codes, 92EN31, 93EN31:

- ANA1 Skriftlig fonetisk analys. Varieties of English Högskolepoäng: 2.5
- ESS1 Skriftl hemtentamen: Varieties of English Högskolepoäng: 2.0
- MTN1 Muntlig tentamen: Youth Literature 1 Högskolepoäng: 2.0
- MTN2 Muntlig tentamen: Youth Literature 2 Högskolepoäng: 2.0
- MTN3 Muntlig tentamen: Teaching Youth Literature Högskolepoäng: 1.0
- MTN4 Muntlig tentamen: Austen-Brontë Seminar Högskolepoäng: 2.0
- MTN5 Muntlig tentamen: American Short-Stories Seminar Högskolepoäng: 1.0
- OBL1 Obligatoriska moment: Aktiv närvaro på Didactics Seminars Högskolepoäng: 2.0
- STN1 Skriftlig tentamen: Pedagogical Grammar Högskolepoäng: 2.0
- STN4 Skriftlig tentamen: British Literature in a Högskolepoäng: 2.0
Cultural Context
- STN5 Skriftlig tentamen: American Literature in a Högskolepoäng: 2.0
Cultural Context
- STN6 Skriftlig tentamen: Shakespeare Högskolepoäng: 1.5
- STN7 Language Proficiency Exam 1, Grammar Högskolepoäng: 1.5
- STN8 Language Proficiency Exam 2, Translation Högskolepoäng: 1.5

Exam codes for 92ENV3, 92ENV8, 93ENV3, 93ENV8, 3hp

VFU: Teaching Grammar 3hp

PRO1 Projekt: Teaching Grammar - skriftlig och muntlig rapport 1 hp (U-G)
Project: Grammar Project - Oral and written report

TDLF Tillämpade didaktiska lärarförmågor 1 hp (U-G)
Applied Didactical Teaching Skills

TSLF Tillämpade sociala lärarförmågor 1 hp (U-G)
Applied Social Teaching Skills

Exam codes for 92ENV4, 92ENV9, 93ENV4, 93ENV9

Teaching Youth Literature 2hp

PRO1 Projekt: Teaching Youth Literature in British Schools - muntlig redovisning 2 hp (U-G)
Project: Teaching Youth Literature in British Schools - Oral exam

OBL1 Obligatoriskt moment: skolbesök, 0 hp D
Mandatory prt: School Visit

OBL2 Obligatoriskt moment: återkopplingsseminarier, 0 hp D
Mandatory part: seminars

Grades for the Entire Course

For the 3 credit and 2 credit VFU courses, only a G is possible.

For a VG on the entire 25-credit course (31-55hp) one of the two criteria below has to be fulfilled:

either

- a total of 12 VG credits, including a VG on STN 2 (Written English: Language Proficiency Exam)

or

a total of 12 VG credits, including a VG on STN1 (Pedagogical Grammar exam) and a G+ on STN2 (Written Engl. Language Prof. Exam)

Entry requirements for 61-90 hp (93EN51) Spring Term

As far as English is concerned, these are the requirements you must meet to be accepted at the next level:

”Kursen förutsätter Engelska (1-60 hp) varav Engelska (1-30 hp), 30 hp med godkänt resultat och godkända moment Translation, Grammar, Pedagogical Grammar och Varieties of English (essä) i Engelska (31-55 hp), eller motsvarande.”

This means that you have to have passed the following within the subject English:

- All the course modules in your first term of English (including VFU) and have 30 credits
- The following exams in the second term of English:
 - the English Grammar exam (STN7, 1.5 hp)
 - the Translation exam (STN8, 1.5 hp)
 - the Pedagogical Grammar exam (STN1, 2 hp)
 - Varieties of English essay (ESS1, 2 hp)

Based on the above, make sure you plan your studies wisely.

Obligatoriska moment

Endast poänggivande examinationsuppgifter samt de positioner som i schemat anges som ”seminars” är obligatoriska moment. Dock förutsätter ett godkänt betyg normalt mycket hög närvaro på all typ av undervisning, så detta trycker vi *starkt* på.

Information om examinationsuppgifter

I den mån denna inte återfinns i detta kompendium hänvisas till LISAMs kursrum för de olika kursmodulerna.

Återkoppling

Ges såväl muntligt i form av direktfeedback under lektioner och seminarier, som skriftligt, i form av kommentarer till inskickade hemtentamina eller uppsatser, samt i form av skriftliga kommentarer/korrigeringar av skriftliga tentamina. Skriftlig återkoppling får studenten ta del av antingen när tentamen hämtas ut hos kursadministratören eller då läraren i digital form eller pappersform återsänder rättad uppgift till studenten. Tidsgränsen för att återfå skriftlig examination är normalt tio arbetsdagar, plus två dagar för betygsrapportering. På muntliga tentamina ges även muntlig feedback direkt på plats.

