Universidad Zaragoza

Academic Year of Degree: 2026/27

26511 - English in Nursery School I

Teaching Plan Information

Academic year: 2026/27
Subject: 26511 - English in Nursery School I
Faculty / School: 107 - Facultad de Educación
202 - Facultad de Ciencias Humanas y de la Educación
301 - Facultad de Ciencias Sociales y Humanas
Tipo de enseñanza: In person
Ambit: Educational sciences
Degree: 301 - Degree in Nursery School Education
302 - Degree in Nursery School Education
303 - Degree in Nursery School Education
ECTS: 6.0
Year: 1
Semester: Second semester
Subject type: Basic Education
Module: Idioma moderno
Ámbito de conocimiento de asignatura: Philology, classical studies, translation and linguistics

1. General information

Since the main objective of this course is for students to improve their communicative competence in English, especially oral English, while developing their competence in learning how to learn and reflecting on their learning, learning outcomes are proposed based on specific content that gives meaning to the course and focused primarily on language activities such as comprehension, production, interaction, and mediation, as well as the use of strategies and acquisition of resources for independent learning. All of these outcomes will be assessed in the course.

2. Learning results

1. Understands ideas and details of spoken discourse and interacts appropriately in English on topics related to his/her specialty and to learning and teaching English as a foreign language.

2. Comprehends comprehensively and in detail, and deduces some of the information as well as opinions, attitudes and communicative purposes when reading different types of written texts in English on topics related to early childhood education and to the learning and teaching of English as a foreign language.

3. Fluently and clearly conveys relevant specific information from texts and other course content, using intelligible pronunciation and using the language correctly and appropriately, taking into account the communicative situation.

4. Express themselves orally and interact with other interlocutors in English on topics of relevance to early childhood education and English as a foreign language learners.

5. Produces different types of oral, written or multimodal texts such as messages, short stories, informative texts, comments in social networks and anecdotes in English with acceptable degrees of accuracy and coherence.

6. Identifies, describes, applies or uses techniques, strategies and resources for autonomous learning put into practice in the classroom and knows basic aspects of teaching and learning a foreign language.

3. Syllabus

Learning activities will be designed around topics such as:

- Teaching and learning: foreign language teaching and learning; learning and teaching experiences; intercultural competence.

- Children's play; playground activities; board games; outdoor play
- Children's literature: songs, rhymes, riddles, poems; folk tales; oral narration and literary narration and their authors and authors.
- Emotional development, child health and safety

4. Academic activities

1. Contextualized activities of oral and written language use with a clear communicative purpose for the resolution of meaningful and relevant tasks for students of Early Childhood Education.

2. Intensive and extensive reading outside the classroom and intensive reading in the classroom to develop effective reading strategies

3. Viewing of video sequences and listening to audio for comprehension and analysis

4. Activities focused on the recognition, identification or discrimination of segmental and suprasegmental features of the English language as well as controlled and guided oral production activities for the improvement of pronunciation, ensuring the intelligibility of the students' oral discourse.

5. Activities that integrate reading and writing for the recognition and correct use of the mechanisms of textual cohesion and discursive structure.

6. Use of dramatic play and simulation activities

7. Debates, exhibitions, recitations and oral narration

8. Written production activities using models and guides. Written production as a collaborative activity. Written production as a cognitive process

9. Creative writing production (stories, rhymes, poems) and informative texts redaction

10. Self-assessment and peer assessment activities, using checklists and/or rubrics

5. Assessment system

Assessable activities carried out during formal teaching

They consist of a series of learning activities such as quizzes, essays, videos, recitations, dramatized readings , oral presentations, etc., which require continuous engagement with the course, as part of a continuous summative evaluation, which account for 20% of the final grade . In this case the other 80% is obtained by performing the tests described for the overall test.

Overall test

In compliance with articles 8.1 and 9.3 of the Regulations of the Rules of Evaluation of Learning of the University of Zaragoza, there is a global evaluation test, to which all students will be entitled and which will be held on the date fixed in the official calendar of exams.

