

COURSE PROGRAM

Academic Year: 2026/2027

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	5th	Type of course	Educational-disciplinary	
Module				
Matter	Languages Teaching and Learning			
Lecturer/s				
Name	Office		E-mail	Web page
Pablo Romero Alegría (FEYP)	2.22		promale@unex.es	
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Subject Area	Didáctica de las Lenguas y la Literatura			
Department	Didáctica de las Ciencias Sociales, de las Lenguas y de las Literaturas			
Coordinating Lecturer (If more than one)	Carmen Hidalgo Varo – Coordinadora intercentro / Cáceres David Sotoca Fernández – Coordinador Badajoz Peter de Maeseneire – Coordinador Almendralejo			
Competencies /Learning Outcomes				
Basic and general competences				
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.				
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.				

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.

CB4 - Students are able to communicate information, ideas, problems and solutions to both a specialized and a non-specialized audience

CB5 - Students develop the learning skills that are necessary to undertake further studies with a high degree of autonomy.

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.

CG2 - To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals in their educational center.

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.

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

CT1 – To know how to communicate information, ideas, problems and solutions to both a specialized and a non-specialized audience.

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.

CT1.3 – To use new information technologies as an intellectual work tool and as an essential element to obtain information, learn and communicate.

CT1.4 – To manage and use social and interpersonal skills in their relationships with other people, and to work cooperatively in multidisciplinary groups.

CT2.1 – To know how to apply the necessary learning skills to undertake further studies with a high degree of autonomy.

CT2.2 – To efficiently use a set of learning resources, techniques and strategies that ensure an autonomous, responsible and continuous lifelong learning.

CT2.3 – To update their knowledge of the socio-educational field through research and to be able to analyze future trends.

CT2.4 – To maintain an attitude of innovation and creativity in the exercise of their teaching profession.

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.

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

CE45 – To know the school curriculum for languages and literatures in Spain.

CE50 – To face language learning situations in multilingual contexts.

CE51 – To express their own ideas in a foreign language orally and in writing.

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

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.

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).

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.

Course syllabus

Name of lesson 1: **Teaching English to Young Learners**

Contents of lesson 1:

- 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.

Description of the practical activities of lesson 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.

Name of lesson 2: **Developing oral communication skills (listening and speaking)**

Contents of lesson 2:

- 2.1. Teaching and Learning Techniques and Activities

Description of the practical activities of lesson 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.

Name of lesson 3: **Developing written communication skills (reading and writing)**

Contents of lesson 3:

- 3.1. Teaching and Learning Techniques and Activities.

Description of the practical activities of lesson 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 and analyzed to determine their effectiveness.

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

Contents of lesson 4:

4.1. Practice application tasks.

Description of the practical activities of lesson 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 lesson 5: **The Foreign Languages Curriculum in Primary Education**

Contents of lesson 5:

5.1. Guidelines for lesson planning and assessment.

5.2. Practice application tasks.

Description of the practical activities of lesson 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



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.

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 Component (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: 3 out of 6 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 on each

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*. Longman.

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

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

Brewster, J., Ellis, G., y Girard, D. (1991). *The primary English teacher's guide*. Penguin.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Davies, P., y Pearse, E. (2000). *Success in English teaching*. Oxford University Press.

Dupré, B. (2009). *50 big ideas you really need to know*. Quercus.

Ferrero, M., Vadillo, M. A., & León, S. P. (2021). *A valid evaluation of the theory of multiple intelligences is not yet possible: Problems of methodological quality for intervention studies*. *Intelligence*, 88, Article 101566. <https://doi.org/10.1016/j.intell.2021.101566>

García-Sampedro, M. (2021). *Teaching spoken English in Spain: Classroom practices and teachers' perceptions*. *Journal of Education Culture and Society*, 12(2), 583–596. <https://doi.org/10.15503/jecs2021.2.583.596>

Harmer, J. (2003). *How to teach English: An introduction to the practice of English language teaching*. Pearson Education.