Obligatorisk kurslitteratur

Nedan anges den obligatoriska kurslitteratur som studenter måste köpa eller på annat sätt införskaffa. En komplett lista över all litteratur – även referenslitteratur – anges på hemsida för respektive kurs, samt finns på LISAM. Ser där särskilt information om gratis ordboks-appar och on line-länkar till ordböcker.

NB The literature has been ordered through Bokakademin in Kårallen. Below, only the *compulsory* literature is listed. For further recommended reading, please see the link “Reading List” on the homepage for this particular course.

Language Studies, Pedagogical (English) Grammar & Written English

Estling Vannestål. *A University Grammar of English*. Studentlitteratur, 2007.
ISBN: 9789144034997

Heffernan, James A.W. och John E. Lincoln. *Writing: A College Handbook*. 5th ed. Norton, 2000. ISBN: 039397426X

Hewings, Martin. *Advanced Grammar in Use*. Cambridge: Cambridge UP, 2005. ISBN: 9781107697386

Smitterberg. Erik. *Spotting the Error: A Problem-based Workbook on English Grammar and Usage*. Studentlitteratur, 2007. ISBN: 9789144036120

Yule, George. *The Study of Language*. (5th ed.) Cambridge, Cambridge UP, 2014. ISBN: 9781107658172

Övningsmaterial i grammatik del 1-2 (Compendiums to be found at LISAM)

Varieties of English

Armstrong, Eric. *Journey of the Voice*. [online] available from
<http://www.yorku.ca/earmstro/journey/index.html> [14 June 2017]

British Library. *Learning. Sounds Familiar*. [online] available from
<http://www.bl.uk/learning/langlit/sounds/index.html> [14 June 2017]

Crystal, David (2005) *The Cambridge Encyclopedia of the English Language*. 2nd edn. Cambridge: Cambridge University Press. ISBN: 9780521530330

Yule, George (2014) *The Study of Language*. 5th edn. Cambridge: Cambridge University Press. ISBN: 9781107658172

British and American Literature & Cultural Studies

Please note that the Penguin Classics are better than the Penguin Popular editions in that they usually offer notes and a good introduction.

Austen, Jane. *Pride and Prejudice*. 1813. London: Penguin Classics, 1972 or later.

ISBN: 0141439513

Brontë, Charlotte. *Jane Eyre*. 1847. London: Penguin Classics, 1966 or later.

ISBN: 9780141441146

American Short Stories. (Compendium to be published on LISAM)

Bergström, Catharine Walker and Alastair Henry. *Texts and Events. Cultural Narratives of Britain and the United States*. Lund: Studentlitteratur, 2012. 2nd ed. ISBN:

9789144070643

Shakespeare, William: *Macbeth*. 1606. New Swan edition. Harlow: Longman, 1984 or later.

ISBN: 582527112 (Alternatively, the Penguin edition edited by G. K. Hunter)

Youth Literature

Lewis, C S. *The Magician's Nephew*. Harper Trophy, 1994. ISBN: 9780064471107

Sedgwick, Marcus. *Midwinterblood*. Indigo, 2012. ISBN: 978178060206

Wright Mabie, Hamilton. *Norse Stories Retold from the Eddas*. Read Books, 2010. ISBN: 9781617204579

Wynne Jones, Diana. *Eight Days of Luke*. HarperCollins, 2000. ISBN: 9780006755210

Didactics/VFU

Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford UP, 2000 or later ISBN; 9780194421720

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English for Student Teachers, Autumn Term

Introduction

Didactics and VFU (Teaching Practice)

Welcome to the second term of English within the teachers' programme, 31-60hp. The course is constructed so that 31-55 hp are points for studies within the subject English (including didactics) and 56-60hp are points for VFU (*Verksamhetsförlagd utbildning*), including VFU projects and follow-up seminars. The course modules belonging to each of these two areas are not to be regarded as separate parts, but as integrated parts of a greater whole, together providing you with the tools necessary to become a good teacher of English.

Firstly, you will be studying various courses within the subject English. Secondly, there are didactics seminars dealing with various aspects of teaching English, which run in parallel throughout your studies with us. Finally, the knowledge, insights and skills gained in your subject courses and the didactics seminars are to be applied in your VFU projects in schools. You will then be reporting back on these projects in follow-up seminars and in written reports, to allow for feedback from both peers and teachers.

Basically, your year of English studies is constructed as follows:

- English subject courses
- Didactics & VFU follow-up seminars
- Teaching practice & VFU projects

All the VFU projects are preceded by introductory didactics seminars dealing with the assigned task.

Examination

The VFU projects are to be carried out in accordance with the written instructions found in this compendium. In reporting back on the various assignments, your report should focus most on your personal reflections, i.e. an *analysis* of what you have experienced when carrying out your project, and what these experiences mean for your future profession as a teacher. In the specific instructions for each of the projects there are "points to consider" which will aid you in your analysis. Furthermore, your analysis should be supported by theory, both as regards second language acquisition and the art and practice of teaching English as a foreign language.

