**ANALYSIS OF THE TEACHING AND LEARNING ACTIVITIES OF THE TEXTBOOK**

© Sources:

* Madrid, D. y McLaren, N. (eds.) (2004). *TEFL in Primary Education*. Granada: Editorial Universidad de Granada, ISBN 84-338-3202-6 Depósito Legal: GR./1.703-2004, page 176.
* Madrid, D, y Ortega Martín, J. L. (2006). Teaching Practice Workbook for Language Teachers. Granada: Grupo Editorial Universitario, ISBN 84-8491-733-9, Depósito Legal GR-1470-2006, page 82.

Use the English textbook for Primary Education. Select one teaching unit and analyse 24 teaching and learning activities contained in the lesson (12 activities in the student’s book and 12 activities in the workbook). Notice that each activity must be analysed in relation to the 30 criteria on the left of the table below. Indicate only the competences that are **explicitly developed** in each activity by ticking (y= yes, n = no) in the right squares. You can use the following table or develop a similar one:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **TEACHING UNIT ANALYSIS** | | | | | | | | | | | | | | | | | | | | | | | | |
|  | ANALYSIS OF ACTIVITIES FROM THE STUDENT’S BOOK AND WORKBOOK | | | | | | | | | | | | | | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| **KNOWLEDGE OF LANGUAGE / LINGUISTIC COMPONENTS** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Linguistic aspects /competence:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Grammar |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Phonetics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Sociolinguistic / pragmatic aspects/competence:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Functions/Speech acts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Discourse Competence  (working with texts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **LISTENING, SPEAKING AND SPOKEN INTERACTION – ORAL COMMUNICATION** | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Speaking & reciting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Interaction: listening-speaking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Listening and reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Speaking and reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **READING AND WRITING -WRITTEN COMMUNICATION** | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Reading (silent and aloud) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Interaction: reading-writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **15\*. EXISTENTIAL COMPETENCE (**seebelow). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **16\*. LEARNING TO LEARN** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| **17. (INTER)CULTURAL aspects** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **18\*. BASIC COMPETENCES**  **CLIL & cross-curricular act.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **19\*. ATTENTION TO DIVERSITY (for HA & LA)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **20\*.VALUES** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **INTERACTION AND GROUPING TECHNIQUES** | | | | | | | | | | | | | | | | | | | | | | | | |
| 21. Teacher to whole class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22. Teacher to Student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23. Pair work/ St 🡪St |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24. Independent work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25. Group work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MATERIALS AND RESOURCES** | | | | | | | | | | | | | | | | | | | | | | | | |
| 26. (Text)book |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 27. Pictures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 28. Recordings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 29. ICT/internet |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30. Notebook/Workbook/sheets |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **31\***. Others: ............. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

15\*🡪 **Existential competence**: A = attitudes (ex.: openness, ..); M = **motivations** (ex.: intrinsic, instrumental, ..); V = values (ethical & moral, see 20); B = beliefs (ex.: ideological, religious, ..); PF = personality factors (ex.: extroversion, ...)

16\*🡪 **Learning to learn**: LA = language awareness; SK = study skills; HS = heuristic skills; RL = reflection on learning, **metacognition**

18\*🡪 **BASIC COMPETENCES, CLIL & cross-curricular act.:** M = mathematical comp.; NW = natural world; I = internet, new technologies; SK = social and civic skills; A&C =

art and cultural, LL =see 16; AW = autonomous work (LC = linguistic competence; it is supposed to be developed in each activity); HE = health education, etc.

19\* 🡪 **Attention to diversity**: HA = for high achievers, LA = for low achievers

20\*🡪 **Values**: GE = gender equality, EP = education for peace, SI = social integration, S = solidarity, HE = (to value) health education, T = appreciating our traditions

31\*🡪 **Others**: F = flashcards; R = real objects, realia, etc.

Which competences and aspects receive most attention? Which ones are neglected? Make a brief report.