COURSE GUIDE

Foreign Language Teaching and Learning. English (25611D2)

Approval date: 25/06/2025

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	**Branch**	Social and Legal Sciences
Module	Lengua Extranjera. Inglés	**Subject**	Enseñanza y Aprendizaje de la Lengua Extranjera. Inglés

Year of study	4º	**Semester**	1º	**ECTS Credits**	6	**Course type**	Elective course

PREREQUISITES AND RECOMMENDATIONS

- B2 in the corresponding language

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

- Theories on language acquisition and teaching methods.
- Bilingual education
- Individual learner characteristics and foreign language (FL) curriculum design
- Teaching and learning of linguistic components: pronunciation, grammar, vocabulary
- Teaching and learning of oral and written communication skills
- Teaching and learning of cultural aspects
- The FL teacher and classroom management
- Materials and resources for FL teaching and learning
- FL assessment and assessment

LEARNING OUTCOMES

1. To diagnose the interests and linguistic and communicative needs of learners in order to plan, programme, and teach an open and flexible L2 curriculum in such a way that it fulfils learner needs and the demands of the curricular designs employed in the Autonomous Community (Andalusia), Spain, and the Common European Framework (C1, C2, CDM7.3, CDM7.10).
2. To know and be able to apply the most frequently recommended teaching techniques which arise from the different teaching theories, methods and approaches, justifying their suitability in different learning contexts (CG19, C2, C3, CDM7.10).
3. To develop learners' communicative competence and the relevant sub-competences, offering L2 teaching and learning situations which are meaningful and comprehensible

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(CG5, C2, C3, CDM7.9).
4. To employ classroom spaces and a variety of grouping strategies for individual and pair work and for cooperative learning through and group activities (C3, C10, CDM7.8).
5. To know and be able to apply techniques which motivate and generate positive attitudes towards the learning of the language (C2, C10, CDM7.8)
6. To cater for differentiation in learning, taking into account the different special educational needs and integrating the contributions and pace of learning of highperforming students, those with difficulties and taking into account different social and cultural backgrounds (C1, C2, C3, CDM7.8).
7. To use a variety of resources and sources of information, including new technologies, and to be able to apply them for the teaching and learning of the L2 (C2, C10, C11,).
8. To evaluate the L2 curriculum, teacher actions and student performance by means of a variety of assessment and self-assessment techniques (C1, C2, CDM7.10).
9. To reflect upon the teaching actions and to investigate the nature of classroom phenomena (C10, CDM7.8).
10. To be able to teach non-language subjects through the medium of L2 in Primary Education. (C3, C9).

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

1. Learning and acquisition of languages. Theories and methods of teaching and learning.
2. The content-based approach, CLIL and bilingualism in monolingual settings.
3. Fundamental considerations for the construction of Learning Situations (Situaciones de Aprendizaje) and student-centred learning. Task-based learning and projects.
4. English curriculum and methodological considerations I: Receptive skills: Oral, written and audiovisual reception activities and strategies
5. English curriculum and methodological considerations II: Productive skills: Oral and written production activities and strategies
6. English curriculum and methodological considerations III: Interactive skills: Oral, written and online interaction activities and strategies
7. English curriculum and methodological considerations IV: Mediation skills: Mediation of language, concepts and communication (activities and strategies)
8. English curriculum and methodological considerations V: Developing linguistic competence. The teaching and learning of grammar, vocabulary, pronunciation and spelling.
9. English curriculum and methodological considerations VI: Culture and pluricultural competence in the language class
10. Materials and resources for ELT. The use of new technologies in the EFL class.
11. Evaluation and testing.
12. The FL teacher and classroom management. Preparation, presentation and exploitation of work Inclusion and attention to diversity. Correction of learning situations, grouping strategies, controlling discipline.

PRACTICAL SYLLABUS

1. Teaching and learning activities and techniques related to different teaching methods.
2. Teaching and learning activities and techniques related to bilingual education.
3. Activities related to the construction of a Learning Situation and planning centred on learners as active agents. Task-based and Project-based learning.

