

# MEMÒRIA DE PRÀCTIQUES

**18/11/2024**

## **Castellano GS – MARTA**

Correcció de text argumentatiu on s'ha de localitzar una paradoja i redactar la tesi, dues argumentacions del text i dues idees de conclusió. El exercici conté una definició de paradoja per guiar als estudiants.

Tenen diversos dossiers referents a diversos temes de l'assignatura: accentuació, verbs, oracions subordinades...

Model d'exàmen: Comprensió, connectors, sintaxis, categories gramaticals, sinònims, expressió escrita, derivació, pronoms, accentuació.

La professora ha preguntat per significats lèxics de paraules de l'enunciat, significat del text, qui és l'autor. Redirigeix respostes dels alumnes cap a la resposta real combinant-ne de diverses, contemplant diversos tipus de resposta als seus PPT. Ensenya a localitzar les respostes al text.

Explica la normativa estructural entre textos narratius i argumentatius. També parla de la formació de paraules i trobar els seus significats a través de l'arrel i els morfemes.

Exercici final d'associar paraules segons com han estat formades.

## **Castellano +25 – MARTA**

Mateix temari i format d'exàmen. Debat sobre la utilitat de Chat GPT amb dues frases argumentatives a favor i dues en contra.

Conclusions de la sessió: Els estudiants poden emprar el mòbil a classe per a fer petites consultes, encara que no hi ha un control exhaustiu del seu ús durant la classe. Al ser adults, són responsables del que fan a l'aula i el professor es pot donar la llibertat de no para la classe per aquestes accions. Es dona molt de cos al temari amb la bona expressió oral i conversacional del professorat, cosa que fa que els estudiants participin i tinguin confiança al expressar als seus resultats, ja que el feedback es dona d'una forma constructiva en tot moment.

**19/11/2024**

**Castellano G2 – CARLES**

Proposa la lectura d'un capítol al dia del Lazarillo de Tormes. Es presenten les valoracions, les explicacions i les prohibicions a l'aula d'una forma còmica i subtil: els estudiants reaccionen bé i amb complicitat.

S'han comentat els tipus de text periodístics posant èmfasi a les notícies i als podcast amb un document d'exercicis d'investigació compartit amb els estudiants. Han fet servir els ordinadors a l'aula per aquesta activitat.

Alguns estudiants no acaben de fer cas de la indicació de no fer servir el mòbil, encara així prenen una certa atenció i interès a l'aula.

Hem intervingut a l'aula ajudant als alumnes a fer la tasca del correu, han entès correctament les nostres explicacions i s'han inspirat a buscar els significats dels termes preguntats.

En particular, he aconsellat a una estudiant catalano parlant sense gaires nocions de castellà a traduir les preguntes i a buscar similituds per anar assimilant el castellà per semblança a l'idioma que ja coneix. Ha respost les preguntes en català però demostrant enteniment d'aquestes.

Hem vist un vídeo de 6 minuts sobre els gèneres periodístics i les seves característiques, ha sigut entès pels estudiants, que després han realitzat un Kahoot molt benvingut per assimilar més els continguts.

Els estudiants han preguntat amb seguretat per aclarir els seus dubtes i diferències entre conceptes.

**English G2 – GELI BARBERÀ**

Geli negotiates the marks with their students, awakening self-awareness while inspiring them to improve certain aspects.

She is centred in Language production, cooperation values and looking at the evolution of a Student rather than its mark. She avoids teaching grammar, as other teachers already have a more grammar centred contents.

Today we did a written exam and she defined my roles as a supervisor with intervention capabilities towards some students.

I was desolated to see some students reflecting their past traumatic situations in the answers. She revealed we are having some disgraceful cases in class, I saw a lot of implication and intentions to make a good exam in that class.

A Student was about to leave with an unstarted question, me and Geli inspired him to try and we were surprised by his accurate writing and expressivity at his level.

Another Student is trilingual in spanish, english and french. He struggled in the exam due to stress, but remembering his good attitude and habilities seemed to give him the confidence to make the great exam he made. He spoke french and english with me for some minutes and he was happy to have me in class.

### **English Adults +25 – GELI BARBERÀ**

In this class i had a role of teacher assistant and english-catalan traducer. After starting my presentation to the class, I noticed I needed to speak slower for them to understand better, I did the change at the exact moment and they understood me completely.

We worked on the exercises in the work book regarding the formation of the past simple. I noticed the students were so participative and they weren't affraid of being corrected or asking qüestions to me or Geli.

