Universidad Rey Juan Carlos

TEACHING GUIDE

LITERATURE AS A DIDACTIC RESOURCE FOR TEACHING ENGLISH IN PRIMARY SCHOOL

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	OPTATIVA
Teaching period	3 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Literature as a Didactic Resource for Teaching English in Primary Schools delves primarily into the use of the main literary genres - prose, poetry and drama - as didactic resources for teaching English at the primary level, especially for pupils aged from 6 to 12 years. In line with the mentioned primary objective, the subject will focus on the approaches, techniques and activities which the primary school teacher can make use of in a learner-centred environment to enhance the acquisition of the target language linguistic skills. Additionally, the writing process will be treated with a view to stimulating creativity as regards pupils' writing skills through the use of appropriate activities. Secondly, emphasis will also be placed on the improvement of the five language skills contained in the Common European Framework of Reference for Languages: listening comprehension, reading comprehension,speaking, oral interaction and writing.

The language level required to adequately follow lectures is CEFR B2. To reinforce and improve the level of linguistic competence and skills, students should consult the recommended grammar-related bibliography provided under bibliography section of this Teaching Guide.

III.-Learning outcomes

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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 compresión 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.

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IV.-Contents

IV.A.-Syllabus

Thematic focus	Topic	Subtopic
I.Literature and Methodology Overview	Topic I. Literature and the foreign language classroom - Definition of literature and brief outline of characteristics - Justification for the use of literature in the foreign language classroom. - Aspects to be taken into consideration regarding the appropriate context for the use of literature in the foreign language classroom. Topic 2. Literature and the Learner-centred classroom - Relevance of active methodologies for learners.	- Main features of short stories, poetry and drama. - The active / learning approach and its suitability for teaching through literature. -The role of the teacher as well as that of the student in a learner-centred classroom.
II.- The Short Story	Topic 3. Short Stories - Definition of Short Stories and main features.	- The short story as a didactic resource in the English classroom. - Selection of short stories for the teaching-learning of English. - Development of communicative competence activities through the use of short stories.
III. Poetry	Topic 4. Poetry - Genres and poetry forms.	- Moving from songs and nursery rhymes in primary education as pupils move on to poetry. - Selection of relevant poetic texts for young learners. - Poetic language and terminology to be taken into consideration. - The development of the understanding of poetic texts
VI. Drama	Topic 5. Drama - History of Drama, Drama genres and main features	- The role of dramatic texts in the English classroom - Evolution of dramatic texts - Drama texts for the development of the reading, writing, listening and speaking skills.
V. Writing	Topic 6. Creative Writing - Writing and active learning in the English classroom	- Writing as a process - The shift from writing to creative writing. - The characteristics of creative writing and activities to stimulate the writing process. - A framework for techniques for creative written production.

IV.B.-Training activities

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Type	Title
Other activities	Students will have to carry out an individual written assignment to demonstrate, in a practical way, how a number of previously unseen texts can be used in the primary classroom to enhance not only the language skills but also other areas of the curriculum. The written assignment details will be provided during the term.
Lectures	In accordance with the subject matter, specific reading tasks will be assigned by the teacher.
Prácticas / Resolución de ejercicios	Practical tasks related to the different genres will be carried out in class individually and / or in groups. Tasks will include analysis and evaluation of selected texts regarding their suitability as didactic resources for the acquisition of the target language linguistic skills, lesson planning based on texts from all three genres and creation of cross-curricular activities related to the texts selected for use in the language classroom will also be treated in a practical way.
Other activities	Group discussions, class debates and analysis of primary and secondary sources on specific aspects of the subject.
Other activities	Written tests on theoretical and practical content established in the teaching guide.
Other activities	Tutorial sessions for clarification of doubts. Students may request a tutorial session throughout the term

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V.-Student workload	
Theoretical sessions	29
Resolution of exercises, problems, case studies, etc.	29
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	10
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	36
Preparation of practical tasks, exercises, case studies, projects, etc.	36
Preparation for tests and/or exams	30
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 8	Explanation of topics will be done through a theoretical- practical approach to encourage active student participation. The teacher will explain the main contents of each topic, present practical activities, resolve doubts, give directions on how to find additional information and promote open, critical and constructive debate.
Theoretical sessions	Week 1 to Week 8	Texts related to the genres and aspects of literature as a didactic resource will be assigned as reading tasks. Literary texts, related documents, articles, 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. Active student participation will be considered positive through the resolution of questions posed and the presentation of doubts.

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Academic tutorials	Week 1 to Week 8	Tutorial hours will be confirmed in the first week. Students will be able to resolve doubts arising from concepts treated during lecture sessions, as well as request more specific bibliography and / or further information related to the subject.
Tests and/or exams	Week 9 to Week 9	All exam papers will be taken during the corresponding URJC exam periods on the official dates for both the ordinary and the extraordinary assessment periods.
Individual work	Week 4 to Week 7	Written assignment related to an aspect of the subject to be submitted through the relevant Virtual Classroom tool. Details regarding the written assignment will be provided at the beginning of term.
Theoretical sessions	Week 1 to Week 8	All theoretical classes include corresponding practical, individual and group classwork comprising literary text analyses leading to application of methodologies and approaches/strategies, generation of lesson plans and relevant activities for language learning based on the specific type of literary genre.
Group work	Week 3 to Week 8	Students will carry out group or individual classwork related to the application of methodologies and approaches/strategies, generation of lesson plans and relevant activities for language learning based on the specific type of literary genre to be handed in during or after the class. When necessary submission may be done through the Virtual classroom.

