



## ENGLISH LANGUAGE TEACHING IN PRE-SCHOOL EDUCATION

### 17111 - ENGLISH LANGUAGE TEACHING IN PRE-SCHOOL EDUCATION (2024-25)

#### General

**Code:** 17111

**Lecturer responsible:**

ANDUGAR SOTO, ANA

**Credits ECTS:**

**6,00**

Theoretical credits:

1,20

Practical credits:

1,20

Distance-base hours:

3,60

#### Departments involved

- **Dept:** INNOVATION AND DIDACTIC TRAINING  
**Area:** TEACHING LANGUAGE AND LITERATURE  
**Theoretical credits:** 1,2  
**Practical credits:** 1,2  
This Dept. is responsible for the course.  
This Dept. is responsible for the final mark record.

#### Study programmes where this course is taught

- [DEGREE IN PRE-SCHOOL SPECIALITY](#)  
Course type: COMPULSORY (Year: 1)

#### Competencies and objectives

Provisional information. Pending approval by the Department Council.

#### Course context for academic year 2024-25

The main objectives of this course are to increase the linguistic and educational skills necessary for the teaching and learning of the English language and literature in Pre-Primary Education. This involves the mastery of the English language in formal and academic areas and training in teaching English language and literature in the educational context and for the different levels of Pre-Primary Education.

This course is taught in the first year of the Education Degree in Pre- Primary Education. This course provides the professional skills necessary for the training of future teachers in teaching the language.

### General Competences (CG)

- **CG10** : Ús de les tecnologies de la informació i de la comunicació. Comprendre i valorar les funcions de les tecnologies de la informació i de la comunicació cada vegada més diversificades i saber-les usar adequadament en la vida quotidiana.
- **CG2** : Capacitat d'aprenentatge i responsabilitat. Prendre consciència del propi procés d'aprenentatge i autoregular-lo. Capacitat de cercar, usar i integrar la informació. Mostrar interès per a aprendre al llarg de la vida i actualitzar les pròpies competències i els punts de vista professionals, de manera autònoma, orientada o dirigida, segons les necessitats de cada moment. Vetlar per un creixement emocional equilibrat.
- **CG3** : Capacitat d'adaptació a noves situacions. Analitzar àgilment els canvis que es produeixen en l'entorn i ser capaç de prendre decisions raonades per a donar-los resposta. Planificar i organitzar noves accions amb capacitat reflexiva.
- **CG5** : Habilitats en les relacions interpersonals. Mostrar empatia, sociabilitat i tacte en la comunicació amb els altres, així com una actitud contrària a la violència, als prejudicis i als estereotips sexistes. Crear una atmosfera agradable i cooperativa. Transmetre benestar, seguretat, tranquil·litat i afecte en les relacions interpersonals.
- **CG6** : Capacitat creativa i emprenedora. Formular, dissenyar i gestionar projectes innovadors per a donar resposta a les necessitats detectades. Buscar i integrar nous coneixements i actituds en experiències tant internacionals com del propi territori amb la finalitat d'emprendre canvis de manera creativa en les pràctiques professionals.
- **CG9** : Capacitat comunicativa. Comprendre i expressar-se oralment i per escrit en les llengües oficials de la Comunitat Valenciana i una llengua estrangera, amb incorporació de tots els elements visuals i auditiu, disponibles i necessaris en cada cas, amb la finalitat de comunicar-se de manera eficaç i eficient en diferents entorns i per a diferents funcions.

