GUÍA DOCENTE

Planning Effective Teaching

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2018/19
2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Planning Effective Teaching
Código:	200420
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Carmen Santamaría
Correo electrónico:	carmen.santamaria@uah.es
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course explores curricular resources for planning effective teaching. After identification of factors leading to effective teaching and consideration of the important role played by motivation and multiple intelligences in learning, the course will focus on the organising principles underlying syllabus design and their dependence on the designer´s views concerning the nature of language, the psychological process of learning it 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 task-based teaching and learning. All this will help future teachers to make an informed choice of a type of syllabus and to plan didactic units and lessons accordingly. Particular attention will also be devoted to the different linguistic, sociolinguistic, pragmatic and discourse competences to be considered in a teaching plan.

2. AIMS

General competences:

On completion of the course, the successful learner will have developed the knowledge necessary to:

- Become aware of advantages and disadvantages of planning with different types of syllabuses.
- Appreciate what constitutes effective teaching.
- Include different competences in a teaching plan
- Be able to put planning theory into practice.

Specific competences:

Throughout the module participants will be expected to:

- Understand the important role played by motivation and different intelligences in learning and plan accordingly.
- Plan taking into consideration the organising principles of different types of syllabus.
- 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
1. How does planning contribute to effective teaching of language skills and competences? - What is effective teaching? - How can planning contribute to effective teaching? - Factors to be considered when planning: motivation and multiple intelligences. - Defining teaching aims	• 0,5
2. Curriculum and syllabus planning - Definition of curriculum and syllabus - Types of syllabuses - Organising principles: selection, focus, subdivision, and sequencing (or grading). - Factors affecting their choice and implementation:	• 0,5
3. Planning within a holistic syllabus - Linguistic competences - Sociolinguistic, pragmatic and discourse competences	• 0,5

4.Planning units and lessons considering language skills and competences	
- Planning units - Planning lessons - Teaching language skills and competences through Task Based Language Teaching (TBLT) - Planning within TBLT - Planning tasks - Evaluating the effectiveness of plans	• 2,5

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, 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 two face-to-face sessions during February and March. Attendance is not compulsory, since the aim of these sessions is to give extra support to those students who want to complement their on-line learning with some personal contact with the teacher and fellow students.

Session	Date	Teaching activity
1	• 26th, February at 18:00	• 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. • Planning sample units, lessons, competences and tasks.
2	• 26th, March at 18:00	• Students' presentations of their teaching plan drafts for units, lessons, competences and tasks.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Face-to-face classes	5
Work on the internet platform	10
Preparation of materials for class	10
Independent study	15
Readings	15
Activities for assessment	45

4.2. Learning activities

This module is taught through both on-line activities and two 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. Attendance to face-to-face classes is not compulsory. Participation will be assessed according to the quality of contributions in forum discussions on the blackboard for those students who choose not 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 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 a written assignment (50%) and a learner diary (50%).
Due date: 17th May.
There will also be a re-sit or extra opportunity to submit assignments (deadline: 21st June).

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

- Written assignments (to be submitted on the blackboard system), up to 40%.
- A learner's diary, up to 40%.

o Participation in class discussions and blackboard forum with valuable contributions, up to 20%.

IMPORTANT:
- Students are responsible for completing assignments before the deadline. 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.

Grading criteria
Grading will consider the following elements:
- Participation in face-to-face sessions and blackboard forum discussions with coherent and valuable contributions: up to 20%. (Participation will be assessed according to the quality of contributions in forum discussions on the blackboard for those students who choose not to attend).

- Acquisition, understanding and application of concepts together with originality of ideas in the following: written assignments, including final paper (40%); learner's diary (40%).

6. BIBLIOGRAPHY

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