This means we are not primarily interested in reports where we are told that everything went well and the pupils liked it. On the contrary, regardless of whether or not an assignment went well, *the important thing is what you make of your experiences*. What have you learnt that you didn't know before? What could be done in another way, and what would you gain or lose by changing the way you conducted your project? The skill of reflection and analysis is essential to

your becoming a good teacher, since you can never develop as a teacher if you cannot analyse *why* things went well or badly. When you know *why*, you can draw valuable conclusions for your future teaching, and thereby continue to refine your teaching skills.

Naturally, the **VFU follow-up seminars are compulsory**, since they are a part of your examination and are essential both for the success of your *VFU* projects and the attainment of a higher level of awareness and maturity for your future career as a teacher.

The projects can be dealt with individually or in pairs, depending on whether one or two of you have been assigned to a supervisor. When two of you share a supervisor, the descriptive part of the project including your lesson plans, i.e. accounting for *what* you did, should be jointly written, but the reflective and analytical part must be written individually. This means that after having written your joint account you just add your individual analysis to the same report, preferably under a heading that clearly states the name of the author. It goes without saying that you must be prepared to account for all aspects of your projects in the oral follow-up seminars.

Procedure

Your studies within *VFU* and Didactics start with an introductory lecture on language didactics.

These are followed by didactics seminars, in which your *VFU* projects are also presented one at a time. On the completion of a project, you should start planning your report, which will be dealt with in both a written report and in an oral follow-up seminar.

Throughout the course, Tricia Hedge's *Teaching and Learning in the Language Classroom* is to be used as one of the foundations for seminar discussions and be referred to in the analysis section of your reports. This book is also important to the didactics pre-tasks you are to put together, based on your homework assignments in Hedge and the ensuing discussions at the seminars.

In some cases, practical circumstances (your supervisor's schedule etc.) might make it more suitable to start your project before it is actually introduced in the corresponding didactics seminar(s). For example, your supervisor may not be able to help you the very hours you are scheduled for this particular project. This is why **it is essential that you and your supervisor compare schedules and discuss where to place the various projects in time. This must be done as soon as possible in the term.** However, everyone must have completed their projects and have posted their reports in LISAM by the agreed deadline for each respective follow-up seminar.

In addition to the above, it should be noted that your *VFU* projects do not constitute all of your teaching practice. Indeed, throughout your English studies, you are expected to attend all the lessons that your supervisor teaches when you are doing your teaching practise. Naturally, you should try to do as much teaching

as possible outside the time required by the projects themselves. This is your only chance to become a good teacher before getting your degree. Therefore, your supervisor may well ask you to take on more teaching – this is as it should. This naturally means you are not simply required to teach the necessary number of lessons and then leave for the day. Instead, you should stay for the entire school day and take part in all the various activities pertaining to the duties of a teacher. Indeed, your supervisor will be required to report back on your participation in follow-up discussions of your teaching, staff meetings and the like.

You will visit your schools during certain “block weeks”. The relevant weeks for you in the autumn term are weeks 39-40 plus your *second* week in England (week 45). Week 45 is preceded by an on-campus course on teaching youth literature, at Chester University.

While you are doing your teaching practice in schools, you are naturally to follow your supervisor’s lessons, but we strongly recommend that you also take the initiative to ask other teachers if you may visit their lessons too. This is good for two reasons: firstly, your supervisor may teach too few hours of English for your purposes. Secondly, the more teachers you get a chance to observe in action, the greater the wealth and variety of your teaching practice experience will be. As you may well understand, you must be on your best behaviour at all times in your host school. **Regard your teaching practice as a shop window, where you are on display for future employers.** One of the most common requests when you apply for your first teaching job is a reference from your *VFU* school. Indeed, making a good impression during teaching practice has led to many students getting a job at their *VFU* school straight after graduation!

Remember you must get in touch with your supervisor as soon as you are given one. You must not wait until only a few days before your teaching practise starts.

On the following pages, there will be an overview of the various modules and requirements that make up the spring term, general instructions to you and your supervisor, a summary of the requirements of your teaching practice and related university seminars, as well as a detailed presentation of the *VFU* project. At the end you will also find an assessment form to be filled by your supervisor after you have completed your *VFU*.

Good Luck!

How to Plan for Your Studies to Maximise Your Chance of Success

As opposed to most other subjects, the nature of the subject English requires different study techniques to what most of you will be accustomed to in previous courses at the university.

If you take, say, the subject history, most course modules are scheduled in blocks, one after another, so that only one course module is studied at one time. This, however, is not how the study of a language generally works. The reason is there is an element of language proficiency involved. This means that though some of your courses are well suited to be studied in separate blocks, such as American and British Cultural studies, many are not. You learn a language by studying the language itself, but also by seeing the language used, hearing it, even producing it. This means your language proficiency improves not only by studying English Grammar and Written English, but by reading books, such as novels and course books, where the rules you have studied are applied. Consequently, all the courses feed into each other, and your language proficiency will improve very much thanks to courses that do not particularly focus on the language itself.

