

COURSE SYLLABUS

Degree		Academic year
PRIMARY EDUCATION		2015/2016
Code	Course	Year - Semester
51232	CREATIVE USE OF TEACHING RESOURCES IN THE PRIMARY CLASSROOM	Year 3 / Semester 2
Course type	ECTS	Language
ELECTIVE	6	ENGLISH
Lecturer		
M ^a Dolores Sánchez Ojanguren (lsanchez@bam.edu.es)		

Description

The use of linguistic productions is an appropriate strategy for learning a foreign language, between the ages of 6 to 12 years. This should be adapted and applied to suit their development level. It can be introduced in a playful manner and in some cases by rote learning. This approach will allow the transmission and consolidation of knowledge. These resources will often come as an already designed package and the students will have the opportunity to take advantage of them. Nevertheless on other occasions the trainee teacher must be creator of different didactic resources. In this regard future teachers find it useful to use popular, literary and audiovisual resources. As the whole process of education is undergoing major development changes, new technical guidance relating to the above should be used. There is no doubt that at primary level; a teacher of foreign languages must be prepared to use creatively, songs, rhymes, games, and everyday situations in the classroom together with other resources while teaching English. Additionally, use should be made of audiovisual media and software. Pupils should be properly trained to use, in a responsible manner, ICT's. The teacher should aim to introduce students to new knowledge in a manner which creates interest. It is essential that the teacher is creative in using the different teaching resources.

Requirements

Good command of the English language at B2 level.

Learning outcomes in terms of general and specific competences

At the end of the course the students should achieve the following competences:

S-S.C2. Developing projects, tasks and activities, after personal previous reflection and/or in collaboration with fellow students, adapting the outcomes of such actions to the application of the different teaching resources that are often used in the English classroom, with the aim of contributing to the learning and the acquisition of the competences in the area of primary English teaching.

S-S.C5. Communicating clearly both orally and in writing at the appropriate required level of language in different linguistic situations to achieve a creative and effective use of English with Primary students.

S-S.C7. Participating actively both with the teacher and with classmates, to achieve success, and in doing so, applying the educational resources made available for researching, data interpretation, and communication of ideas. Students should also create procedures to promote information and continuous training with regard to the area of foreign language teaching.

G.C.5 ORAL COMMUNICATION: Expressing clearly and opportunely one's ideas, knowledge and feelings in speech, adapting to the audience and situation to ensure good comprehension and attention.

G.C.5.2. Speaking before groups with ease; conveying conviction and assurance, and adapting discourse to suit formal requirements

Contents

MODULE 1: English as a foreign language at primary level.

Unit 1: Young children learning a foreign language.

Unit 2: Teaching Children between six and twelve.

MODULE 2: The Computer as an auxiliary resource for teaching and learning English.

UNIT3: Introducing Edmodo as a collaborative platform.

UNIT 5: Identifying and locating web materials students can use in primary classroom.

UNIT 6: Reviewing ICT terminology. Evaluation of some class blogs and wikis. How to make a lesson plan for using blogs/wikis.

UNIT 8: Setting up blogs and wikis.

UNIT 10: An introduction to useful web publishing resources: Vokis, Glogster, Voice thread.

UNIT11: Familiarising with one of the web publishing resources presented and creating an example.

Unit 12: Introduction to the IWB.

UNIT 15: Exploring possibilities of the IWB in the English language classroom.

UNIT 17: Using the Internet and social media for professional development.

UNIT 19: Digital Storytelling.

UNIT 21: Using songs and music in the classroom.

UNIT 22: Using computer games in the classroom.

MODULE 3: Selection and use of teaching aids.

UNIT 4: Introduction to Storytelling.

UNIT 7: How to use Songs and rhymes.

UNIT 9: The importance of Role-play and Drama.

UNIT 13: Using games in teaching English to primary students.

UNIT 14: Exploring different types of games. Instructive texts, grammar, cohesive devices.

UNIT 16: Audiovisual and Visual Aids. Characteristics and uses for the English primary classroom.

UNIT 18: Primary Teaching and supplementary materials for instruction.

MODULE 4: Materials to orientate the teaching process.

UNIT 20: materials to orientate the teaching process: Textbooks.

UNIT 23: Materials to orientate the teaching process: magazines, dictionaries...

Teaching and Learning strategies

In order to achieve the degree of competence required for the above the following teaching and learning strategies should be used.

- Teaching-learning strategies for 2nd Module :

Needs analysis of previous knowledge and plenary sessions during 30 minutes of class.

Lecturer's explanations of different ICT possibilities for using in class with primary children.

