

THE TEACHING OF ENGLISH IN PRE-PRIMARY EDUCATION: ARE PRE-SERVICE TEACHERS TRAINED FOR IT? THE LEXEI PROJECT

Previous project to the LEyLA
Project



Conocimiento en la frontera
2023



UNIVERSIDAD
DE GRANADA



Universitat d'Alacant
Universidad de Alicante

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R&D Project “Learning foreign and additional languages in Early Childhood”

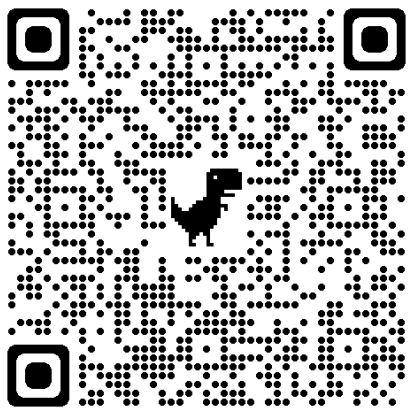
<http://proyectoleyla.eu/>

(Ref. PID2021-123055NB-I00) funded by MCIN/AEI/ 10.13039/501100011033 and by “ERDF
A way of making Europe”



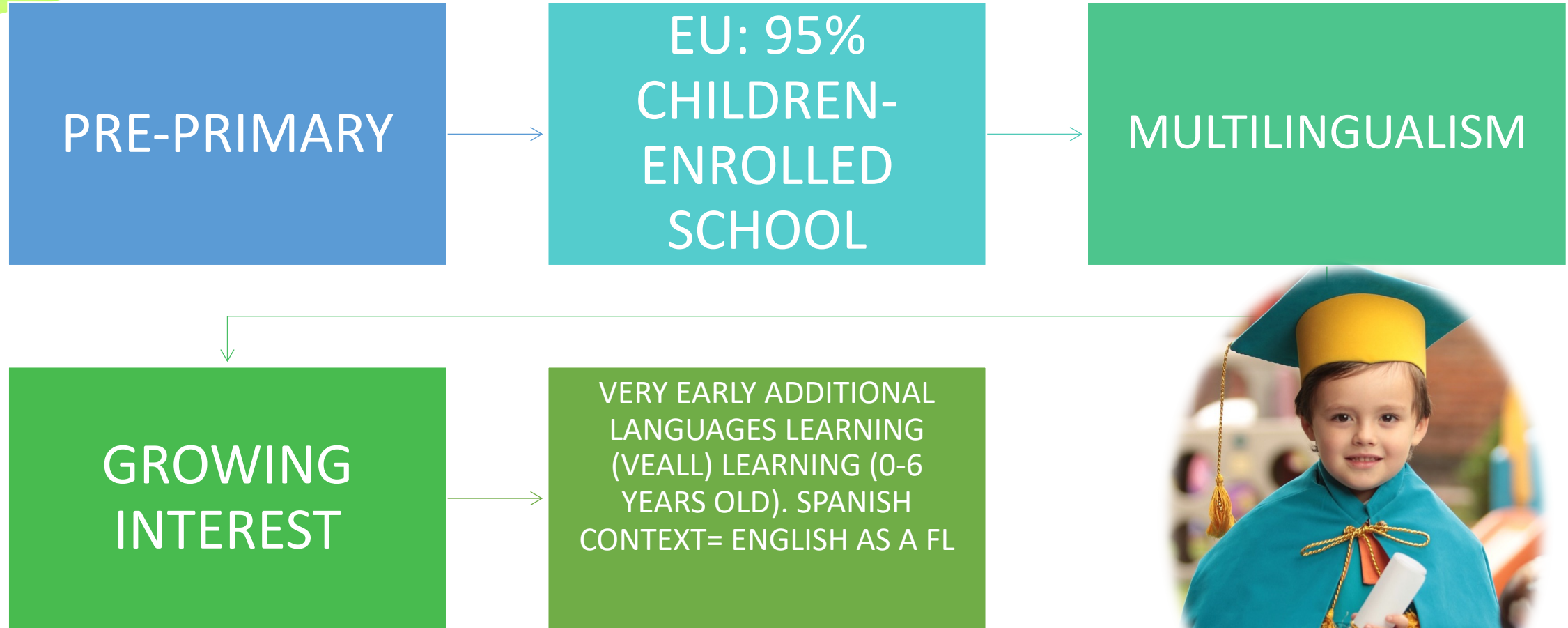


ELLMEnet. Early Language Learning & Multilingual Education Network



<https://www.ellmenet.com/>

LEXEI PROJECT: INTRODUCTION



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PRE-PRIMARY
TEACHER?

