

TEACHING GUIDE

ENGLISH AND ITS DIDACTICS II

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 02-07-2026



I.-Subject Identification

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

II.-Presentation

Lengua Inglesa y su Didáctica II (6 créditos ECTS). The subject will be taught in ENGLISH.

English and its didactics II aims to provide a detailed overview of the pedagogical approaches that have been implemented to teach a second language, of the didactic resources used in teaching English as a foreign language, and of the basic principles established for children's development of oracy and literacy skills in the primary English classroom. On the other hand, the subject also aims to improve students' overall level of English, focusing on the five skills established in the Common European Framework of Reference for Languages (CEFR), i.e. listening, speaking, oral interaction, reading, and writing.

The English level required/recommended to pass the subject successfully is a B2 and, therefore, the competences and skills involved will be consolidated in the 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.
 CEGEPMI 1. Que los estudiantes conozcan el currículo escolar de inglés de Primaria y sepan desarrollar y evaluar los contenidos mediante recursos didácticos apropiados y promover las competencias correspondientes entre los alumnos.
 CEGEPMI 2. Que los estudiantes sean capaces de reflexionar sobre las prácticas del aula para innovar y mejorar la labor docente en la enseñanza de la lengua inglesa y su literatura, adquiriendo hábitos y destrezas para el aprendizaje autónomo y cooperativo.
 CEGEPMI 3. Que los estudiantes conozcan los métodos y enfoques actuales para la enseñanza de una lengua extranjera a alumnos de Educación Primaria, así como criterios de valoración de los mismos.
 CEGEPMI 4. Que los estudiantes conozcan los procesos de adquisición de la comprensión oral y escrita y la producción oral y escrita de la lengua inglesa y su enseñanza.
 CEGEPMI 5. Que los estudiantes sean capaces de analizar, producir y adaptar recursos y materiales didácticas para la enseñanza de la lengua inglesa a alumnos de Educación Primaria.
 CEGEPMI 6. Que los estudiantes conozcan y valoren la cultura y las formas de vida de los principales países de habla inglesa.

- 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

Contenido

Temario de la asignatura

Bloque temático	Tema	Apartados
I.- Linguistic competence in English	Unit 1. The five language skills (Common European Framework of Reference for Languages).	<ul style="list-style-type: none"> - Reading comprehension - Listening comprehension - Communication and oral interaction - Development of writing skills - Use of vocabulary and grammar in context
	Unit 2. Teaching approaches for second language acquisition	<ul style="list-style-type: none"> - Language acquisition theories - Evolution of second-language teaching: approaches and methodologies - Learning to learn: teaching-learning strategies
II.- Didactic contents	Unit 3. Didactic resources in the English-language classroom	<ul style="list-style-type: none"> - Evolution of foreign language resources - Implementation of the new technologies. Drama and games - Selection, adaptation and exploitation of resources in the primary classroom
	Unit 4. Basic principles for the development of listening and speaking skills in the primary classroom (ORACY)	<ul style="list-style-type: none"> - Basic principles for the development of speaking and listening skills in children - Discourse in the primary classroom - Activities for the development of oracy skills in children - Implementation of scaffolding to support the teaching-learning process
	Unit 5. Basic principles for the development of reading and writing skills in the primary classroom (LITERACY)	<ul style="list-style-type: none"> - Early literacy and phonics instruction - Vocabulary development. Basic principles and activities for teaching vocabulary in the primary English classroom: - The importance of grammar. Teaching grammar in the primary English classroom. - Development of reading and writing in primary education (Literacy). Strategies and techniques. - Implementation of scaffolding to support the teaching-learning process



