COURSE GUIDE

Foreign Language and Its Didactics (English) (2561128)

Approval date: 25/06/2025

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	Branch	Social and Legal Sciences
Module	Enseñanza y Aprendizaje de las Lenguas	Subject	Idioma Extranjero y su Didáctica

Year of study	2º	Semester	2º	ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

This subject will be taught in the language chosen by the student (English) a B1 level in the corresponding foreign language (FL) is recommended.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- Phonetic and orthographic aspects of the FL. Grammatical rules and aspects of the FL.
- Morphological features of the FL.
- The lexicon and the most relevant semantic aspects of the FL.
- Communicative functions and pragmatic aspects of the FL. Communicative functions, speech acts and its teaching.
- The FL curriculum for Primary Education and the European Framework of Reference for Languages.
- The FL teaching unit for Primary Education.

SKILLS

GENERAL SKILLS

- CG01 - Analizar y sintetizar la información
- CG02 - Organizar y planificar el trabajo
- CG03 - Identificar, formular e investigar problemas
- CG04 - Examinar alternativas y tomar decisiones
- CG05 - Comunicar oralmente y por escrito con orden y claridad, en la propia lengua y en una segunda lengua
- CG06 - Buscar, seleccionar, utilizar y presentar la información usando medios tecnológicos avanzados
- CG07 - Adquirir y desarrollar habilidades de relación interpersonal

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- CG10 - Apreciar la diversidad social y cultural, en el marco del respeto de los Derechos Humanos y la cooperación internacional
- CG11 - Fomentar y garantizar los principios de accesibilidad universal, igualdad, no discriminación y los valores democráticos y de la cultura de paz
- CG15 - Trabajar de forma autónoma y liderar equipos
- CG17 - Afrontar los retos personales y laborales con responsabilidad, seguridad, voluntad de autosuperación y capacidad autocrítica
- CG19 - Comprender y relacionar los conocimientos generales y especializados propios de la profesión teniendo en cuenta tanto su singularidad epistemológica como la especificidad de su didáctica
- CG21 - Comprender la complejidad de los procesos educativos en general y de los procesos de enseñanza-aprendizaje en particular
- CG23 - Conocer los fundamentos psicológicos, pedagógicos y sociales de los procesos de desarrollo y aprendizaje en los diversos contextos educativos
- CG24 - Diseñar, planificar, investigar y evaluar procesos educativos individualmente y en equipo
- CG25 - Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües
- CG29 - Adquirir destrezas, estrategias y hábitos de aprendizaje autónomo y cooperativo y promoverlos entre los estudiantes, estimulando el esfuerzo personal y colectivo
- CG30 - Conocer la organización de los colegios de Educación Primaria y la diversidad de acciones que comprende su funcionamiento, así como los modelos de evaluación y mejora de la calidad de los centros educativos, analizando críticamente sus resultados
- CG35 - Conocer y aplicar en las actividades de aula las tecnologías de la información y la comunicación, para impulsar un aprendizaje comprensivo y crítico. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CG36 - Conocer las funciones, posibilidades y limitaciones de la educación para afrontar las responsabilidades sociales, promoviendo alternativas que den respuestas a dichas necesidades, en orden a la consecución de un futuro solidario y sostenible

SUBJECT-SPECIFIC SKILLS

- CE02 - Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro
- CE03 - Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar
- CE11 - Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CE58 - Conocer el currículo escolar de las lenguas y la literatura
- CE60 - Conocer el proceso de aprendizaje del lenguaje escrito y su enseñanza
- CE62 - Conocer las dificultades para el aprendizaje de las lenguas oficiales de estudiantes de otras lenguas
- CE64 - Expresarse, oralmente y por escrito en una lengua extranjera

LEARNING OUTCOMES

- To understand common oral and written communication situations in the target language and to express themselves orally and in writing at B1 level (Common European Framework of Reference for Languages) (CDM7.9).

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Código seguro de verificación (CSV): 6E7275814B1FC0B419CDB89F22051E4D Pág. 2 de 8

- To read comprehensively different texts in the target language, valuing their importance as a source of information, enjoyment and leisure (C3).
- To appreciate different types of texts and some basic stylistic features in narratives, dialogues and poems in the target language (C3).
- To be aware of the difficulties learners of other languages have to deal with the learning of the official languages (C3, CDM7.7).
- To get to know the school curriculum of the foreign language in Primary Education (CDM7.3).
- To be able to develop contents of the foreign language curriculum using appropriate teaching resources, to plan what is to be taught, to select and elaborate activities and class materials (C11).
- To develop positive attitudes and representations and openness to linguistic and cultural diversity in the classroom (C3).
- To stimulate the development of metacognitive and cognitive skills and strategies for the acquisition of the new language through relevant tasks (CDM7.5, CDM7.7).
- To assess the foreign language curriculum in Primary Education, performance, student learning and achievement through a variety of assessment and self-assessment techniques (CDM7.10).
- To teach non-linguistic subjects in the foreign language at primary school level (C3, CDM7.10).