PRIMARY
TEACHER?

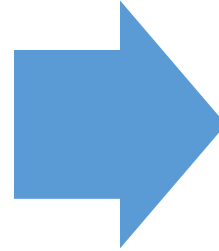
NEW PROFILE?
LExEI teacher (teacher of AL-
FL-) in Pre-primary
Education



<https://www.istockphoto.com/es/foto/ni%C3%B1o-pre-escolar-gm998518584-270096100>



REFLECTIONS.....



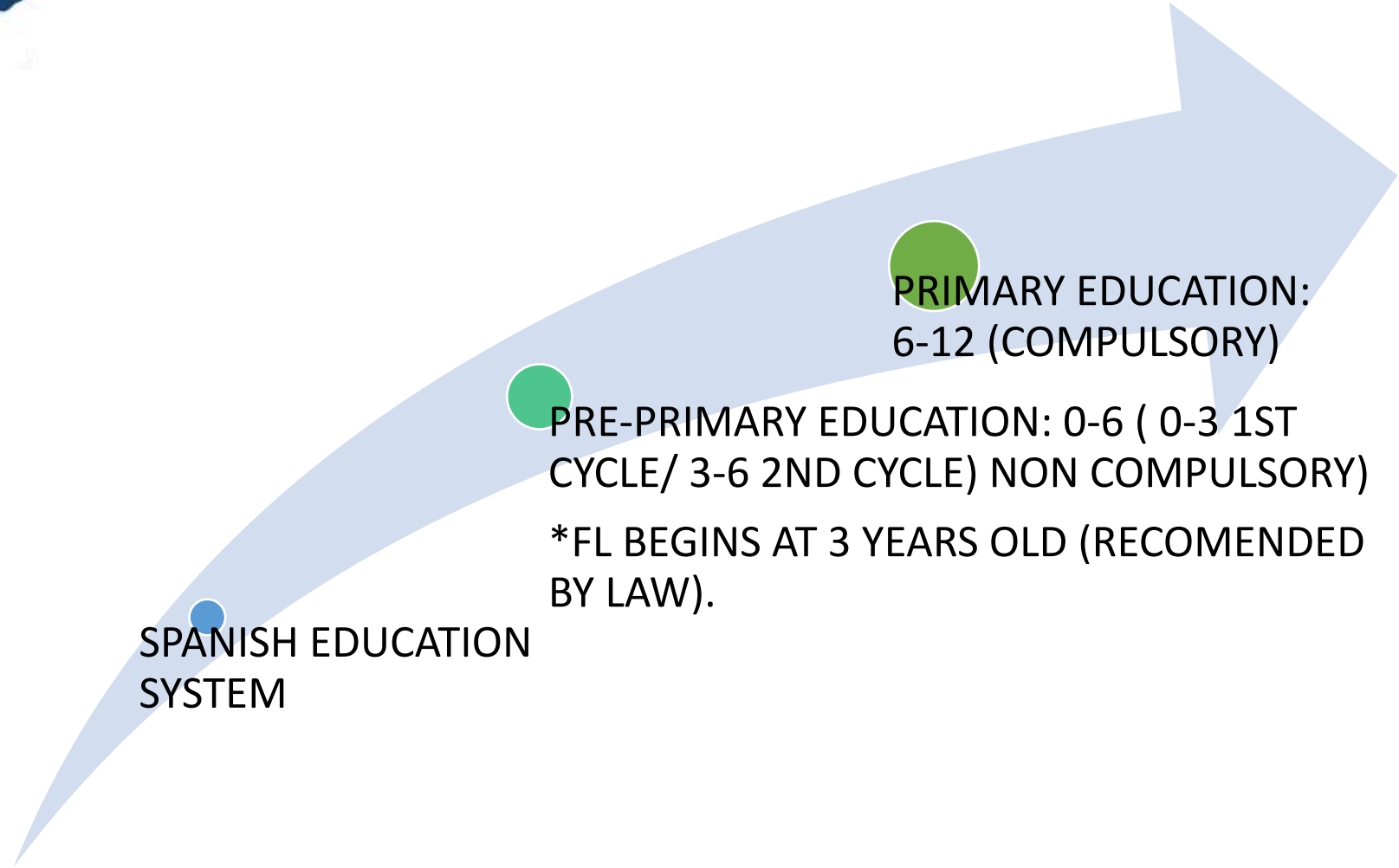
WHICH TEACHER IS MOST QUALIFIED TO TEACH ENGLISH TO PRE-PRIMARY STUDENTS?





