



Universidad  
de Alcalá



Centro Universitario  
Cardenal Cisneros

# STUDY GUIDE

## DESIGNING AND DELIVERING EFFECTIVE LESSONS FOR THE ENGLISH CLASSROOM

**Degree in Primary Teacher Training**

Foreign Language (English) Specialization

**C.U. Cardenal Cisneros**

**Universidad de Alcalá**

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**Academic Year 2020/21**

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## GUÍA DOCENTE

Subject:	Designing and Delivering Effective Lessons for the English Classroom
Code:	510099
Degree:	Degree in Primary Teacher Training Foreign Language (English) Specialization
Department:	Teaching Specific Sciences
Character:	Optional
ECTS credits:	6
Year and term:	4 <sup>th</sup> course, 1 <sup>st</sup> term
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Language:	English

### 1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

The learning of one or more languages besides the mother tongue is one of the priorities of the European educational authorities. For this reason, there has been an increasing social demand of teachers whose profiles can meet these requirements. This subject aims to provide students with valuable **knowledge, skills and attitudes** to work in the classroom of English as a Foreign Language.

As far as **knowledge** is concerned, the subject will familiarise students with a range of **approaches, methods, strategies and techniques** they can apply according to the teaching/learning contexts. They will also be acquainted with useful **materials and resources**. With regard to **skills**, the subject will cater for both **linguistic and didactic** abilities developed through a teaching methodology based on the discovery, exploration, analysis, evaluation and creation. Finally, appropriate **attitudes**, such as tolerance, cooperation and empathy will be enhanced throughout the course.

Regarding the level of English students will acquire, they will be asked to work at a B2+ Level (Common European Framework of Reference)<sup>1</sup> **Each of the assessment tasks in this**

<sup>1</sup> More information can be found here: [http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/levels.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html)

**subject is linked to the attainment of linguistic and communicative goals in the foreign language (English) which correspond to the Common European Framework of Reference for Languages descriptors (B2+). If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed.**

## Prerequisites and Recommendations

It is required for students to:

- Have a minimum B2 level.
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level English using all the possibilities offered both inside and outside the classroom.

## 2. COMPETENCES

### Generic Competences:

**Competencia nº 1** Conocer las áreas curriculares de la Educación primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos.

**Competencia nº 2** Diseñar, planificar y evaluar procesos de enseñanza aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

**Competencia nº 3** Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.

**Competencia nº 10** Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.

**Competencia nº 11** Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.

### Specific Competences:

At the end of the process, students will:

1. Have extensive training in the teaching of foreign languages and the theoretical and practical implications of teaching foreign languages at Infant level. (C2)
2. Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C3)
3. To express, orally and in written form, a foreign language. (C9)

### 3. CONTENTS

1. An introduction to second language acquisition theory and syllabus types
2. An overview of the main approaches and methodologies in foreign language teaching
3. Teaching receptive skills
4. Teaching grammar, vocabulary and pronunciation
5. Organising and carrying out effective EFL lessons

Units	Total of ECTS credits and hours
An introduction to second language acquisition theory and syllabus types	• 0.5 ECTS 12.5h
An overview of the main approaches and methodologies in foreign language teaching	• 0.5 ECTS 12.5h
Teaching receptive skills	• 1.5 ECTS 37.5h
Teaching grammar, vocabulary and pronunciation	• 1.5 ECTS 37.5h
Organising and carrying out effective EFL lessons	• 2.0 ECTS 50h

A specific Schedule will be provided to students in a separate document.

### 4. TEACHING-LEARNING METHODOLOGY - FORMATIVE ACTIVITIES

The teaching-learning methodology will be active and participative, having as its main aim to create a communicative atmosphere and to involve students actively in high-order thinking processes. Thus, students will be improving their competence in the English language as well as reflecting on this progress, enabling them to transfer their learning experience to their teaching practice.

Students will be grouped using three different modalities: whole-group, half-group and seminar. This does not mean, however, that whole-group sessions will be entirely devoted to cover theoretical areas. The distribution of students does not indicate a specific methodology or content.

