Teachers’ Course Guide

for

English 1-30 hp

Breddningskurs

Mikael Jungevall
Lars Liljegren
Nigel Musk
Introduction

Dear Students,

Welcome to English within the Teachers’ Programme at Linköping University. We hope you will find this term a rewarding one.

You will be studying both English as an academic subject and English from a didactic / pedagogical perspective. As this term does not include any VFU, that is, any concrete teaching practise, we have decided you will study together with those students taking English as a full Inriktning. In this way, you will benefit as much as possible from being able to interact with the Inriktning students and by studying the same courses, even in didactics.

You will be able to see that there is a clear link between the courses you are studying in English and the tasks you are to perform within didactics, (i.e., they are connected to your future profession). Naturally, what you will study within the subject English will be at a far more advanced level than the level you are expected to teach. Good skills in the subject is what gives teachers professional status, and they are a requirement if one is to function well in the classroom, where focus has to be on so many other things as well. As a teacher, you will also be expected to go outside the book and answer questions you could not possibly foresee when planning your lesson. Before you start your teaching career, we hope this course will facilitate the important sense of security in the classroom these skills provide.

For any type of information as regards this term, please consult the course homepage at http://www.liu.se/ikk/english/teachprog/1-30hp.

Below follow pages covering the following:

An overview of exam codes for the course
An overview of what is required of you within your didactics course
Two projects that you share with the Inriktning Students. (Please consult the overview above for how to interpret these so that they fit your course requirements. Your teacher will also give you more information here.)

Good luck with your term within English,

Lars Liljegren,
Responsible for English
within the Teachers’ Programme
at Linköping University
Constituent Courses and Exam Codes

Below, you can find an overview of the various exam codes, as they appear in Ladok. You can here see what is required of you in order to get a mark reported into Ladok. Moreover, by comparing these codes with your Ladok reports, you can easily see exactly what remains to be done in the course as a whole. Thus, it should be impossible to “forget” that you have not completed a certain module. Should you miss a grade that ought to have been reported, please contact your teacher immediately.

Please note that if the normal grades (U/G/VG) are not used for a particular module, this is indicated within brackets at the end.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>ESS1</td>
<td>Essä: Litterär uppsats Written English Essay</td>
<td>1.5</td>
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<tr>
<td>OBL2</td>
<td>Muntlig redovisning Oral Proficiency in Cultural Studies (D)</td>
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</tr>
<tr>
<td>MTN1</td>
<td>Muntlig tentamen Pronunciation</td>
<td>1.0</td>
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<tr>
<td>MTN2</td>
<td>Muntlig tentamen Literature: American</td>
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<tr>
<td>MTN3</td>
<td>Muntlig tentamen Literature: Tyler</td>
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</tr>
<tr>
<td>MTN4</td>
<td>Muntlig tentamen Literature: Shaw/Russell</td>
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<tr>
<td>MTN5</td>
<td>Muntlig tentamen Literature: Lodge</td>
<td>1.5</td>
</tr>
<tr>
<td>MTN6</td>
<td>Muntlig tentamen American Cultural Studies</td>
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<td>MTN7</td>
<td>Muntlig tentamen British Cultural Studies</td>
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<tr>
<td>OBL1</td>
<td>Aktivt Deltagande Didactics Seminars</td>
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<td>RAP1</td>
<td>Rapport: Skriftlig redovisning Cultural Project</td>
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<tr>
<td>RAP2</td>
<td>Rapport: Skriftlig redovisning Didactics Portfolio</td>
<td>2.0</td>
</tr>
<tr>
<td>RAP3</td>
<td>Rapport: Skriftlig redovisning Free Project</td>
<td>2.0</td>
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### Summary of Course Requirements for Didactics

1. Attending didactics lectures and actively attending didactics seminars. Writing a portfolio based on your course book by Tricia Hedge and your didactics seminars (one task per seminar).

2. Writing your own lesson plans based on the project carried out by the *Inriktning* students (Cultural Project), including writing critical reviews of three project reports provided by your teacher, and actively attending the *VFU* follow-up seminar (Cultural Project) for the *Inriktning* students.

3. Writing a take-home exam based on the free project for the *Inriktning* students, following all the criteria given in the instructions to the *Inriktning* students. Your task is to write the project as if you were to carry it out in class, i.e. stating what you would do, how you would do it and why. Your teacher will also provide three project reports that you are to critically assess, primarily based on your course book and didactics seminars.
VFU (Teaching Practice) Assignments

Project 1 – Cultural Studies

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 following 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 of the project description cannot be carried out, the student is instead required to consider how these aspects could be applied in a teaching situation.