### Specific Competences (CE)

- **CE1** : Aplicar els elements propis de les àrees dels currículums d'Infantil vigents, amb criteris de coherència: finalitats, competències, objectius, continguts i criteris d'avaluació.
- **CE12** : Assumir que l'exercici de la funció docent s'ha d'anar perfeccionant i adaptant als canvis científics, pedagògics, tecnològics, socials i culturals al llarg de la vida.
- **CE14** : Reflexionar sobre les pràctiques de l'aula per a innovar i millorar la tasca docent. Adquirir hàbits i destreses per a l'aprenentatge autònom i cooperatiu i promoure-ho entre els docents i entre els xiquets.
- **CE2** : Promoure i facilitar els aprenentatges en la primera infància, des d'una perspectiva globalitzadora i integradora de les diferents dimensions cognitiva, lingüística, emocional, motriu, social, filosòfica, cultural i volitiva.
- **CE3** : Dissenyar i regular entorns harmònics d'aprenentatge en contextos de diversitat en l'educació Infantil que atenguen les necessitats educatives singulars de cada estudiant, les dificultats d'aprenentatge, la igualtat de gènere, l'equitat i el respecte als drets humans.
- **CE4** : Fomentar la convivència dins i fora de l'aula d'educació infantil i abordar la resolució pacífica de conflictes.
- **CE5** : Observar sistemàticament en contextos propis de l'educació Infantil ambients d'aprenentatge i de convivència, interpretar les pràctiques educatives segons els marcs teòrics de referència, reflexionar sobre aquests i actuar en conseqüència.

- **CE9** : Reconèixer les implicacions educatives de les tecnologies de la informació i la comunicació i, en particular, de la televisió en la primera infància.

## Exclusive skill taught in this course

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No data

## Learning outcomes (Training objectives)

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No data

## Specific objectives stated by the academic staff for academic year 2024-25

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- Develop the use of linguistic skills in L2
- Acquire techniques and skills to teach English in pre-primary Education
- Improve the students' fluency in the use of L2

## Content and bibliography

### Content for academic year 2024-25

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#### UNIT 1.INTRODUCTION

1. Basic concepts
2. Early foreign language learning (ELL)
- 2.3. Factors influencing the early learning of an L2 or FL

#### UNIT 2. How do children learn at an early age?

1. Introduction
2. Fundamentals of learning in children from 3 to 6 years of age
3. Maturational development of the 3-6 year old child and its implication for language learning
4. Language acquisition/learning processes
5. FL development

#### UNIT 3. Methodologies for English language teaching

1. Introduction
2. Communicative Language Teaching (CLT)
3. Task-Based Language Learning (TBLL)
4. Content Language Integrated Learning (CLIL)
5. Total Physical Response (TPR)
6. Phonics

