

TEACHING GUIDE

ENGLISH LANGUAGE AND ITS DIDACTICS I

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 01-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

English Language Teaching (6 ECTS credits).

Brief description of contents:

The objective of the subject "English Language Teaching" is, in the first place, to update the students' knowledge of English in each of the 5 skills established in the EFRL: listening comprehension, reading comprehension, oral expression, oral interaction and written expression. The required level for the speciality in English is B2; therefore, the language skills and competences that will be covered during the course correspond to this level.

Besides updating their knowledge of English, the subject is also aimed at introducing future teachers to the most common primary classroom language. It will also provide a methodological view of English language teaching in the primary classroom.

III.-Learning outcomes

CGI02. Organizational and planning capacity
 CGI04. Knowledge of a foreign language.
 CGP01. Teamwork.
 CGP02. Work in an international context
 CGS01. Autonomous learning
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
 CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE05 . Respect for cultural and personal differences of students and other members of the educational community.
 CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
 CE08 . Commitment to enhance the academic performance of students and their school progress, within the framework of an integral education.
 CE01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.
 CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
 CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
 CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
 CE08 . Design and elaborate educational approaches to communication and expression using gestural and iconic-verbal strategies. (On basic or instrumental learning)
 CE10 . Use different languages to promote and develop creativity. (About creativity)
 CE14. Effectively address language learning situations in multicultural and multilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.
 CE34. Understand the transition from orality to writing and know the different registers and uses of the language

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Thematic unit	Unit	Sections
I.- Linguistic competence in English	Unit 1. The five communicative skills of English and their application in the primary English classroom (Common European Framework for Languages and the European Portfolio for Languages for Primary)	<ul style="list-style-type: none"> - Reading comprehension and its applications in the classroom. - Oral comprehension (Listening). - Speaking and interaction. - Developing writing skills. - Vocabulary and grammar in context.
	Unit 2. Classroom language	<ul style="list-style-type: none"> - <i>Starting your lessons in English.</i> - Giving instructions in English class: Classroom language. - Explain and demonstrate, how to ask for things, how to describe position. - Teaching useful phrases for the English class. - Instructions for games. - Useful phrases for group work.
II.- Didactic competence: English didactics for primary education	Unit 3. Teaching a second language in primary education.	<ul style="list-style-type: none"> - Teaching English to primary students. <i>Teaching young learners.</i> - Emotionality in the EFL classroom - Cognitive development and language learning. - English across the curriculum. - Classroom organisation.
	Unit 4. Teaching contents: "Listen and do" & "Listen and make".	<ul style="list-style-type: none"> - Teaching vocabulary. - Total Physical Response. - Using mime to review and consolidate vocabulary. - Listening and responding games. - Preparing and carrying out "listen and do" & "listen and make" activities.
	Unit 5. Teaching communicative skills: "Speaking with support" & "speaking more freely"	<ul style="list-style-type: none"> - Using poetry and songs to practise pronunciation and intonation. - From "speaking with support" to "speaking more freely". - games for oral production.
	Unit 6. Teaching communicative skills: "Reading in English and telling stories".	<ul style="list-style-type: none"> - The use of phonics for reading comprehension. - Importance of stories: how to read a story to primary students. - Reading with support
	Unit 7. Teaching communicative skills: "Writing in English"	<ul style="list-style-type: none"> - The alphabet. - Writing and Spelling with Phonics. - From speaking to writing and from reading to writing. - Group and individual writing activities.



IV.B.-Training activities	
Type	Title
Individual work	Individual papers (development of didactic units, papers, activities, exercises, etc.)
Lectures	Comments and debates on the literature, texts, etc.
Group work	Teamwork (development of didactic units, papers, activities, exercises, etc.)
Other activities	Attendance to seminars, courses, conferences, etc.
Academic tutorials	Academic tutorials: exchange of ideas and clarification of doubts concerning the content of the subject or papers. (Tutorials are activities common to all subjects and, therefore, the student may arrange tutorials whenever necessary).
Oral presentations	Presentation and development of activities for primary students
Theoretical sessions	Theoretical lectures in the classroom.
Practical sessions	Attendance to practical classes, where the practical skills of the speciality will be acquired.

