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| Denominación de la asignatura | Código | Año académico |
| CREATIVE USE OF TEACHING RESOURCES IN THE PRIMARY CLASSROOM | 141239 | 2024/2025 |

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| Titulación | Curso | Semestre |
| PRIMARY EDUCATION | 3º | 2º |

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| Tipo de asignatura | Créditos ECTS | Idioma |
| ELECTIVE OPTATIVA | 6 | ENGLISH |

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| Profesor(es) |
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| Description |
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| <p>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 audio-visual 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 audio-visual 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.</p> |

| Requirements |
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| Good command of the English language at B2 level according to the Common European Framework of Reference for Languages.. |

Competences

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

SPECIFIC 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.

LEARNING OUTCOMES:

- Formulates goals and creates a plan of action that will help to reach them.
- Boosts knowledge by reading and critically commenting on texts and materials to orientate the teaching process.
- Participates and organizes group tasks and assignments, boosting the interactions required for shared learning, making use of the communicative skills needed for this.
- Applies information and communication technologies with an educational approach, taking advantage of their potential to help learning and the acquisition of the foreign language at primary level.

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.

LEARNING OUTCOMES

- Uses ICTs properly for effective and efficient communication.
- Produces and interacts orally and in writing at level B2 conveying relevant information

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.

LEARNING OUTCOMES

- Uses ICTs properly to research, interpret and communicate information, solve problems and create continuous training and exchange networks that concern one's own teaching field and professional practice.
- Communicates in English using different teaching aids and resources
- Collaborates in organizing group and pair work tasks and in creating procedures to teach English at primary Level.

GENERIC COMPETENCE

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.

LEARNING OUTCOMES

- Delivers interesting convincing talks.
- Voluntarily gives opportune talks in public.
- Matches speech and body language.
- His/her talks are duly prepared.
- Helps audience to follow ideas through visual aids.
- Responds to questions easily well.



Sustainable Development Goals and Laudato si' Goals



SDG4 – Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Socio-emotional learning objectives for “Quality Education”.

The learner is able to recognize the importance of their own skills for improving their life, in particular for improvement and entrepreneurship.



LSG6 n° 231 (adapted)-Try to instill in future educators the experience that “love for society and commitment to the common good are outstanding expressions of a charity, which affects not only relationships between individuals, but also “macro-relationships, social, economic and political ones...” Since “social love is the key to an authentic development: In order to make society more human, more worthy of the human person.” Within this framework, we make our students be aware of the importance of their work with their students.

Contenidos

MODULE 1. English as a foreign language at primary level. The organization of the English class. The foreign language as an instrument of communication in the English classroom. Classroom English. Teaching methods.

MODULE 2. The computer as an auxiliary resource for teaching and learning English. Introducing Edmodo and Classroom collaborative platforms. Using the Internet and social media for professional development. Web materials students can use in primary classroom. Using digital stories, songs, videos and different resources in the primary classroom.

MODULE 3. Selection and use of teaching aids. Introduction to Storytelling, games, drama, songs, audio-visual and visual aids.

MODULE 4. Materials to orientate the teaching process: textbooks, dictionaries, magazines... the teacher as a resource. Exploring different types of authentic materials.

Estrategias de enseñanza-aprendizaje

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

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: 94hours

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

Evaluación

- 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
64%
 - Test 1,2
16%
 - 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 considered, 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.
 - Students who are unable to attend class must tell the lecturer. Attendance is compulsory.

Prohibition of the use of AI tools

The use of Artificial Intelligence (AI) tools or content generated through them is not permitted.

Copying, plagiarising, or generating any academic work through Artificial Intelligence is not permitted.

Committing such fraudulent practices will be considered a serious offence, as per Article 75 of the Student Regulations (Official Bulletin of the University of Deusto No. 81, June 2023).

Documentación

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.planetemo.com/404.htm>
- <http://www.primaryresources.co.uk>
- <http://www.rhymes.org.uk>
- <http://www.teachingheart.net>
- <http://www.teachingideas.co.uk>

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