#### UNIT 4. What to teach?

1. Introduction
2. The curriculum in pre-primary education
3. Specific contents of FL for pre-primary education

#### UNIT 5. Materials and resources

1. Introduction
2. Materials and resources

#### UNIT 6. Curriculum planning models for APLE

1. Introduction
2. Centres of interest in in pre-primary education
3. Formats or routines
4. English showers

## Related links

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No data

### Language Awareness and Multilingualism

**Author(s):** Cenoz, Jasone; Gorter, Durk; May, Stephen

**Issue:** - : Springer, 2020;

**ISBN:** 3-319-02325-X

**Category:** Básico

### CLIL : content and language integrated learning

**Author(s):** Coyle, Do; Hood, Philip; Marsh, David

**Issue:** Cambridge : Cambridge University Press, 2010;

**ISBN:** 978-0-521-13021-9

**Category:** Básico

### Reading, writing, and learning in ESL: a resource book for teaching K-12 English learners

**Author(s):** Peregoy, Suzanne F.; Boyle, Owen

**Issue:** London : Pearson, 2017;

**ISBN:** 978-0-13-401454-8

**Category:** Complementario

### Teaching English to young learners: critical issues in language teaching with 3-12 year olds

**Author(s):** Bland, Janice

**Issue:** London : Bloomsbury Academic, 2017;

**ISBN:** 978-1-4725-8856-2

**Category:** Básico

### Kiddie English : a guide to teaching kindergarten and primary school

**Author(s):** Calhoun, Virginia S. B.

**Issue:** Lexington, KY : CreateSpace Independent Publishing Platform , 2013;

**ISBN:** 978-1-4750-7035-4

**Category:** Básico

**Pump It Up : Literacy Activities for the Classroom**

**Author(s):** Dowdy, Joanne Kilgour (ed.)

**Issue:** Rotterdam : SensePublishers, 2016;

**ISBN:** 978-94-6300-612-5

**Category:** Complementario

**Jolly Readers, Level 1**

**Author(s):** Wernham, Sara; Maddison, Kevin W.

**Issue:** Chigwell, Essex : Jolly Learning, 2001;

**ISBN:** 978-1844140756

**Category:** Básico

**Read Write Inc. Phonics**

**Author(s):** Munton, Gill

**Issue:** Oxford, UK : Oxford University Press, 2016;

**ISBN:** 978-0-19-837202-8 (v.1.)

**Category:** Básico

**Assessing Young Learners of English: Global and Local Perspectives**

**Author(s):** Nikolov, Marianne

**Issue:** Cham : Springer International Publishing, 2016;

**ISBN:** 3-319-22422-0

**Category:** Complementario

**English for future teachers : learning English in an educational context**

**Author(s):** Ortega Barrera, Ivalla; Sánchez Cuervo, Margarita Esther

**Issue:** Las Palmas : Universidad de Las Palmas de Gran Canaria. Servicio de Publicaciones y Difusión, 2016;

**ISBN:** 84-9042-255-9

**Category:** Básico

**The Pedagogy of English as an International Language :  
Perspectives from Scholars, Teachers, and Students**

**Author(s):** Marlina, Roby ; Giri, Ram Ashish (eds.)

**Issue:** Cham : Springer International Publishing, 2014;

**ISBN:** 3-319-06127-5

**Category:** Sin especificar

**Ruby and Grub**

**Author(s):** Burlingham, Abigail

**Issue:** London : Picadilly, 2015;

**ISBN:** 978-1-84812-495-0

**Category:** Sin especificar

**Teaching English as a second or foreign language**

**Author(s):** Celce-Murcia, Marianne (ed.); Brinton, Donna M. (ed.); Snow, Marguerite Ann

**Issue:** Boston : National Geographic Learning, 2014;

**ISBN:** 978-1-111-35169-4

**Category:** Básico

**The Jumblies**

**Author(s):** Lear, Edward

**Issue:** Woodbridge : Top That, 2013;

**ISBN:** 978-1-78244-213-4

**Category:** Sin especificar

**Rufus and the Blackberry Monster**

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**Author(s):** Stubbs, Lisa

**Issue:** London : Picadilly, 1999;

**ISBN:** 978-1-78370-566-5

**Category:** Sin especificar

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**Jack and the beanstalk**

**Author(s):** Alperin, Mara

**Issue:** London : Little Tiger Press, 2014;

**ISBN:** 978-1-84895-707-7

**Category:** Sin especificar

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**Little Red Riding Hood**

**Author(s):** Alperin, Mara

**Issue:** London : Little Tiger Press, 2013;

**ISBN:** 978-1-84895-684-1

**Category:** Sin especificar

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**The Gingerbread Man**

**Author(s):** Alperin, Mara

**Issue:** London : Little Tiger Press, 2014;

**ISBN:** 978-1-84895-708-4

**Category:** Sin especificar

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**Daddy Pig Gets Fit [Peppa Pig]**

**Author(s):** Baker, Mark

**Issue:** - : Ladybird Books, 2016;

**ISBN:** 978-0-723-29795-6

**Category:** Sin especificar

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**Out and About [Peppa Pig]**

**Author(s):** Baker, Mark

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**Issue:** - : Ladybird Books, 2016;