As a result of the above, many courses run parallel, throughout most of the term, which results in there being more exams at the end of term. (If asked to take ten guitar lessons – another kind of proficiency – would you ask to have them in one and the same week, or spread out over an entire term? This is the logic we must follow.) In order for you to manage this situation, **many of our courses have been constructed so that you are to prepare for each lecture or lesson** (or seminar) so that your learning is a constant, on-going process. For this, we have scheduled pair-work sessions for many courses. **If this is how you study, you will need much less time to prepare for the exams at the end**, as you will have already have learnt, say, 80% of what was to be learnt, and therefore only need to focus on the remaining 20% while studying for each exam at the end. If, however, you do not study full-time at the start of term, each exam will require much more work of you, say from 20% up to 100%, and since many exams come quite close to each other at the end of term, this may prove to be insurmountable. Therefore, **the onus is on you to plan well from the very start of term, making sure you do the required preparation**. In previous years, we have noticed a growing number of students who have *not* done the work we planned for them to do in preparation for each class, and some of these have later stated there has been too heavy a workload at the end of term. However, the entire course is constructed on full-time studies from week one to the last exam, and it is up to each individual student to make the most of this time.

Moreover, as language proficiency is something you have built up over ten years before coming here, you will find yourselves at different levels. Some of you may need to work harder to get to where you need to go – others will not, to the same extent.

Below follows an overview of the most important things as regards your planning. Following this improves your chances of future success by far:

- **Always fill your weeks with full-time studies** – even if there is not so much teaching some weeks. This will ensure you do not enter into a panic before the exams.
- **Always plan ahead**. What are the assignments and exams coming up this week, next week, and the week after that? Can I do something today that I do not need to do until

next week? (A certain week may have very little teaching, but there is an exam coming up at the end of the next week, which seems rather hectic. So, I use this particular week to study for the exam. (We naturally try our best to avoid these situations, of course.))

- **Always do the expected preparation assignments for each class** – this will make you understand much better what the teacher is saying and will make it possible for your teacher to go through what (s)he had planned, thus avoiding getting stuck in trying to answer unnecessary questions.

As your lectures are sometimes scheduled together with other courses; as your teachers have other courses to teach; as some of your teachers have other jobs too, and can only teach on certain days; as there need to be big-enough rooms we can book at a certain time and so on, it is *impossible* for us to create the “perfect” schedule, even if we do try our very best. It is essential that you understand this and try to plan ahead in order to avoid complications.

We wish you all the best of luck in your second term here with us.

Shortlist for how to succeed during your VFU:

1. Get in touch with your supervisor *in good time* before your VFU, to discuss your time with him/her and your project.
2. Begin your VFU-period by discussing with your supervisor on what is expected of both parts. See <https://liu.se/artikel/under-vfu> for what is expected of you.
3. Be active during classes by participating and helping the pupils.
4. Join your supervisor's daily work. Participate in meetings, planning etc.
5. Be a good colleague and make contact with other teachers than your supervisor. Perhaps you will be invited to join their lessons...
6. Take advantage of your supervisor's experience by discussing the didactic choices s/he makes in the classroom. Try to be sensitive to feedback you get, instead of simply arguing your case. Your supervisors have been chosen for a reason: they have the experience you don't.
7. Regard your teaching practice as a shop window, where you can display for future employers.
8. Have fun!

On the following pages, there will be an overview of the various modules and requirements that make up the spring term, general instructions to you and your supervisor, a summary of the requirements of your teaching practice and related university seminars, as well as a detailed presentation of the *VFU* project. At the end you will also find an assessment form to be filled by your supervisor after you have completed your *VFU*.

Good Luck!

How to Read the Schedule

On the schedule, you will be able to see that some classes are called *lectures*, others *lessons* and some *seminars*.

Lectures and *lessons* are not compulsory in the sense that you will directly miss out on credits should you fail to appear. However, we regard them as a necessary tool in order to pass the final exam of the course. Missing out on lectures and seminars will *greatly* diminish your chances of passing the course.

Seminars, however, are compulsory, in the sense that they form the basis for an examination, meaning they give you credits if you pass them. Most seminars are direct examinations, but active participation in a series of seminars can also result in awarded credits. **The general attendance rate for active participation in a series of seminars is 80% for a possible pass.** Check with your individual teacher for what this means in his or her course module. **Absence** from more seminars **can be made up** – often in the form of a hand-in assignment or by attending the same seminar with another group of students. **Always contact your teacher in order to find out how you can make up**, should this be required.

The Courses in the Subject English

The following courses will make up the basis for your second term of English in the Teachers' Programme at LiU:

Pedagogical Grammar

Learning how to spot the error and pedagogically explain it.

Written English

Practising grammar in use via translation exercises with ensuing discussions. Exercises on rules and strategies applied when composing academic essays.

English Grammar

Studies in and analyses of English language structures and sentence functions.

British and American Literature in a Cultural Context

Literary studies in a historic, social and cultural setting.

Youth Literature

Studying and analysing British Youth Literature with a focus on myths

Shakespeare

Studying a work of Shakespeare, learning how to analyse it.

Varieties of English

Studies of selected varieties of English spoken around the world and their characteristic features.

