

TEACHING GUIDE

ENGLISH LANGUAGE AND TEACHING

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

English Language Teaching (6 ECTS credits)

Brief description of contents:

The objective of the subject "English Language Teaching" is, in the first place, to update the students' knowledge of English (5 skills).

In the modality in English, the student will be able to update the knowledge of English, in its five skills, at a B2 level according to the Common European Framework of Reference for Languages (CEFR) and to develop the competences of the subject.

This subject will also provide a methodological view of English language teaching in the Pre-primary classroom:

- Principles and theories of first and second language learning in Pre-primary Education
- Children characteristics and their potential in the English classroom
- The communicative approach and its application in the classroom..
- Instructions in the classroom: "*Classroom language*".
- Teaching content: "*Listen and do*"
- Teaching and learning vocabulary: Using body language, "listening and responding games", TPR activities
- Organize and do "Listen and make " activities.
- Teaching communicative skills.
- Oral production and interaction.
- Practicing pronunciation and intonation, using poetry and songs.
- Storytelling.
- Activities: Games and drama.
- Lesson planning.
- Selecting and adapting materials.
- Assessment : types and techniques.

III.-Learning outcomes



CGI1. Ability to analyse and synthesise.
 CGI2. Organisation and planning skills
 CGI6. Information management skills
 CGP1. Teamwork
 CGP3. Interpersonal Relations Skills
 CGP5. Critical reasoning.
 CGS7. Creativity.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE4 Ability to analyse and to questioning the conceptions of education derived from Research, as well as curricular proposals of educational administration.
 CE5 Respect for cultural and personal differences of students and other members of the educational community.
 CEGEI1 Know the curricular areas of Pre Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around the respective teaching and learning procedures.
 CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
 CEGEI9 Apply and use appropriately the new Technologies as a vehicle of information, communication and introduction in the world of mass media.
 CEGEI16 Understand the basic principles of language and communication sciences.
 CEGEI29 Know the process of acquisition and development of linguistic and literary competence at level 0-6 years old.
 CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Thematic Unit	Topic	Sections
I.- Linguistic competence in English	Topic 1. The five communicative skills of English and their application in the Infant English classroom (Common European Framework for Languages)	- Reading comprehension and its applications in the classroom. - Oral comprensión (Listening). - Speaking and interaction. - Developing writing skills. - Vocabulary and grammar in context.
II.- Didactic competence: English didactics for Pre-Primary education	Topic 2. Teaching a second language in Pre-primary Education	- Principles and theories of first and second language learning in Pre-primary Education - Language acquisition theories - Teaching young learners. - English across the curriculum. - Classroom language: Starting your lessons in English.
	Topic 3. Teaching contents: "Listen and do".	- Preparing and carrying out "listen and do" activities. - Total Physical Response (TPR) - Giving instructions in the English classroom: - Teaching vocabulary. - Using mime to review and consolidate vocabulary - Listening and responding games. - Use of scaffolding learning strategies - Classroom language: giving instructions and organizing the classroom
	Topic 4. Teaching contents: " Listen and make "	- Preparing and carrying out "listen and make" activities. - Listen and colour. - Listen and draw. - Classroom language: Explanations and demonstrations
	Topic 5. Developing speaking skills.	- Using poetry and songs to practice pronunciation and intonation. - Games to develop oral skills. - Classroom language: Teaching useful phrases for classroom management.



	Topic 6. Early literacy skills	Developing early literacy skills in the Pre-primary classroom: • Vocabulary • Print awareness • Print motivation • Narrative skills • Letter knowledge • Phonemic awareness • Phonics
	Topic 7. Storytelling	- Stories as a didactic tool in Pre-primary Education. - Selection criteria - Developing narrative and cognitive skills through dialogic reading - Dramatization - Classroom language: the language of stories
III.- Didactic proposals for teaching English as a second language in Pre-primary Education.	Topic 8: Lesson planning	- Planning in Pre-primary Education. - Daily and weekly planning. - Selecting, adapting and creating resources and materials for the English classroom

IV.B.-Training activities	
Type	Title
Lectures	Selected readings from the bibliography
Prácticas / Resolución de ejercicios	Practical sessions. The students will carry out different activities, where they will have to use and put into practice the theoretical content learnt during the lectures.
Other activities	Group work/ individual work related to the subject content
Other activities	Group work presentations
Other activities	Tutorials



