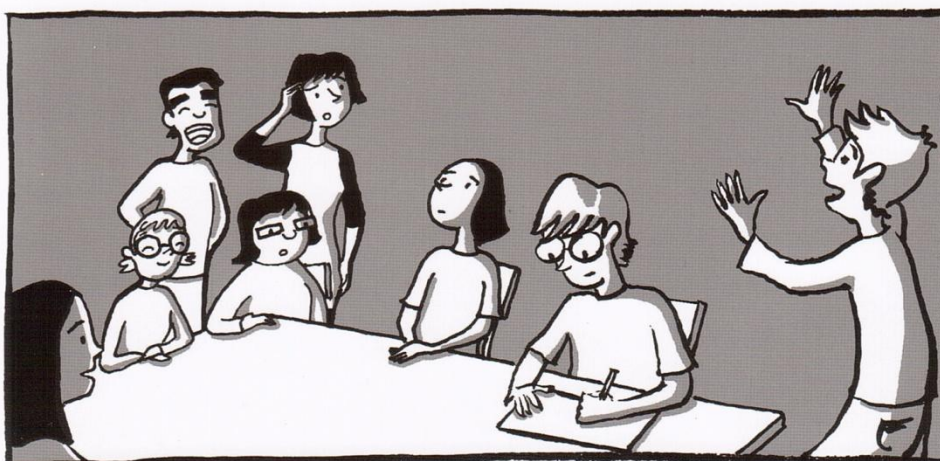


# Teaching practice guide for primary school

Daniel Madrid Fernández · José Luis Ortega Martín



**GEU**  
EDITORIAL

# **TEACHING PRACTICE GUIDE FOR PRIMARY SCHOOL**

(GUÍA DE TRABAJO PARA EL PRÁCTICUM DE LOS ALUMNOS DEL GRUPO BILINGÜE, DE  
MENCIÓN Y GENERALISTAS)

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## WHO IS THIS GUIDE ADDRESSED TO?

This teaching practice guide (TPG) is for undergraduate student teachers who are doing their teaching practice (TP) period and wish to report about their school-based experience in English. Its users will find that most practical tasks can be completed with their personal ideas about classroom events and with the help of the handbooks they used at college for the teaching of curricular areas. There's a variety of subject teaching handbooks that can be helpful when reflecting, analysing and reporting on the variety of classroom principles and events that are suggested.

## WHY IN ENGLISH?

Traditionally, the teaching practice report has been written in Spanish, but we believe that future student teachers preparation must be more versatile and the use of English as an international lingua franca is an efficient strategy for them to have more professional options, including the Spanish bilingual schools network. There is no doubt that reading and writing in English equip student teachers with a more international professional competence, which is very helpful in today's multilingual Europe. The study plan's guidelines provided by the Ministry of Education also establish that the initial training of English teachers must be imparted in English, and finally we must not forget that State teaching entrance examinations are fully in English. So, we believe that there is little justification for continuing to write this training component in the mother language.

## OBJECTIVES AND COMPETENCES

This workbook also aims to consolidate some of the general professional competences that teachers must develop during their initial teacher training period. These include the following:

- To apply the knowledge and techniques which are acquired in the period of pre-service training in a variety of social and educational contexts.
- To recognise and accept the **multicultural diversity** of modern society and being prepared to work in multicultural educational contexts.
- To undertake **research** in teaching processes, so that teachers can not only use acquired knowledge but create their own.
- To know how to use the classroom as an area of communicative interaction by providing the students with significant and comprehensible teaching and learning situations which encourage participation and critical reflection.
- To be able to establish learners' interests and linguistic and communicative needs in order to programme and implement an open curriculum, so as to fulfill these needs and meet the requirements of curricular design established by the Autonomous Community, Spain and the Common European Framework of Reference.
- To mediate between the learners' cognitive structure and their learning experiences so as to encourage the discovery of knowledge and ideas.
- To develop specific skills to **motivate** and interest the learner in the classroom and to be able to generate positive attitudes towards the contents being learned.
- To be able to present and exploit content and to promote **learning construction** taking into account learner personality (maturity, cognitive style, learning rhythm, etc.)
- To know how to use techniques of temporal sequencing, and individual, pair and group work appropriate for the tasks being carried out (**students grouping techniques**)
- To **assess** the effectiveness of the **curriculum** being taught, their own professional action and the **students' achievement**, using a variety of evaluation and self-assessment criteria.

- To deal with learner **diversity** by bearing in mind students' special needs and bringing in the contributions of more advanced learners, as well as those of those with difficulties, all with a variety of social and cultural constraints.