VFU and Didactics

Studying and analysing current pedagogical theories and practising them in schools.

Teaching Youth Literature

Studying youth literature and teaching it in a British school (with a focus on myths).

Important Information

In order for students to gain entry to English 61 credits and upwards (term 3), the following criteria need to be fulfilled: having gone through English 1-60 credits, including all the 30 credits from the first term having been awarded, and the following courses passed from English 31-55 credits: Translation (Written English), English Grammar, Pedagogical Grammar and Varieties of English (essay), or corresponding courses. This is non-negotiable.

What to Do When in Need of Information

As your teachers have many students and many other courses, and try hard to find the time required to teach your courses, please avoid sending them an email as soon as you have any question, as most of the information can already be found on either LISAM or in your compendiums. Thus, this is the procedure to follow when having a question:

1. Check LISAM and other course information, such as compendiums and hand-outs/emails
2. Ask a friend
3. If no result above, contact the teacher in charge of your course module.

Moreover, as the general rule is *ten* workdays for marking and another *two* for reporting grades, please **DO NOT** mail your teachers to ask how they are getting on with their marking during this stipulated time. We constantly find ourselves answering emails *about* our marking instead of being able to *do* the actual marking, and thus, this only slows down the process.

The Supervisor and VFU

The Supervisor's Tasks

- Plan, carry out, evaluate and assess the various VFU projects together with the student/s/
- contribute to the VFU project being carried out within the limits of the task description
- make his/her own work and knowledge clear to the student/s/, provide tips and make time for feedback
- with the help of the assessment forms (“bedömningsformulär för VFU”) assess the student's/students' performance and development
- contact the didactics teacher (Mikael Jungevall) in the case of problems arising or the supervisor not being satisfied.

The above means that the supervisor is not to give the student a mark for each VFU project, but that he/she must contact didactics teacher to “sound the alarm” in cases where the project cannot be solved satisfactorily or when other problems arise.

The Supervisor's Opportunities/Possibilities

- The supervisor can make use of the student teachers in his/her regular teaching (outside the frames of the VFU projects), as the total number of active teaching hours required is more than what is stipulated in the requirements for the various projects. With the help of a reading list and a syllabus for the student teachers, the supervisor can see what areas they might teach in his or her classes
- Time and interest allowing, the supervisor can partake in the didactics follow-up seminars scheduled after each VFU project. This ought to count as competence development (check with your headmaster/-mistress)

To Supervisors and Students

Regarding the Formulation and Interpretation of the VFU projects

It should be noted that for all the *VFU* projects on the following pages, the instructions make up **an ideal example** of how to carry out the Projects. They are intended to provide an image of how the work is intended to be carried out. Naturally, different schools have different organizational and practical limits that may make it hard to carry out the Project in accordance with the precise instruction. It is also important that the supervisor's regular teaching is not negatively affected by the *VFU* projects having been too narrowly defined. In these situations, it is up to the supervisor and the student **to reformulate the project together** so that it can be carried out in another, but **equivalent**, way. If this is the case, it should be commented on in your written report.

As regards the planning, carrying out and assessing of projects, students are naturally expected to show increased independence throughout their entire year within English.

When there is uncertainty as regards the above, the supervisor and student are advised to contact the teacher responsible for the project: Mikael Jungevall, mikael.jungevall@liu.se. In case he is not available, it is also possible to contact Lars Liljegren, lars.liljegren@liu.se, who is responsible for English at the teachers' programme at Linköping University.

Please note that students are to teach actively in class for more hours than those required in order to carry out the VFU projects. This means their supervisors can make use of them in their regular teaching as well, within limits, of course. This is important since the students must acquire more experience of teaching English than what is required by the projects alone.

Summary of Course Requirements for *VFU* & Didactics

1. Attending *VFU* follow-up seminars.
2. Carrying out all the *VFU* projects.
3. Teaching actively in the classroom (including running your *VFU* projects, but also teaching more than these require) and participating in other activities pertaining to teaching at your host school.
4. Publishing all your written *VFU* reports with your reflections and analyses on *LISAM*.
5. Reporting back orally on each of your projects in the *VFU* follow-up seminars.
6. Showing increased independence in the planning, carrying out and assessing of projects throughout the year within English.
7. Completed and submitted *VFU* assessments from your supervisor (one per term).

VFU (Teaching Practice) Assignments

(There are two projects within the second term of VFU, but the second – Teaching Youth Literature – will be carried out in England)

Project 1 – Teaching Language

We would like to remind students and supervisors of the introductory text to the VFU projects in this compendium, “To Supervisors and Students”, where we make a point of the necessity of the below instructions being regarded as the *ideal* way to carry out your project – not as the *only* possible way. Naturally, reality often prevents students and supervisors from following these instructions to the minute. If some aspects in the project description cannot be carried out, the student is instead required to consider how these aspects *could* be used in a teaching situation.

