

TEACHING GUIDE
ENGLISH AND ITS DIDACTICS III

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 03-07-2026



I.-Subject Identification

Type	OPTATIVA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

English Language and its Didactics III aims to deepen students' understanding of the theoretical and practical principles underlying the teaching and learning of English in Primary Education, building on the knowledge acquired in previous English didactics subjects and placing a particular focus on their application in the classroom.

The course seeks to further develop students' ability to design and implement meaningful learning experiences in English, incorporating current perspectives on pedagogical innovation. These include the use of English as a vehicular language and its integration with other curricular content (Content and Language Integrated Learning), as well as approaches that promote the development of multiliteracies and communicative competence through a variety of text types and genres.

The practical nature of the subject is emphasised through ample opportunities for interaction, intervention and active participation, including the development of didactic activities, text analysis and reflection on teaching practice. At the same time, students will consolidate key theoretical foundations, particularly in relation to current methodological approaches to English as a Foreign Language teaching.

In addition, improving students' level of English remains a major objective, particularly in listening and reading comprehension, speaking, writing, and spoken interaction, in line with the five skills established in the Common European Framework of Reference for Languages (CEFR).

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.
 CG02. Know how to apply this knowledge to the work in a professional way, demonstrating the mastery of the competences through the elaboration and defense of arguments and resolution of problems in these areas of study.
 CG03. Be able to collect and interpret relevant data from the different areas of study and to make judgments that include a reflection on relevant issues of a socio-educational, scientific and ethical nature.
 CG04. Be able to transmit information, ideas, problems and solutions to specialized people linked to their training, as well as to people whose link is indirect.
 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 didácticos 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

THEMED BLOCK I: GENRE-BASED PEDAGOGY FOR EFL

Unit 1: Introduction to genres and text types in the Primary classroom

- Different genres (e.g., narrative, recount, persuasive, procedure, information report, explanation)
- Purpose, structure and language features of each genre
- The role of genres in developing communicative competence

Unit 2: Genre discourse analysis

- Analysis of authentic texts to identify genre conventions
- Genre variation across contexts and cultures

Unit 3: Genre-based teaching and learning

- Design of genre-based classroom activities
- Language patterns and functional use of language
- Supporting strategies (e.g., writing frames, scaffolding tools, checklists)

THEMED BLOCK II: PEDAGOGICAL INNOVATION IN LANGUAGE TEACHING

Unit 1: Content and Language Integrated Learning (CLIL)

- Principles, aims and rationale of CLIL
- Integration of content and language in the Primary classroom
- The role of CLIL in bilingual and multilingual education

Unit 2: Communication and cognition in the classroom

- Development of communication skills across the curriculum
- Cognitive processes in language learning
- Activity types to support learning in integrated contexts

Unit 3: Scaffolding language and content

- Strategies to support language and content learning
- Classroom language and interaction
- Supporting learner participation and understanding

THEMED BLOCK III: ASSESSING A SECOND LANGUAGE

Unit 1: Key concepts in language assessment

- Principles of assessment in Primary Education
- Assessment for learning

Unit 2: Assessment types and techniques

- Formative and summative assessment
- Tools and instruments for classroom assessment

Unit 3: Supporting learning through assessment

- Feedback strategies
- Adaptation and inclusion in assessment practices

THEMED BLOCK IV: LANGUAGE DEVELOPMENT FOR TEACHERS

This block focuses on the development and consolidation of students' linguistic competence in English, with particular attention to accuracy, fluency, and effective communication in academic and professional contexts.

Emphasis is placed on the use of grammar and vocabulary in context, as well as on the identification and correction of common learner difficulties. The aim is to strengthen students' language proficiency to support their performance as future teachers in English-medium and bilingual educational settings.

IV.B.-Training activities

Type

Title



Test and/or exams	Tests and exams: students will complete written tests to assess their knowledge and understanding of both theoretical and practical aspects of the subject.
Resolution of exercises, problems, case studies	Students will engage in short in-class tasks and practical activities, text analysis, problem-solving, and practical didactic applications designed to bridge theoretical knowledge in real Primary Education classroom contexts.
Group work	Group work: collaborative work on assigned topics, including research, analysis, and the design of teaching activities.
Oral presentations	Students will present their work in class, explaining and justifying the design and development of teaching activities.
Lectures	Students will read and analyse academic articles, teaching materials and other resources to support their understanding of the course contents.
Other activities	Additional learning activities may be carried out to support the development of course contents and students engagement with the subject.
Theoretical sessions	Students are expected to attend and actively participate in the sessions, contributing to discussions and classroom activities
Academic tutorials	Students may attend tutorials to clarify doubts, receive feedback, and obtain guidance on their learning process.

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 14	Lectures will combine theoretical input with hands-on practice, fostering active participation through guided discussion, Q&A, and critical reflection. The teacher will introduce core content, frame practical activities, and direct students toward further resources creating a space for open, constructive dialogue.
Resolution of exercises, problems, case studies	Week 2 to Week 14	Problem-solving tasks are embedded throughout the course as a core methodological strategy. Students apply theoretical frameworks to authentic or simulated Primary Education scenarios, working through text analysis and didactic design challenges that require critical thinking and pedagogical reasoning. This approach encourages the transfer of knowledge from theory to practice in a structured yet reflective way.