**ISBN:** 978-0-723-29797-0

**Category:** Sin especificar

### **Piggy in the Middle [Peppa Pig]**

**Author(s):** Baker, Mark

**Issue:** - : Ladybird Books, 2016;

**ISBN:** 978-0-723-29803-8

**Category:** Sin especificar

### **Creepy Cobwebs [Peppa Pig]**

**Author(s):** Baker, Mark

**Issue:** - : Ladybird books, 2016;

**ISBN:** 978-0-723-29793-2

**Category:** Sin especificar

### **Wonderful Weather [Peppa Pig]**

**Author(s):** Baker, Mark

**Issue:** - : Ladybird Books, 2016;

**ISBN:** 978-0-723-29805-2

**Category:** Sin especificar

### **Evie`s Mad Hair Day**

**Author(s):** McG, Shane

**Issue:** London : Pippbrook, 2016;

**ISBN:** 978-1-78370-560-3

**Category:** Sin especificar

### **Only nooglebooglers glow in the dark**

**Author(s):** McKnight, James

**Issue:** Woodbridge : Top That, 2012;

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**ISBN:** 978-1-78244-015-4

**Category:** Sin especificar

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**The Silent Owl**

**Author(s):** Pearce, Clemency

**Issue:** Woodbridge : Top That, 2011;

**ISBN:** 978-1-84956-756-5

**Category:** Sin especificar

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**The Ugly Duckling**

**Author(s):** Johnson, Richard

**Issue:** London : Ladybird Books, 2015;

**ISBN:** 978-0-72329-369-9

**Category:** Sin especificar

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**Look at me! Look at me!**

**Author(s):** Williamson, Rose

**Issue:** Woodbridge : Top That, 2013;

**ISBN:** 978-1-78244-218-9

**Category:** Sin especificar

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**Little Rex and the Big Roar**

**Author(s):** Symes, Ruth

**Issue:** London : Picadilly, 2011;

**ISBN:** 978-1-78370-569-6

**Category:** Sin especificar

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**It's Following Me!**

**Author(s):** Radford, Sheri

**Issue:** Woodbridge : Top That , 2013;

**ISBN:** 978-1-78244-221-9

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**Category:** Sin especificar

### Fergus to the Rescue

**Author(s):** Maddox, Tony

**Issue:** Dorking : Picadilly, 2015;

**ISBN:** 978-1-84812-507-0

**Category:** Sin especificar

### Second and Foreign Language Education

**Author(s):** Van Deusen-Scholl, Nelleke; May, Stephen (eds.)

**Issue:** Cham : Springer International Publishing, 2020;

**ISBN:** 978-3-319-02323-6

**Category:** Básico

### Said the Kitty to the Cat

**Author(s):** Spada, Vincent

**Issue:** Woodbridge : Top That, 2010;

**ISBN:** 978-1-84956-755-8

**Category:** Sin especificar

### Playschool pirates

**Author(s):** Wharton, Ellie

**Issue:** Woodbridge : Top That, 2013;

**ISBN:** 978-1-78445-258-2

**Category:** Sin especificar

### Didáctica de la lengua extranjera en Educación Infantil : Inglés

**Author(s):** Cortina Pérez, Beatriz; Andúgar Soto, Ana

**Issue:** Madrid : Pirámide, 2018;

**ISBN:** 978-84-368-4014-8

**Category:** Básico

## Assessment

Provisional information. Pending approval by the Department Council.

### Assessment procedures and criteria 2024-25

There are two methods of assessment for this subject: continuous assessment and final assessment. In both cases, the Common European Framework standards will be used to assess language use at B1 level.

#### Continuous Assessment

Assessment is formative and takes place throughout the course. It is compulsory to follow the course regularly and to complete the assignments (60%) within the established deadlines and to take the written tests (40%) to enable this assessment. Attendance at classes, both theoretical and practical, is compulsory. Attendance will be monitored on a daily basis. In order to be subject to continuous assessment it is essential to accredit at least 80% of the total attendance. Missing more than 20% of the face-to-face classes implies a waiver of continuous assessment. Important: it is necessary to obtain a minimum grade of 5.0 in the eliminatory mid-term exam(s).