## **ORGANIZATION AND STRUCTURE**

According to the guidelines provided by the Faculty of Education (University of Granada), this TPG is organized around three axes:

1. An Observation stage in educational contexts.
2. Knowledge of the school and its management
3. Knowledge application to specific teaching and learning situations.

These three axes are integrated in 12 units or chapters that connect the main issues of teaching and learning in schools.

## **SOME ADVANTAGES AND BENEFITS**

We hope that student teachers find, in this working guide, a helpful guide for their teaching practice experience, benefit from its systematic exploitation of practical classroom events and be encouraged to start school-based research projects that allow them to draw personal conclusions and elaborate personal theories about the teaching and learning processes in Primary Education.

# **SYNTHESIS OF TOPICS AND POINTS FOR THE SCHOOL REPORT (MEMORIA DE PRÁCTICAS)**

## **1. PRACTICAL KNOWLEDGE, PROFESSIONAL LEARNING AND SOCIALISATION**

1. Importance of practical knowledge.
2. Good teaching practice.
3. Good subject teachers.
4. Dimensions of teaching.
5. Objectives of teaching practice.
6. Importance of professional socialization.
7. Some models for classroom observation.
8. The “autodidactic” approach.

## **2. THE SCHOOL’S AND THE STUDENTS’ SOCIAL CONTEXT**

1. The school social context: life at school and its environment, characteristics of the school: type of classrooms, equipment, number of students and teachers, support teachers, etc. Activities of main school agents: teachers, students, parents, local authorities, etc. and their interrelationship to improve the school educational results. Characteristics of the school environment and its diversity. Presence of the school in the community. Organisation of school work: roles of parents in school life, relationship between the school and parents, collaboration of parents to improve the school management. School timetable and time distribution for activities. Use of space, games and activities of children outside the school, extracurricular activities, ...
2. The students’ social background: their family income, family structure, country of origin and parents’ education.
3. Factors that exert a stronger influence on the child’s educational opportunities: family income, family structure, parents’ education, ...
4. Factors that may contribute to the fact that children experience problems such as repeating a grade, requiring special education services, etc.
5. Pressing and urgent problems of the students from racial/ethnic minority backgrounds.
6. Problems of children in single parent families.
7. Parents’ education level and student achievement.
8. Problems of children who speak languages other than Spanish at home and who have difficulty speaking Spanish.

### 3. CLASSROOM OBSERVATION PRACTICE: THE ENGLISH CLASS

#### ANALYSIS OF CLASSROOM ENGLISH ACTIVITIES

Observing and analysing English classes or An English teaching unit from a textbook by using the table/questionnaire given below :

#### CLUES:

- 15\* The **existential competence** may include the development of: A = attitudes (ex.: openness), M = **motivations** (ex.: intrinsic, instrumental, ..), B = beliefs (ex.: ideological, religious, ..), CS = **cognitive styles** (ex.: visual, auditory, field dependent, field independent.), PF = personality factors (ex.: extroversion, ...)
- 16\* **Learning to learn** may include: LA = language awareness; SK = study skills; HS = heuristic skills; RL = reflection on learning, metacognition
- 18\* The **basic competences** may refer to: M = mathematical competence; NW = natural world; I = internet, new technologies; SK = social and civic skills; A&C = art and cultural, LL =see 16; AW = autonomous work (LC = linguistic competence; it is supposed to be developed in each activity); HE = health education, etc.
- 19\* **Attention to diversity** may be addressed to: HA = high achievers, LA = low achievers
- 20\* Education in **values** may include: GE = gender equality, EP = education for peace, SI = social integration, S = solidarity, HE = (to value) health education, T = appreciating our traditions
- 31\* **Other materials** may include: F = flashcards; R = real objects, realia, Ph = photocopies,

When you finish your analysis, report about the attention paid to:

- The Knowledge of Language
- Oral Communication (Listening, Speaking And Spoken Interaction)
- Written Communication: Reading And Writing
- Existential Competence (Attitudes, Motivations, Beliefs, Cognitive Styles, Personality Factors, etc.
- Learning to Learn (Language Awareness, Study Skills, Heuristic Skills, Reflection on Learning, Metacognition)
- (Inter)Cultural Aspects
- The Basic Competences and Cross-Curricular Aspects
- Attention to Diversity for High Achievers and Low Achievers
- Values (gender equality, education for peace, social integration, solidarity, health education, appreciating our traditions)
- Interaction and Grouping Techniques
- Materials and Resources

