

SUBJECT TEACHING GUIDE

G519 - Methodology and Resources for English Teaching

Degree in Early Childhood Education
Degree in Primary Education Teaching

Academic year 2021-2022

1. IDENTIFYING DATA			
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching	Type and Year	Optional. Year 4 Optional. Year 4
Faculty	School of Teacher Training		
Discipline	Speciality in Foreign Language (English) Module: Complementary or Specialised Training		
Course unit title and code	G519 - Methodology and Resources for English Teaching		
Number of ECTS credits allocated	6	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA		
Name of lecturer	MARTA GOMEZ MARTINEZ		
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Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (240)		
Other lecturers			

3.1 LEARNING OUTCOMES
- Know the principles, theories and techniques involved in the teaching and learning of English as a foreign language.
- Adapt the different methodological approaches for the teaching of comprehension and production skills, both oral and written, in English.
- Develop methodological proposals that include the use of audiovisual resources to foster expression and comprehension, oral and written, in English.
- Assess and develop curriculum contents through suitable teaching resources and promote the most pertinent competences in students.

4. OBJECTIVES

- Familiarize students with the materials, activities, resources and such tools used when teaching foreign languages.
- Promote and enhance students' creativity in relation to teaching different skills in the English language.
- Provide future teachers with the skills needed to effectively organize the class and its activities, easing and optimizing the experience of language learning.

6. COURSE ORGANIZATION

CONTENTS	
1	Language Teaching Methods and Approaches
2	Classroom management and classroom language
3	ICTs in the EFL lessons
4	Literature and culture in EFL lessons
5	The teaching of listening and speaking
6	The teaching of reading and writing
7	Assessment and evaluation

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Portfolio	Work	No	Yes	40,00
Final Essay	Work	Yes	Yes	60,00
TOTAL				100,00

Observations

The Portfolio must be delivered on the dates established by the teacher throughout the course. To pass the course students must pass the written exam; therefore, the grades obtained in the Portfolio are only added if the final essay has been passed. When the course is not passed, because the student did not get the required mark in one or more parts of the assessment, the final mark the student will be get is the lowest value between 4.9 and the weighted average of all the assessment instruments.

ORTHOGRAPHY

It is assumed that university students have already acquired the linguistic skills required in the correct oral and written expression. It is, therefore, compulsory that students show knowledge on the correct orthography (spelling, accent and punctuation) and grammar in order to pass the course.

PLAGIARISM

In reference to academic fraud (plagiarism) on assessment activities, final scores will be set in accordance with article 32 of the University of Cantabria's Regulations concerning assessment procedures: Academic fraud, dishonesty and plagiarism on any exams or assessment activities will result directly in a failing mark '0' in the subject.

CITATION RULES

The Faculty of Education has adopted the APA Citation Guidelines for all academic assignments. Although there are different editions, as a starting point we recommend following the instructions available on the UC Library's website.

Observations for part-time students

Assessment procedure for part-time students who do not regularly attend class will involve a single assessment which will be 100% of the final grade. Those who attend the classes will be allowed to follow the same assessment schedule as full-time students.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Varela Méndez (coordinadora). 2003. All about teaching English :a course for teachers of English (pre-school through secondary). Madrid: Centro de Estudios Ramón Areces.

Madrid, d. y McLaren, N. (eds). 2005. TEFL in Primary Education. Granada: Universidad de Granada.

Hayes, D. 2009. Primary Teaching Today: an Introduction. London: Routledge.

McDonough, J. and Shaw, C. 1993. Materials and Methods in ELT . A teacher's guide. Oxford UK and Cambridge US. Blackwell

Richards, J. C. & Rodgers, T. S. 2001. Approaches and Methods in Language Teaching: A description and analysis. Cambridge: Cambridge University Press.