LEXEI PROJECT: INTRODUCTION

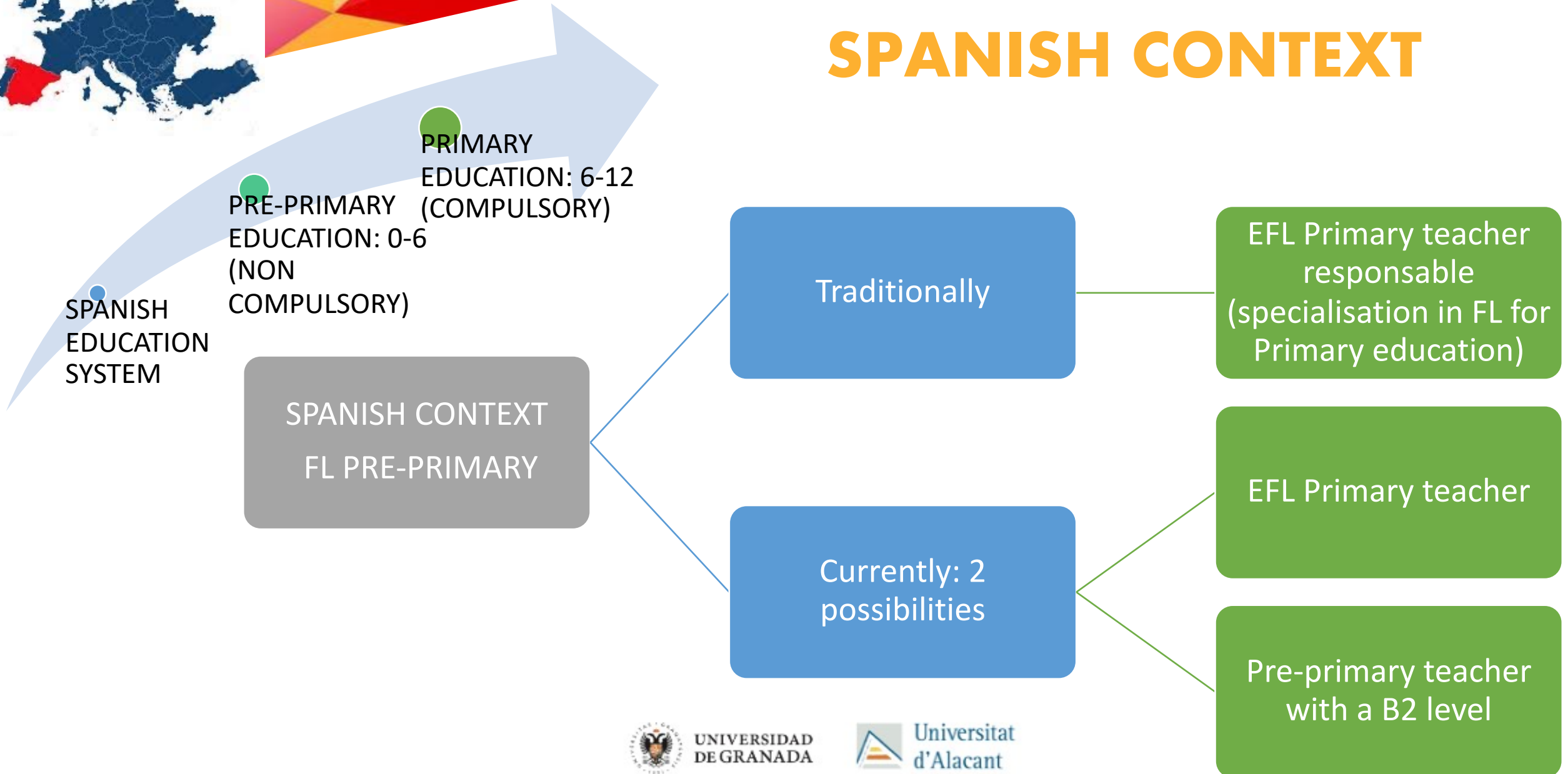
SPANISH CONTEXT





LEXEI PROJECT: INTRODUCTION

SPANISH CONTEXT



- Pre-primary teacher

Some proficiency on the target language, and with no training about the teaching of FLs.