ANALYSIS OF CLASSROOM ACTIVITIES																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
<b>KNOWLEDGE OF LANGUAGE</b>																									
Linguistic aspects /competence:																									
1. Grammar																									
2. Vocabulary																									
3. Phonetics																									
4. Spelling																									
Sociolinguistic and pragmatic aspects/competence:																									
5. Functions/Speech acts																									
6. Discourse Competence (working with texts)																									
<b>LISTENING, SPEAKING AND SPOKEN INTERACTION – ORAL COMMUNICATION</b>																									
7. Listening																									
8. Speaking & reciting																									
9. Interaction: listen-speak																									
10. Listening and reading																									
11. Speaking and reading																									
<b>READING AND WRITING -WRITTEN COMMUNICATION</b>																									
12. Reading (silent and aloud)																									
13. Writing																									
14. Interaction: reading-writing																									
15*. EXISTENTIAL COMPETENCE																									
16*. LEARNING TO LEARN																									
17. (INTER)CULTURAL aspects																									
18*. BASIC COMPETENCES and cross-curricular aspects																									
19*. ATTENTION TO DIVERSITY (for HA & LA)																									
20*. VALUES																									
<b>INTERACTION AND GROUPING TECHNIQUES</b>																									
21. Teacher to whole class																									
22. Teacher to Student																									
23. Pair work/ St →St																									
24. Independent work																									
25. Group work																									
<b>MATERIALS AND RESOURCES</b>																									
26. (Text)book																									
27. Pictures																									
28. Recordings																									
29. ICT/internet																									
30. Notebook/Workbook/sheets																									
31*. Others: .....																									

#### 4. WHAT LEARNING/TEACHING THEORIES, METHODS AND TECHNIQUES ARE APPLIED IN CLASS?

1. Theories of language learning applied in class.
2. Methods and techniques.
3. Relationship between the activities the children have done and the nine types of intelligences identified by Gardner.
4. Relation between the activities selected or designed and the learning theories/ teaching methods on which the school curricular plan is based.



## 5. WHAT INDIVIDUAL DIFFERENCES HAVE YOU NOTICED IN PRIMARY SCHOOL CHILDREN?

1. Individual differences noticed between the children in the first stage of Primary Education (age 6-7) and those in the third stage (age 11-12): attitudes, motivation, interests, gender, cognitive development, etc.) and external factors (input and type of instruction received, etc.).
2. Differences between male and female students (gender differences).
3. Learning styles.
4. The students' diversity and type of curricular adaptations, remedial work, and expansion activities.
5. The most frequent learning strategies that the children use in class.
6. Children's general motivation.
7. Anxiety in the English class.
8. Children's self-esteem.
9. Children's personality factors.
10. The school curricular Project and the teaching of all curricular areas:
  - Spanish language:
  - English:
  - Knowledge of the environment:
  - Art education:
  - Mathematics:
  - Physical Education:
  - Others:

## 6. HOW ARE UNITS OF WORK PLANNED AND IMPLEMENTED?

- 1) Type of syllabus applied in each curricular area.
- 2) General objectives of the curricular area.
- 3) Preparing a brief lesson plan by reporting about the following points:

- 1) INTRODUCTION
- 2) THE SCHOOL SOCIAL CONTEXT
- 3) THE STUDENTS' INDIVIDUAL CHARACTERISTICS
- 4) CURRICULAR DESIGN
  - 4.1. The Spanish Curriculum for English in Primary Education
    - 4.1.1. Contribution to the development of the basic competences
    - 4.1.2. FL objectives for Primary Education
    - 4.1.3. FL contents
    - 4.1.4. Methodology
    - 4.1.5. Evaluation criteria
5. LESSON PLAN
  - 5.1. Unit objectives, contents and evaluation criteria
  - 5.2. Summary of activities and tasks
  - 5.3. Attention to diversity
  - 5.4. Materials and resources
  - 5.5. Unit evaluation and grading criteria
6. DEVELOPMENT OF ACTIVITIES AND DIDACTIC SUGGESTIONS