1. Whole-group sessions will be carried out by using activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, and others, all aimed at consolidating the theoretical contents, and applying them to a practical context. Debates and oral presentations may also be carried out during this time. The work here will mainly be done individually and in small- to medium-sized groups.
2. Practical lessons will consist of activities such as problem solving, analysis of documents or other materials, practical workshops and oral activities, such as presentations or simulations. During these sessions the work will be done individually, in pairs and small- to medium-sized groups.
3. Seminars will be aimed at ensuring a more personalised attention to students, and will consist in meetings with the lecturer, use of multi-media programmes and sessions organised by the Bilingual Project.

Apart from the above detailed **48** hours of lesson attendance, the student must also complete **102** hours of independent work at home, which will include finishing activities from class, preparing presentations, reading articles, doing some research, organising information, and revising the subject contents. They could also attend tutorial hours to have their doubts and questions answered by the teacher.

#### 4.1. ECTS Distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance:	<b>30</b> hours of whole-group lessons <b>15</b> hours of practical lessons <b>3</b> hours of seminars
Number of hours of independent learning:	<b>102</b> hours

## 4.2. Methodological strategies, materials and didactic resources

Methodological strategies will be based on the CLIL approach (Content and Language Integrated Learning), thus working on Cognition, Communication, Content and Culture. Activities will be student-centred and based on cooperative and collaborative learning. The analysis and evaluation of didactic materials and case studies will be complemented with self-assessment and peer assessment of student-produced materials and lesson simulations. The teacher will act as guide and facilitator and foster student reflection and creativity. Students will handle a variety of materials which will be available on our Virtual Community <http://edu.cardenalcisneros.es> as well as published material. This subject does not use a course book, but will take advantage of published books, journals and articles as well as school text books.

## 5. ASSESSMENT

To pass the course is essential for the student to have reached all the competences contained in this guide through the various instruments provided for measurement. The student must perform all assessment tasks set out in this guide as a requirement to pass the subject both in the continuous or final evaluation process in the first or resit assessment processes.

<b>Specific competence</b>	Have extensive training in the teaching of foreign languages and the theoretical and practical implications of teaching foreign languages at Infant level. (C2)
<b>Assessment criteria</b>	Production of adapted and original EFL materials Production of EFL lesson plans Delivery of EFL lessons
<b>Appraisal criteria</b>	<ul style="list-style-type: none"> <li>➤ Adaptation of existing resources and production of original EFL materials.</li> <li>➤ Design of strongly sequenced and procedurally rich EFL lesson plans.</li> <li>➤ Delivery of simulated EFL lessons in which language is appropriately developed.</li> </ul>
<b>Specific competence</b>	Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C3)
<b>Assessment criteria</b>	Development of metacognition regarding language development in English. Knowledge of materials and resources related to EFL lessons. Recognition of the characteristics of sound EFL materials. Recognition of the characteristics of sound EFL lessons and procedures.
<b>Appraisal criteria</b>	<ul style="list-style-type: none"> <li>➤ Evaluation of peers' materials and teaching performance.</li> </ul>

<b>Specific competence</b>	To express, orally and in written form, a foreign language. (C9)
<b>Assessment criteria</b>	To use the oral and written language appropriately and accurately. (LO1) Students should be able to <ul style="list-style-type: none"> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B2+ level.</li> </ul>
<b>Appraisal criteria</b>	<ul style="list-style-type: none"> <li>➤ Production of extended writing at B2+ level</li> <li>➤ Production of extended speech at B2+ level</li> </ul>

<b>Appraisal criteria</b>	<b>DEFINITION</b>	<b>%</b>
<ul style="list-style-type: none"> <li>➤ Adaptation of existing resources and production of original EFL materials.</li> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B2+ level.</li> </ul>	<p>Adapts authentic materials for use in an EFL classroom.</p> <p>Adapts existing published materials for use in an EFL classroom.</p> <p>Produces original materials for use in an EFL classroom.</p>	20
<ul style="list-style-type: none"> <li>➤ Design of strongly sequenced and procedurally rich EFL lesson plans.</li> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B2+ level.</li> </ul>	<p>Designs communicative EFL lesson plans which develop the four language skills, promote communicative competence and consider both accuracy and fluency.</p>	40
<ul style="list-style-type: none"> <li>➤ Delivery of simulated EFL lessons in which language is appropriately developed.</li> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B2+ level.</li> </ul>	<p>Delivers EFL lesson simulations in a competent fashion, displaying good classroom management, effective language scaffolding, strong sequencing of tasks and providing opportunities for meaningful learning with regards to language development.</p>	30
<ul style="list-style-type: none"> <li>➤ Evaluation of published EFL materials.</li> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B2+ level.</li> </ul>	<p>Analyses and evaluates the quality and appropriateness and underlying syllabus of an EFL textbook.</p>	10