V.-Student workload	
Theoretical sessions	25
Resolution of exercises, problems, case studies, etc.	27
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	8
Academic tutorials	26
Related activities: conferences, seminars, etc.	22
Preparation of theoretical sessions and self-study	24
Preparation of practical tasks, exercises, case studies, projects, etc.	24
Preparation for tests and/or exams	24
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Academic tutorials	Week 1 to Week 14	Students will be able to ask those questions that have not been solved during the lecture sessions, as well as request a more specific bibliography and / or any type of information related to the subject.
Theoretical sessions	Week 1 to Week 14	Documents, articles, news, manuals, audiovisual support content and other resources will be provided to work on the content of each topic, either for later discussion, or to expand and consolidate the knowledge of the subject. The active participation of the student will be valued positively through the resolution of questions posed and the presentation of doubts.
Tests and/or exams	Week 15 to Week 15	Content and grammar exam on the dates set by the University



Theoretical sessions	Week 1 to Week 14	Lectures will have a theoretical-practical approach for the two main thematic units of the subject to encourage active students' participation. The teacher will explain the main contents of each topic, present practical activities, answer the questions asked, give directions on how to find additional information and promote open, critical and constructive debate. Students will be able to ask those questions that have not been solved during the lecture sessions, as well as request a more specific bibliography and / or any type of information related to the subject.
Group work	Week 3 to Week 6	Students will carry out a group work on a topic selected from subject content.
Theoretical sessions	Week 7 to Week 14	Students will present their group works in the classroom.
Theoretical sessions	Week 15 to Week 20	Students' autonomous work. An individual project, that will be uploaded to the virtual classroom whose theme fits one of the topics established in the teaching guide. These practical works are part of the continuous assessment and are not subject to be re-assessed in the extraordinary call.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

VII.-Assessment methods

VII.A.-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

The assessment consists of:

1. Written test on the theoretical and practical content established in the teaching guide. (re-assessed)

Weight: **45% of the final grade** Minimum mark required: **5.0**

Format: Multiple choice or short answer questions. The test modality will be explained at the beginning of each academic year. Students who obtain a grade lower than 5 out of 10 in the exam will be able to take a revaluation test in the extraordinary session in June.

2. Written test on linguistic competence (Reading Comprehension, grammar, use of English, vocabulary). (re-assessed)

Weight: **25% of the final grade**

Minimum mark: **5.0**

Format: Multiple choice questions or short answer questions. The test modality will be explained at the beginning of each academic year. Students who obtain a grade lower than 5 out of 10 on the exam will be able to take a revaluation test in the extraordinary session in June.

1. [OS] Group work. (non-reassessed)

Weight: **20% of the final mark**

Format: Oral presentation of group work. These practical works are part of the continuous assessment and are not subject to be re-assessed in the extraordinary call.

1. Individual work: (non-reassessed) Weight: **10% of the final grade.**

Presentation of an individual project or activities through the virtual classroom whose theme fits one of the topics established in the teaching guide. These practical works are part of the continuous assessment and are not subject to be re-assessed in the extraordinary call.

The evaluation system for the advanced call will be the same as the one established for the assessment in the ordinary call.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.



VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

Título: English Grammar in Use Autor: Murphy, R. Editorial: Cambridge University Press

Título: Common European Framework of Reference for Languages: Learning, Teaching, Assessment Autor: Council of Europe, Modern Languages Division Editorial: Cambridge University Press (2003)

Título: The Cambridge Guide to Teaching English to Speakers of Other Languages Autor: R. Carter y D. Nunan (eds.) Editorial: Cambridge University Press (2004)

Título: Oxford Basics for Children Autor: Patterson, A. & Willis J. Editorial: Oxford

Título: Practical Classroom English Autor: Hughes, G and Moate, J. Editorial: Oxford (2007)

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

Título: Didáctica del Inglés Autor: Hearn, I. y Graces Rodríguez, A. (eds.) Editorial: Pearson Education (2003)

Título: Didáctica de inglés en educación infantil. Autor: JLM Bouso (2012). Ideaspropias. Ed. Vigo -2010

Teaching English to Pre-Primary Children: Sandie Mourão & Gail Ellis (2020). (DELTA Teacher Development Series). Delta Publishing.

Título: How English Works Autor: Swan, M. y Walter, C. Editorial: Oxford (2004)

Título: European Profile for Language Teacher Education- A frame of Reference Autor: M. Kelly, M. Grenfell, R. Allan Editorial: European Comisión, Directorate General for Education and Culture (2004)

Consultation bibliography

IX.-Professors

Name and surname	ELVIRA IZQUIERDO SÁNCHEZ-MIGALLÓN
E-mail address	elvira.izquierdo@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	1
No. of positive evaluations by Docencia	3