



A didactic unit: "Ready to learn"

Título: A didactic unit: "Ready to learn". **Target:** Maestros de Inglés. **Asignatura:** Inglés. **Autor:** María del Rocío Monera Chuecos, Maestra. Especialidad Lengua Extranjera (Inglés), Maestra de Inglés.

As a way of introduction, the teaching plan is an essential tool for the foreign language teacher. Through it the teacher can perform his/her task efficiently and establish the basic questions of every teaching process: what, when and how to teach and to evaluate.

A good teacher needs to know a lot of things to make successful plans.

The teacher must know the language that he/she is going to teach to the students.

The teacher needs to know the skills he/she is going to ask the students to perform. The teacher should know and use the four skills.

The teacher has to use wall pictures, flashcards, CDs, set of books and so on.

The teacher needs to know the difference between accurate production and communicative activities.

The teacher should know a large repertoire of activities for the class.

As well as, the teacher has to know a lot about the centre because it is involved with his/her teaching (physical conditions, restrictions, time,).

The teacher should know his/her students. Each class is unique and we need to treat them differently (age, social background, interests, motivation, needs,).

The title of the didactic unit we are going to deal with is Ready to learn.

We consider this unit highly motivating and interesting for the children because it's related to our students' real world. We will be taking in consideration our children's needs and interests because this will favour the learning process. With this unit we are going to introduce the classroom objects.

The school where we are going to apply this didactic unit is situated in the city centre. The type of school is public. Most families belong to the middle class and their cultural background is average.

The school has a lot of audiovisuals resources, a computer's room, an English classroom that contains a TV, DVD, radio cassette, wall charts and so on.

This didactic unit has been designed for students in the 2nd cycle of Primary Education in their 1st year of English and in the first term.

The ages of our students are from eight and nine years old. These children are in the concrete operational thinking stage. They have a global view of the world and short term memory. They need visual aids, constantly recycling of input and a wide range of activities. They begin to develop the critical attitude.

Some of the Objectives of this didactic unit are these.

- To recognize and name the classroom objects.
- To understand and act out a song related to the topic.
- To practice the dialogue of a story after the story telling.
- To respect speakers of a different language.

We will continue with the Contents that are divided into six blocks according to the Organic Law of Education:

Block 1: Listen, speak and talk

- Naming the vocabulary through communicative activities.
- Singing and miming a song to improve the understanding.
- Using oral and dynamic activities such as games.
- Listening to a story to consolidate the vocabulary.

Block 2: Reading and writing

- Reading vocabulary and sentences and writing and spelling words.

Block 3: Knowledge of the language

- The vocabulary that the children are going to learn is pen, pencil, glue, rubber, ruler, notebook, crayons, school bag, computer and pencil case.
- The recycling vocabulary is a review of the colours.
- The grammatical structures are What's this?, What colour is it?, It's....
- The phonological element is book / pen

Block 4: The language as a tool for learning

- Recognize the classroom objects and ask for them.

Block 5: Socio cultural aspects and intercultural awareness

- Valuation of the English language as a mean of communication.
- Participation with the activities carried out in the classroom.

Block 6: Information and communication technologies

- Practise the new vocabulary through computer programmes.
- Listen to songs, chants to improve the understanding using the cassette.

We are going to develop Collateral topics such as Moral and Civic education and Sex equality education.

It is also important to mention that the CLIL we are going to work along this unit is focused on Mathematics and more concretely the shapes.

The methodology will be centred in the communicative approach, using communicative activities. The main goal of our teaching is to provide the students with a suitable communicative competence and according to Canale and Swain it is made up of the Grammatical competence, Discourse competence, Socio linguistic competence, Strategic competence and Socio cultural competence.

The general methodology that we are going to use is this:

- An active participation by the students.
- Frequent recycling of input.
- A great use of visual aids (songs, games, stories...)
- The four skills will be considered in an integrated way, but giving more emphasis to the listening comprehension activities.
- In relation to the type of interaction we will use (individual work, pair work, group work and the whole class).

Another methodology we are going to use is: Total Physical Response (TPR), Learner Centred Curriculum (LCC), CLIL, Learning by doing and Multiple Intelligences and New Technologies.

The materials that are going to be used are many and varied. We use all type of visual materials such as the blackboard, flashcards, realia, wall charts. And also audio visual materials for instance the computer. Most materials have been made by the teacher flashcards, songs, stories... and others by the students crafts, drawings...

The basic competences that the children are going to achieve are the following.

Communication in a foreign language

Mathematical literacy and competences in science and technology

Learning to learn

Digital competence

Interpersonal and civic competence

Cultural expression

In our class we have some students who need extra help and they have to receive educative special needs. So, we have to treat the diversity in our class and we must pay attention to all the students by encouraging the cooperation. Taking into account the needs of our students, we have to adopt different roles such as motivator, participant, resource and organizer.

We are going to evaluate the students through various aspects using the direct observation, for example:

- To practise new vocabulary through the song and the story.
- To reflect the knowledge of new vocabulary in every day situations.
- To show interest in using English language to communicate.
- To be active and participate in the classroom activities.

Other evaluation techniques we are going to use in our classroom is the self-assessment where students are going to assess their own progress. Another useful technique is the co-assessment that is when a partner assesses to other partner.

We have to mention that the students are going to use the Portfolio that is the collection of the activities that they do in the different units whole all the school year. The students decide what they want to keep in the portfolio in this case worksheets, crafts, drawings.

To conclude, this didactic unit is divided into 6 sessions of about 55 minutes each. All the sessions of this unit are divided into 4 different stages: warm up presentation, practice and production.

All the activities will be varied and they will be centred on the development of the four skills: listening, speaking, reading and writing. ●

Bibliografía

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