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

THEORY:

- **Unit 1:** Teaching the phonological and phonetic aspects of the foreign language: sounds, accent, rhythm and intonation in texts and oral messages.
- **Unit 2:** Teaching the basic grammatical rules and aspects of the foreign language. Morphological features, word composition and its derivation. Identification of the above aspects in written texts in the corresponding FL.
- **Unit 3**: Teaching vocabulary and the most relevant semantic aspects of the foreign language in different types of oral and written texts.
- **Unit 4:** Teaching the sociolinguistic and pragmatic aspects in communicative situations (oral and written) and the functional value of the language used in the oral and written texts analysed.
- **Unit 5:** Teaching the communicative functions of the foreign language (speech acts). Communicative situations containing expressions used to greet, introduce oneself, say goodbye, make appointments, invite, accept and refuse invitations, suggest, recommend, apologise, narrate and describe events in the present, past and future, etc.
- **Unit 6:** Teaching oral and written communication. Reading and analysis of texts.
- **Unit 7:** The Primary Education curriculum with special attention to the area of Foreign Language. The Common European Framework of Reference for Languages (CEFR).
- **Unit 8:** The teaching unit in Primary Education: objectives, contents, activities, materials and assessment in the FL.

PRACTICAL SYLLABUS

PRACTICE:

1. Identification and discrimination of phonological, semantic, morphosyntactic elements,

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Código seguro de verificación (CSV): 6E7275814B1FC0B419CDB89F22051E4D Pág. 3 de 8

punctuation marks, language functions and the way it can be taught.
2. Application of grammatical rules in the production of examples and the way it can be taught.
3. Composition of guided and free texts based on given topics and models with varied vocabulary and the way it can be taught.
4. Sociocultural features connected with the texts and communication situations worked on and sociocultural aspects of everyday life conveyed by the foreign language. Rules and behaviour specific to the countries where the foreign language is spoken in contextualised situations by means of examples of communicative situations and how this can be taught.
5. The components of communicative situations and interaction with others and how this can be taught. Intervention in role-plays or simulations and analysis of the functional elements in the role-plays performed in class.
6. Reading and analysing different types of texts and levels and recognising their parts, differentiating textual and contextual elements, observing how they are organised, recognising the elements that give coherence and cohesion to the discourse and how this can be taught.
7. Analysis of the curriculum.
8. Preparation of teaching units and selection of teaching and learning activities.

RECOMMENDED READING

ESSENTIAL READING

BASIC READING LIST
ENGLISH REFERENCES

- Atkinson, Dwight (2011). Alternative approaches to second language acquisition. (D. Atkinson, Ed.) New York, USA: Routledge.
- Carley, Paul; Mees, Inger M. & Collins, Beverley (2018). English Phonetics and Pronunciation Practice. London: Routledge.
- Council of Europe (2017). Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors. Bruselas: Consejo de Europa. Recuperado de https://rm.coe.int/cefr-companion-volume-with-new-descriptors- 2018/1680787989
- Larsen-Freeman, Diane. & Anderson, Marti. (2011). Techniques & Principles in Language Teaching. Oxford: Oxford University Press.
- Lightbown, Patsy M., & Spada, Nina (2013). How languages are learned (4.ª edición ed.). Oxford, UK: Oxford.
- Polio, Charlene. (2012). The acquisition of second language writing. In S. M. Gass, & A. Mackey, Routledge handbook of second language acquisition (pp. 319-333). New York, NY, USA: Routledge.
- Roothooft, Hanne (2017). Primary teachers' beliefs about teaching English to young learners. Pulso.
- Sánchez, Francisco (2004). Manual de pronunciación inglesa comparada con la española. Granada: Comares.
- VanPatten, Bill, & Benati, Alessandro (2010). Key terms in second language acquisition. New York, New York, USA: Continuum.
- Vez, José Manuel (2001). Formación en Didáctica de la Lenguas Extranjeras. Sarmiento: Homo Sapiens, Argentina.