Session 1	Session 2	Session 3
Session 4	Session 4	Session 6
7. BIBLIOGRAPHY

5. The school curricular Project and the English lesson plan.



## **7. WHAT GAMES, SONGS AND GAME-LIKE ACTIVITIES ARE USED IN CLASS?**

1. Importance of games and songs.
2. Introduction of songs in the units of work.
3. Methodology suggested for the exploitation of songs.
4. Song analysis and exploitation of songs in class.
5. Sociocultural presentation and exploitation of songs in class.
6. Musical exploitation of songs: musical analysis, audition and interpretation of songs.
7. Games currently played in class.
8. Games played in class and the skills and competences that they develop.
9. Describing one game that can be useful to develop one or two of the following competences:
  - a. Linguistic competence
  - b. Sociolinguistic and pragmatic competence
  - c. Discourse competence
  - d. (Inter)cultural competence
  - e. Basic competences and cross-curricular aspects
  - f. Oral communication
  - g. Written communication

## **8. HOW ARE CLASSES MANAGED?**

1. Language/s used in class for each curricular area.
2. Use of non-verbal communication.
3. Changes in the class teachers' voice quality.
4. What is eye-contact used for.
5. Presentation of units of work.
6. Type of controlled and guided activities used in class.
7. Feedback given to the children.
8. Group work and cooperative work.
9. Discipline. Factors that influence the students' disruptive behavior.
10. The classroom learning environment.
11. How are the children grouped and seated for classroom activities? Type of seating arrangements used in class.
10. Analysing the teaching performance.
11. Changes on teaching behaviour experienced by trainees.

## **9. WHAT IMPORTANCE IS GIVEN TO ORAL COMMUNICATION?**

1. Oral practice in English.
2. Use of the students' mother tongue in the English class.
3. Example of pre-, while- and after-listening exercises.
4. Dictations in the mother tongue and in English.
5. Materials used by the teacher in class for oral production.
6. Importance and use of oral communication in English and Spanish.
7. Relationship between input and output.
8. Utility of TPR techniques.
9. Involvement of the School Board to the Parents' Association in the organisation of extra-curricular activities that promote oral interaction: theatre plays, European programmes, e-pals, reading programmes...

## **10. HOW ARE THE WRITTEN SKILLS DEVELOPED?**

1. Use of different texts apart from those in the textbook.
2. Different styles of using reading and writing.
3. How do the students work with texts?
4. Analysis of the texts coursebooks.
5. Assessment of writing improvements and improvements in the oral skills
6. Types of written activities used in class.
8. Selection of texts on coursebooks.
9. Characteristics of the reader depending on the level acquired and according to the Common European Framework of Reference for Languages.
10. Reading activities used in class and analysis of oral and/or written output.
11. Cohesion and coherence when choosing a text to work with.
12. Criteria for texts selection.
13. Naming and analysing the types of written activities done in class: familiarisation, controlled , guided and free writing activities.
15. School budget for books. The classroom library.

## **11. HOW IS LINGUISTIC COMPETENCE DEVELOPED?**

1. Kind of vocabulary practiced in class.
2. Type of materials used for teaching vocabulary.
3. Use of translation when teaching vocabulary.
4. Use of materials in class: Board, Realia, Flashcards, Wallcharts, Posters and pictures, Textbook, Workbook, Hand-made materials, Powerpoint/OHP, Audio Player, Video/DVD Player, Video Camera, Computer Lab (ICT classroom), Internet , Educational Software, Mobile Phones.
5. 'Giver' and 'Guider' teachers.
6. Importance of grammar, oral correctness, writing or phonetic aspects: sounds, stress and intonation in the evaluation process.
7. Importance of grammar in the global process of learning a language.

## **12. HOW ARE THE STUDENTS EVALUATED?**

1. The students' continuous evaluation.
2. Evaluating the teaching performance in class by using a questionnaire: weak and strong points a
3. The European Language Portfolio.
4. Evaluating with a global scale.
5. Promotion criteria established in the school Plan.

**QUESTIONNAIRE:  
STUDENTS' PERCEPTIONS ABOUT THE TEACHING PRACTICE PERIOD**

1. What do you think about the general contents and activities suggested for TP? Are any important aspects missing?
2. Is the sequence of *observation*, *knowledge application* and *knowledge of the school* useful? Give reasons?
3. Have you been properly guided in seminars about the description of the TP stages and activities? What aspects have been emphasised and/or omitted?
4. What is your critical view of teacher-training seminars?
5. Has TP helped to improve your linguistic and communicative competence in general? Why?
6. Have you improved your general teaching ability? How do you know?
7. Were the contents studied at college and the activities carried out in seminars useful for TP? Why?
8. How adequate do you consider the preparation received in the Faculty of Education for teaching practise and for teaching English at school?
9. How helpful was the classroom teacher/tutor?
10. How helpful was your college tutor/supervisor and the orientation received from the Faculty of Education?
11. What's your global assessment of TP?
12. How would you improve TP planning and implementation?

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