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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

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Continuous assessment: In line with the European Higher Education Area (EHEA) directives, assessment is continuous and as such lecture attendance is compulsory. Assessment methods regarding students' progress are as follows:

First assessment method: Written Exam Papers:

Written exam I. This paper will be done on the official exam date published by the URJC. A minimum pass mark of five (5.0) is required for this exam paper on content which accounts for 30% of the final grade. Students who fail to obtain the minimum mark must re-sit Paper I during the official stipulated extraordinary exam period in order to pass the subject.

Written exam II. This paper will be done on the official date exam date published by the URJC. A minimum pass mark of five (5.0) is required for this exam paper on content which accounts for 35% of the final grade. Students who fail to obtain the minimum mark must re-sit Paper II during the official stipulated extraordinary exam period in order to pass the subject.

Second assessment method:

Individual assignment accounting for 20% of the final grade to be submitted through the Virtual classroom. Details of the assignments, related to practical aspects of the subject, will be provided at the beginning of term. While no minimum pass mark is required, the individual assignment is non-reassessable*. Furthermore, submitted assignments containing evidence of plagiarism will obtain a mark of zero.

Third assessment method:

Group practical classwork done throughout the term during on-site lessons account for 15% of the final grade. While no minimum pass mark is required, submitted group practical classwork is non-reassessable*.

* Methods are referred to as non-reasseessable when it is not possible to replicate the same class environment (student work group) nor other conditions required for drafting and submission of assignments during the extraordinary assessment period.

Assessment system	*Assessment tasks*	*Content/description*	*Weight*	*Minimum mark*	*Reassessable in extraordinary exam period*	*Date*
SE 1. Written Exam	*In-person written exam with short-answer questions*	*In-person written exam covering the essential theoretical content of the subject.*	*30%*	5	*YES*	*Weeks 3 to 5 (exact date to be confirmed in class and on the virtual platform at the beginning of the subject)*
SE 1. Written Exam	*In-person written exam that may include multiple-choice, short-answer, and essay questions.*	*In-person written exam covering the essential theoretical content of the subject.*	*35%*	*5*	*YES*	*On the date set for the official exam session.*
SE2: Individual Assignment (20% of the total grade)	*Completion of one individual practical task.*	*Practical application of:* • *Topic III Poetry* • *Topic V Creative Writing*	*20%*	*No*	*NO*	*Weeks 7 to 9 (exact date to be confirmed in class and on the virtual platform at the beginning of the subject)*

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SE3: Group Assignments (15% of the total grade)	*Completion of two group practical tasks.*	*Practical application of Topic II: The Short Story*	*15%*	*No*	*No*	*Weeks 4 to 6 (exact date to be confirmed in class and on the virtual platform at the beginning of the subject)*
		Practical application of Topic VI: Drama		*No*	*No*	*Weeks 6 to 8 (exact date to be confirmed in class and on the virtual platform at the beginning of the subject)*

Extraordinary assessment period:
This period is reserved for only reassessable work.
Written exam I A minimum pass mark of five (5.0) is required for this exam paper on content which accounts for 30% of the overall grade for the subject.
Written exam II A minimum pass mark of five (5.0) is required for this exam paper on content which accounts for 35% of the overall grade for the subject.

The final grade will be calculated in line with the weighting indicated for both reassessable and the non-reassessable items. 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) assessment:
Regarding the advanced (call), the assessment methods will be the same as the one generally established for the ordinary assessment call as regards re-assessable items.

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

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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.

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VIII.-Teaching resources and materials
Basic bibliography
Hunt, P. (2004) *International Companion Encyclopedia of Children's Literature* Editor: Peter Hunt.
Vale, D and Feunteum, A. (2012) *Teaching Children English*. Cambridge Cambridge University Press
Cameron, L. (2009) *Teaching Languages to Young Learners*. Cambridge University Press
Nunan, D. (1989) *Designing Tasks for the Communicative Classroom.* Cambridge. Cambridge University Press.
Moon, J. (2006) *Children Learning English*. Oxford: Macmillan
Consultation bibliography
McCarthy, M. and O'Dell, F. (2012) *English Vocabulary in Use. Upper-intermediate (Third Edition). Book with answers and CD-ROM.* Cambridge*:* Cambridge University Press.
West, C. (2015) *Recycling Advanced English with Removable Key. (Fourth Edition)* Cambridge. Cambridge University Press.
Prodomou, L.(2012) *Grammar and Vocabulary for FCE 2nd Edition with key and access to Longman Dictionaries Online*. Longman
Hewings, M. (2015) *English Grammar in Use Advanced with Answers and Interactive eBook* (Third Edition) Cambridge University Presss

IX.-Professors	
Name and surname	AURORA MURGA AROCA
E-mail address	aurora.murga@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 tutorias 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 Docentia	0

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