COMPLEMENTARY READING

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COMPLEMENTARY READING REFERENCES

- Fisk Ong, Marcia & Murugesan, Vinodini (2007). Teaching English to Young Learners, an Illustrated Guide for EFL Teacher Development. California: Compass Publishing.
- Imaniah, Ikhfi & Nargis, Nargis (2017). Teaching English for Young Learners. FKIP UMT Press. Recuperado de: https://www.researchgate.net/publication/327790649_Teaching_English_for_Young_Learners
- Madrid, Daniel y McLaren, Neil (eds.) (2004): TEFL in Primary Education. Granada: Editorial Universidad de Granada, ISBN 84-338-3202-6.
- Madrid, Daniel (2005). Técnicas de Innovación Docente en Didáctica de la Lengua Inglesa, en González Las, Catalina y Madrid, Daniel: Estrategias de Innovación Docente en Didáctica de la Lengua y la Literatura. Granada: Grupo Editorial Universitario.
- Quing, Ma & Ching Ha, Sin (2015). Teaching young learners English vocabulary with reading-based exercises in real classroom situation. Porta Linguarum, 23, 125-138.
- Ribeiro, Sandra (2015). Digital storytelling: an integrated approach to language learning for the 21st century student. TEWL Journal, 15 (2), 39-53.
- Slattery, Mary & Willis, Jane (2001). English for Primary Teachers. Oxford: OUP. Swan, Michael (1995). Practical English Usage. Oxford: OUP.

RECOMMENDED LEARNING RESOURCES/TOOLS

RECOMMENDED LINKS

- http://www.bbc.co.uk/learningenglish/
- http://www.cristinacabal.com/ (learning and acquiring English)
- https://core.ac.uk/download/pdf/82062524.pdf (teaching English to children)
- http://www.dltk-kids.com/ (to create materials for the FL classroom)
- https://eltcation.wordpress.com/ (learning/acquiring English)
- http://www.english-4kids.com/ (materials to use in the classroom)
- https://englishagenda.britishcouncil.org/sites/default/files/attachments/books-young-learner- english-language-policy-and-implementation.pdf (English teaching experiences)
- http://guidetogrammar.org/grammar/verblist.htm (grammar references)
- http://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/verb-ing-or-verb-infinitive
- http://www.mes-english.com/ (materials to teach English)
- https://www.pdfdrive.com/language-teaching-books.html (materials to teach English)

TEACHING METHODS

- MD01 - Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 - Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 - Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 - Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.

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ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

ORDINARY ASSESSMENT SESSION
In this modality, 80% of attendance is compulsory. This is a system of ongoing assessment that must be based on the combination of different activities. In order to guarantee that the ongoing assessment is diversified, none of its tests or activities must count more than 70% of the final grade of the subject area (Article 7).
Assessment criteria
EV-C1: Verification of the command of the theoretical and practical contents and their critical elaboration.
EV-C2: Assessment of the developed activities, individually or in group, paying attention to the presentation, elaboration and clarity of the students' ideas, as well as structure and scientific level, creativity, justification of the discussed themes, critical capacity, and the update of the consulted bibliography.
EV-C3: Level of students' implication and attitude manifested in their participation, oral presentations and discussions, as well as the elaboration of individual and group works, also during the whole-class sessions.
Instruments of assessment
EV-I1: Written tests: essays, short answers, case studies, problem solving in the corresponding FL.
EV-I2: Oral tests: project presentations (individual or group work), interviews, discussions in the corresponding FL. EV-I3: Observation scales.
EV-I4: Portfolios, reports, diaries.
Description of the tests and percentage values of the final grade:
Exam on the theoretical contents: 60% (it is necessary to obtain a mark equivalent to or superior than 5 out of 10 in order to consider the practical activities).
Practical activities (40% of the final grade). The global mark of the practical activities must be valued more than 50% in order to be added to the theoretical percentage). These tasks will address social justice issues, including gender-based and sexual-affective discrimination.

- Practical activity 1: 20%
- Practical activity 2: 20%

To satisfactory pass the subject, the students must get a minimum of 5 out of 10 in the theoretical exam (60%) and in the practical activities (40%).
In the final grade the use and the competence of the corresponding FL demonstrated during the term will be taken into account (B1 level).

EXTRAORDINARY EXAMINATION DIET

EXTRAORDINARY ASSESSMENT SESSION
It consists of a second annual call for the subject area. It will be carried out in a single academic act on the official date of the extraordinary session, which will be divided as such:

1. Exam based on the theoretical knowledge: 50%
2. Exam based on the practical knowledge: 50%

The final grade will consist of the sum of the two percentages. Passing the subject can only be achieved when the mark is equivalent to or superior than 5 out of 10 in each of its parts.
The grade system will be expressed by means of numerical marks, in accordance with article 5 of the "R.D." 1125/2003, September 5th, established by the European system for the credits and the grading system for official university degrees, which must be valid in the national territory. The final grade will correspond to the balanced score of the different aspects and activities which

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Código seguro de verificación (CSV): 6E7275814B1FC0B419CDB89F22051E4D Pág. 6 de 8

comprise the assessment criteria.