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

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University Press.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Mohamad Nor, N., & Ab Rashid, R. (2018). *A review of theoretical perspectives on language learning and acquisition*. *Kasetsart Journal of Social Sciences*, 39(1), 161–167. <https://doi.org/10.1016/j.kjss.2017.12.012>

Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press.

Educational legislation:

- Decreto 98/2022, de 20 de julio, por el que se establecen la ordenación y el currículo de la Educación Infantil para la Comunidad Autónoma de Extremadura. *Diario Oficial de Extremadura*, 143, de 26 de Julio de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/07/20/98/dof/spa/pdf>
- Decreto 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura. *Diario Oficial de Extremadura*, 151, de 5 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/07/28/107/dof/spa/pdf>
- Decreto 110/2022, de 22 de agosto, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria para la Comunidad Autónoma de Extremadura. *Diario Oficial de Extremadura*, 164, de 25 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/08/22/110/con/20221118/spa/pdf>
- Decreto 109/2022, de 22 de agosto, por el que se establecen la ordenación y el currículo del Bachillerato para la Comunidad Autónoma de Extremadura. *Diario Oficial de Extremadura*, 164, de 25 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/08/22/109/con/20221027/spa/pdf>
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 340, de 30 de diciembre de 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3>
- Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia. *Boletín Oficial del Estado*, 134, de 5 de junio de 2021. <https://www.boe.es/eli/es/lo/2021/06/04/8/con>
- Ley Orgánica 10/2022, de 6 de septiembre, de Garantía Integral de la Libertad Sexual. *Boletín Oficial del Estado*, 215, de 7 de septiembre de 2022. <https://www.boe.es/eli/es/lo/2022/09/06/10/con>
- Ley Orgánica 2/2023, de 22 de marzo, del Sistema Universitario. *Boletín Oficial del Estado*, 70, de 23 de marzo de 2023. <https://www.boe.es/eli/es/lo/2023/03/22/2/con>

Other resources and complementary educational materials

- **British Council – Teaching English**
<https://www.teachingenglish.org.uk>
Plataforma integral que ofrece materiales didácticos gratuitos, planes de clase, juegos, artículos y formación para docentes de inglés como lengua extranjera.
- **Cambridge English – Teaching Resources**
<https://www.cambridgeenglish.org/teaching-english/>
Recursos de evaluación, actividades para el aula y herramientas de autoevaluación para el desarrollo profesional docente.
- **Jolly Learning – Phonics for Kids**
<https://www.jollylearning.co.uk>
Metodologías y materiales imprimibles para la enseñanza de la lectoescritura y la fonética en las primeras etapas del aprendizaje del inglés.
- **Educación 3.0**
<https://www.educaciontrespuntocero.com>
Blog de innovación educativa en español con contenidos sobre enseñanza de lenguas, integración de TIC y gamificación.
- **Edutopia – English Language Arts**

<https://www.edutopia.org>

Artículos y vídeos sobre metodologías activas, aprendizaje basado en proyectos y prácticas inclusivas en la enseñanza del inglés.

- **Ministerio de Educación e INTEF (España)**

<https://intef.es/>

Portal oficial con programas de formación docente (NOOCs, MOOCs), orientaciones curriculares y recursos digitales para la enseñanza de lenguas.

- **LyricsTraining**

<https://www.lyricstraining.com>

Plataforma interactiva que utiliza letras de canciones para practicar la comprensión auditiva y el vocabulario en inglés.

- **BBC Learning English – Children’s Section**

<https://www.bbc.co.uk/learningenglish>

Vídeos, actividades y audios adaptados a distintos niveles, con secciones específicas para estudiantes infantiles.

- **Genially**

<https://www.genial.ly>

Herramienta para la creación de materiales didácticos interactivos (presentaciones, juegos, escape rooms), ampliamente utilizada en contextos CLIL y EFL.

- Wordwall y Liveworksheets

<https://wordwall.net> // <https://www.liveworksheets.com>

Plataformas para diseñar o descargar actividades interactivas, cuestionarios y fichas digitales para utilizar en el aula o en casa.