

COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course			
Code	501626 FEYP 501675 FFP 502865 FFP (Bilingual section) 502044 CUSA	ECTS Credits	6
Course name (English)	English Language Teaching and Learning in Primary Education		
Course name (Spanish)	Enseñanza y Aprendizaje del Inglés en Educación Primaria		
Degree programs	B. A. in Primary Education		
Faculty/School	Teacher Training College Education and Psychology College		
Semester	5 th	Type of course	Educational-disciplinary
Module			
Matter	Languages Teaching and Learning		
Lecturers			
Name	Office	E-mail	Web page
Pablo Romero Alegría (FEYP)	2.22	promale@unex.es	Tutorías
Ana Bravo Gaviro (FEP)	2.13	anabg@unex.es	Tutorías
Pedro A. Bustamante Arias (FFP)	3.1.14	pedrobustamante@unex.es	Tutorías
Carolina Fernández Quintanilla (FFP)	3.1.13	carolinafq@unex.es	Tutorías
David Sotoca Fernández (FEYP)	Aula de Profesores (Planta Baja)	davidssf@unex.es	Tutorías
Subject Area	Didáctica de la Lengua y la Literatura		
Department	Didáctica de las Ciencias Sociales, de las Lenguas y de las Literaturas		
Coordinating Lecturer (If more than one)	Carolina Fernández Quintanilla (Coordinating Lecturer, FFP) Pablo Romero Alegría (Coordinating Lecturer, FEYP and Inter-Centres)		
Competencies / Learning Outcomes			
Basic and general competences			
1. CB1 – Students demonstrate that they have knowledge of and an understanding of an area of study which builds on general secondary education, and which relies on advanced textbooks but also includes some of the latest knowledge and developments in their field of study.			

2. CB2 – Students know how to apply their knowledge to their job or vocation in a professional manner, and possess the skills that are usually demonstrated through argumentation and problem-solving within their field of study.
3. CB3 – Students have the ability to gather and interpret relevant data (usually within their area of study) to voice opinions that include reflection on relevant social, scientific or ethical issues.
4. CB4 - Students are able to communicate information, ideas, problems and solutions to both a specialized and a non-specialized audience.
5. CB5 - Students develop the learning skills that are necessary to undertake further studies with a high degree of autonomy.
6. CG1 - To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge on teaching and learning procedures.
7. CG2 - To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals in their educational center.
8. CG10 - To reflect on classroom practices in order to innovate and improve on their teaching practice. To acquire habits and skills for autonomous and cooperative learning and to promote this among students.
9. CG11 - To be familiar with information and communication technologies and to apply them in the classroom. To selectively discern audiovisual information that contributes to learning, civic education, and cultural richness.
Transversal competences
10. CT1 – To know how to communicate information, ideas, problems and solutions to both a specialized and a non-specialized audience.
11. CT1.2 –To publicly present ideas, problems and solutions in a logical and structured manner, both orally and in writing, at B1 level in English according to the Common European Framework of Reference for Languages.
12. CT1.3 – To use new information technologies as an intellectual work tool and as an essential element to obtain information, learn and communicate.
13. CT1.4 – To manage and use social and interpersonal skills in their relationships with other people, and to work cooperatively in multidisciplinary groups.
14. CT2.1 – To know how to apply the necessary learning skills to undertake further studies with a high degree of autonomy.
15. CT2.2 – To efficiently use a set of learning resources, techniques and strategies that ensure an autonomous, responsible and continuous lifelong learning.
16. CT2.3 – To update their knowledge of the socio-educational field through research and to be able to analyze future trends.
17. CT2.4 – To maintain an attitude of innovation and creativity in the exercise of their teaching profession.
18. CT3.3 – To be aware of the right to equal treatment and opportunities between women and men, and to implement measures to remove any obstacles that hinder gender equality and to foster full gender equality between women and men.
19. CT3.4 - To be aware of the right to equal opportunities of people with disabilities, and to implement measures to prevent or compensate for any disadvantages that people with disabilities may face to fully participate in political, economic, cultural and social life.
Specific competences
20. CE45 – To know the school curriculum for languages and literatures in Spain.
21. CE50 – To face language learning situations in multilingual contexts.
22. CE51 – To express their own ideas in a foreign language orally and in writing.
23. CE52 –To develop and assess curriculum content by using appropriate didactic resources, and to promote the corresponding competences in students (language education).

