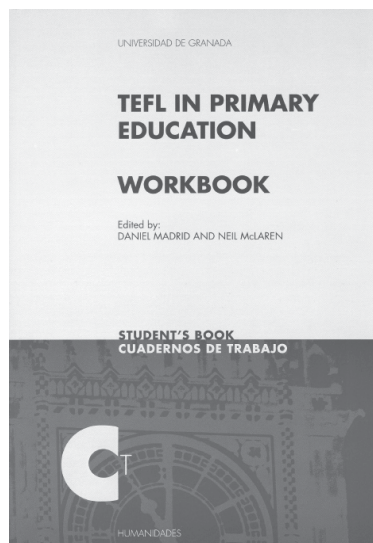
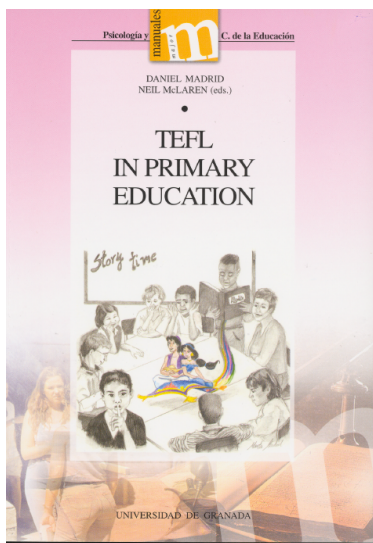


**TEFL in Primary Education. HANDBOOK.** Daniel Madrid y Neil McLaren (eds.) (2004). Granada: Editorial Universidad de Granada.

**TEFL in Primary Education: WORKBOOK.** Daniel Madrid y Neil McLaren (eds.) (2004). Granada: Editorial Universidad de Granada.

Tony Harris

Faculty of Arts, University of Granada



**TEFL IN PRIMARY EDUCATION** aims to contribute to the development of the instrumental, interpersonal and systemic competences which, it will be necessary to develop in future foreign language teachers as required by the European Credit Transfer System in universities. These competences include a dynamic combination of individual qualities, attitudes and skills that trainee teachers should be able to apply when they have completed their period of training. Within this framework, the book specifically aims to address the following objectives and professional competences:

1. Know the *principles, theories* and *techniques* involved in the learning and teaching of English as a foreign language (factual knowledge and general cognitive competence).
2. Know how to *apply* these principles and techniques in a variety of contexts and situations (general procedural competence).
3. Develop favourable *attitudes* towards the teaching and learning of English (general attitudinal competence).
4. Be able to *plan, design* and *select* curricular activities and teaching/learning situations which are appropriate for specific students and educational contexts.
5. Be equipped to *justify* teaching presentation and practice activities to be used

- appropriately in teaching situations and social contexts in the Autonomous Community, Spain and the rest of Europe.
6. *Analyse* teaching situations *critically* and be able to explain objectives and contents proposed together with their theoretical justification and a rationale of the teaching techniques used.
  7. Be able to develop students' *oral and written communicative competence* by affording them significant learning contexts, adapted to the learners' level (*listening, speaking, reading, writing*).
  8. Be able to *follow* the course in English and *undertake* the necessary tasks in the foreign language.
  9. Be able to prepare, choose or adapt *materials, audiovisual resources, information technology*, to develop competence in oral and written communication in the classroom (including the active use of Internet).
  10. Be proficient in organising *groupwork, pairwork* and *individual* work (promoting co-operative learning).
  11. Be able to use *motivating* techniques which generate positive *attitudes* towards the learning of the foreign language.
  12. Develop *interpersonal skills and attitudes* enabling the teacher to interact fluently with the students and with the educational community.
  13. Be prepared to discover learners' ideas and feelings in order to facilitate the "*construction*" of learning according to their personal characteristics.
  14. Know how to *teach "how to learn"* and develop strategies which promote autonomous learning (e.g. *project work*).
  15. Know how to deal with *learner diversity* – including special needs, disadvantaged learners, specially gifted students, etc. – by adapting curricular design appropriately.
  16. Be equipped to practise the profession in a *multicultural* and *multiethnic* society, developing competences which facilitate *mobility throughout Europe*.
  17. Develop the ability to grasp the main ideas of *books, articles* and other *sources* and to incorporate them into the classroom or in project design.
  18. Reflect on *teaching in action* and carry out *observation research* into the complex interactions taking place in the classroom, and draw relevant conclusions for teaching practice.
  19. Be equipped to *assess* the FL curriculum being taught, the teacher's own performance and the students' achievements by using a variety of evaluation techniques.
  20. Be able to use FLT technical *terminology and metalanguage* fluently.
  21. Have a sound knowledge of the *works* of the most significant *writers* in each area of the field.

The HANDBOOK or Student's Book is organised in 15 Units and is based on the recommended methodology for the theoretical and practical credits of the subject according to the European Credit Transfer System. It has been written by 29 authors, most of them working in Andalusian universities and includes:

- a) A brief theoretical summary for each of the 15 units.
- b) *Discussions*, designed to promote critical reflection about the material presented and to improve oral communication.

- c) Annotated *Bibliographical references* for each unit, aimed to encourage the student to consult a variety of other sources.
- d) A list of *tasks*: practical and classroom research activities and projects.

The WORKBOOK contains a series of written exercises, which aim to:

- a) Improve the students' competence in written communication.
- b) Provide written reinforcement activities for the competences which have been developed orally in the Handbook.
- c) Provide models to be used in the practical application in the classroom of aspects treated in each unit.
- d) Help the student to acquire personal theories on the learning and teaching processes.

A **KEY** can also be provided, supplying a range of answers to questions asked and tasks set both in the Handbook and the Workbook, in order to facilitate the work of the university teacher-trainer who uses these materials.

This material is particularly relevant for those users taking:

- Pre-service training courses for Primary Teachers taught in Faculties of education, such as *Didáctica de la Lengua Inglesa y Lingüística Aplicada a la Enseñanza del Inglés*, as taught in Faculties of Education, and Faculty of Humanities and Arts in Spain
- In-service training courses for Primary Teachers of English.
- The professional advancement of English teachers in general.