- Prepared to work with children from 3 to 6 years old
- Implement enriching and meaningful learning experience

- Pre-primary teacher

- Primary teacher

None or very little knowledge about the very early learner

- Comfortable teaching the target language
- Overwhelmed in a class of 20 to 30 pre-primary learners

- Primary teacher

Current studies: prefer the
PRE-PRIMARY TEACHER,
considering their training as
more adequate to introduce
the FL



LExEI PROJECT: INTRODUCTION

RESEARCH
PROBLEM:

University
training –no
meet current
demands

New teaching
profile is
needed

LExEI teacher
(teacher of AL
in Pre-primary
Education)



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- Financed by the University of Granada (Vicerrectorate for Research)
- 3-year project

MAIN OBJECTIVE

- Improve the quality of the training future teachers receive in their university degrees to introduce an AL, particularly English, in pre-primary Education

PHASES SUMMARY (2)

PHASE	RESEARCH METHOD	INSTRUMENTS	DATA
PHASE I. LEXEI TEACHER PROFILE DEFINITION	DESCRIPTIVE ANALYSIS	QUESTIONNAIRE	QUANTITATIVE
PHASE II. DEGREES ANALYSIS	DOCUMENTAL ANALYSIS	ANALYSIS MATRIX	QUALITATIVE
TRIANGULATION	TRIANGULATION		QUANT+QUAL



Mixed method
research
(MMR)

Cope with the complexities
of educational research
(Chen, 2006; Hernández
Sampieti & Mendoza, 2008)

**Exploratory sequential MMR model (Creswell,
Plano Clark, Gutmann, and Hanson, 2003)**
QUAN->QUAL



LEXEI PROJECT: : METHOD



Phase 1. Quantitative analysis



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Objective: To identify in-service teachers' demands about their teaching competences to face the early introduction of the AL



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Phase 1. INSTRUMENT

Adhoc questionnaire

Experts' judgement validation

5 dimensions :

1. Personal and professional data
2. Perceptions
3. Language requirements
4. Psycho-linguistic competences
5. Specific teaching competences

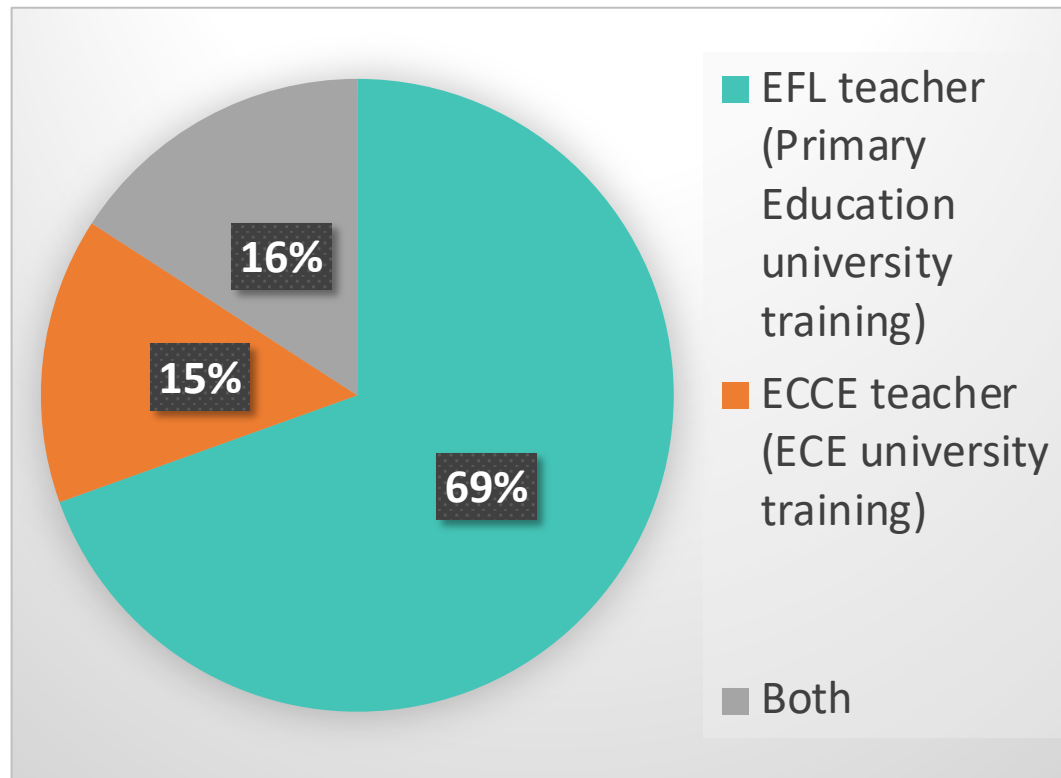
Likert scale (1 = *completely unnecessary* - 4 = *completely necessary*).

