

Final project Nieves Garrido Castro and Laura Rubio Cortés

Language assistants project

@VLIET_GARRIDO 11 DE JULIO DE 2017 13:33

LINK TO OUR FINAL PROJECT PADLET

https://padlet.com/vliet_garrido/exocpu9hr95

1. INTRODUCTION

One special thing we have learnt during this course is how we can get the most from language assistants. <https://comunidadbilingue.educa2.madrid.org>

2. WELCOME LANGUAGE ASSISTANTS

This padlet is designed to give more information about this useful human resource provided for Bilingual Schools in Community of Madrid.

After some research, we have come to the conclusion that some assistants are a little bit lost at the beginning of the school year. In order to help them feel more comfortable at our schools we think it would be a good idea to give them a welcome pack.

ASSISTANTS' WELCOME PACK

It is important that the assistants get clear information about the school and how things work. We can give them this information the first day they arrive at school. This handout can include the following items.

INTRODUCTION

- Welcome letter
- Timetable
- Staff List and responsibilities
- Plan of the School

SCHOOL OPERATION GUIDELINES

1- Staff

- Professional behavior
- Dress Code (Staff)
- Staff Absence
- Attendance (Staff)
- Safety Rules for Staff
- School Meals and Lunchroom Procedures
- Field Trips
- Playground Supervision
- Removing Students from Classroom
- Maintenance Service Requests
- Restrooms
- Reprographics
- Library
- Staff Room

Welcome pack

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3. ASSISTANTS' QUESTIONNAIRE

Something very useful for teachers would be to send them a questionnaire so that the head of the department can place them in the level they would feel most comfortable in.

LANGUAGE ASSISTANTS - INTERVIEW

Experience

1. What's your experience of working with children?
2. What are your preferred subjects to assist?
3. Which subject area would you say you were strongest in?
4. What experience from your current post could you bring to the school?
5. What skills do you have that you could bring to the job?
6. What are your greatest strengths?
7. What is your biggest weakness?
8. What experiences of working with children with SEN have you had? How did you support them?

The role

1. Now that you have had a look around what do you think of our school?
2. What do you understand as the role of a TA?
3. What will your duties include as a Teaching Assistant?
4. If You arrive to a class, there is no teacher present, a teacher still does not arrive, what would you do?
5. What are the three most important skills a TA needs?
6. What are your strengths in relation to a TA role?
7. What can the school offer to help you in this role?
8. Would you be capable of leading a session with the supervision of the teacher?

Working with others

1. What factors do you think make good teamwork?
2. What would you do if you didn't agree with an activity your teacher planned?
3. How would you deal with a disagreement with another member of staff?

ASSISTANTS QUESTIONNAIRE

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LANGUAGE ASSISTANT: FUNCTIONS

1.- The assistant and the teacher have completely different roles; their skills and qualities are complementary:

- the teacher is the professional responsible of the students learning process and the development of the syllabus and adapting it to the needs of the group. He is in charge of the planning, the assessment, the methodology and the classroom management.
- the assistants' role is to BRING LANGUAGE AND CULTURE LIVE IN THE CLASSROOM and TO MOTIVATE STUDENTS to use the foreign language: using the target language he/she serves as a role model both for the accuracy and fluency in language use and for language as "authentic" means of communication. The assistant will also be a source of ideas and activities and will collaborate with teaching staff in creating teaching materials. Assistants will SUPPORT THE TEACHING.

ASSISTANT'S ROLE AND FUNCTIONS

1.-ASSISTANTS SHOULDN'T...

- ✓ be required to discipline students
- ✓ be asked to cover for illness
- ✓ be asked to mark work on a regular basis.
- ✓ be made responsible for assessment
- ✓ supervise students on their own
- ✓ be asked to prepare and mark exams, tests...They can collaborate, but it is not

LANGUAGE ASSISTANT. FUNCTIONS

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4.LANGUAGE ASSISTANTS' ROLE

Another challenge assistants usually face when they start the school year is related to their real function in the classroom.

5. PIECES OF ADVICE ON HOW TO DEAL WITH STUDENTS

Most of the language assistants have no teaching experience. Therefore, they have not been in a real classroom environment interacting with students before. For the vast majority this is their first time. For this reason it will be a good idea to hand them some guidelines.

TEACHING TIPS FOR ASSISTANTS

- ✓ **LEARN EVERYONE'S NAME AS QUICKLY AS POSSIBLE**
Students feel good about their TA when he/she can fluently address them by their first names.
- ✓ **WHEN YOU ARE TALKING IN FRONT OF THE CLASS, MAKE EYE CONTACT WITH EVERYONE, BUT EXPECT A FAIR AMOUNT OF BLANK STARES**
Don't simply talk to the chalkboard or to the wall behind your students. Glance around and look them in the eye as you are talking, scanning around to focus on different students so that you don't seem to always be staring at one person the whole time. When writing on the chalkboard, adopt an open stance and face the class as much as possible instead of having your back to them.
- ✓ **PERIODICALLY CHECK FOR UNDERSTANDING AND ATTENTION**
You need to check that the students have understood because they are unlikely to tell you if they haven't. You will often receive blank stares while you are talking in front of the class, you need to periodically stop every few minutes and check whether the class is following along with you. This might involve asking a technical question or simply pausing and asking the class "do you all understand this part?" and waiting for nodding or shaking heads
- ✓ **PAUSE FOR A LONG TIME AFTER ASKING QUESTIONS**
Many people advise TAs to ask questions in class to increase the level of interaction, but oftentimes, TAs don't pause for long enough after asking questions before simply jumping in and providing the answer. Students need time to think about non-trivial questions, so wait 7-10 seconds before jumping in

Teaching tips for Language Assistants

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6. ACTIVITIES DESIGNED BY ASSISTANTS

Another role for the assistants can be to design materials and activities integrating new technologies such as <https://kahoot.com> and <https://www.plickers.com/library>

7. BRITISH COUNCIL LANGUAGE ASSISTANT'S EXPERIENCE

<https://youtu.be/t2HGWvBwTm8>



British Council English Language Assistant UPDATE
B L O G: sophialarasite.wordpress.com
YOUTUBE

8. IN THE CLASSROOM

In this video, an American language assistant is introduced to the students her first day at school. These are some of the questions the students may ask.

<https://youtu.be/pXne7S4utEs>



Language assistant first day!

Uploaded by Anglès Escola Santa Eulàlia on 2016-10-07.

YOUTUBE