In the overall test student must demonstrate that they have achieved the intended learning resuolts through the following written and oral assessment activities:

1. Written test:

1. Reading comprehension activities (15%)
2. Listening comprehension activities (15%)
3. Written expression activities (15%)
4. Activities focused on linguistic competences (15%)
5. Activities focused on the ability to learn (10%)

2. Oral test:

Oral expression and interaction activities (30%). Attention: as this is an individualized test and for organizational reasons, the oral test will be held on different dates and at different times than the written test. The dates will be communicated at the beginning of the period of the subject.

Assessment criteria

In the activities focused on the ability to learn, the student must be able to identify, describe and apply techniques, strategies and resources for autonomous learning worked on in the subject, using the metalanguage in an appropriate way.
In the reading and listening comprehension activities, the student must be able to understand messages, in a global way and paying attention to detail, in a variety of communicative situations, on specific topics in the fields of education and foreign language teaching and learning covered in the subject.

In written expression and oral expression and interaction activities, the student must be able to convey specific, relevant information and produce messages on aspects of teaching and learning English as a foreign language and specialized topics covered in the subject, with linguistic accuracy and a certain degree of creativity and complexity, taking into account the specific communicative context.

In the activities focused on linguistic competences the student must demonstrate their knowledge of the specific lexical exponents, lexical-grammatical and discourse structures and aspects of pronunciation covered in the subject.

Generative AI can be used to support learning, but never to replace the student's own work or to violate the University's academic integrity rules. Students are responsible for the submitted content and must cite the use of AI whenever relevant, indicating the software used, the affected sections, the prompts, the responses obtained, and the way the information was verified. Teaching staff may use tools such as Compilatio to check authorship, originality, and the appropriate use of AI, and may require the student to attend an interview, applying the current regulations on assessment and academic integrity of the University of Zaragoza where appropriate.

Grading criteria and requirements for passing the subject

In order to pass the subject, the student must obtain a score equal to or higher than 50% of the maximum score, it being an essential requirement to obtain a score of at least 50% in the oral test, as well as a score of at least 40% of the maximum score in each of the groups of activities of the written test.
In the case of obtaining a score lower than 50% in the oral test, 40% in any of the groups of activities of the written test or a total score lower than 50%, it will mean that the student has not reached the minimum level of requirement and, therefore, he/she will not have passed the subject.

For the students' assessment in this course the appropriate use of language will be considered, both reagarding written and oral (correct spelling in the written text and adequate delivery in the oral presentation, appropriateness in writing, clarity, lexical and terminological precision, appropriate use of punctuation, etc.). The presentation of every assignment will have to meet expected standards at university level in terms of clarity, cleanliness, organisation and legibility. Lack of rigour in these aspects may lead to penalties in the grade, and may even lead to failing the course.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

Second call

The tests and evaluation and grading criteria are the same as those referred to above for the overall test. In this call the student may choose to take only the test not passed in the first call, keeping the grade obtained in the test passed.

Fifth and Sixth call for applications

In the fifth and sixth call, the tests and percentages are the same as in the rest of the calls. The tests will be evaluated by the corresponding Tribunal.

5.1. Academic fraud prevention

The use of unauthorised electronic materials or devices during the assessment may result in immediate exclusion from the examination and a fail mark (a numerical mark of '0' for the assessment).

Furthermore, the lecturer in charge may complete the grade report and submit it to the General Inspectorate of Services, so that it may, where appropriate, consider initiating disciplinary proceedings against the student for academic fraud.

In the case of a continuous assessment exam [continuous assessment cannot continue, unless otherwise specified in the academic guide.]

In the case of a regular or extraordinary exam session, the initiation of disciplinary proceedings will result in the grade 'pending resolution' until the proceedings are concluded.

6. Sustainable Development Goals

3 - Good Health and Well-being
4 - Quality Education
5 - Gender Equality

7. Bibliography

DONALDSON, J.; SCHEFFLER, A. Charlie Cook?s?: favorite book. [s. l.]: Puffin books, 2005. ISBN 9780142411384.

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HEWINGS, M.; UR, P. Pronunciation practice activities: a resource book for teaching English pronunciation. th printing. [s. l.]: Cambridge University Press, 2004. ISBN 9780521754576.

NATION, Paul. What do you need to know to learn a foreign language? /School of Linguistics and Applied Language Studies Victoria University of Wellington : New Zealand. 2019

OXFORD, R. L. Language learning strategies?: what every teacher should know. [s. l.]: Heinle, 1990. ISBN 0838428622.