#### Final Assessment

In the event of loss or waiver of continuous assessment, the student will be graded by means of a final exam, which will take place on the day indicated in the teaching guide for the final exam. This exam will last up to 4 hours and will consist of three parts:

#### Final exam (40%).

Development of different assignments (60%). In the act of access to the exam, the student will deliver the practices that will have been elaborated individually according to the orientations and guidelines given in advance by the teacher of the subject, therefore, it is necessary to talk to the teacher of the group before the exam. The student will give an oral presentation of some of the practicals (chosen by the teacher) and will answer the questions that are put to him/her.

Important: In order to obtain the final grade of the course in both modalities (continuous or final) it will be necessary to have obtained a minimum grade of 4.0 in each of the parts of the course (Theory/Practical).

Description	Criteria	Type	Weighting system
Final exam	<p>In the continuous assessment, the final grade will be obtained by applying the following scales:</p> <ol style="list-style-type: none"><li>1) Two tests (40%).</li><li>2) Practical activities - oral presentations and written practicals (60%).</li></ol> <p>In the case of the final evaluation, the grade will be obtained by means of an exam with theoretical contents (40%), the delivery of different assignments (60%), the oral presentation of two of the assignments (chosen by the teacher).</p>	ACTIVITIES OF EVALUATION DURING THE SEMESTER	100

### Official exam dates for academic year 2024-25

Exam session	Date	Time	Group - Classroom(s) allocated	Comments
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(C2) Periodo ordinario  
para asignaturas de  
primer semestre

23/01/2025

GROUP 1  
(THEORY  
CLASS)

GROUP 2  
(THEORY  
CLASS)

GROUP 3  
(THEORY  
CLASS)

GROUP 4  
(THEORY  
CLASS)

23/01/2025

GROUP 5  
(THEORY  
CLASS)

GROUP 6  
(THEORY  
CLASS)

23/01/2025

GROUP 7  
(THEORY  
CLASS)

(C4) Pruebas  
extraordinarias para  
asignaturas de grado y  
máster

10/07/2025

GROUP 1  
(THEORY  
CLASS)

GROUP 2  
(THEORY  
CLASS)

GROUP 3  
(THEORY  
CLASS)

GROUP 4  
(THEORY  
CLASS)

GROUP 5  
(THEORY  
CLASS)

GROUP 6  
(THEORY  
CLASS)

10/07/2025

GROUP 7  
(THEORY  
CLASS)

