

Inglés I (L11)

Programa del curso 2005-2006



Profesora: Ana B. Fernández Guerra
E-mail: aferna@ang.uji.es
Página web: <http://www3.uji.es/~aferna>
Despacho: HC 1346 DD [Tel: 964 72 9622]
Tutorías: Miércoles 12:30-15:30
Jueves 13:00-16:00

Objetivos

Los objetivos principales de esta asignatura son los siguientes: (1) estimular las posibilidades creativas del futuro maestro de educación infantil mediante la realización de actividades didácticas; y (2) ofrecerle los conocimientos suficientes de lengua inglesa para aplicarlos en su tarea docente.

A final de curso, se creará un dossier de actividades en inglés que los alumnos puedan usar como recurso didáctico en su futura profesión como maestros.

Metodología

Las clases tendrán un enfoque fundamentalmente práctico. Se centrarán en la realización de actividades prácticas de inglés preparadas por los alumnos y en su posterior evaluación como apoyo didáctico para el futuro maestro de educación infantil. Por este motivo, se tendrán muy en cuenta las intervenciones de los alumnos en clase. Asimismo, las clases se impartirán normalmente en inglés, a fin de ejercitar las habilidades lingüísticas del alumno y fomentar su comprensión y expresión oral.

Actividades prácticas

Las actividades prácticas que deben realizar los alumnos constan de una actividad didáctica (planificación, desarrollo y autoevaluación de una "mini-clase" de inglés para niños); y una serie de actividades prácticas que se realizarán a lo largo del curso para potenciar su uso de la lengua inglesa:

1. LESSON PLAN: planificación detallada de una mini-clase de inglés para niños (de unos 15 ó 20 minutos) que incorpore métodos pedagógicos creativos.
2. MICRO-TEACHING: presentación o puesta en práctica de dicha mini-clase.
3. SELF-APPRAISAL: autoevaluación de la actividad didáctica llevada a cabo, incluyendo los comentarios y sugerencias de los compañeros.
4. EVERYDAY TASKS: evaluaciones, tareas y redacciones sobre las actividades didácticas realizadas por los compañeros a lo largo del curso.

Evaluación

OPCIÓN 1: La nota final de la asignatura se derivará de las actividades realizadas durante todo el curso: *lesson plan* (30%), *micro-teaching* (30%), *self-appraisal* (20%) & *everyday tasks* (20%).

OPCIÓN 2: Aquellos alumnos que no puedan asistir a clase de forma regular podrán evaluarse de la asignatura realizando el examen final (100% de la nota final). En el examen habrá una pregunta sobre algún tema relacionado con la didáctica del inglés para niños, que habrá que desarrollar en inglés (redacción de unas 200 palabras). Se valorarán los siguientes aspectos: contenido (30%), corrección gramatical (30%), vocabulario empleado (20%) y estilo (20%).

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1. LESSON PLAN: THEORY & PRACTICE

THEORETICAL BACKGROUND

Describe the main approaches and the main teaching ideas to take into account when teaching English to children (activities, materials, objectives, practice of new language, teacher's expertise, etc.).

[Useful: <http://www3.uji.es/~aferna/L11/References.htm>]

TEACHING PRACTICE

You will be given a theme to prepare activities for little kids and to present in class.

Your lesson plan should comply the following:

- Title of the lesson.
- Class profile: age of student you are role-playing, level of English, type of course, etc.
- Objectives of the lesson: main and subsidiary.
- Anticipated problems.
- Description of all the activities you have planned. For each activity, you should indicate:
 - Goal of the activity.
 - Materials: Include photocopies of all the activities, handouts, etc. prepared for the lesson.
 - Procedure, describing what you do (as a teacher) and what pupils do.
 - Approximate time.

[Suggested format to send by e-mail: <http://www3.uji.es/~aferna/L11/Lesson-plan-format.doc>]

ACTIVITY 1: <i>The colours</i>	
Goal	To review the name of 6 colours: red, yellow, green, blue, white, black.
Materials	- <i>Balloons</i> (of different colours). - 6 flash cards with different drawings: tomato, sun, grass, sea, milk, shoe.
Procedure	1. The teacher holds 6 balloons and, showing each of them, repeats several times the name of each colour. Pupils repeat. 2. The teacher holds 1 of the balloons and throws it to the pupil that says the name of the colour. <i>Etc.</i>
Approx. time	10 minutes (approx.)

Don't forget to hand a copy of your lesson plan to your teacher BEFORE the session!!!

2. MICRO-TEACHING

You will present the task you've planned in class.

Before the session, everyone needs to know (1) what age and level of student you are role-playing, and (2) the main objective/s of the lesson.

You will be assessed using the following criteria (0.5 points each):

- Explanations / instructions: clear? Appropriate level of metalanguage?
- Pace and timing.
- Voice: projection, clarity, quality.
- Teacher-pupils interaction: balance, appropriacy, ...
- Overall impression: management, manner, etc...
- Activities: appropriate? Well designed and presented?

Try to **BE CREATIVE** here, incorporating activities that are appropriate for little kids, such as singing, dancing, jumping, rhythmical clapping, verbal repetitions, finger puppets, flashcards, directed body movements, drawing, etc...

3. SELF APPRAISAL

Right after you present your lesson in class, you have to conduct your own assessment of how your lesson went. The rest of the class ('your pupils') will evaluate your micro-teaching (see *Everyday tasks*) and will give you some suggestions. You may also find the following questions useful:

- Were the materials appropriate? Did you make the best use of them?
- Were your instructions clear?
- Did you achieve the objectives? If not, why not?
- Did the anticipated problems arise? How did you deal with them?
- Did any unanticipated problems arise? Why? How did you deal with them?
- Did the stages of the lesson work as you planned? If not, why not?
- Did you plan the timing right? Did you stick to it?
- Any thing you would change for another time?
- What did the rest of the class say about your micro-teaching?
- What have you learnt?

Hand it in on the following Wednesday/Thursday to your micro-teaching!!!

After all presentations have been given, we will create a DOSSIER of all the activities included in the lesson plans for our future use as pre-school teachers.

4. EVERYDAY TASKS

Task 1: PEER EVALUATION

1. Were the materials appropriate for little kids? ☐ Yes ☐ No ☐ I don't know
2. Were the materials well prepared and presented? ☐ Yes ☐ No ☐ I don't know
3. Was the metalanguage appropriate to the pupils' level? ☐ Yes ☐ No ☐ I don't know
4. Was the teacher's speech clear and not too fast or too slow? ☐ Yes ☐ No ☐ I don't know
5. Was the teacher's manner positive and encouraging? ☐ Yes ☐ No ☐ I don't know
6. Did the teacher keep your attention and interest? ☐ Yes ☐ No ☐ I don't know
7. Was the atmosphere comfortable, lively? ☐ Yes ☐ No ☐ I don't know
8. Did you have enough oral practice of new language? ☐ Yes ☐ No ☐ I don't know
9. How did the teacher deal with problems? ☐ Good ☐ Bad ☐ I don't know
10. What do you think about the teaching ideas? Did they work?
.....

Task 2: WRITING

1. What did you like most? Why?
.....
.....
2. What do you think you peers could improve?
.....
.....
3. Describe one of the activities carried out:
.....
.....

MORE TASKS

Further tasks will be provided during the course.