Geli took some of them to the front of the class and made them talk about their weekend, being correcte at the moment in terms of pronuniciation mostly (they have very good vocabulary and they know how to construct a sentence correctly). This encourages remembering vocabulary, grammar and expressions made in previous classes.

She gave the students the choice of today's class content. They chose to keep reading their class lecture: The Human Body. Here is where I applied my role as a traducer after suggesting myself to Geli. She made students read the book to check their reading fluidity and pronuniciation skills. I traduced the text directly to catalan after each Student rode its paragraph.

Geli has quite of a còmic and satíric way of approaching feedback and mistakes: students take it marvellously and they try their best constantly with humor.

They finally sang a song in class and reviewed popular expressions appearing on it.

## **20/11/2024**

### **Català – GES 2 – MARTA**

Dividim la classe en dos, uns llegiran i faran exercicis del llibre “Elles també maten” i els altres faran una locució d'una descripció d'un/a company/a de classe que han de dur fet a classe i penjat al classroom.

El nostre rol ha estat ajudar als estudiants a entendre noves paraules en català i a fer els exercicis de comprensió lectora i, per altra part, fer algunes petites correccions a les seves locucions mentre hem practicat la seva lectura, sobretot de forma constructiva i encoratjant a millorar.

### **Català – GS – TERESA // CPNL.cat**

S'ha corregit un dictat sobre 3 punts i donat el temari de la essa sorda i essa sonora. Algunes distraccions de l'alumnat sense que hi hagi cap toc d'atenció ja que es concentren a l'hora de fer els exercicis. La Teresa lleigeix, presenta i corregeix els exercicis a la pissarra digital. Ella pregunta perquè els estudiants responguin possibles dubtes, els estudiants també pregunten valentament els seus dubtes. Els apunts estan penjats al drive i a la pàgina web.

### **Castellà G1 – CARLES**

Vam repartir-nos entre les parelles formades pel Carles. Vam fer un exercici sobre un full de paper en el que hem hagut d'esbrinar i relacionar els significats de diversos prefixos de procedència llatina. Les meves companyes han demostrat entusiasme i ganes de comentar l'exercici, han buscat activament informació.

### **English G1 – GELI**

We supervised and corrected a written exam that had already been given to other G1 groups. We learned to correct considering that the level of learning is quite low, requiring more understanding and support than academic veracity.

## **DIA 21/11/2024**

### **Psicología GS – CARLES**

Han fet uns exercicis amb apunts referenciant exàmens de selectivitat, els estudiants són metòdics i intenten fer-los de memòria i recurrent als apunts si no ho aconsegueixen.

En Carles ha comentat les respostes de forma justificada, els estudiants defensen oralment les seves respostes sense vergonya. Hem continuat amb un Kahoot sobre psicologia i un vídeo sobre el condicionament tradicional de Pavlov per acabar amb un tros de la sèrie de Netflix 100 humanos. El temari és explicat d'un dossier ja passat als alumnes.

### **English GES1 – GELI**

Reference speech of the clear lack of study considering the last written exam: he remarked the importance of studying and testing English outside the classroom.

Today we covered the vocabulary of cleanliness with a lot of student participation, yet the low retention shown in the exams.

Geli constantly takes items from the class for students to say their names out loud. A student asked what he could do to improve his oral and written expression, Geli offered him study techniques based on notes taken by other students.

## **25/11/2024**

### **English 3 – FANY**

We started with Fany's class routines:

- Student's minute of glory to talk about anything in English
- Questions and corrections about exercises
- Description of images
- Vocabulary and grammar Gimkit

While playing the Gimkit, we noticed how the teacher highlights the progress of the students using the application's metrics, which highlights the improvements compared to previous tests.

Then we asked questions using the QUASI, a Mentimeter for adjectival description of images and landscapes, differentiating between -ed and -ing adjectives and, finally, of the sort of verbal gaps.

### **English G1 – FANY**

In this class, we were told that the students take an exam that counts for 40% and then take another one of the same format but with the words changed and without any notes, counting for 60%.

We orally reviewed an exam that had already been taken (for 40%), in class they look at the exam so they can then study both in class and at home. We have also reviewed some descriptive texts made by the students.

We have been introduced to Literapolis, a competition where you choose a novel set in Barcelona, create a gymnasium-style route related to the work and, finally, play the itinerary. (According to what we have been told, it is no longer done).

Likewise, they do Trivials on books read in class, they bring the authors to the classroom to ask questions. They also have some choppy documents to be able to write literary texts more easily.

