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**Prácticas
Ed. Primaria
Mención Inglés**

Curso 2019-20

Degree of Primary Education (English specialization)

The teaching practice is a compulsory subject (5,5 credits) to achieve the degree of **Primary Education with English specialization**. The main objective of this teaching practice period is twofold: on the one hand, extend your knowledge of the teaching- learning process, and on the other hand, to relate what you have learnt in the degree with classroom practice. In a way, this teaching practice should allow you to apply the appropriate methodological tools and strategies for teaching English.

Competence and results:

CEC15. Be able to use a second language in the classroom (Level B2)

- RA1. Meet a minimum level B2 according to the European Language Framework
- RA3. Be able to develop contents according to the students' level.
- RA4. Be able to design educational material to enhance the second language acquisition.

***The teaching practice period has been adapted to an on line methodology due to covid-19 confinement. Therefore some assessment criteria, activities, delivery dates and rubrics have been modified:**

Assessment tools	Percentage in the final mark	Minimum Standards	Technique
➤ *Portfolio	Activity 1 <ul style="list-style-type: none"> ▪ Story 30% ▪ Activities 10% ▪ Reflection 20% ▪ Video 30% Activity 2 <ul style="list-style-type: none"> ▪ Peer observation 10% 	50 %	Minimum standards can be retaken

The CESAG supervisor will:

- Provide tutorial sessions arranged via mail to guide and clarify corrections during internship (not a day before the portfolio delivery).
- Correct evidences and give feedback.

***PORTFOLIO EVALUATION**

❖ WRITTEN STORY 30%

- Develops cross curricular objectives/contents.
- Uses appropriate language for audience.
- Uses correct grammar, vocabulary, punctuation and spelling.
- Introduces context and main characters.
- Provides a good story structure (a problem emerges - attempts to succeed - a resolution).
- Gives details to enhance plot.

❖ MEANINGFUL ACTIVITIES 10%

❖ VIDEO30%:

❖ DURATION:

- Introduces unfamiliar words for pupils' comprehension.
- Provides context and introduces main characters.
- Finishes with clear ending.
- Speaks clearly and fluently (grammar, pronunciation and pace)
- Uses correct body language.
- Interacts with audience meaningfully.
- Uses appropriate visual support

❖ REFLECTION 20%

❖ PEER OBSERVATION 10%

- Displays clarity, fairness and commitment in assessing tasks.

STUDENT DELIVERY DATES

Delivery dates:

April 2020				
Mon.	Tues.	Wed.	Thurs.	Fri.
20 email before 12,00	21	22	23 email: story + activities	24
27 Feedback	28 Feedback	29	30	1
May 2020				
Mon.	Tues.	Wed.	Thurs.	Fri.
4 Send video to classmate	5	6 email: reflection & peer observation	7	8 Feedback
11 Feedback	12	13 Portfolio + Video link delivery		

- **20th April:** email story topic
- **23rd April:** email story + activities.
- **27th- 28th April:** receive feedback.

Once you have the feedback, you have time to design material, correct mistakes, rehearse, record your video and reflect on your performance.

- **4th May:** send your recording to your classmate
- **6th May:** email reflections
- **8th-11th May:** receive feedback (reflection and peer observation)
- **13th May:** hand in portfolio+ video link.

TASKS

▪ TASK1:

20th April: once you have chosen the topic of your story, write an email to your supervisor including the following information:

- Level:
- Subject & Cross Curricular content/s:
- Plot: write what the story is going to be about.
- Two activities you have been thinking.

▪ TASK2:

23rd April: hand in a document with the complete storytelling and two activities (5 pages: 3 story + 2 activities).

Keep in mind:

- Create an **entertaining** and **cross-curricular story**. The story can be about any content the students study in other subjects except English.
 - **Read, read and revise your story.**
 - **Check punctuation.**
 - **Adapt the story** to the children's level.
 - Be professional! **Autocorrect your story.**
 - **Keep and respect the type format** you are given.
 - **Do not invent contents/aims** which are not in the curriculum and focus on the contents you want to work on.
 - **Explain** the teacher's **body language clearly** (in brackets)
- *The student may fail this activity and cannot be retaken if:
- the story is shorter than 5 minutes.
 - it is not cross curricular.
 - a student does not create his/her story or tells a story already created in Teaching English as a Foreign Language II.