Introduction and Aim

Learning grammar is probably one of the most obvious aspects of foreign language learning. It is also an aspect of teaching English where pupils possibly need motivating most, perhaps because they tend to associate grammar with the mechanical written exercises typically found in printed course books, e.g. translation and gap-filling exercises. Your challenge is therefore to make grammar teaching and learning meaningful – and not a separate module – by creating activities that focus on meaning and communication as well as on form, and that are incorporated into other teaching in a natural way. Within this framework, you are quite free to decide how to run your project.

The main goal of this project is to raise your pupils’ grammatical awareness and thinking as well as provide meaningful practice of suitably selected points of grammar.

Planning and Carrying Out Your Project

- With the help of your supervisor, try to select aspects of grammar your pupils are having problems with
- Plan and carry out some English lessons around something (it can be almost anything the course should comprise) which will allow for a natural incorporation of the grammar points you want to teach – then include the grammar focus.

Points to Consider

- Have you selected practical areas of grammar that **lend themselves to a grammatical focus** on meaning and form?
- How can you guide your pupils to **discover grammar** (patterns and ‘rules’) for themselves?
- What is a good approach to **contextualise** the aspect(s) of grammar you wish to focus on?

- What combination of **skills** may be best used to practice this/these aspect(s) of grammar?
- Are there any **suitable ICT resources** available (e.g. computer software & interactive websites) to practise your selected point(s) of grammar?
- How can you **integrate your activities** with whatever else the class has been doing in English (e.g. thematically)?
- Besides your grammar focus, how will you **prepare your pupils** for the activities you wish them to carry out (including the language input they need)?
- Discuss with your supervisor, how to find the **right level** and provide **progression** in your activities and between different year groups.
- How will you **assess** the extent to which the learning outcomes have been attained?

Writing Up Your Project

- Write a report of of 3-4 A4 pages (12 points) in English addressing the above points.
- What year (grade) and type of class have you been teaching?
- Include your lesson plans (as an appendix) describing your grammar activities.

The following points should take up at least half of your report:

- Discuss the **learning process**. How did you help your pupils to work towards the intended **learning outcomes**.
- Discuss your **assessment criteria**. Did the pupils learn what you had intended? To what extent were your assessment criteria suited to the learning outcomes?
- Provide **theoretical support** for your analysis, e.g. from the course literature, didactics seminars and the national curriculum.
- **Analyse** what you have learnt from your experience. To what extent did you succeed with your activities and why? How would you improve them next time?
- **Publish** the following **on LISAM**:
 - your **report 3 days before** the follow-up seminar

Seminar Preparations

- **Read all the reports** written by the members of your subgroup, considering the extent to which they have addressed the considerations in the section “Points to Consider” above. Focus particularly on the **resources used**.
- **Pose 2-3 probing questions** relating to the “Points to Consider” to each of your fellow subgroup members in the LISAM discussion forum (making sure that you don’t ask the same questions as anyone else)
- Bring to class the questions posed to you by your fellow subgroup members in the LISAM discussion forum, and **prepare answers** to these as part of your oral report
- Prepare to give a **10-minute oral report** in class or in core groups on what you have learnt from this project (your analysis)
- Bring to class a brief **review of the ICT resources** you have encountered in your courses, and be prepared to comment on the level of language, interest value and their general suitability for your pupils.

Project 2 – Teaching Youth Literature (to be carried out in England).

More instructions for this project will be given by your teachers in England.

Ämneslärarprogrammet

Instruktion till handledare:

”Omdömesformuläret” och ”Att lämna ett omdöme efter ”VFU”

De kurser som ges vid Ämneslärarprogrammet vid Linköpings universitet kännetecknas av en tydlig integration mellan ämne/områden, didaktik och verksamhetsförlagd utbildning (VFU). Under varje VFU-period ska den studerande öva och prövas på tillämpade sociala och didaktiska lärarförmågor. Lärandemålen för respektive VFU-period finns preciserade i kursplanen. Du som handledare har en central roll i examinationsprocessen genom det professionella omdöme av studentens sociala och didaktiska lärarförmågor som du lämnar. Examinator är ytterst ansvarig för examinationen och betygssättningen.

Uppdraget ”Att lämna ett omdöme”

- Inför VFU-perioden tar du del av handledarbrev, omdömesformulär och studentens VFU-uppgifter, för att planera för studentens medverkan i undervisning så att övning och prövning möjliggörs.
- I början av VFU-perioden har du och den studerande ett samtal där ni tillsammans planerar innehåll och upplägg samt diskuterar omdömesprocessen och går igenom de dokument som ligger som underlag för omdömet.
- Formativ feedback på sociala och didaktiska lärarförmågor sker löpande under VFU-perioden. Sådan feedback kommuniceras i regelbundna samtal med studenten. **Utvecklingsguiden** med **utvecklingsplan** är bra verktyg i denna process. Ta stöd av Utvecklingsguiden för att synliggöra progressionen genom hela utbildningen. Där åskådliggörs de olika omdömesgrunderna i sitt sammanhang, i relation till progressionen i utbildningen som helhet. Studenten ansvarar för att fylla i utvecklingsplanen och ”äger” själv dessa dokument.
- Prövning sker i slutet av VFU-perioden och utgår alltid ifrån kursplanens mål och kriterier, vilka står preciserade i **omdömesformuläret**. Det är viktigt att den studerande får tydlig information om *när* och *hur* övning respektive prövning sker och det är viktigt att avsätta tid för detta. Man bör undvika att inskränka prövningen till enstaka lektioner. En alltför lång tidsperiod bör heller inte avsättas för prövning, eftersom den studerande då inte får tillräckligt med tid att öva de tillämpade sociala och didaktiska lärarförmågor som skall prövas.
- Efter att den studerandes tillämpade sociala och didaktiska lärarförmågor prövats fyller du självständigt i omdömesformuläret. Det är viktigt att du tydligt redovisar och motiverar dina omdömen.