Analyzing, exploring and creating materials relevant to teacher training primary students.

Planning and working on individual and pair work tasks on the computer and IWB.

- Teaching-learning strategies for 1st, 3rd and 4th Modules

Lecturer's presentation and explanations of the teaching aids and resources for using in class with primary children.

The carrying out of individual and group tasks relating to the different three modules both in and outside the classroom.

Re-elaborating by group and personal reflection following lectures, class discussion, and activities.

Giving group oral presentations in front of the class relating to the topics covered throughout the term.

The preparation of class tests relating to the aspects of teaching covered in the classroom.

Preparing individual written assignments

The time to be spent on the subject during the semester will be distributed as follows:

Time inside the classroom: 56 hours

- Lectures: 11 hours.
- Practical activities (class discussions, individual and group tasks, oral presentations) 30, 5 hours.
- Exam (tests) 4.5 hours
- Feedback and assessment 10 hours

Time outside the classroom: 94 hours

- Guided reading of teaching foreign language articles. 12 hours
- Preparation of the workshops: 31 hours
- Personal study for the three tests: 4 hours
- Feedback and evaluation 17 hours
- Practice activities 27 hours
- Tutorials 3 hours

Assessment

- The teacher will assess students' performance by reflecting on the standards reached in homework, class activities, and tests. Students will also evaluate their own work and that of their peers.

- Module 1 & 4
20%

- Module 2 & 3
60%

- Test 1,2,3
20%

SC2 30% SC5 25% SC7 30% GC5 15%

- All evaluation items must be passed in order to pass this course.
- All the evaluation items must be handed in before the due date.
- The work presented will in every occasion follow the academic conventions for the type of piece involved.
- Presentation and linguistic accuracy will be taken into account, and no sub-standard piece of work will be admitted, and therefore, marked.
- Plagiarism of part or the whole of a piece of work leads to automatic failing of the course with a 0 result on the official academic records.
- The lecturer may ask for an oral presentation of defence of any of the assessment pieces of the course.
- IN the event of the student not passing the course, s/he has the right to resit, where s/he will just have to repeat or submit the assessment pieces related to the failed competences.
- The marks throughout the semester will be taken into account for the extraordinary test in June of the same academic year.

Bibliography

Information provided by the university course tutor:

- Course syllabus
- Study guide

Recommended Sources

- Barrett, B, Sharma, P. and Jones, F. 2010. *400 Ideas for Interactive Whiteboards*. Oxford: Macmillan Publ.
- Brewster, J, Ellis & Girard. 1992. *The Primary Teacher's Guide*. Penguin.
- Ellis, G. & Brewster, J. 1991. *The story-telling Handbook for Primary Teachers*. Penguin Books.
- Brumfit, Ch. Moon, J and Tongue, R. 1991. *Teaching English to Children. From Practice to principle*.
- Dakin, J. 1996 *Songs and Rhymes for the Teaching of English*. Longman.
- Dudeney, G. and Hockly, N. 2007. *How to teach English with Technology*. Pearson Education Ltd.
- Ellis, R. 1997. *Second Language Acquisition*. Oxford University Press
- Granger, C. 1980. *Play games with Children*. Heinemann.
- HHedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Johnson, K & Brumfit, Ch. 1979. *The Communicative Approach to Language Learning*. OUP. Oxford.
- Lewis, G. 2007. *The Internet and Young Learners*. Oxford University Press.
- Lewis, G. 2009. *Bringing Technology into the Classroom*. Oxford University Press.
- Moon, J. 2000. *Children Learning English*. Macmillan.
- Pérez Esteve, P & Zayas F. 2009. *Competencia en comunicación lingüística*. Alianza editorial. Read, C. 500 Activities for the Primary Classroom. Macmillan.
- Richards, Jack C & Lockhart Ch. 1998. *Reflective Teaching in Second Language Classroom*. Cambridge University Press.
- Scrivener, J. 2005. *Learning Teaching*. Macmillan books for teachers.
- Slattery, M & Willis, J. 2001. *English for Primary Teachers*. Oxford University Press.
- Willis, J. 1981. *Teaching English through English*. Longman.
- Wright, A. 2006. *Games for Language Learning*. Cambridge University Press.

Useful Websites

<http://clic.xtec.cat/en/index.htm>
<http://lil-fingers.com>
<http://storyplace.org>
<http://www.gameskidsplay.ca>
<http://www.kidsclick.org>
<http://www.planetnemo.com/404.htm>
<http://www.primaryresources.co.uk>
<http://www.rhymes.org.uk>
<http://www.teachingheart.net>
<http://www.teachingideas.co.uk>