## Academic staff



**ANDUGAR SOTO, ANA**

Lecturer responsible

THEORY CLASS: Groups: 3 , 4

PROBLEM PRACTICALS / WORKSHOP: Groups: 3 , 4



**ALONSO VALLS, ELENA**

THEORY CLASS: Groups: 7

PROBLEM PRACTICALS / WORKSHOP: Groups: 7



**FERNANDEZ MOLINA, JAVIER**

THEORY CLASS: Groups: 1

PROBLEM PRACTICALS / WORKSHOP: Groups: 1



**GARCIA LOPEZ, CARMEN**

THEORY CLASS: Groups: 2 , 6

PROBLEM PRACTICALS / WORKSHOP: Groups: 2 , 6



**MARTINEZ RICO, PATRICIA-MARIA**

THEORY CLASS: Groups: 5

PROBLEM PRACTICALS / WORKSHOP: Groups: 5

## Groups

### THEORY CLASS

Group	Semester	Morning or afternoon session	Language	No. of enrolled students	On registration, distribution	
Gr. 1 (THEORY CLASS) : PRE-SCHOOL MORNING	1S	Morning	English	52	<ul style="list-style-type: none"> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> </ul>	From ID document number A - To ID document number Z
Gr. 2 (THEORY CLASS) : PRE-SCHOOL MORNING	1S	Morning	English	53	<ul style="list-style-type: none"> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> </ul>	From ID document number A - To ID document number Z
Gr. 3 (THEORY CLASS) : PRE-SCHOOL MORNING	1S	Morning	English	54	<ul style="list-style-type: none"> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> </ul>	From ID document number A - To ID document number Z
Gr. 4 (THEORY CLASS) : PRE-SCHOOL MORNING	1S	Morning	English	51	<ul style="list-style-type: none"> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> </ul>	From ID document number A - To ID document number Z
Gr. 5 (THEORY CLASS) : PRE-SCHOOL AFTERNOON	1S	Afternoon	English	51	<ul style="list-style-type: none"> <li>Allowed VISITING STUDENT NO EEES</li> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> <li>Allowed VISITING STUDENT EEES</li> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> </ul>	From ID document number A - To ID document number Z
Gr. 6 (THEORY CLASS) : PRE-SCHOOL AFTERNOON	1S	Afternoon	English	48	<ul style="list-style-type: none"> <li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> </ul>	From ID document number A - To ID document number Z
Gr. 7 (THEORY CLASS) : ALCOY AFTERNOON	1S	Afternoon	English	40	<ul style="list-style-type: none"> <li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li> </ul>	From ID document number A - To ID document number Z

### PROBLEM PRACTICALS / WORKSHOP








Group	Semester	Morning or afternoon session	Language	No. of enrolled students
Gr. 1 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL MORNING	1S	Morning	English	52

<b>Group</b>	<b>Semester</b>	<b>Morning or afternoon session</b>	<b>Language</b>	<b>No. of enrolled students</b>
Gr. 2 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL MORNING	1S	Morning	English	53
Gr. 3 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL MORNING	1S	Morning	English	54
Gr. 4 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL MORNING	1S	Morning	English	51
Gr. 5 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL AFTERNOON	1S	Afternoon	English	51
Gr. 6 (PROBLEM PRACTICALS / WORKSHOP) : PRE-SCHOOL AFTERNOON	1S	Afternoon	English	48
Gr. 7 (PROBLEM PRACTICALS / WORKSHOP) : ALCOY AFTERNOON	1S	Afternoon	English	40









## Timetables

### THEORY CLASS

Group	Start date	End date	Day	Start time	End time	Lecture room
1	09/09/2024	20/12/2024	MIE	10:00	12:00	<a href="#">ED/0-07</a> 
2	09/09/2024	20/12/2024	MIE	08:00	10:00	<a href="#">ED/1-20</a> 
3	09/09/2024	20/12/2024	MIE	12:00	14:00	<a href="#">ED/1-23</a> 
4	09/09/2024	20/12/2024	MIE	10:00	12:00	<a href="#">ED/1-24</a> 
5	09/09/2024	20/12/2024	MIE	17:00	19:00	<a href="#">ED/1-19</a> 
6	09/09/2024	20/12/2024	MIE	17:00	19:00	<a href="#">ED/1-20</a> 
7	09/09/2024	20/12/2024	MIE	19:00	21:00	<a href="#">1204P1002</a> 

### PROBLEM PRACTICALS / WORKSHOP

Group	Start date	End date	Day	Start time	End time	Lecture room
1	09/09/2024	20/12/2024	VIE	10:00	12:00	<a href="#">ED/0-07</a> 
2	09/09/2024	20/12/2024	VIE	08:00	10:00	<a href="#">ED/1-20</a> 
3	09/09/2024	20/12/2024	VIE	12:00	14:00	<a href="#">ED/1-23</a> 
4	09/09/2024	20/12/2024	VIE	10:00	12:00	<a href="#">ED/1-24</a> 
5	09/09/2024	20/12/2024	VIE	17:00	19:00	<a href="#">ED/1-19</a> 
6	09/09/2024	20/12/2024	VIE	17:00	19:00	<a href="#">ED/1-20</a> 
7	09/09/2024	20/12/2024	VIE	19:00	21:00	<a href="#">1204P1002</a> 