- Gå därefter igenom det ifyllda omdömesformuläret tillsammans med studenten och för ett samtal kring hur sociala och didaktiska lärarförmågor kan vidareutvecklas.
-
- Skicka in omdömesformuläret till kursansvarig. Examinator eller kursansvarig kontaktar handledare om det är några frågetecken. Examinator sammanväger studentens insatser och sätter ett betyg. Vid betyget Underkänt har den studerande rätt till ytterligare två examinationstillfällen. Kursansvarig ansvarar då för att upprätta en handlingsplan tillsammans med studenten och därefter beställa ny VFU-period via VFU-koordinator.

Omdömesformuläret utgör underlag för examination

- Omdömesformuläret för aktuell kurs finns nedan.
- Kursansvarig lärare mailar ut dokumenten direkt till Dig som handledare. Även studenten ansvarar för att sätta sig in i dokumenten. Kontakta examinator **och** didaktikläraren tidigt om Du uppfattar att studenten har brister i sina sociala eller didaktiska lärarförmågor, om Du tror att det finns risk att inte målen nås. Examinator kan då föreslå åtgärder. Didaktikläraren kan också bistå med samtalsstöd och råd.

Frågor rörande VFU:n ställs främst till Mikael Jungevall, kursansvarig lärare i didaktik: mikael.jungevall@liu.se.

Ifyllt formulär skickas också till

Mikael Jungevall

IKK

Linköpings universitet

58183 Linköping

Examinator för 92ENV3, 93ENV3, 92ENV8, 93ENV8 – Verksamhetsförlagd utbildning är: Lars Liljegren, Linköpings universitet , IKK, Campus Valla, 581 83 Linköping. Email: lars.liljegren@liu.se.

Ämneslärarprogrammet Omdömesformulär angående studenternas tillämpade didaktiska och sociala lärarförmågor under VFU		
Kursens namn: <i>Verksamhetsförlagd utbildning, G2- och G3-nivå, 3hp; Åk 7-9 (92ENV8, 93ENV8); Gymnasiet (92ENV3, 93ENV3) – ringa in studentens kurskod.</i> 3 hp		Skolans namn och kommun
Studentens namn:		Studentens personnummer: _____ - _____ Ämne/område: _____
Deltagit under följande veckor:	Antalet närvarodagar: /	Studentens mailadress:
Handledarens namn	Handledarens tel.nr.	Handledarens mailadress:

Information till VFU-handledaren vid omdömesutfärdandet av studentens måluppfyllelse (För mer instruktioner, se nedan)

- I tabellen nedan anges kursmålen och omdömeskriterierna för verksamhetsförlagd utbildning (VFU). Med hjälp av dokumentet lämnar du ett professionellt omdömesunderlag till examinator i kursen över studentens tillämpade didaktiska och sociala lärarförmågor. Ditt omdöme är en del i bedömningsprocessen av studentens måluppfyllelse i verksamhetsförlagd utbildning. Vid ifyllandet **ringar du in/kryssar i den omdömesbeskrivning som bäst överensstämmer** med dina iakttagelser av studentens aktiviteter och handlingar gentemot det aktuella kursmålet. **Därefter motiverar du** skriftligt respektive omdöme på angiven rad.
- Efter avslutad VFU, när **samtliga** VFU-dagar genomförts, skickar du det ifyllda omdömesformuläret till examinator. Eftersom ditt omdöme ligger till grund för examination är det viktigt att handlingen hanteras med omsorg. Ta därför en kopia innan du skickar in det. Skicka originalet per post. Den studerande ska inte överlämna formuläret. Skicka in omdömesformuläret senast en vecka efter avslutad VFU, om inget annat anges. Om student ej fullföljt hela sin VFU inom ramen för ordinarie kurstid, meddelar Du kursansvarig via mail att omdömesformuläret skickas in senare.

