



e-ducàlia
Garantia de Qualitat

CENTRE D'OPOSICIONS

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PROPOSAL FOR PLANNING EFL LESSONS

**PRIMARY EDUCATION
ENGLIS AS A FOREIGN LANGUAGE
LEARNING AREA**

ANNUAL PLANNING

_____CYCLE

_____LEVEL

1. INDEX

**2. SECTION A:
DIDACTIC PLANNING**

**3. SECTION B:
DIDACTIC UNITS**

SECTION A: DIDACTIC PLANNING

1. INTRODUCTION

Describe references about the following items:

- **Official Educational framework for your planning-** LOE; R.D.1513/2006-07.12.06; Decret. 111/2007, *Diari Oficial de la Comunitat Valenciana* Núm 5562/24.07.2007.
- **The Common European Framework for the Learning and Teaching of Languages** (The CEFR is a document which describes in a comprehensive manner i) the competences necessary for communication, ii) the related knowledge and skills and iii) the situations and domains of communication .The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers - in fact to all who are directly involved in language teaching and testing. It facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency. Available in over 30 language versions. Council of Europe: http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp
- **Communicative Language Teaching (CLT)** general implications for Primary Education.
- **Main reasons for planning** EFL lessons.
- **Description of the model** you have selected to structure your lesson plan (Presentation- Practice- Production model, ESA model; etc.)

2. PRIMARY EDUCATION GENERAL OBJECTIVES AND THEIR INTEGRATION IN YOUR ANNUAL PLANNING

Describe the general educational purpose of Primary Education and how the main general goals connect with EFL subject and your lesson planning. (LOE; Decret. 111/2007, *Diari Oficial de la Comunitat Valenciana*, 5562/24.07.2007)

3. EFL GOALS AND THE BASIC COMPETENCES AND THEIR INTEGRATION IN YOUR PLANNING

Relate the specific EFL educational goals for Primary Education and how they collaborate into developing students' basic competences and Communicative Competence. (LOE; Decret. 111/2007, *Diari Oficial de la Comunitat Valenciana*, 5562/24.07.2007, pages 30322-30323)

4. METHODOLOGY IMPLICATIONS

Explain the main features and general characteristics of the methodology that underlies your teaching and your lesson planning. Link it with *the Communicative Language Teaching* approach and factors like classroom interaction, students'

socialization, learning language in context and by using the target language in communicative activities and tasks.

5. EVALUATION AND ASSESSMENT

Describe the approach, the tools, the strategies and the techniques you have selected to evaluate and assess the learning/teaching process including both teacher and students.

Relate the assessment criteria you have selected for your lesson planning, link them with the LOE official assessment criteria established for the cycle/level of your lesson planning. (LOE; Decret. 111/2007, *Diari Oficial de la Comunitat Valenciana* 5562/24.07.2007, pages 30341-30363-30386)

6. YOUR LESSON PLANNING CONTEXT

Explain the context of your lesson planning:

Location of the school; social and linguistic traits; especial educational programmes joined by the school; resources and facilities in the school/class;

Cycle/level/group of **students;** general socio-affective, cognitive, linguistic and motorial traits of the students; special educational needs strategies planned in advance; mixed-ability characteristics of the group.

Description of the **teachers' staff;** relationship and collaborative strategies established for the coordination family-school; etc.

Timing of your lesson planning: designed units per term; teacher timetable; EFL subject schedule

7. LESSON PLAN STRUCTURE

Explain briefly the model you have selected to structure your lesson plan and the units.

Describe every section of your lesson plan framework: which content will be included in every section of the template? Which contents will be annexed?; etc.