STORYTELLING

- **Story title:**
- **Level:**
- **Subject:**
- **Cross Curricular aims:**
 - **Catalan**
 - **English** (just the ones you work on)
- **Cross Curricular contents:**
 - **Catalan**
 - **English** (just the ones you work on)
- *check http://weib.caib.es/Normativa/Curriculum_IB/curriculum_.htm
- **Key words to pre-teach:**
- **Words to revise:**

- **The story** (write in brackets teacher's actions), student-children interaction must be included in the story.

STORYTELLING Activities

- **Activity 1 (oral):**
- **Aims:**
- **Time:**
- **Procedure:** explain step by step, use accurate and simple language (use **present tense**).

The teacher explains...

The students answer / act out.....

- **Activity 2 (written):**

▪ **TASK 3:**

Check the feedback, make the necessary changes, create material, rehearse and record your video having a white wall behind (the video should include: an activity introducing the story keywords and your performance while telling the story).

- Tell the story and record the story once. The student may fail the video if **he/she joins bits** of the story from different recordings.
- The candidate's performance (during the introduction, the story and the oral activity) will be recorded sequentially in the **YouTube link**. The storytelling link will be submitted via mail the day of the portfolio delivery.
- If the video link does not follow the correct format, the student will be penalized with - 1 point.

Keep in mind:

- **Reading the story is not allowed.**
- **Do not memorize** the story as you sound cold and distant.
- **Rehearse** several times before telling the story.
- Introduce **the plot, characters, setting** before telling the story and this part **must be recorded**.
- Material is also important (realia, power point, pictures...)
- **Stick flashcards/ characters on the board**. Having a lot of material in your hands is very distracting.
- Be professional! You will be a qualified teacher in a near future so please, **check the pronunciation** of the words you don't know or you are not sure of.
- Be careful when "**changing voices**" as sometimes it is confusing because you do not pronounce the words in the correct way.
- Some stories are really **dull** and not attractive at all. Be original and think about children's interests. Be honest and ask yourself if your story is enjoyable.
- **Body language and eye contact** are essential aspects when telling a story. Some students just look at the pictures/ poster on the board so you are not able to check children's understanding.
- **Interact** with kids making **meaningful questions related to the story**, not asking questions which are not relevant at all ("are you happy or sad?", "say hello...", colours, size...some questions are out of context).
- **Do not sit on the floor/chair** as you lack "body language".
- **Do not use stick puppets** as you are only worried about moving the puppets (no body language, no eye contact).

▪ **TASK 4:**

After telling the story and watching your performance, answer the following questions
(Compulsory 2 pages):

STORY REFLECTION

Video length:

1. What activity did you carry out to introduce unfamiliar words? Think about two more activities you could have used.
2. What creative elements (no material) did you introduce to make the story come alive?
3. What grammar / pronunciation mistakes did you make? List and correct your mistakes.
4. Reflect on your body language and voice. What aspect would you change? Why?
5. What other strategies could you use to ensure students' active participation?
6. After watching your performance, would you change any aspect of your story? Why? What would you do instead?
7. Your assessment grade is:
 - written story.....
 - originality / material of your story:.....
 - innovation in the post activities:.....
 - communicative skills:.....

▪ **TASK 5:**

4th May: Send video to a classmate we will tell you and answer the following questions after watching your classmate's story performance (**compulsory 2 pages**):

PEER OBSERVATION

1. **Content:** is the content relevant, interesting and engaging? is the main character / setting/ plot well developed? Explain. If not, what information is missing?
2. **Structure and Cohesion** – is the structure of the story clearly outlined? What do you think about the narration (Grammar / Word choice -nouns, verbs...-)? What changes would you make and why?
3. **Fluency/pace /tone** - Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery? Is there sufficient variation in pace/ tone?
4. **Body Language** - Do his/her movements and gestures enhance or distract from what he/she is saying?
5. **Use of Visual Aids** - Do they effectively support the oral delivery? Does the teller use them competently?
6. What aspect of your classmate's storytelling do you like more than yours? Why?

▪ **TASK 6:**

8th-11th May: receive feedback of reflection and peer observation.

▪ **TASK 7:**

13th May: email Portfolio and video link.

