

Practicum 1 (Code in STAG 7724) suggestions and requirements:

1. Before the practicum, set your personal targets and think what areas of teaching you would like to further improve. Select 6 can-do descriptors from different sections of the EPOSTL and reflect on them **consistently** during your practicum. These descriptors will form the basis of your final reflective paper.
2. During the practicum, collect things for your dossier. See suggestions on “What do I put in the dossier?” on p. 60 in the EPOSTL. It is for you to decide what to include in the 'dossier' (e.g. video recorded lessons, lesson plans, analysis of what you have done, examples of learner tasks, learners' work, classroom aids, mentor's comments).
3. At the end of the practicum, submit Practicum File.


Practicum File should include

1. *School description* (300 words). Describe
 - what foreign languages are being taught at school
 - linguistic and cultural diversity of learners and teachers in school;
 - participation in national and international projects, exchange with other schools or institutions, etc.


2. *Reflective paper*

Before the practicum, set your personal targets and think what areas of teaching you would like to reflect on and improve. Select can-do descriptors from different sections of the EPOSTL (6 minimum), and start reflecting on them during your practicum.

While reflecting on the EPOSTL descriptors, **rephrase** them as **questions**, for example:

„I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.” (p.21) 

What do I understand by a meaningful speaking activity? What can I do to make the activity meaningful for my learners? How can I support interaction in the classroom?

„I can start a lesson in an engaging way.” (p.39) 

How can I start a lesson in an engaging way? Will it help to achieve the active involvement of learners further in the lesson? Why do I need to capture my pupils' attention from the very start of the lesson?

Then start **reflecting** on the questions, recalling the theory you read in literature and the ways attempted to apply it during the practicum. **Reflect** on your progress as a teacher during practicum and write **min. 250 words** for each can-do statement you have chosen.

Important! The purpose of your reflection is not just to answer the questions but also to justify your response in a reasoned and informed way.

Conclude your reflective paper with analyses of your further steps in learning teaching.

3. *Five consecutive lesson plans* taught in one class with all supplementing materials/links.
4. *Peer/colleague observation forms* (2).

Peer/colleague observation.

Among the EPOSTL descriptors, there are some which deal with the role of the language teacher.

For example:

I can accept feedback from my peers and mentors and build this into my teaching (p.17).

I can observe my peers, recognise different methodological aspects of their teaching, and offer them constructive feedback.

For this practicum you are requested to make **two observations**:

- either of a peer from your group
- or of your colleague at school

You are also requested **to be observed twice either by**:

- a peer from your group
- a member of the school management or
- by your colleague at school.

Suggestions for peer observation.

1. Agree with a peer on mutual observation.
2. Select can-do descriptors from different sections of the EPOSTL, and show these descriptors to your peer for use when providing you with **feedback** after the classes you teach.
3. Before observation, provide your peer with the information (lesson topic, aims, objectives, language focus) they will need to fill in the observation form.
4. Discuss your class with your peer; listen to their feedback, and reflect on it.

Suggestions for colleague observation.

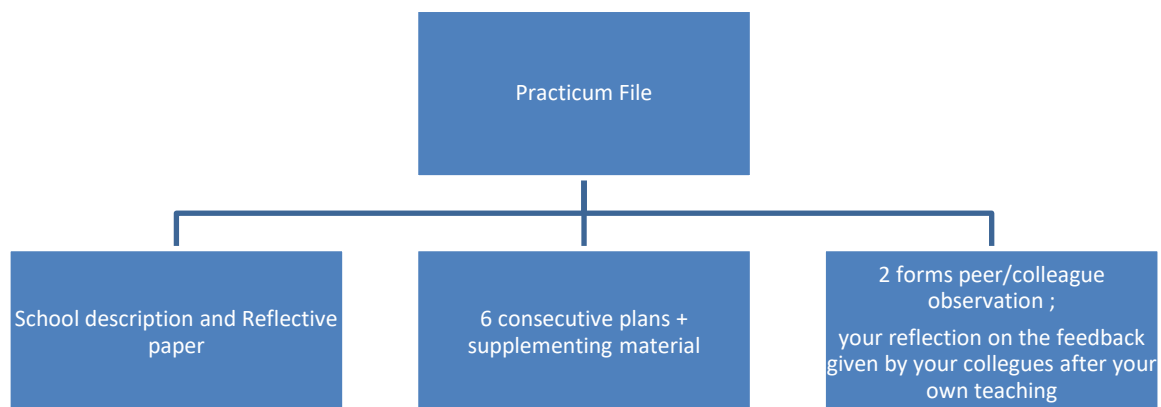
1. Agree with a colleague on mutual observation
2. Discuss your class with the colleague; listen to the feedback, and reflect on it. You may be interested in learning the following from your colleague:

- if all pupils were equally involved
- if your instructions in English were clear
- if the pace of work was appropriate for your learners
- which activities your colleague found useful, engaging and meaningful. Why?
- what suggestions for improvement of your teaching your colleague can give you
- please, add questions of your own

Take notes of your colleague's feedback on your class and attach it to the practicum report.

Hand in

- 2 the observation forms
- 1 form with your reflection on the feedback provided by your peer or colleague



Practicum File due May 31