



Universidad  
de Alcalá

# GUÍA DOCENTE

## Planning Effective Teaching

**Máster Universitario en Enseñanza del Inglés  
como Lengua Extranjera**

**Universidad de Alcalá**

**Curso Académico 2023/24**

**2º cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Planning Effective Teaching</b>
Código:	<b>200420</b>
Departamento:	<b>Filología Moderna</b>
Área de Conocimiento:	<b>Filología inglesa</b>
Carácter:	<b>Obligatoria/Optativa</b>
Créditos ECTS:	<b>4</b>
Cuatrimestre:	<b>2º</b>
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Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

This course explores curricular resources for planning effective teaching. After identification of the difficulties involved in planning different types of syllabi together with the features of effective teaching and learning, the most important factors leading to effective teaching will be analysed, taking into consideration the important role played by motivation and multiple intelligences in learning. The course will focus on the organising principles underlying syllabus design and their relationship to the designer's views concerning the nature of language, the psychological processes involved in learning and the conception of the teaching-learning situation. We will see how these views have an influence on the selection of objectives, language contents (structures, functions, notions, communication events...), and how the contents are subdivided and sequenced. We will also learn the differences between planning according to presentation, practice, production procedures and other alternative approaches, such as task-based teaching and learning. Particular attention will also be devoted to the different linguistic, sociolinguistic, pragmatic and discourse competences to be considered in a teaching plan and special difficulties that may be faced in the bilingual classroom. The course is aimed at helping future teachers make an informed choice for a type of syllabus and plan didactic units and lessons accordingly, providing them with resources to explain the reasons underlying their choices in a clear and concise way, both to experts and a lay audience.

### 2. AIMS

On completion of the course, the successful learner will have developed the knowledge necessary to implement the general and specific competences described below.

#### General competences:

CG1. Acquire the basic didactic knowledge characterizing foreign language's teaching and learning processes.

CB9. Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

### Specific competences:

CE1.5 – Identify the principal methodological approaches employed in teaching English as a foreign language.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning Outcomes:

Throughout the module participants will be expected to:

- Identify the features of effective teaching and learning.
- Identify the difficulties involved in planning different types of syllabuses.
- Identify and analyse the most important factors leading to effective teaching, taking into consideration the important role played by motivation and multiple intelligences in learning and planning.
- Become aware of advantages and disadvantages of planning with different types of syllabuses. Plan taking into consideration the organising principles of different types of syllabuses.
- Be able to apply the organising principles of selection, focus, subdivision, and sequencing (or grading) of objectives and language content to be included in a syllabus.
- Learn the differences between planning according to presentation, practice, production procedures and task-based teaching and learning.
- Include linguistic, sociolinguistic, pragmatic and discourse competences in a teaching plan and learn how to assess them.
- Organise long, medium- and short-term planning.
- Plan a range of teaching activities and tasks.
- Plan considering the broad ability range which may exist in the classroom.
- Plan considering different types of intelligence.

### 3. MODULE CONTENTS

Units	Credits
<b>1. How does planning contribute to effective teaching of language skills and competences?</b> <ul style="list-style-type: none"> <li>- What is effective teaching?</li> <li>- How can planning contribute to effective teaching?</li> <li>- Factors to be considered when planning: motivation and multiple intelligences.</li> <li>- Defining teaching aims</li> </ul>	<ul style="list-style-type: none"> <li>• 0.5</li> </ul>
<b>2. Curriculum and syllabus planning</b> <ul style="list-style-type: none"> <li>- Definition of curriculum and syllabus</li> <li>- Types of syllabuses</li> <li>- Organising principles: selection, focus, subdivision, and sequencing (or grading).</li> <li>- Factors affecting their choice and implementation:</li> </ul>	<ul style="list-style-type: none"> <li>• 0.5</li> </ul>
<b>3. Planning within a holistic syllabus</b> <ul style="list-style-type: none"> <li>- Linguistic competences</li> <li>- Sociolinguistic, pragmatic and discourse competences</li> </ul>	<ul style="list-style-type: none"> <li>• 0.5</li> </ul>
<b>4. Planning units and lessons considering language skills and competences</b> <ul style="list-style-type: none"> <li>- Planning units</li> <li>- Planning lessons</li> <li>- Teaching language skills and competences through Task Based Language Teaching (TBLT) and integrating content (CLIL).</li> <li>- Planning around tasks, topics and stories</li> <li>- Evaluating the effectiveness of plans</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5</li> </ul>

### Class timetable

The materials of this module will be available online through the Blackboard system during the first week of the course. Students will find a selection of readings, videos, course notes, assignments and discussions, together with a suggested schedule that will facilitate the planning of their work and the organisation of study-time as best suits them.