8. BIBLIOGRAPHY, RESOURCES AND WEB PAGES

9. APPENDIXES

SECTION B: DIDACTIC UNITS

GENERAL LESSON PLANNING

CYCLE _____

LEVEL _____

UNITS	TOPIC	TIMING TERM	EFL PRIMARY EDUCATION GOALS RELATED TO THE UNIT ¹											BASIC COMPETENCES RELATED TO THE UNIT ²							
			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
0. STARTER			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
1. WELCOME!			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
2.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
3.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
4.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
5.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
6.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
7.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
8.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
9			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
10.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
11.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
12.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
13.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
14.			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8

EFL PRIMARY EDUCATION GOALS: Enumerate the EFL Primary Education Goals in this section.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

COMPULSORY EDUCATION BASIC COMPETENCES: Enumerate the Basic Competences in this section.

1	
2	
3	
4	
5	
6	
7	
8	

¹ Diari Oficial de la Comunitat Valenciana 5562/24.07.2007, Decret. 111/2007, page 30323.

² BOE núm.293; R.D.1513/2006 de 7 diciembre. Enseñanzas mínimas de Primaria; Competencias básicas, pág.43058

LESSON PLANNING

UNIT _____ TOPIC _____ TERM _____

1.

UNIT LEARNING GOALS

Describe the EFL goals which are intended to be achieved by means of the unit activities and tasks (include what was considered 'actitudes' in LOGSE curriculum)

2.

UNIT COMMUNICATIVE FUNCTIONS

Enumerate the communicative functions developed by the unit: i.e. Giving and asking for personal information (name and age).

UNIT LEARNING CONTENTS

List the learning contents, language structures and vocabulary you have selected for the unit. Consider that this section should include the items students need to learn to develop the communicative functions of the unit. Select language content according to this consideration.

3.

PREREQUISITES PREVIOUS KNOWLEDGE

Describe the language and concepts students need to know from previous lessons to link their knowledge to the new learning items of the unit.

ENGLISH ACROSS THE CURRICULUM

Relate other learning subjects or concepts which are linked to the unit activities or tasks: cultural aspects, maths, arts and crafts; etc.

4.

ASSESSMENT³

CRITERIA	UNIT STAGES & STRATEGIES	ASSESSMENT FOCUS
<i>Describe the assessment criteria. Which learning content/ attitudes/ procedures have you planned to assess?</i>	<i>Determine the unit stage at which you will check every criterion: initial stage, engage stage, practice stage, activate stage, end-of-the lesson; etc. Determine the assessment tools: observation, test, checking activities, etc.)</i>	<i>Explain the focus selected for checking every criterion: focus on vocabulary, on the listening/speaking activities, on the pair work, etc.</i>

5.

MIXED-ABILITY STRATEGIES

Describe the strategies you have selected to deal mixed-ability of the group (diversidad) Specify if you have planned reinforcement and extra-practice activities or tasks in the unit.

6.

METHODOLOGY

Describe the strategies you will use through the unit, the way you have planned to organise the class, grouping and other features related to the classroom management.

UNIT FINAL TASK

Describe the final task you have planned for the unit. Consider that this task should be communicative: students need to put into practice their four language skills and use the basic language contents of the unit)

³ Consider both teacher and students assessment.

7. SEQUENCE OF LEARNING ACTIVITIES⁴ (described in the unit appendix)

8. RESOURCES, BIBLIOGRAPHY AND WEB PAGES

⁴ See unit lesson planning template

UNIT:		TOPIC:				TIMING:			
PREREQUISITES. PREVIOUS KNOWLEDGE									
TEACHING/ LEARNING STAGE	ACTIVITY DESCRIPTION	AIM OF THE ACTIVITY	SKILLS ⁵				INTERACTION GROUPING	RESOURCES	
			L	S	W	R			
CHECKING PREVIOUS KNOWLEDGE									
ENGAGE STAGE									
Warming-up									
PRACTICE/ COMMUNICATION STAGE									
ACTIVATE STAGE									

⁵ L (listening); S (speaking); W (writing); R (Reading)

UNIT:		TOPIC:		TIMING:	
FINAL TASK					
DESCRIPTION:		AIMS:		RESOURCES:	
SELF-ASSESSMENT		Tools:		Stages:	
ASSESSMENT		Tools:		Stages:	
MIXED –ABILITY					
REINFORCEMENT ACTIVITIES					
EXTRA-PRACTICE ACTIVITIES					