At the end of the class, he had students orally correct other classmates' descriptive essays, demonstrating how easy it is to catch someone using Chat GPT. Finally, he has slightly expanded the list of adjectives by typology.

## **26/11/2024**

### **English 2 – FÀTIMA**

We had 18 students commenting on the end-of-year trip to Budapest (May 21 to 24). We have made corrections to the Workbook on exercises on the conjugation of the verb "to be" and "to do" in Simple Present and Past Simple applications. We are told that they do a general review of all the exercises before the exam. They took a 30-minute exam and then ended the class with an exercise to get to know us as trainees. They have put us in conversation groups so that they can ask us themselves, putting into practice conversational questions already studied in previous classes.

### **English GES 2 – GELI**

We have been doing exercises from her Workbook on Plurals, Geli has been asking students questions about other topics from other previous sessions to see the degree of retention, mostly negative answers. He has also used my presence in class as a second proofreader.

### **English +25 – GELI**

Oral description of what they like to do at the weekend and what they did the previous day. During their oral descriptions, me and Geli have been constantly correcting the pronunciation mistakes of the students while encouraging them to keep trying if they threw a negative phrase to themselves.

## **27/11/2024**

### **English 3 – FANY**

We maintained the same routine as the previous days with Fany. Students talked a bit about something they wanted to discuss: this time it was their plans for the weekend. After that, they made some QUASI exercises directed by us to finally end the class with an adjectives Gimkit.

### **Català GS – TERESA**

Aquesta classe ha sigut dedicada a l'enteniment del subjecte, el predicat i una petita introducció les oracions passives. Els estudiants han fet uns exercicis seguin una prèvia explicació de la Teresa dirigida a les temàtiques ja mencionades. Els estudiants han entès bé l'exercici, encara que s'han entrebancat una mica més a les oracions passives. He tingut un rol de consulta pels estudiants.

### **English 1 – FANY**

This class was dedicated to exercise solving and redaction corrections. Most exercises were from the past simple unity of the workbook with two reading comprehension exercises, followed by one text with gaps to fill. They also corrected a descriptive redaction about a picture displayed in a previous class. At that moment, I started to help with oral corrections of their pronunciation.

### **English GS & English +25 – FÀTIMA**

In this two sessions with Fàtima, we started with some written much/many/some/few exercise correction. Students really heard Fàtima's lesson and showed real domain of these tenses. After that, we went through the same Thanksgiving vocabulary lesson applied in another group.

For the +25 English class, we started with a Thanksgiving vocabulary video to finally end up with the same written exercises applied in the previous group.

## **28/11/2024**

### **English 2 – FÀTIMA**

They have corrected an exam point by point with the marks already submitted. He has explained all the rules and grammar of this to the students, giving examples beyond the sentences in the simple present and the questions in the simple present of the written test. There are some trick questions to keep students on their toes.

Afterwards, a description of an image was made in a group with our support to remember the formation of expressions in the simple present.

They did a small test on Thanksgiving vocabulary with a video that explained a large part of the syllabus to be used in the exam.

### **English GES 1 – GELI**

He has done a quick review class on the syllabus that will be included in the next exam. He has also explained the type of questions that will be there regarding each part of the syllabus. The rest of the class have reviewed common mistakes from previous exams and recent classroom exercises: it has revealed tricks

### **English +25 – GELI**

We did exercises from the Workbook on descriptive texts. Students read and solve the exercise orally. They have all decided to review the vocabulary and the severity of insults in English.

### **English 2 – FÀTIMA**

We did exercises from the Workbook referring to the simple present and the present continuous. They have the same reading and word usage test related to Thanksgiving.

## **29/11/2024**

### **Autoformació – GELI**

Els alumnes que més s'han absentat a les classes i aquells amb necessitats especials d'aprenentatge atenen a aquesta classe. Molts d'ells treballen i no tenen uns horaris totalment compatibles amb la formació. Durant aquesta hora hem ajudat als alumnes en les seves diverses tasques. En el meu cas vaig donar suport a diversos estudiants en les següents tasques: exercicis de plurals i singulars a català, revisió de vocabulari en anglès i exercicis de desenvolupament de funcions a matemàtiques.

## **02/12/2024**

### **English 3 – FANY**

Today's plan was to make a Gimkit of irregular verbs with feedback from previous activity reports on the platform, there is a general improvement in the class compared to previous sessions.

