

SUBJECT TEACHING GUIDE

G519 - Methodology and Resources for English Teaching

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education
Degree in Primary Education Teaching
First Degree in Primary Education Teaching

Academic year 2024-2025

1. IDENTIFYING DATA			
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Early Childhood Education Degree in Primary Education Teaching First 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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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

- Familiarise 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. SUBJECT PROGRAM

CONTENTS	
1	Language Teaching Methods and Approaches
2	Classroom management and classroom language
3	Literature, Culture and ICTs in the EFL lessons
4	The teaching of listening and speaking
5	The teaching of reading and writing
6	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				
<p>The Portfolio (in group) must be delivered on the dates established by the teacher throughout the course. To pass the course students must pass the individual paper or essay; therefore, the grades obtained in the Portfolio are only added if the final essay has been passed. 40% of the final mark will be graded before the end of the classes (see Artículo 17.- "Evaluación ordinaria" del Reglamento de los Procesos de Evaluación de la Universidad de Cantabria).</p> <p>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.</p> <p>Other remarks:</p> <p>I. With regard to academic fraud (plagiarism) on assessment activities, final marks will be set in accordance with article 32 of the Regulations of the assessment processes at the University of Cantabria: 'The fraudulent performance of the assessment tests or activities will directly lead to a grade of '0' in the course in the corresponding exam session, thereby invalidating any grade obtained in all the assessment activities for the extraordinary exam session. This circumstance must be brought to the attention of the Centre'.</p> <p>II. We understand that university students are expected to have acquires linguistic skills in relation to oral and written expression. Therefore, ortography (spelling, accentuation and punctuation), grammatical and lexical correctness in assignments and exams is essential and compulsory in order to pass the course.</p> <p>III. In reference to the citation rules, the APA guidelines for all academic papers and assignments are used as citation criteria : https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p>				
Observations for part-time students				
<p>Part-time students may be subject to a single assessment process (Article 24). The single assessment will entitle the student to obtain the same grade as students who undergo continuous assessment processes. The assessment procedure for part-time students who do not attend class regularly will consist of a single test (essay) which will account for 100% of the grade. Those who do attend class will be eligible for the same assessment as full-time students.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS
BASIC
Varela Méndez (Coord.). (2003). All about teaching English :a course for teachers of English (pre-school through secondary). Centro de Estudios Ramón Areces.
Madrid, d. y McLaren, N. (eds). (2005). TEFL in Primary Education. Universidad de Granada.
Hayes, D. (2009). Primary Teaching Today: an Introduction. Routledge.
McDonough, J. and Shaw, C. (1993). Materials and Methods in ELT. A teacher's guide. Blackwell.
Richards, J. C. & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching: A description and analysis. Cambridge University Press.
Bassetti, B. (2023). Effects of orthography on second language phonology: learning, awareness, perception and production. Routledge/Taylor & Francis Group.
Sardegna, V. G. & Jarosz, A. (eds.) (2023). English pronunciation teaching: theory, practice and research findings. Multilingual Matters.

