



## Engelska för grundlärare åk F-3: EN2071

### VI DAYS VT25

#### **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 below will give you an idea of the kind of thing we are after. Feel free to use them as they are, adapt them, or make up your own!

**Please make sure you keep a record of your findings, as you will need them for 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!). You can use English in all kinds of lessons, not just those that are designated as 'English lessons'.

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

## 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 textbook/s, 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 something else? 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?

### **"VI-dagarsrutan" – viktiga allmänna riktlinjer**

För mer utförlig information se [vi-dagar-info-grund-240829.pdf](#)

- Under VI-dagarna utförs ingen formell VFU-handledning eller bedömning. Studenten tränar på läraryrket i arbetslaget och är kopplad till fler än handledaren på skolan.
- Under VI-dagarna har studenten ansvar för att inhämta underlag till en uppgift i kursen på högskolan. Tiden för insamlingen av underlag motsvarar max 1,5h under två dagar och utförs med fördel i det naturliga mötet med verksamheten. Vid svårigheter med uppgiften kontaktas kursansvarig på Högskolan.
- Under varje VI-dagsomgång (två dagar) genomförs ett seminarium på övningsskolan där samtliga studenter deltar (ca 2h). Seminariet är ett utforskande samtal där studenterna är aktiva. Från och med år 2 ingår även filmanalys.
- Övningsskolans lokala VFU-ledare rapporterar studentens genomförda VI-dagar till Högskolan via Box.