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4. Activities, techniques, tasks and teaching resources related to receptive communication (listening. reading and audiovisual reception) in the L2. Legislative considerations. Activity analysis.
5. Activities, techniques, tasks and teaching resources related to production (oral and written production) in the L2. Legislative considerations. Activity analysis.
6. Activities, techniques, tasks and teaching resources related interaction (oral, written and online) in the L2. Legislative considerations. Analysis of activities.
7. Activities, techniques, tasks and teaching resources related to mediation in the L2. Legislative considerations. Analysis of proposed activities.
8. Activities, techniques, tasks and teaching resources related to grammar, vocabulary and pronunciation, speech acts and communicative functions. Legislative considerations.
9. Analysis and appropriate selection of texts for the development of pluricultural competence. Selection of songs and nursery rhymes for L2 learning in Primary Education
10. Use of materials and resources, with special attention to the use of new technologies, for L2 learning in Primary Education.
11. Elaboration and/or selection of activities and techniques to evaluate skills in L2.
12. Strategies for L2 classroom management and control, inclusion and attention to diversity.

SEMINARS AND WORKSHOPS

- Supervision of tasks, clarification of doubts, discussion and debate on the usefulness of activities contained in the practical contents.

FIELDWORK

- Research into L2 teaching and learning in different school contexts. Completion of questionnaires to collect information about L2 teaching and learning in the classroom.

RECOMMENDED READING

ESSENTIAL READING

- Brown, H. Douglas (2000). Principles of language teaching and learning. Longman.
- CoE (2020). Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors. Council of Europe Publishing.
- Ellis, Rod, Skehan, Peter, Li, Shaofeng, et al. (Eds.). (2020). Task-based language teaching. Cambridge University Press.
- Harmer, Jeremy (2012). Essential teacher knowledge: Core concepts in English language teaching. Pearson.
- Lennon, Paul. (2021). The foundations of teaching English as a foreign language. Routledge.
- Newby, David, Allan, Robert, Fenner, Anne-Brit, et al. (2007). European portfolio for student teachers of languages. Council of Europe Publishing.
- Renandya, Willy. A., & Widodo, Handoyo, P. (Eds.) (2016). English language teaching today. Springer.
- Richards, J. (2015). Key issues in language teaching. Cambridge University Press.
- Richards, Jack, & Rodgers, Theodore. (2016). Approaches and methods in language teaching. Cambridge University Press.
- Stoller, Fredricka. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In Gulbahar H. Beckett, & Paul C. Miller (Eds.), Project based second and foreign language education: Past, present, and future (pp. 19-40). Information Age.
- Willis, Dave, & Willis, Jane. (2009). Task-based language teaching: Some questions and

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answers. The Language Teacher, 33(3), 3-8.

Apart from this bibliography, work will be completed with current legislation for the teaching and learning of the foreign language.

COMPLEMENTARY READING

- Cameron, Lynne. (2004). Teaching languages to young learners. Cambridge University Press.
- Dixon, Robert M. (2005). A semantic approach to English grammar. Oxford University Press.
- Goh, Christine. & Burns, Anne. (2012). Teaching speaking: A holistic approach. Cambridge University Press.
- Long, Michael. H. (2000). Focus on form: A design feature in language teaching methodology. In C.N. Candlin, & N. Mercer (Eds.), English language teaching in its social context (pp. 180-190). Routledge.
- Polio, Charlene. (2017). Teaching second language writing. Routledge.
- Renandya, Willy A., & Jacobs, George M. (2016). Extensive reading and listening in the L2 classroom. In W.A. Renandya & H. Puji Widodo (Eds.), English language teaching today: Linking theory and practice (pp. 13-22). Springer
- Rost, Michael & Candlin, Christopher. (2014). Listening in language learning. Routledge.
- Ur, Penny (2004). A course in language teaching: Practice and theory. Cambridge University Press.

RECOMMENDED LEARNING RESOURCES/TOOLS

- Legal framework and guidelines (Andalusia) https://www.adideandalucia.es/?view=disposicion&cat=38
- Educational resources (MEFP) https://procomun.intef.es
- European Centre for Modern Languages https://www.ecml.at
- Examples of learning activities (British Council) https://learnenglishkids.britishcouncil.org
- CEF-ESTIM Grid (to calculate level of texts/activities) https://www.ecml.at/Portals/1/documents/ECML-resources/AS1_CEF_ESTIM_03_2011.pdf?ver=2018-03-21-153518-230

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

Assessment instruments:

- EV-I1: Written examinations: essays, short answers, objective questions, case studies, problem-solving activities.
- EV-I2: Oral examinations: presentation of work and readings (individual or in groups), interviews, debates.