Contents
Course outline
<p>This course is aimed at the development of professional teaching competences in the field of English as a Foreign Language (EFL) in Primary Education. Students will acquire both theoretical and practical knowledge related to English didactics, including the planning, implementation, and assessment of communicative and linguistic skills in the classroom. The course emphasizes a competency-based, inclusive, and child-centred approach, aligned with current educational legislation at national and regional levels.</p> <p>The subject includes the analysis and application of methodological principles, didactic strategies, and educational resources that are specific to the teaching of English in Primary Education in Spain. It also focuses on the acquisition of curriculum design skills, with special attention to the Spanish educational framework as defined by the LOMLOE (Organic Law 3/2020) and the regional curriculum (Decree 107/2022 for Primary Education in Extremadura).</p> <p>Lectures and course activities will be conducted in English. Therefore, students are expected to have at least a B1 level according to the Common European Framework of Reference for Languages (CEFR). Proper use of oral and written English will be essential for the successful completion of the course.</p>
Course syllabus
<p>Name of unit 1: Teaching English to young learners.</p> <p>Contents of unit 1:</p> <ol style="list-style-type: none"> 1.1. Individual characteristics or differences of Primary school children. 1.2. Psycho-affective evolution. 1.3. The Multiple Intelligence Theory applied to foreign language teaching. <p>Description of the practical activities of unit 1: This unit contains a set of activities that are meant to raise awareness of the personal learning experience and on personal conceptions about language, teaching and learning languages among the students. This is ultimately conceived as a way to introduce basic notions regarding the different processes of teaching foreign languages to children.</p>
<p>Name of unit 2: Developing oral communication skills (listening and speaking).</p> <p>Contents of unit 2:</p> <ol style="list-style-type: none"> 2.1. Teaching and Learning Techniques and Activities <p>Description of the practical activities of unit 2: These activities focus on the analysis and preparation of different techniques, strategies, materials and resources for the development of oral communication skills in the context of primary education. Songs, rhymes and games for the FL classroom will be performed, discussed and analyzed to determine their effectiveness.</p>
<p>Name of unit 3: Developing written communication skills (reading and writing).</p> <p>Contents of unit 3:</p> <ol style="list-style-type: none"> 3.1. Teaching and Learning Techniques and Activities. <p>Description of the practical activities of unit 3: This set of activities focuses on the analysis and preparation of different techniques, strategies, materials and resources for the development of written communication skills. Written texts for the FL classroom will be performed, discussed</p>

and analyzed to determine their effectiveness.

Name of unit 4: **Selecting and creating resources (Songs, games, stories, textbooks and technology...).**

Contents of unit 4:

4.1. Practice application tasks.

Description of the practical activities of unit 4: The activities in this unit are meant to train students to browse the existing academic literature to analyze and create different resources for various teaching levels (songs, stories, games, textbooks, digital boards, etc.). Teaching activities and materials will be analyzed as well.

Name of unit 5: **The Foreign Languages Curriculum in Primary Education.**

Contents of unit 5:

5.1. Guidelines for lesson planning and assessment.

5.2. Practice application tasks.

Description of the practical activities of unit 5: The activities in unit 5 are targeted towards the acquisition of skills with which to analyze and prepare lesson plans and assessments for various teaching levels. Teaching activities and materials will be analyzed as well.