## Report Criteria

Although attendance will not be marked, students who are unable to attend more than 10% and/or submit work within the submission deadline set should choose final assessment. If students submit one or more assignments in the continuous assessment evaluation, they cannot opt for the final assessment, even if this happens during the first two weeks.

Final assessment will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

- This subject has an ordinary exam in January and an extraordinary exam in June.
- If a student cannot follow the continuous assessment proposed for the ordinary exam in January, he/she should ask for a final assessment exam to the lecturer in charge of the subject during the two first class weeks. This proposal will be approved or rejected by the Head Department.
- Extraordinary exam is set for those students who have not passed the ordinary exam, (either ordinary or final)
- The characteristics for the continuous and final assessment are explained in this study guide.
- To access more information on the assessment regulations, you should visit: [http://www.uah.es/universidad/estatutos\\_normativa/documentos/otros/NormatEvaluacionAprendizajes.pdf](http://www.uah.es/universidad/estatutos_normativa/documentos/otros/NormatEvaluacionAprendizajes.pdf)

### Continuous and final assessment (ordinary and extraordinary)

Assessment tool Appraisal criteria	Written tasks	Analysis and adaptation of materials	Didactic sequences	%
Adaptation of existing resources and production of original EFL materials.	X	X	X	20
Design of strongly sequenced and procedurally rich EFL lesson plans.	X	X	X	40
Delivery of simulated EFL lessons in which language is appropriately developed.	X	X	X	30
Evaluation of EFL materials.	X	X	X	10
<b>%</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 6. BIBLIOGRAPHY

### Basic bibliography

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.

A book which takes a holistic approach to scaffolding language and learning in content areas by drawing on a functional model of language and sociocultural theories of learning.

Gower, R.; Philips, D. and Walters, S. (2005). *Teaching Practice. A Handbook for Teachers in Training*. Oxford: Macmillan.

It provides fundamental information on how to organise your lessons, both from the physical and methodological points of view. It also provides guidance on the teaching of skills in the EFL classroom.

Graddol, David (2006). *English Next*. London: British Council.

A report commissioned by the British Council which was updated in 2006. It reports on the situation of English and English learning around the world, providing statistical data as well as valuable insights on their impact in education.

Harmer, J. (2007): *The Practice of English Language Teaching (Fourth Ed)*. London, Pearson Longman.

A guide for teachers of English with strong focus on methodology and the use of new technologies. It also provides opportunities to reflect on essential issues such as teacher development, learner autonomy and context-sensitive teaching.

Haslam, L., Wilkin, Y. and Kellet, E. (2009 ed): *English as an Additional Language. Meeting the Challenge in the Classroom*. Oxon: David Fulton Publishers.

It deals with the area of EAL providing practical ideas to understand children's language development, and help teachers support learning effectively.

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

This book offers a systematic approach to the selection and evaluation of materials. It also suggests ways to systematise materials development and the use of learner-generated materials.

Moon, J. (2000). *Children Learning English*. Oxford: Macmillan.

A comprehensive guidebook for teachers of English to young learners. It covers both theory and practice, and offers discover activities and real-life examples from classrooms around the world. It focuses on how children learn foreign languages and how we can help them learn effectively.

Nunan, D. (ed.). (2003): *Practical English Language Teaching*. New York, McGraw Hill.

An overview of language teaching methodology for English language teachers. It is focused on reflecting on different teaching approaches and methodologies and provide information on how to implement them into the classroom.

Scrivener, J. (2005): *Learning Teaching: A guidebook for English language teachers*. Oxford, Macmillan Heinemann.

It is a guide to explain the basic principles at work in a language classroom and shows how to plan lessons. It is focused on providing techniques and strategies for all levels (not specifically children).