Assessment criteria

- Theory (50%)
- Demonstration of mastery of theoretical and practical contents by means of examination: 50%

Practice (50%)

- Portfolio: 30%. This includes evidence from work carried out (among which, a Learning

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Situation), taking into account presentation, expression, clarity of ideas, structure and scientific appropriateness, creativity, rationale behind arguments, critical capacity and scope in relation to work completed, recency of bibliography consulted.
- Practice and expositions: 20%. Demonstration of teaching ability by means of assessable practices presentations in class.

The scoring system will be expressed with a numerical score in accordance with that which has been established in Article 5 of R.D. 1125/2003, 5 September, which establishes the European Credit Transfer system of qualifications in oficial university degrees which are valid throughout national territory. The global score will correspond to the weighed score of the different aspects and activities which make up and integrate the assessment system; in other words, the final marks of the subject will take into account the totality of the assessment criteria. In order for the final score to be positive, the score in each of the sections (theory and practice) must be equal to or more than 50% of the score (i.e. it is necessary to pass the theory credits and the practical credits and have a final score of at least 5 in order to be able to calculate the average score).
Students who meet the requirements to complete the Single Final Assessment (for those unable to attend class) (article 8 of NCG71/2: Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada [Norms for assessment and scoring of students of the University of Granada]) will have to pass an examination with theoretical contents of the subject and an oral examination.
Attendance
- Except in the cases of students completing the Single Final Assessment, all students are required to attend at least 80% of classes.

EXTRAORDINARY EXAMINATION DIET

Theory (50%)
- Demonstration of mastery of theoretical and practical contents through an examination: 50%

Practice (50%)
- Portfolio: 30%. This includes evidence from work carried out (among which, a Learning Situation), taking into account presentation, expression, clarity of ideas, structure and scientific appropriateness, creativity, rationale behind arguments, critical capacity and scope in relation to work completed, recency of bibliography consulted.
- Practice and expositions: 20%. Demonstration of teaching ability by means of assessable practices presentations in class.
- In order for the final score to be positive, the score in each of the sections (theory and practice) must be equal to or more than 50% of the score (i.e., it is necessary to pass the theory credits and the practical credits and have a final score of at least 5 in order to be able to calculate the average score).

Attendance
- Except in the cases of students completing the Single Final Assessment, all students are required to attend at least 80% of classes.

SINGLE FINAL ASSESSMENT (evaluación única final)

The Single Final Assessment (Evaluación Única final) will be carried out in a single academic act which will consist in:

1. An examination of theoretical and practical questions by means of a written test based on the programme
2. An oral examination based on the programme.

The value of the final score of each part will be that which is presented below and each section

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must be passed in order to pass the subject:

- Theory and practical components: 70% written examination
- Oral examination with answers to questions about the content of topics as well as the defence of a Learning Situation: 30%

ADDITIONAL INFORMATION

Information on plagiarism

1. The university of Granada encourages the respect for intellectual property and will communicate to students that plagiarism is a practice which goes against the principles of university training. For this reason, the authorship of works and their protection will be recognised in accordance with current legislation.
2. Plagiarism, understood as the presentation or work completed by another person and presented as one's own, or the copying of texts without citing the origin and presenting them as one's own (including the use of Artificial Intelligence), will automatically lead to a score of zero in the subject in which this is detected, regardless of any other scores the student may have obtained. This consequence should be understood without prejudice to the disciplinary responsibilities which could be incurred among any student who plagiarises.

Incidence Assessment

- In relation to Incidence Assessments, the current guidelines approved by the University of Granada will be taken into account: https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf

Extraordinary Assessment with a Panel

- Those students who wish to Access the procedure of Assessment through a Panel must make a request in writing to the Head of Department. The request must be presented at least 15 days in advance until the date of the commencement of the final examinations in each period of final examinations, thus waiving the scores obtained during the stage of continuous assessment. In the case of subjects with sessions shared by more than one Department, the student will send their request to any one of these, and the request must be attended by the Head of Department who receives the request. The procedure of Assessment with a Panel will only be applicable for Final Examinations (Article 10).

Students with a disability or other educational support needs

- For students with a disability or other specific educational support needs, the assessment examinations must be adapted to their needs, in accordance with the assessment guidelines provided by the University of Granada. https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf

Use of Artificial Intelligence (AI) tools

- In the event that AI tools are used in the development of the course, the student must make ethical and responsible use of them. The recommendations outlined in the document 'Recommendations for the Use of Artificial Intelligence at the University of Granada' must be followed, available at the following link: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenido0

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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