Sustainable Development Goals taken into account

<p>1 FIN DE LA POBREZA</p> 	<p>2 HAMBRE CERO</p> 	<p>3 SALUD Y BIENESTAR</p> 	<p>4 EDUCACIÓN DE CALIDAD</p> 	<p>5 IGUALDAD DE GÉNERO</p> 	<p>6 AGUA LIMPIA Y SANEAMIENTO</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE</p> 	<p>8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO</p> 	<p>9 INDUSTRIA, INNOVACIÓN E INFRAESTRUCTURA</p> 	<p>10 REDUCCIÓN DE LAS DESIGUALDADES</p> 	<p>11 CIUDADES Y COMUNIDADES SOSTENIBLES</p> 	<p>12 PRODUCCIÓN Y CONSUMO RESPONSABLES</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13 ACCIÓN POR EL CLIMA</p> 	<p>14 VIDA SUBMARINA</p> 	<p>15 VIDA DE ECOSISTEMAS TERRESTRES</p> 	<p>16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS</p> 	<p>17 ALIANZAS PARA LOGRAR LOS OBJETIVOS</p> 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Educational activities								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	23h.	5h.				3h.		15h
2	44h.	15h.				4h.		25h
3	44h.	15h.				4h.		25h
4	16h.	4h.				2h.		10h
5	21h.	4h.				2h.		15h
Assessment Written test	2h.	2h.						
TOTAL	150h.	45h.				15h.		90h.

L: Lectures (85 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (20 students)

SEM: Problem classes or seminars or case studies (40 students)

SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)

PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

1. Oral Presentations: Classroom lectures addressing key concepts and procedures related to the subject, supported by bibliographic references and audiovisual materials.
2. Discussion and Debate: Integration of oral presentations with guided questions to promote critical thinking and discussion, allowing students to build new concepts based on prior knowledge.
3. Critical Reading of Academic Sources: Analysis and discussion of relevant and up-to-date academic literature.
4. Use of Audiovisual Materials: Viewing and discussion of documentaries, films, and other media to support theoretical and methodological content.
5. Presentation of Individual Assignments: Oral or written presentation of tasks and homework completed autonomously by students.
6. Assessment Activities: Tests and evaluations designed to measure the achievement of learning outcomes in relation to the objectives and competences established in the course syllabus.
7. Teaching Simulations: Practical sessions simulating real-life teaching situations, including the use of teaching strategies, curricular adaptations, analysis of psycho-pedagogical reports, and interpretation of social contexts.
8. Project Design: Planning and development of educational projects with guidance on objectives, bibliography, structure, and delivery, completed individually or in small groups.
9. Tutoring and Guidance: Ongoing support for students through individual or small group sessions focused on decision-making, problem-solving, and academic mentoring.
10. Preparatory Reading: Reading of assigned academic literature before lectures and/or seminars to facilitate active engagement during the sessions.
11. Independent Study and Exam Preparation: Time allocated for personal study, consolidation of knowledge, and preparation for assessments.
12. Research and Information Gathering: Autonomous search and consultation of academic resources for the completion of projects and coursework.
- 13.

Learning outcomes

Students are expected to:

- Acquire both theoretical and practical knowledge related to all topics covered throughout the course.
- Demonstrate the ability to manage and apply recommended bibliographic sources in the preparation of academic assignments related to the course content.
- Participate actively in class activities and discussions, showing engagement and commitment throughout the course.
- Express their ideas correctly in both oral and written English. Accuracy in spelling, grammar, and academic expression will be assessed, and lack of English language proficiency may lead to failing the subject.

Assessment systems

In accordance with the current regulations and assessment procedures, the following protocol is mandatory:

The choice of the global assessment modality corresponds to the students, who may request it within the deadlines established for each call (ordinary and extraordinary) in each subject. The teaching staff will manage these requests through a specific space on the Virtual Campus site. In the absence of an explicit request by the student, the default modality will be continuous assessment. Choosing the global assessment modality implies waiving the right to continue being assessed through any remaining continuous assessment activities, as well as the annulment of any marks already obtained through such activities. The deadlines to choose the global modality are as follows: For subjects taught in the first semester, within the first quarter of the teaching period. For subjects taught in the second semester, within the first quarter of the teaching period or until the last day of the extended enrolment period, if it ends after that quarter.