Group work	Week 4 to Week 6	Group work fosters collaborative learning through shared decision-making, peer interaction, and joint knowledge construction. Group work fosters collaborative learning through shared decision-making, peer interaction, and joint knowledge construction. Tasks are designed to develop both academic and professional competences, mirroring the cooperative dynamics of real teaching contexts. Group work culminates in an oral presentation, requiring students to communicate and defend their findings clearly and critically before an audience.
Group work	Week 7 to Week 9	Group work fosters collaborative learning through shared decision-making, peer interaction, and joint knowledge construction. Group work fosters collaborative learning through shared decision-making, peer interaction, and joint knowledge construction. Tasks are designed to develop both academic and professional competences, mirroring the cooperative dynamics of real teaching contexts. Group work culminates in an oral presentation, requiring students to communicate and defend their findings clearly and critically before an audience.
Academic tutorials	Week 1 to Week 14	Academic tutorials provide individualised or small-group guidance to support students' learning process. These sessions allow the instructor to monitor progress, address specific difficulties, and offer targeted feedback on both theoretical understanding and practical tasks. Tutorials also serve as a space for students to reflect on their own learning and seek advice on the development of assessed work.
Tests and/or exams	Week 15 to Week 15	Content and grammar exams.
Active methodologies or innovative teaching	Week 1 to Week 14	The subject adopts active and innovative teaching methodologies aimed at promoting student engagement, participation, and the practical application of knowledge. These approaches encourage students to take an active role in their learning process through interaction, collaboration, and reflection.

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

ASSESSMENT

Assessment Method	Activity Description	Weight	Minimum Grade	Reassessable	Date
Paper I Exam	Reading comprehension, grammar, use of English, and vocabulary (multiple choice questions)	25%	5.0	Yes	Official exam period
Paper II Exam	Theoretical and practical content established in the teaching guide	50%	5.0	Yes	Official exam period
Group/ Individual Work	Group/individual work, completed throughout the term	25%	None	No	Throughout the term
TOTAL		100%			

First assessment method: Written Exam Papers

Paper I Exam. Written test on Reading Comprehension, grammar, use of English, and vocabulary. A minimum pass mark of five (5.0) is required for this exam paper, which **accounts for 25% of the final grade**. Students who fail to obtain the minimum mark may re-sit the exam during the official stipulated extraordinary exam period.

Paper II Exam. Written test on the theoretical and practical content established in the teaching guide. The exam includes multiple choice questions and short-answer questions. A minimum pass mark of five (5.0) is required for this exam paper, which **accounts for 50% of the final grade**. Students who fail to obtain the minimum mark may re-sit the exam during the official stipulated extraordinary exam period.

Students who fail to obtain the minimum mark in one of the re-assessable parts will only need to re-sit the exam on that paper during the official stipulated extraordinary exam period.

Second assessment method:

Group/individual Works completed throughout the term during on-site lessons, including group work, presentations, and in-class activities, **account for 25% of the final grade**. No minimum grade is required for this assessment method. However, the activities included are **non-reassessable**.

The final grade will be calculated in line with the weighting indicated for both reassessable and non-reassessable items. Students who have not completed non-reassessable activities (group work and in-class tasks) will only be graded on the reassessable components.

Academic Exemption does not exclude students from continuous assessment. The assessment methods to be applied shall be agreed by the lecturer and degree coordinator. Adaptation of the assessment criteria will be carried out in accordance with the characteristics of each specific case.

Advance (call) evaluation:

For students who request and are granted advance evaluation on the grounds that they meet the requirements established in the URJC Learning Outcomes Assessment Regulations

The assessment for this subject consists of three separate components, each of which must be passed independently (minimum grade of 5.0 out of 10):

- 1. Practical Application (20%).** The student must submit a written assignment demonstrating mastery of the subject matter and its practical application in relation to the course content. A minimum grade of 5.0 out of 10 is required to pass this component.
- 2. Written Exam on Linguistic Content (30%).** The student must sit a written examination consisting of multiple-choice questions and short-answer questions covering the full linguistic content of the subject. A minimum grade of 5.0 out of 10 is required to pass this component and, therefore, the subject.
- 3. Written Exam on Didactic Content (50%).** The student must sit a written examination consisting of multiple-choice questions and short-answer questions covering the full didactic content of the subject. A minimum grade of 5.0 out of 10 is required to pass this component 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

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Consultation bibliography

- Llinares, A., & Nikula, T. (2024). CLIL students' production of cognitive discourse functions: Comparing Finnish and Spanish contexts. *Language and Education*, 38(3), 381-400.
- Evnikskaya, N., & Dalton-Puffer, C. (2023). Cognitive discourse functions in CLIL classrooms: Eliciting and analysing students' oral categorizations in science and history. *International Journal of Bilingual Education and Bilingualism*, 26(3), 311-330.
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- Sánchez-Pérez, M. D. M., & Manzano-Agugliaro, F. (2021). Worldwide trends in bilingual education research: A half-century overview. *Education sciences*, 11(11), 730.
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IX.-Professors

Name and surname	VIRGINIA CAROLINA VINUESA BENÍTEZ
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Department	Filología Extranjera, Traducción e Interpretación



Campus	Madrid - Vicálvaro
Category	Profesor/a Permanente Laboral
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	1
No. of positive evaluations by Docencia	4