V.-Student workload	
Theoretical sessions	26
Resolution of exercises, problems, case studies, etc.	28
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	27
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Academic tutorials	Week 1 to Week 15	Students will be able to ask those questions that have not been solved during the lecture sessions, as well as request a more specific bibliography and / or any type of information related to the subject.
Tests and/or exams	Week 16 to Week 20	Content and grammar exams.
Theoretical sessions	Week 1 to Week 15	Documents, articles, news, manuals, audiovisual support content and other resources will be provided to work on the content of each topic, either for later discussion, or to expand and consolidate the knowledge of the subject. The active participation of the student will be valued positively through the resolution of questions posed and the presentation of doubts.



Theoretical sessions	Week 1 to Week 15	Classes will have a theoretical-practical approach to promote active student participation. The teacher will explain the main contents for each unit, will present practical activities, will answer any questions that are raised, will provide information as to where to find additional information, and will encourage open, critical and constructive debate.
Group work	Week 4 to Week 15	Students will carry out a group work (written section) on a topic selected from the subject content. Students will later report their work orally in the classroom.
Practical sessions	Week 1 to Week 15	Students will have to put into practice the content taught in the theory classes in class with their peers.
Theoretical sessions	Week 1 to Week 15	Students will have to design materials to teach an EFL Class in Primary Education
Active methodologies or innovative teaching	Week 3 to Week 15	Use of several cooperative learning techniques, such as jigsaw, or flipped classroom to work on theoretical content.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities



The general assessment model is continuous assessment, as established by the Regulations governing the assessment of learning outcomes at Universidad Rey Juan Carlos.

All assessment systems defined for the course in the programme specification must be used, except for those with a minimum weighting of 0%, which may be applied in those academic years in which the teaching staff deem it appropriate. Each assessment system may be implemented through one or more assessment activities, provided that these are consistent with the system in question. No single assessment activity may account for more than 60% of the overall course grade.

The cumulative weighting of non-reassessable activities may not exceed 40% of the overall course grade and, in general, these activities should not require a minimum passing mark (except in the case of practical activities for which the assessment conditions of the ordinary examination call cannot strictly be reproduced in the extraordinary call).

Students who do not pass the course in the ordinary examination call, or who do not attend, may sit the resit session (extraordinary call) only for those reassessable activities that have not been passed.

The use of tools based on artificial intelligence is prohibited in any assessment activity or test associated with the course unless explicitly stated otherwise by the lecturer in the instructions or accompanying materials. In such cases, precise guidance will be provided regarding permitted and non-permitted uses.

The distribution and characteristics of the assessment activities are described below.

Description of the tests for assessment and their weights.

The evaluation system of degrees in the EEES framework is continuous assessment. In the continuous assessment system, attendance to class is compulsory and its evaluation in the continuous assessment of the subject will be established by the teacher in each subject.

Minimum attendance percentage: 80% Note: in order not to admit a student to the test because they didn't comply with the minimum attendance, the teacher must be able to justify it with a probative system.

Comments:

Without hindrance of the students' rights and obligations compiled in the Student Statute (RD 1791/2010) in the URJC Statutes and Internal Normative, students must be aware of the following: SPELLING AND EXPRESSION.- The mark in written tests includes aspects such as university-level spelling and expression. UNIVERSITY PAPERS.- They must be original. When borrowing fragments from other people's work, they must be properly cited and their use cannot be indiscriminate. The teacher can guide the student and determine the assessment criteria. Plagiarism, which must be proved, is a crime.

All evaluation items will be taken into account for the ordinary call, as well as the extraordinary and advanced calls.

Evaluation System	Evaluation Activity	Content / Description	Weighed Value	Minimum Grade	Reassessable	Date
ES 1	Didactic Content Written Test	Multiple-choice test and short questions	45%	5.0	Yes	Official exam date
ES 2	Linguistic Content Written Test	Multiple choice and/or short answer test	25%	5.0	Yes	Official exam date
ES3*	Group Work Learning Proposal	Learning Proposal Written Paper	10%	-	No	November/December
ES4*	Group Oral Presentation Learning Proposal	Oral presentation of Proposal	10%	-	No	November/December
ES5*	Individual work/ written tests	Short tests, short class activities, learning diary, etc.	10%	-	No	Throughout the course



* Assessment activities, as well as their weighed values, will be considered both for the ordinary call as well as the extraordinary.