Assessment Modalities

A. Continuous Assessment (default)

The final grade will be based on two main components:

- Written Exam (60%)
A multiple-choice and/or essay type questions aimed at evaluating the theoretical knowledge and competences acquired throughout the course.
Minimum passing score: 3 out of 6 points.
- Practical Assessment (40%), divided into:
 - Lesson Plan Design and Oral Presentation (20%) – This is a compulsory activity for all students. The presentation date will be announced at the beginning of the semester.
 - Participation and Seminar Activities (20%) – Includes completion of compulsory tasks, regular attendance, active participation, and attitude in class.

Minimum passing score: 2 out of 4 points in the practical component. To pass the subject, students must obtain the minimum required scores in each component. The final mark will result from the combined score of both parts.

B. Global Final Assessment (alternative)

Students who opt for the global modality will take a single final test, consisting of:

- Written Exam (60%)
Multiple-choice and/or essay questions to evaluate theoretical knowledge and subject competences.
Minimum passing score: 4 out of 8 points.

- Practical Component (40%), divided into:
 - Written Tasks (20%) – Based on content covered in seminars. Students will produce documents on the day of the exam. Evaluation will focus on technical quality and degree of understanding.
 - Lesson Plan Presentation (20%) – To be delivered on the date announced at the beginning of the course.
Minimum passing score: 1 out of 2 points.

Important:

Students must inform the teaching staff about their chosen assessment modality within the first three weeks of the semester. If no selection is made, continuous assessment will be applied by default.

Bibliography (basic and complementary)

Recommended textbooks:

Slattery, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press.

Basic bibliography:

Albuquerque, R. et al. (1990). *En el aula de inglés*. Madrid: Longman.

Alcaraz, E. et al. (1993). *Enseñanza y aprendizaje de las lenguas modernas*. Madrid: Ediciones Rialp.

Bestard Monroig, J., & Pérez Martín, C. (1992). *La didáctica de la lengua inglesa*. Madrid: Síntesis.

Brewster, J., Ellis, G., & Girard, D. (1991). *The Primary English Teacher's Guide*. London: Penguin.

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

Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.

Dupré, B. (2009). *50 Big Ideas You Really Need to Know*. London: Quercus.

Harmer, J. (2003). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Harlow: Pearson Education.

Hearn, I., & Garcés, A. (2003). *Didáctica del inglés para primaria*. Madrid: Pearson Educación.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Other resources and complementary educational materials

- British Council – Teaching English
<https://www.teachingenglish.org.uk>
 A comprehensive platform offering free teaching materials, lesson plans, games, articles, and teacher training for EFL educators.
- Cambridge English – Teaching Resources
<https://www.cambridgeenglish.org/teaching-english/>
 Assessment support, classroom activities, and self-assessment tools for professional development.
- Jolly Learning – Phonics for Kids
<https://www.jollylearning.co.uk>
 Methodologies and printable resources to support the teaching of phonics and literacy in early English education.
- Educación 3.0
<https://www.educaciontrespuntocero.com>
 Educational innovation blog in Spanish, with a section on language teaching, ICT integration, and gamification.
- Edutopia – English Language Arts
<https://www.edutopia.org>
 Articles and videos on active methodologies, project-based learning, and inclusive practices in English teaching.
- Ministerio de Educación e INTEF (España)
<https://intef.es/>
 Official Spanish portal with teacher training programs (NOOCs, MOOCs), curricular guidelines, and digital resources for language teaching.
- LyricsTraining
<https://www.lyricstraining.com>
 Interactive language learning platform that uses song lyrics to practice listening and vocabulary.
- BBC Learning English – Children’s Section
<https://www.bbc.co.uk/learningenglish>
 Videos, activities and audio content tailored for different levels, with sections for young learners.
- Genially
<https://www.genial.ly>
 Tool for creating interactive didactic materials (presentations, games, escape rooms) used frequently in CLIL and EFL teaching.
- Wordwall & Liveworksheets
<https://wordwall.net> / <https://www.liveworksheets.com>
 Platforms to create or download interactive activities, quizzes, and worksheets for use in class or at home.