



## Primary English – Sharing Good Practice – VISEU Programme



Room Time	Room A	Room B	Room C
09:30 – 09:45			<b>Opening session</b>
09:45 – 10h45			<b>Julie Dawes</b>
10:45- 11:15		<b>Coffee break</b>	
11:15 – 12:00	<ul style="list-style-type: none"> <li>Sandy Albuquerque &amp; Crystal Fonte</li> </ul>	<ul style="list-style-type: none"> <li>Mafalda Ferrari</li> </ul>	
12:00 – 12:45	<ul style="list-style-type: none"> <li>Ana Evaristo</li> </ul>	<ul style="list-style-type: none"> <li>Odília Gaspar</li> </ul>	
12:45 – 13:15	<ul style="list-style-type: none"> <li>Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> </ul>	
13:15 – 14:45		<b>Lunch</b>	
14:45 – 15: 30	<ul style="list-style-type: none"> <li>Patrícia Soares &amp; Patrícia Vieira</li> </ul>	<ul style="list-style-type: none"> <li>Claúdia Chagas &amp; Elsa Silva</li> </ul>	
15:30 – 16:00	<ul style="list-style-type: none"> <li>Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> </ul>	
16:00 – 16:30		<b>Coffee break</b>	
16:30 – 17:30			<b>Sandie Mourão</b>
17:35 – 17:45			<b>Closing session</b>

## Who and what?

Time and Room	Who is sharing?	What are they sharing?
<p><b>09:45</b></p> <p><b>Room C</b></p>	<p><b>Julie Dawes</b>  <b>Julie</b> is a teacher trainer for Cambridge University Press. She also has her own school in Valença. (Alto Minho) Her main area of expertise is Young Learners. She is heavily involved in the teaching of English in the primary schools. She has been an online tutor for DGIDC, ME.</p>	<p><b>Weaving a web</b>            Julie is back at the Interactive White board. Now the emphasis is on materials for Primary students. We are going to play with words to build up their vocabulary and present activities that can be used in both large and small groups and even help those students preparing for the Cambridge ESOL Young Learners Exams. Come along and enjoy yourself!</p>
<p><b>11:15</b></p> <p><b>Room A</b></p>	<p><b>Sandy Albuquerque/Crystal Fonte</b>  <b>Sandy</b> holds a Master's degree in North American Literature. She is currently the Director of Studies at Fun Languages. Her 11 year teaching experience ranges from YL to adults, including both General and Business English. She has also attended a few courses on Teacher Development in the UK.  <b>Crystal</b> holds a university degree in English. She has been an EFL teacher at Fun Languages for the past 6 years. Her teaching experience ranges from YL to adults. She has also attended courses on Teacher Development and has worked as Director of Studies in the UK.</p>	<p><b>More than just WORDS!</b>            Break the silence and get your YL to speak in ENGLISH! We'll share a series of practical and dynamic ideas on how to raise your students' interests to learn and play with the language while exploring their innate ability to acquire linguistic structures. Remember, speaking is more than just WORDS!</p>
<p><b>11:15</b></p> <p><b>Room B</b></p>	<p><b>Mafalda Ferrari</b>            Mestre em didáctica de línguas tem desenvolvido projectos de implementação de aprendizagem do Inglês no 1º ciclo. É co-autora de vários manuais escolares e de estudos focalizados no ensino precoce da língua. Tem acompanhado o Programa de Generalização do Ensino do Inglês através das visitas de acompanhamento e realizado acções de formação creditadas pelo centro de formação de escolas.</p>	<p><b>Speaking: do your students interact in English?</b>            How important is it to develop the speaking skill with young learners? Aren't they natural born speakers? Why do teachers find it so hard? This presentation aims to find possible answers to these questions and at the same time provide/share some simple easy to do activities that hopefully will promote a meaningful use of English in the classroom.</p>