Introduction and Aim
Your task is to connect to your own cultural studies and present one or two aspects of life in an English-speaking country. There is a wide range of subjects to choose from (education, nature & wildlife, political life, sports, the Industrial Revolution are but a few examples).

The main purpose of this project is to enthuse your pupils to extend and deepen their understanding of a chosen aspect of life in the English-speaking world.

Planning and Carrying Out Your Project
There are obvious printed and recorded sources, such as brochures, encyclopaedias, schoolbooks, CDs, videos, etc. But you are also to develop your ability to use electronically published material to the benefit of your pupils.

• Plan a series of lessons on your subject – in whatever form you think is appropriate – and carry out what you have planned with a group of pupils

Points to Consider
• What are your reasons for choosing the area of interest you settle for?
• How are you going to enthuse your pupils?
• What resources are available to you, and which are you going to use and why?
• How can you ensure that pupils don’t just copy and paste text, etc.?
• How will you give instructions to your pupils to enable your pupils to grasp what they have to do? (in English/Swedish or bilingually, with visual/written help, etc.)
• How will you prepare your pupils for the activities you wish them to carry out (including the language input they need)?
• How will you help pupils to organise their work?
• What language skills are to be practised?

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 cultural studies activities.

The following points should take up at least half of your report:
• Discuss how your pupils made use of the available resources
• Discuss the learning process and learning outcomes for the pupils. Did they learn what you had intended? Were there any other things they learnt? Were there any particular difficulties?
• Discuss how you made sure that the pupils didn’t just copy and paste text, etc. without having understood.
- **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 It’s learning:
  - 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 It’s learning discussion forum (making sure that you don’t ask the same questions as anyone else)

- Print out the questions posed to you by your fellow subgroup members on the It’s learning 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).
Project 5 – Free Project

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 following 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 of the project description cannot be carried out, the student is instead required to consider how these aspects could be applied in a teaching situation.

Introduction and Aim

Your task is to devise a project of your own based on aspects of English that have been dealt with in one way or another during your year of English studies. Although the range of possible points of departure for your project is very wide, this project should integrate different language skills and provide for a degree of learner autonomy.

It is your task to introduce the project to your pupils and create an interest in the materials and the approach you have chosen. As far as materials are concerned you are free to use any resources you see fit as long as you don’t infringe copyright laws.

The main purpose of this project is to allow your pupils to develop their knowledge and understanding of the aspects you have chosen to deal with. You are also to plan your project so that your pupils get to practise a range of skills while completing their tasks. The project must contain some degree of learner autonomy.

Planning and Carrying Out Your Project

This being a free project means that you are free to use any materials as long as you don’t infringe copyright laws. You are also free to choose any approach you wish. However, the limitations on this project lie in the ends to be met:

- an integrated range of skills
- a degree of learner autonomy
- specified learning outcomes (goals to aim for/goals to attain)
- suitable assessment criteria.

Points to Consider

- What are your reasons for choosing the area of interest you settle for?
- How are you going to enthuse your pupils?
- What skills are to be developed and how are they going to be integrated and practised?
- What resources and materials are available to you, and which are you going to use and why?
- How are you going to use your material to focus on the learning outcomes you have decided to address?
- How will you assess the extent to which the learning outcomes have been attained?
- How is your project to be organised (e. g. as regards teacher-led and autonomous activities, group and individual activities)?
- How will you instruct and prepare your pupils in order to allow for a degree of learner autonomy?
Writing Up Your Project

- Write a report 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 what materials you have used and how you have used them.

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

- Discuss how your pupils made use of the available resources.
- Discuss the learning process. How did you help your pupils to work towards the specified 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?
- 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?
- Provide theoretical support for your analysis, e.g. from the course literature.
- For those doing English as their second Inriktning: consider how the two Inriktningar you have studied put different demands on you as a teacher. What aspects of teaching are different between the teaching of English and your first Inriktning?

- Publish the following on It’s learning:
  - 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.
- Pose 2-3 probing questions relating to the “Points to Consider” to each of your fellow subgroup members in the It’s learning discussion forum (making sure that you don’t ask the same questions as anyone else).
- Print out the questions posed to you by your fellow subgroup members on the It’s learning 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).