Advanced Call: for those students who have requested and have been granted the advanced call because they comply with the requirements established in the URJC Learning Outcome Assessment Regulation.

Subject assessment will be determined by three distinct blocks which must all be passed separately (minimum score of 5 over 10 in each).

- 1. Practical application of the subject matter(20%):** Students must write a paper proving mastery of the content as well as its practical applications in relation to the course content. Minimum score of 5/10 must be reached to pass this section and, therefore, the subject.
- 2. On-site linguistic content written test (30%):** Students must pass a written multiple-choice and short answer test on the linguistic content of the subject. At least a 5/10 is necessary to consider this part passed and, therefore, the subject.
- 3. On-site didactic content written test (50%):** Students must pass a written test with multiple-choice questions, as well as short-answer questions about the didactic content of the subject. A minimum score of 5/10 is required to consider this section passed and, therefore, the subject.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs



In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Dewaele, J.M., Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10 (1), 45-65.

Título: English for Primary Teachers: A Handbook of activities and classroom language Autor: Slattery, M and Willis, J. Editorial: Oxford (2001)

Título: English for Primary Teachers: A Handbook of activities and classroom language Autor: Slattery, M and Willis, J. Editorial: Oxford (2001)

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70 (2), 125-132.

Dewaele, J.-M. (2021). The emotional rollercoaster ride of foreign language learners and teachers: Sources and interactions of classroom emotions. In M. Simons & T. F. H. Smits (Eds.), *Language Education and Emotions. Research into Emotions and Language Learners, Language Teachers and Educational Processes*. London – New York: Routledge, pp. 205-220. ISBN: 978-0-367-89486-3

Título: Didáctica del Inglés Autor: Hearn, I. y Graces Rodríguez, A. (eds.) Editorial: Pearson Education (2003)

Dewaele, J.M., Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10 (1), 45-65.

Título: Common European Framework of Reference for Languages: Learning, Teaching, Assessment Autor: Council of Europe, Modern Languages Division Editorial: Cambridge University Press (2003)

Título: Teaching Languages to Young Learners Autor: Cameron, L. Editorial: Cambridge University Press (2001)

Título: Didáctica del Inglés Autor: Hearn, I. y Graces Rodríguez, A. (eds.) Editorial: Pearson Education (2003)

Título: The Primary English Teacher's Guide (new edition) Autor: Brewster, J., Ellis, G., y Girard, D. Editorial: Pearson Education Limited (2010)

Título: Oxford Basics for Children Autor: Patterson, A. & Willis J. Editorial: Oxford

Título: The Cambridge Guide to Teaching English to Speakers of Other Languages Autor: R. Carter y D. Nunan (eds.) Editorial: Cambridge University Press (2004)

Título: The Primary English Teacher's Guide (new edition) Autor: Brewster, J., Ellis, G., y Girard, D. Editorial: Pearson Education Limited (2010)

Título: European Profile for Language Teacher Education- A frame of Reference Autor: M. Kelly, M. Grenfell, R. Allan Editorial: European Comisión, Directorate General for Education and Culture (2004)

Título: Practical Classroom English Autor: Hughes, G and Moate, J. Editorial: Oxford (2007)

Dornyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.

Gkonou, C., Daubney, M., & Dewaele, J. M. (Eds.). (2017). *New insights into language anxiety: Theory, research and educational implications* (Vol. 114). Multilingual Matters.

Consultation bibliography

Título: English Grammar in Use Autor: Murphy, R. Editorial: Cambridge University Press

Título: How English Works Autor: Swan, M. y Walter, C. Editorial: Oxford (2004)

IX.-Professors

Name and surname

ALAN MARTIN SMYTH DÍAZ

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Department	Filología Extranjera, Traducción e Interpretación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	0
No. of positive evaluations by Docencia	2