IV.B.-Training activities	
Type	Title
Oral presentations	Presentación de actividades ajustadas a las metodologías vistas en el contenido de la asignatura
Lectures	S21-Tutorías académicas: Intercambio de ideas y resolución de dudas con el profesor correspondiente sobre los contenidos de cada asignatura y la realización de los trabajos prácticos. (Las tutorías será una actividad común a todas las asignaturas, por lo que el alumno podrá concertar las tutorías que necesite en cualquier momento.)
Test and/or exams	S1-Prueba escrita parcial presencial
Individual work	S3-Trabajos individuales(desarrollo de unidades didácticas, trabajos, actividades, ejercicios, etc) entregados a través del campus virtual o en las tutorías del profesor.
Group work	S4-Trabajos grupales (desarrollo de unidades didácticas, trabajos, actividades, ejercicios, etc) entregados a través del campus virtual o en las tutorías del profesor.
Lectures	S7-Comentario de lecturas, de textos, etc., enviados por campus virtual o presentados en foros
Other activities	S10-Debates de los temas y lecturas propuestas
Lectures	S20-Asistencia a seminarios, cursos, jornadas, conferencias, congresos, etc.

V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	6
Related activities: conferences, seminars, etc.	12
Preparation of theoretical sessions and self-study	35
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	37
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 12	Development of English language skills. Lectures will have a theoretical/practical approach to encourage active student participation. The aim is to consolidate a B2 level of English in students through different types of exercises and activities in the classroom.
Tests and/or exams	Week 15 to Week 15	Didactic contents and English exams.
Academic tutorials	Week 1 to Week 14	Students will be able to request a tutorial to ask those questions that have not been solved during the lecture sessions, as well as request more specific bibliography and/or any type of information related to the subject.
Theoretical sessions	Week 1 to Week 12	Theory classes. Lectures will have a theoretical/practical approach to encourage active student participation. The teacher will explain the main contents of each topic, present practical activities, answer questions and doubts, give directions on how to find additional information and promote open, critical, and constructive debate.



Group work	Week 1 to Week 14	Practical presentation of students' work. Students will present and develop primary-level English language activities in the lecture hall, applying the methodologies and didactic contents seen during the course.
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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 evaluation of the subject consists of several parts*:

Evaluation System	Evaluation Activity	Content Description	Weighed Value	Minimum Grade	Reassessable
ES 1	Didactic Content Written Test	Multiple-choice test and short questions	50%	5.0	Yes
ES 2	English Language Written Test	Reading Comprehension and Use of English Test	20%	5.0	Yes
ES3*	Group Work	Group oral presentation	20%	-	No
ES4*	Individual written tests/work	Short tests, short class activities participation, etc	10%	-	No

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

Advanced call (for students who request and are granted an advanced call because they meet the requirements established in the URJC Learning Outcomes Assessment Regulations).

Assessment of the subject is determined by two different blocks ("Didactic Content" and "Linguistic Content"), each of which must be passed separately with a minimum mark of 5 out of 10.

1. **Practical application of the subject matter (30%).** Students are required to complete a range of oral and didactic activities based on the theoretical content covered in class, demonstrating both their understanding of the subject and their ability to apply it in practice in relation to the course material. Throughout the course, students will complete a total of 12 class activities, each worth 0.25 points. A minimum overall mark of 5/10 is required to pass the course.

2. **Written test of linguistic content (20%).** Students must pass a written test comprising multiple-choice and short answers questions on all linguistic content covered in the course. A minimum mark of 5/10 is required to pass the test and, therefore, the module.

2. **Written test on didactic content (50%).** Students must pass a written test containing multiple-choice and short answers questions on all the didactic content of the subject. A minimum mark of 5 out of 10 is required to pass the test and the module.

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

- Richards, J. C., & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
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- Sharma, P., Barrett, B. y Jones, F. (2011) *400 Ideas for Interactive Whiteboards. Instant Activities using Technology*. Macmillan.
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- Newbrook, J., Wilson, J. y Acklam, R. (2004) *New First Certificate Gold Coursebook*. Longman.
- Hewings, M. (1999) *Advanced Grammar in Use*. Cambridge University Press.
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- Hughes, G. y Moate, J. (2007) *Practical Classroom English*. Oxford.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Renandaya, W. y A y Richards, J. C. (2002) *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Littlewood, W. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell.
- Moon, J. (2005) *Children Learning English*. Macmillan.

Consultation bibliography

IX.-Professors

Name and surname	FEDERICO LEOPOLDO VIVANCO GARCÍA
E-mail address	federico.vivanco@urjc.es
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	0
Number of sexennia	0
No. of positive evaluations by Docencia	0