SINGLE FINAL ASSESSMENT (evaluación única final)

SINGLE FINAL ASSESSMENT
Students who cannot comply with the ongoing evaluation method (ordinary assessment session) for work reason, health conditions, special needs or any other justified cause, will be able to apply for this type of assessment. In order to be qualified for the single final assessment, the students must contact, electronically (online), the Director of the Department for this particular subject area (or different departments if the subject is shared by different departments). The student must properly justify their reasons for not being able to follow the ordinary assessment session (Article 8).
Assessment criteria
EV-C1: Verifying the knowledge of theoretical and practical contents as well as the critically elaboration of them.
In the final grade the spoken and written accuracy applied throughout the examination will be considered.
Assessment instruments
EV-11: Written tests: essay, short answer, objective, hypothetical case, problem solution in the corresponding FL.
EV-12: Oral tests: presentation of assignments (individually or in groups), interviews, debates in the corresponding FL.
Description of the tests and percentage values of the final grade:
It is carried out during one academic act on the official date set for the ordinary assessment. It consists of:

1. Exam on the theoretical knowledge: 70%
2. Exam on the practical knowledge: 30%

The final grade will be the total sum of the abovementioned percentages only if the student gets a minimum of 5 in each of its parts.

ADDITIONAL INFORMATION

ADDITION AL INFORMATION
Use of non-sexist oral and written language, according to the recommendations by the University of Granada: https://viics.ugr.es/sites/vic/viics/public/inline-files/Guia%20de%20Lenguaje.%20Maquetado.pdf
Use of AI
In the event that AI tools are used for the development of the course, students must adopt an ethical and responsible use of such tools. They should follow the guidelines set out in the document "Recommendations for the Use of Artificial Intelligence at the UGR," available at: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenido0
Evaluation in case of incidents
Regarding the assessment in case of unexpected incidents, the current regulations approved by the University of Granada will be taken into account (https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalifica- cion.pdf).
Extraordinary evaluation by examining board.
The student who wishes to be assessed by an examining board must apply in writing to the Director of the Department. The request must be submitted at least fifteen working days prior to the start date of the final exam period of each corresponding semester, renouncing the grades they had previously got in any of the various tests carried out in the continuous assessment. In

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the case of undergraduate subjects with teaching shared by several Departments, the student will address the request to any of them, and this must be resolved by the Director of the Department to which the request is addressed. The assessment procedure by an examining board will only be applicable to the final exams (Article 10).

Evaluation of students with special needs or other educational supports (in Spanish, NEAE)

In the case of students with special needs or other specific educational supports, the evaluation tests must be adapted to their needs, in accordance with the evaluation regulations of the University of Granada. https://www.u-gr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf

DATES OF EXAMS

The dates of exams are listed on the official calendar approved by the faculty, which is available on the faculty's web- site.

TEACHING SUPPORT

This course has online support on the PRADO platform.

Regulations for the evaluation and grading of students at the University of Granada.

The teacher and classmates will promote the identification of (micro)sexist stereotypes in educational and social disciplines and practices.

Consolidated text of the Regulations approved by the Governing Council Agreement of May 20, 2013 (BOUGR no. 71, of May 27, 2013) and modified by the Governing Council Agreements of February 3, 2014 (BOUGR no. 78, of February 10, 2014); of June 23, 2014 (BOUGR no.83, of June 25, 2014) and of October 26, 2016 (BOUGR no. 112, of November 9, 2016); includes the corrections of errors of December 19, 2016 and of May 24, 2017. Article 15. Originality of the papers and tests.

1. The University of Granada will encourage respect for intellectual property and will convey to students that plagiarism is a practice contrary to the principles governing university education. To this end, it will proceed to recognize the authorship of the work and its protection in accordance with intellectual property as established by current legislation.
2. Plagiarism, understood as the presentation of a work done by another person as one's own or the copying of texts without citing their source and presenting them as one's own elaboration, will automatically lead to the numerical grade of zero in the subject in which it had been detected, regardless of the rest of the grades that the student had previously got. This consequence must be understood without prejudice to the disciplinary responsibilities that students who plagiarize may incur.
3. The work and materials submitted by students must be signed with an explicit statement in which the originality of the work is assumed, understood in the sense that the student has not used sources without properly citing them.
4. The TURNITIN tool will be used in the written works.

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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Código seguro de verificación (CSV): 6E7275814B1FC0B419CDB89F22051E4D Pág. 8 de 8