Remember that:

- a. All activities must be typed (Arial 12, simple spacing on paper and submitted on the established deadline). If a student fails to hand in the assignment, it will not be corrected but it must be enclosed in the final portfolio.
- b. Do not exceed the numbers of pages allowed as they will not be corrected.
- c. The documents will be graded as **passing+ / passing / failing**. The student may fail the activity due to poor contents and all kinds of language mistakes (level B2), but he/she will have the opportunity to retake the activity and get the **minimum standards (5)** in the final portfolio.
- d. Your mistakes will be marked once so please, read the corrections carefully to spot the same mistake again. Check your mistakes in wordreference.com and correct them **in bold**.
- e. If the Cesag supervisors find out that the tasks have been written/ corrected by someone, the student may fail the internship and he/she will have to repeat the teaching period next year.

PORTFOLIO

- **STORY (max 3 pages)**
 - **ACTIVITIES (2 pages: one for each activity)**
 - **REFLECTION (compulsory 2 pages)**
 - **PEER OBSERVATION (compulsory 2 pages)**
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- **Portfolio requirements:**
 - The portfolio is a collection of individual work and reflections about the teaching period so plagiarism / on-line translator / help from a third party will be penalized with a zero (0) in the portfolio and the student will have to repeat the practicum period.
 - The student will correct the mistakes **in bold** in the final portfolio. If the mistakes are not checked and corrected, the student may fail the portfolio.
 - Send as a Word document, avoid Google Drive.
 - If the portfolio/video link is not handed in on due time, the student will be penalized -1 point per day of delay.

RUBRICS

WRITTEN STORY 30%

Criteria	Excellent 4 – 5	Accomplished 3	Weak 1-2
Grammar, Usage, Mechanics, Spelling	There are almost no errors in grammar, usage, mechanics or spelling.	There are some errors in grammar, usage, mechanics or spelling.	There are numerous errors in grammar, usage, mechanics or spelling.
Organization	The story is very well organized with clear transitions.	The story is somehow organized but transitions are sometimes not clear.	The story lacks organization.
Style	Uses a variety of sentence structures and good word choice.	Uses not much variety in sentence structures and word choice is sometimes limited.	Uses very little variety of sentence structures and word choice is very limited.
Cross curricular	Cross curricular objectives and contents well developed.	Cross curricular objectives and contents are developed.	Cross curricular objectives and contents are hardly developed.
Creativity	The story contains creative details and it is exciting.	The story contains some creative details but it is not very exciting.	There is little/ no evidence of creativity in the story and it is a bit boring.

MEANINGFUL ACTIVITIES 10%

Criteria	Excellent 4 – 5	Accomplished 3	Weak 1-2
Appropriate Activities	Level and content are appropriate.	Level and content are somehow appropriate.	Level and content are not appropriate.
Development	Activities are original and work on contents.	Activities work on some contents.	Activities work very little on contents.

VIDEO 30%

Criteria	Excellent 4 – 5	Accomplished 3	Weak 1-2
Keyword activity	Introduces keywords through a meaningful activity.	Introduces keywords but the activity is not meaningful.	Very little focus on keywords.
Introduction & Ending	Clearly introduces and finishes the story.	Somehow introduces and finishes the story.	Poor introduction and ending.
Body Language	Uses appropriate facial expression and gestures to enhance the storytelling.	Uses some facial expression and attempts gestures.	Very little facial expression and rarely uses gestures.
Interaction	Involves the audience appropriately most of the time.	Involves the audience several times.	Involves the audience just by repeating.
Communicative Skills	Has obviously practised; speaks with confidence, almost no mistakes.	More practice needed; speaks with some mistakes.	Little practice; speaks with lots of mistakes (grammar and pronunciation).
Props	Outstanding use of props.	Props are appropriate.	Some props are not appropriate or are distracting.
Performance	Good performance and holds the audience's attention.	Fair performance but sometimes lacks in holding the audience's attention.	Poor performance and lacks in holding the audience's attention.

REFLECTION 20%

Criteria	Excellent 4 – 5	Accomplished 3	Weak 1-2
Critical Analysis	Points out most weak points and analyzes critically.	Points out and analyzes some weak points.	Points out few weak points but lacks in analyzing.

PEER OBSERVATION 10%

Criteria	Excellent 4 – 5	Accomplished 3	Weak 1-2
Objective observation	Displays objective and constructive comments about peer performance.	Displays some objective comments.	Displays few/ no objective comments.