Kursmål	Studenten infriar följande kriterium: (G-kriterietext)	Studenten infriar <i>ej</i> följande kriterium: (G-kriterietext)
<ul style="list-style-type: none"> - planera undervisning inom ramen för språkundervisning i engelska 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - med viss självständighet planera ett undervisningsmoment inom ramen för språkundervisning i engelska 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - med viss självständighet planera ett undervisningsmoment inom ramen för språkundervisning i engelska
Motivera/Exemplifiera ditt omdöme Undvik att upprepa kriterietexten i din motivering.		
<ul style="list-style-type: none"> - genomföra undervisning inom ramen för språkundervisning i engelska 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - med viss självständighet genomföra undervisning inom ramen för språkundervisning i engelska 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - med viss självständighet genomföra undervisning inom ramen för språkundervisning i engelska
Motivera/Exemplifiera ditt omdöme		

Kursmål	Studenten infriar följande kriterium:	Studenten infriar <i>ej</i> följande kriterium:
- tillämpa didaktiska teorier om grammatikundervisning	Den studerande kan <input type="checkbox"/> - på ett fungerande sätt och med viss självständighet tillämpa didaktiska teorier om grammatikundervisning	Den studerande kan <input type="checkbox"/> - på ett fungerande sätt och med viss självständighet tillämpa didaktiska teorier om grammatikundervisning
Motivera/Exemplifiera ditt omdöme Undvik att upprepa kriterietexten i din motivering.		
- demonstrera de didaktiska förmågor som måste bemästras av läraren i undervisningssituationen	Den studerande kan <input type="checkbox"/> - med viss självständighet demonstrera de grundläggande didaktiska förmågor som måste bemästras av läraren i undervisningssituationen	Den studerande kan <input type="checkbox"/> - med viss självständighet demonstrera de grundläggande didaktiska förmågor som måste bemästras av läraren i undervisningssituationen
Motivera/Exemplifiera ditt omdöme		
- utvärdera undervisning inom ramen för språkundervisning i engelska	Den studerande kan <input type="checkbox"/> - med viss självständighet utvärdera undervisning inom ramen för språkundervisning i engelska	Den studerande kan <input type="checkbox"/> - med viss självständighet utvärdera undervisning inom ramen för språkundervisning i engelska
Motivera/Exemplifiera ditt omdöme		

Kursmål	Studenten infriar följande kriterium:	Studenten infriar <u>ej</u> följande kriterium:
<ul style="list-style-type: none"> - dra relevanta slutsatser för såväl sitt framtida utvecklingsbehov som sin framtida lärargärning, utifrån genomförd utvärdering, given kritik och språkdidaktiska teorier 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - relativt självständigt dra relevanta slutsatser för såväl sitt framtida utvecklingsbehov som sin framtida lärargärning, utifrån genomförd elev-utvärdering och återkoppling från handledaren* *kopplingen till språkdidaktiska teorier testas av didaktikläraren i samband med den studerandes VFU-rapport. 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - relativt självständigt dra relevanta slutsatser för såväl sitt framtida utvecklingsbehov som sin framtida lärargärning, utifrån genomförd elev-utvärdering och återkoppling från handledaren * *kopplingen till språkdidaktiska teorier testas av didaktikläraren i samband med den studerandes VFU-rapport.
<p>Motivera/Exemplifiera ditt omdöme Undvik att upprepa kriterietexten i din motivering.</p>		
<ul style="list-style-type: none"> - demonstrera ett bemästrande av de sociala relationer som läraren möter i vardagen, både kollegialt och i undervisningssituationen 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - på ett fungerande sätt bemästra de sociala relationer som läraren möter i vardagen, både kollegialt och i undervisningssituationen 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - på ett fungerande sätt bemästra de sociala relationer som läraren möter i vardagen, både kollegialt och i undervisningssituationen
<p>Motivera/Exemplifiera ditt omdöme</p>		
<ul style="list-style-type: none"> - använda och kritiskt reflektera över IKT som ett pedagogiskt verktyg i språkundervisningen 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - med viss självständighet använda och kritiskt reflektera över IKT som ett pedagogiskt verktyg i språkundervisningen 	<p>Den studerande kan <input type="checkbox"/></p> <ul style="list-style-type: none"> - med viss självständighet använda och kritiskt reflektera över IKT som ett pedagogiskt verktyg i språkundervisningen
<p>Motivera/Exemplifiera ditt omdöme</p>		

Kursmål	Studenten infriar följande kriterium:	Studenten infriar <i>ej</i> följande kriterium:
<ul style="list-style-type: none"> - verka i enlighet med skolans värdegrund och reflektera över hur denna står i relation till grupprocesser och konflikthantering 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - verka i enlighet med skolans värdegrund och med viss självständighet reflektera över hur denna står i relation till grupprocesser och konflikthantering 	Den studerande kan <input type="checkbox"/> <ul style="list-style-type: none"> - verka i enlighet med skolans värdegrund och med viss självständighet reflektera över hur denna står i relation till grupprocesser och konflikthantering
Motivera/Exemplifiera ditt omdöme Undvik att upprepa kriterietexten i din motivering.		

Studenten har tagit del av omdömet.

 Datum och Handledarens underskrift

Tänk på att detta dokument, när det skickats in, är en offentlig handling och omfattas av offentlighetsprincipen. Det ska förvaras av ansvarig institution i två år innan det kan gallras ut.