

Instrucións para a realización da proba de capacidade para impartir docencia en inglés

A proba consistirá na presentación dun *micro-teaching* dunha duración máxima de **10 minutos** seguida dunha quenda de preguntas por parte do comité examinador dun máximo de 5 minutos.

O *micro-teaching* incluirá:

- Segmento de 10 minutos dunha clase no que se inclúa alomenos **unha actividade interactiva** tipo ice-breaker ou warm-up.
- Presentación en ppt deseñada para guiar ao estudiantado ao longo do *micro-teaching*, con especial fincapé na terminoloxía específica que poida ser nova para o estudiantado.
- A capacidade de interactuar co estudiantado en inglés será valorada positivamente polo que o/a profesor/a pode tentar interactuar co comité avaliador ou mesmo algún membro do comité pode tentar intervir exercendo o papel de estudante.
- A respecto da quenda de preguntas, o comité realizará preguntas similares ás que poida facer o estudiantado durante as aulas.

O profesorado que participe nesta proba deberá entregar algún material do que emprega no seu ensino cotiá en inglés no momento da súa intervención. Poden ser fotocopias de contidos, un modelo de exame, algún “quiz”, ou algún outro tipo de exercicio deseñado polo profesor.

Valorarase a competencia comunicativa do profesorado en inglés e outros aspectos prácticos relacionados coa actividade docente e a atención ao estudiantado. A continuación inclúese un conxunto de parámetros por medio dos que se definirá a cualificación final que poderá ser a de ACREDITADO/A (bandas 3, 4 e 5) ou NON ACREDITADO/A.

A categoría de ACREDITADO/A inclúe tres modalidades, unha automática e dúas parciais:

1. Acreditación automática
2. Acreditación con recomendacións
3. Acreditación con requisitos

A Acreditación automática implica a emisión do certificado correspondente por parte da Vicerreitoría de Internacionalización e Cooperación.

Os/as acreditados con recomendacións ou requisitos deberán seguir as recomendacións ou cumprir os requisitos ao longo dos dous cursos académicos seguintes. Estes requisitos e recomendacións poden incluír a asistencia a cursos do CUFIE, curso EMI, asistencia ás EMI Follow-ups Series ou a observación na aula entre outros.

O profesorado do EMI valorará a participación e actuación nestas actividades do profesorado implicado antes de emitir a valoración final de ACREDITADO/A

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EMI Assessment Rubric:

2017-18

	Fluency	Pronunciation	Grammar	Vocabulary	Question handling/ Interaction
5	<input type="checkbox"/> Equivalent to a highly articulate, well-educated native speaker	<input type="checkbox"/> Equivalent to a highly articulate, well-educated native speaker	<input type="checkbox"/> Equivalent to a highly articulate, well-educated native speaker	<input type="checkbox"/> Equivalent to a highly articulate, well-educated native speaker	<input type="checkbox"/> Equivalent to a highly articulate, well-educated native speaker
4	<input type="checkbox"/> Speech is produced smoothly, coherently and effortlessly <input type="checkbox"/> Can produce extended speech using a wide range of discourse markers and connectors, w/o unnatural language-related pauses and hesitations <input type="checkbox"/> Speech rate is appropriate	<input type="checkbox"/> Although L1 accent may be perceptible, this causes virtually no strain to the listener and does not impede effective communication <input type="checkbox"/> Produces almost all phonological contrasts with good accuracy <input type="checkbox"/> Places stress correctly, and uses intonation to convey a range of pragmatic meanings	<input type="checkbox"/> Consistently displays a high degree of grammatical accuracy in both simple and complex structures	<input type="checkbox"/> Broad range of general, academic and domain-specific vocabulary for effective communication <input type="checkbox"/> Good command of formulaic language <input type="checkbox"/> Consistently correct and appropriate use of vocabulary <input type="checkbox"/> Can vary vocabulary to convey nuances of meaning	<input type="checkbox"/> Responds appropriately and effectively to questions/comments w/o language related hesitation <input type="checkbox"/> Fully capable of interactively negotiating meaning through comprehension checks and/or clarification requests. <input type="checkbox"/> Fully capable of dealing with unclear questions or misunderstandings when necessary
3	<input type="checkbox"/> Speech is produced smoothly, coherently and almost effortlessly <input type="checkbox"/> Can produce extended speech using a variety of discourse markers and connectors, although some unnatural language-related pauses may occur <input type="checkbox"/> Speech is generally appropriate	<input type="checkbox"/> While pronunciation is marked by L1 features, this only occasionally causes strain to the listener or compromises intelligibility <input type="checkbox"/> Produces most phonological contrasts with fairly good accuracy <input type="checkbox"/> Generally places stress correctly, and uses intonation to convey basic pragmatic meanings	<input type="checkbox"/> Generally displays sufficient accuracy in both simple and complex structures <input type="checkbox"/> Grammatical errors do occur but do not lead to misunderstanding	<input type="checkbox"/> Sufficient range of general, academic and domain-specific vocabulary for effective communication <input type="checkbox"/> Few significant vocabulary errors occur <input type="checkbox"/> Lexical gaps are successfully overcome with periphrasis	<input type="checkbox"/> Usually responds appropriately and effectively to questions/ comments although some language-related hesitation may occur <input type="checkbox"/> Good ability to interactively negotiate meaning through comprehension checks and/or clarification requests. <input type="checkbox"/> Good ability to deal with unclear questions or misunderstandings when necessary
2	<input type="checkbox"/> Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors <input type="checkbox"/> Speech marked by unnatural language-related pauses which may lead to a loss of coherence <input type="checkbox"/> Speech rate may be inappropriate	<input type="checkbox"/> Pronunciation is strongly marked by L1 features, <input type="checkbox"/> Although pronunciation is generally intelligible, imprecise pronunciation of certain sounds, stress errors, and failure to uphold phonological contrasts causes strain to the listener <input type="checkbox"/> Very limited or inappropriate use of intonation to indicate pragmatic meanings	<input type="checkbox"/> Displays less than sufficient accuracy and/or range of structures <input type="checkbox"/> Grammatical errors can be distracting and may lead to misunderstanding	<input type="checkbox"/> Less than sufficient range of general, academic and /or domain-specific vocabulary for effective communication <input type="checkbox"/> Lexical inaccuracy or incorrect word choice may cause some confusion <input type="checkbox"/> Lexical gaps result in noticeably less precision	<input type="checkbox"/> Sometimes responds appropriately and effectively to questions/ comments. Due to language-related hesitation response time may be slow <input type="checkbox"/> Less than sufficient ability to interactively negotiate meaning through comprehension checks and/or clarification requests. <input type="checkbox"/> Less than sufficient ability to deal with unclear questions or misunderstandings when necessary
1	<input type="checkbox"/> Speech is disrupted and	<input type="checkbox"/> Pronunciation impedes effective	<input type="checkbox"/> Displays limited accuracy and	<input type="checkbox"/> Limited range of general, academic	<input type="checkbox"/> Does not respond appropriately and effectively

<p>fragmented due to excessive pauses, hesitations or false starts, especially in longer stretches of free production.</p> <p><input type="checkbox"/> Rarely uses discourse markers or connectors</p>	<p>communication</p> <p><input type="checkbox"/> Pronunciation is marked by features that may be understandable only to those familiar with the speaker's L1</p>	<p>range of structures</p> <p><input type="checkbox"/> Frequent errors cause misunderstanding or incomprehensibility</p>	<p>and /or domain-specific vocabulary</p> <p><input type="checkbox"/> Frequent lexical errors impede effective communication</p>	<p>to questions/ comments.</p> <p><input type="checkbox"/> Limited ability to interactively negotiate meaning through comprehension checks and/or clarification requests.</p> <p><input type="checkbox"/> Limited ability to deal with unclear questions or misunderstandings when necessary</p>
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The overall certification result is based on a combined assessment of the lecturer's fluency, pronunciation, vocabulary, grammar and question handling in English for university teaching.

5: The lecturer has demonstrated English language proficiency equivalent to that of a highly articulate, well-educated native speaker of English. The lecturer has been certified to teach English-medium courses. No training is required.

4: The lecturer has demonstrated excellent English language proficiency for university teaching. The lecturer has been certified to teach English-medium courses. No training is required.

3: The lecturer has demonstrated good English language proficiency for university teaching. The lecturer has been certified to teach English-medium courses. No training is required, but training may be beneficial in one or more of the assessed areas.

2: The lecturer has demonstrated less than sufficient English language proficiency for university teaching. The lecturer has not been certified to teach English-medium courses. Training is required.

1: The lecturer has demonstrated limited English language proficiency for university teaching. The lecturer has not been certified to teach English-medium courses. Significant training is required.