<p><b>12:00</b></p> <p><b>Room A</b></p>	<p><b>Ana Evaristo</b>  <b>Ana</b> holds a Master’s degree in “Multimédia em Educação” and has also a degree in “Ensino de Inglês/Alemão”, both taken at the University of Aveiro. For the last 5 years, she has been teaching English to very young and young learners in several schools in the district of Aveiro.</p>	<p><b>“It’s story time: make them speak!”</b></p> <p>Very (Young) learners can develop language skills through storytelling. In the English primary class, teachers should allow their learners to listen to traditional stories, already known in their mother tongue in order to make them speak English in class. This way we can reinforce their speaking abilities.</p>
<p><b>12:00</b></p> <p><b>Room B</b></p>	<p><b>Odília Gaspar</b>  <b>Odília</b> has a degree in “Línguas e Literaturas Modernas, Português/Inglês” and Post-graduate degree in English/American Studies. After having worked with secondary school students, she has been working with young learners and very young learners for five years now. She has a special interest in the use of stories and arts and crafts in the classroom.</p>	<p><b>Lesson one can be fun!</b></p> <p>Don’t know what to do in your first lessons? Come to this session and get lots of different ideas to use with your students. We’ll be looking at various types of activities for different levels. These will include ‘getting to know you’ games, arts and crafts, revision activities and behaviour management.</p>
<p><b>14:45</b></p> <p><b>Room A</b></p>	<p><b>Patrícia Soares/Patrícia Vieira</b>  <b>Patrícia</b> has a Degree in English and German Language and Literature and a post graduation in Teaching English and German. She started teaching English to young learners in 2005.  <b>Patrícia</b> has a degree in “Professores do Ensino Básico variante Português/Inglês. She’s been teaching English to young learners since 2005.</p>	<p><b>Methodology and Language for Primary Teachers</b>  It’s a fact: <i>“Foreign learning languages should always appear attractive to teachers and workable for children”</i> - <b>Jean Brewster and Gail Ellis</b>. This session aims to provide participants with practical activities for primary classroom.</p>
<p><b>14:45</b></p> <p><b>Room B</b></p>	<p><b>Cláudia Chagas/Elsa Silva</b>  <b>Cláudia</b> has a degree in English and Portuguese Language and Literature. She has been teaching English to YL in Loures, since 2007.  <b>Elsa Silva</b> has a degree in English and Portuguese Language and Literature and a post-graduation in Teaching English and Portuguese. She started teaching English to YL in 2003 and is currently teaching English to 5<sup>th</sup> and 6<sup>th</sup> graders.</p>	<p><b>Curtains up: Drama Activities in the Classroom</b></p> <p>“Curtains up” aims at simple, practical games and activities to be used in the classroom having Drama as a reference.  We will guide you through a One Act Play with memorable scenes, certain that you will enjoy every minute.  Drama is so much more than just Acting!</p>

**Sandie Mourão**

**16:30**

**Room C**

**Sandie** is freelance teacher, teacher trainer, and educational consultant specialising in early years education. She has worked as a materials writer with Mary Glasgow Scholastic, Oxford University Press, Macmillan Mexico and Macmillan Spain, Asa Editores and Porto Editora. At present she's completing her PhD at the University of Aveiro investigating the illustrations in picture books and language acquisition. You can find out more about her by visiting her website and blog <http://sandiemourao.eu>; <http://picturebooksinelt.blogspot.com/>.

**Developing with the visual and verbal in picture books**

*'In using stories in language teaching we are using something much bigger and more important than language teaching itself.'* **Wright (2003:7)**

Storytelling is an accepted and widely used technique in the teaching of English as a foreign language, representing a holistic approach to language teaching and learning. Picture books are one of the many types of stories used in our storytelling classrooms. My illustrated talk will discuss the different ways picture books can support our students. Using examples from different visual and verbal interactions within a number of picture books I hope to demonstrate how we can challenge our students to use English for real purposes, developing in particular visual and critical understanding.