There will also be three face-to-face sessions. Attendance is expected to at least two sessions for those who want to participate in the ongoing evaluation. The aim of these sessions is to give extra support to students' on-line learning with some personal contact with the teacher and fellow students. A summary of the contents of the face-to-face sessions will be uploaded to the platform after they have taken place.

Session	Teaching activity
1	<ul style="list-style-type: none"> <li>• Discussion of the organising principles that lead to different types of syllabuses and consideration of planning as a contribution to the effective teaching of language skills and competences.</li> <li>• Planning sample units, lessons, competences and tasks.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Discussion of relevant topics for planning lessons and units.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Students' presentations of their teaching plan drafts for units, lessons, competences and tasks.</li> </ul>

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Face-to-face classes	9
Readings and assignments on the internet platform	30
Study of theoretical contents	10
Independent study	49
Preparation for class presentations	2

### 4.2. Learning activities

This module is taught through both on-line activities and three face-to-face teaching sessions. The face-to-face teaching sessions will consist of some teacher-led discussions but the emphasis will be on teacher-guided student participation, allowing the students to debate, experiment with, and practically implement the more theoretical aspects of the module. A summary of the contents of the face-to-face sessions will be uploaded to the platform after they have taken place.

Attendance to at least 2 sessions is a requirement to participate in ongoing, continuous evaluation. However, attendance to face-to-face classes is not compulsory if you go for final evaluation (Please, read the section on assessment procedures carefully). Participation will be assessed according to the quality of contributions in forum discussions on the blackboard for those students who choose not to attend and will

consider both participation in face-to-face sessions plus contributions in forum discussions for those who choose to attend.

The blackboard system will be used for autonomous learning. The following learning activities will be managed through the system:

- Presentation of module contents
- Distribution of some of the readings located at web sites
- Teacher-guided student participation in the forum
- Class assignments and feedback on assignments.

## 5. ASSESSMENT

### Assessment procedures

Assessment is ongoing and continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the “Normativa reguladora de los procesos de evaluación de los aprendizajes”, as approved by the Governing Body of the UAH on 24 March 2011. Those students are expected to ask for permission in writing from the director of the programme of studies. Their learning will be assessed on the basis of written assignments (50%) and a learner diary (50%).

There will also be a re-sit or extra opportunity to submit assignments in June.

Students following ongoing, continuous assessment will be assessed according to their performance in the following:

- Written assignments (to be submitted on the blackboard system), up to 40%.
- Final project and learner’s diary for final assignment, up to 40%.
- Participation in class discussions and blackboard forum with valuable contributions, up to 20%.

### IMPORTANT:

Students are responsible for completing assignments before deadlines. Late assessments will not be accepted, unless the teacher determines that a late assignment is justified.

### Assessment criteria

Assessment of this course will be based on different criteria to guarantee that students have developed the required skills and competences. As a consequence, students will be expected to demonstrate:

- A thorough knowledge and understanding of the contents of the course
- Acquisition of the general and subject specific competences set out above
- Ability to apply the contents to a diversity of cases
- The coherent and original expression of ideas
- The formulation of opinions based on evidence
- The capacity to synthesize
- The exercise of critical judgment and reflection

**IMPORTANT:** Remember that you must avoid plagiarism, that is, presenting the words or ideas of others as if they were your own without quoting the source. Plagiarism may have failing the subject as a direct consequence.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

### Grading descriptors

**Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in face-to-face-sessions and participate actively in all activities.

**Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in face-to-face sessions and participate actively in all activities.

**Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate actively in face-to-face sessions and activities, and have done most of their preparation.

**Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in face-to-face sessions and occasionally contribute to discussions.

**Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

## 6. BIBLIOGRAPHY

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