Afterwards, we divided questions and reformulated them using the QUASI methodology, with Pau and I being the directors of the exercise. The students have completed it successfully, but we need to simplify our way of expressing ourselves more.

### **Català GES 2 – FANY**

Han fet un exàmen de redacció sobre un paisatge exposat a la pissarra. Fent la tasca de supervisor, he trobat a un estudiant amb unes senyals somàtiques d'ansietat i bloqueig. Animant-lo a continuar i a intentar-ho fent servir un xic de castellà, ha acabat fent la prova d'una forma correcta. Posteriorment, li he fet uns exercicis a casa consistents en la traducció total de la redacció al català i la



recerca i exemplificació de certes paraules subratllades. Un cop aprovat per la meva tutora, l'estudiant ha rebut alegrement la tasca i m'ha donat les gràcies.

Per finalitzar, hem fet un exercici de plurals i adjectius.

### **Castellà +25 – MARTA**

Exercicis de comprensió lectora i puntuació. Hem revisat correccions fetes per la Marta en un exercici de comentari de text. S'han comentat diversos errors comuns a classe i els propis estudiants han anat encaminant aquests errors cap a les possibilitats de resposta correcta amb l'ajuda de la Marta. Finalment hem comentat normes d'escriptura coherent, estilística i amb riquesa de connectors.

## **03/12/2024**

### **English 3 – FÀTIMA**

We have described two images. We have made a review of the uses of was/were consisting of the exposition of cases and the creation of examples from the students. Finally, we did a listening session about a musical artist where the students had to answer some written questions.

### **English GES 2 – FANY**

We did a class on the present simple/continuous and its formation. We have created two interrogative sentences so that they can associate them with the structural roles they have following the QUASI pattern.

Finally, we changed a series of verbs to their continuous form so that they could use them in the group description of an image. Fany has shared a friendly reminder table of the present simple and the present continuous. They finished the class with a selection exercise between present simple and present continuous.

### **English +25 – GELI**

We have been doing preposition exercises most of the time. We took some time to have students speak about their weekend.

## **04/12/2024**

### **English 3 – FANY**

We directed a description of a picture by guiding students through the various parts they should cover with questions. They have listened to the favorite cities of several students, answering some comprehension exercises and expressing their opinion about which is their favorite city and why. Finally we made a Gimkit with adjective exercises. At this time we put special emphasis on oral language correction.

### **Català GS – TERESA**

Se'ls hi ha entregat un dossier d'accentuació: diftongs, accent obert i tancat. Han revisat la normativa de les agudes, planes i esdrúixoles. S'ha posat especial èmfasi a els sons de gue gui / güe güi

### **English 1 – FANY**

They have made a bingo to better memorize the numbers in English. Several QUASI exercises have been done to understand the questions.

### **English GS – FÀTIMA**

Snake game to practice vocabulary at the beginning of the class. They have written a text with reading comprehension exercises about Fitness in Fashion in Barcelona. They continue with an exercise in prepositions and comparative clauses. Review of a formal letter. He points out the importance of not writing in blocks, but in paragraphs.

### **English 2 – GELI**

Pau has given his presentation on human feelings in English, the class has understood it perfectly and passed his gamified test successfully. Later, Geli gave a short explanation of the states and feelings of humans and presented exercises from the workbook that were developed in class.

## **05/11/2024**

### **English 3 – FANY**

We did a class with exercises from the Workbook on adjectives. Pau and I helped them correct some exercises and, finally, we reviewed the past simple of the verb to be with a small sheet of exercises that they did with our support.

### **English GS – FÀTIMA**

We did there was/were exercises: Descriptions of images and animal vocabulary. We have defined the term Nativity Scene as the Birth of Christ. We corrected exercises in present simple / continuous. We did verbalization exercises for the simple past with the finishED sound. Finally, did and didn't exercises were done on a worksheet with our student support.

### **Últimes dues classes, English GES 1 i English + 25 – GELI**

In these last two classes, we decided to plan an oral presentation about my second job: session drums. With this excuse, I was able to create a presentation so that they remember the vocabulary of instruments and jobs by adding the suffixes -er or -ist to the end of the names. Next, I marked the differences between Practice Session, Casting, Rehearsal and Performance to finish exposing the name of the various parts of the drums. Finally, we have defined the term "Musical Genres" and noted why we cannot say "Genders".

Finally, a short Kahoot! of about 10 questions that the students have passed with complete success, demonstrating an understanding of the topics discussed in the exhibition together with very interesting questions that I have answered with the certainty of being understood by the students.