

BPRI127- Teaching English in the Primary Classroom

ECTS Value: 5 ECTS
Self-Study Hours: 40

Contact Hours: 25
Assessment Hours: 60

Overall Objectives and Outcomes

This unit explores the key aspects of the English curriculum. Whilst consolidating knowledge on the processes of language learning, it critically covers and evaluates practices which engage students and motivate them to learn English. Student teachers are encouraged to use scaffolding techniques to guide their pupils to become independent learners. This unit provides students with opportunities to practise different strategies and critically analyse language activities with their peers and tutor for continuous feedback, increased engagement and professional growth.

By the end of this module, the learner will be able to:

Competences

- a. Enable, extend and apply knowledge to scaffold students' learning experiences to become independent learners;
- b. Foster and sustain active participation through (early moving to later) progression of literacy stages by applying different media and digital tools;
- c. Evaluate, design and carry out English lessons effectively through activities which sustain communication and engage students actively;
- d. Organise the English curriculum systematically for class implementation.
- e. Use different strategies to guide learners towards acquisition which range from very basic to more advanced skills depending on the specific learning needs of each learner.

Knowledge

- a. Identify the fundamental concepts and principles of basic literacy;
- b. Define the concept of print awareness and the conventions of print;
- c. List the key aspects in the development of reading, writing, speaking and listening;
- d. Describe different learning strategies which support learners in the processes of English acquisition;
- e. Identify the different reading and writing strategies and techniques;
- f. Identify the principles and techniques of differentiated instruction;
- g. Identify best practices for promoting the teaching of English in the primary school.
- h. Identify key concepts and skills central to the teaching of English;

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Engage critically with theories related to the principles of English language teaching at primary school level;
- b. Discuss the key concepts and skills in the light of their own teaching experience;
- c. Identify and select appropriate resources aligned to the learning outcome of the lessons;

- d. Plan and design activities and learning opportunities which depict an understanding of the concept of differentiated instruction;
- e. Propose, plan and/or create a range of educational materials and resources to support all learners in the development of their English language skills in primary school settings;
- f. Understand the pedagogy of teaching English in the primary school;
- g. Use multisensory teaching techniques in supporting students in developing reading, writing, listening and speaking skills;
- h. Develop literacy strategy approaches (such as phonological awareness, alphabetic principle, decoding and word reading, comprehension, fluency, spelling).
- i. Integrate theory and practice in the development of communicative competence in the target language;

Assessment Methods

This module will be assessed through: Microteaching, Self-Reflection and Assignment.

Suggested Readings

Core Reading List

1. Bearne, E., & Reedy, D. (2017) *Teaching Primary English: Subject Knowledge and Classroom Practice*. London: Routledge.

Supplementary Reading List

1. Bald, J. (2007) *Using Phonics to Teach Reading and Spelling*. London: Paul Chapman
2. Brien, J. (2012) *Teaching Primary English*. London: Sage.
3. Medwell, J., Wray, D., Minns, H., Coates, E. & Giffiths, V. (2014) *Primary English: Teaching Theory and Practice*. London: Learning Matters.
4. Soderman, A.K., Gregory, K. M. & McCarty L. (2005). *Scaffolding emergent literacy: a child-centered approach for preschool through Grade 5*. Pearson/Allyn & Bacon.
5. Waugh, D., Carter, J., & Desmond, C. (2015) *Lessons in Teaching Phonics in Primary Schools*. London: Sage.
6. Wray, D. & Medwell, J. (2008). *Primary English: Extending knowledge in practice*. Exeter: Learning Matters.