Alpha Cronbach $\alpha = .870$



THE LEXEI PROJECT

Phase 1. PARTICIPANTS



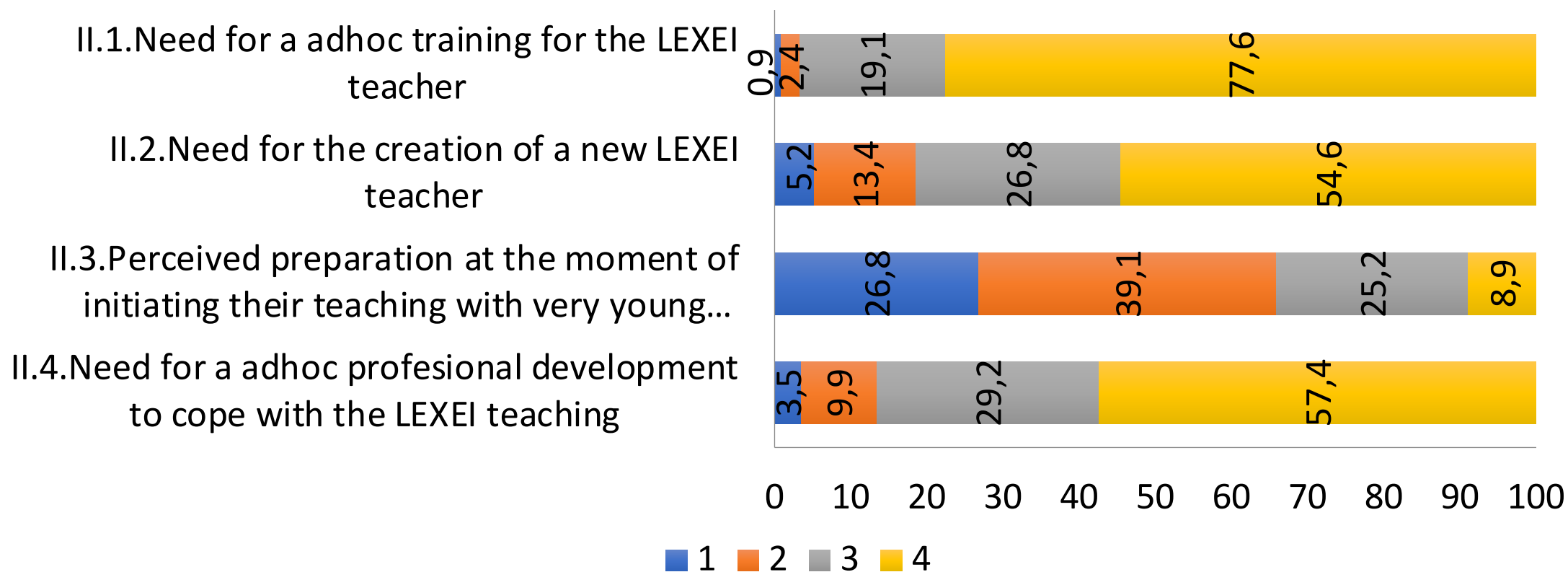
Andalusia sample: **425 participants** (snowball sampling)

TEACHER PROFILE:

- Mainly women (89.6%)
- middle-age (39 years old)
- EFL university training (54.8%) – ECEC 13.3%
- Good command of English (96.5%-B2-C2)

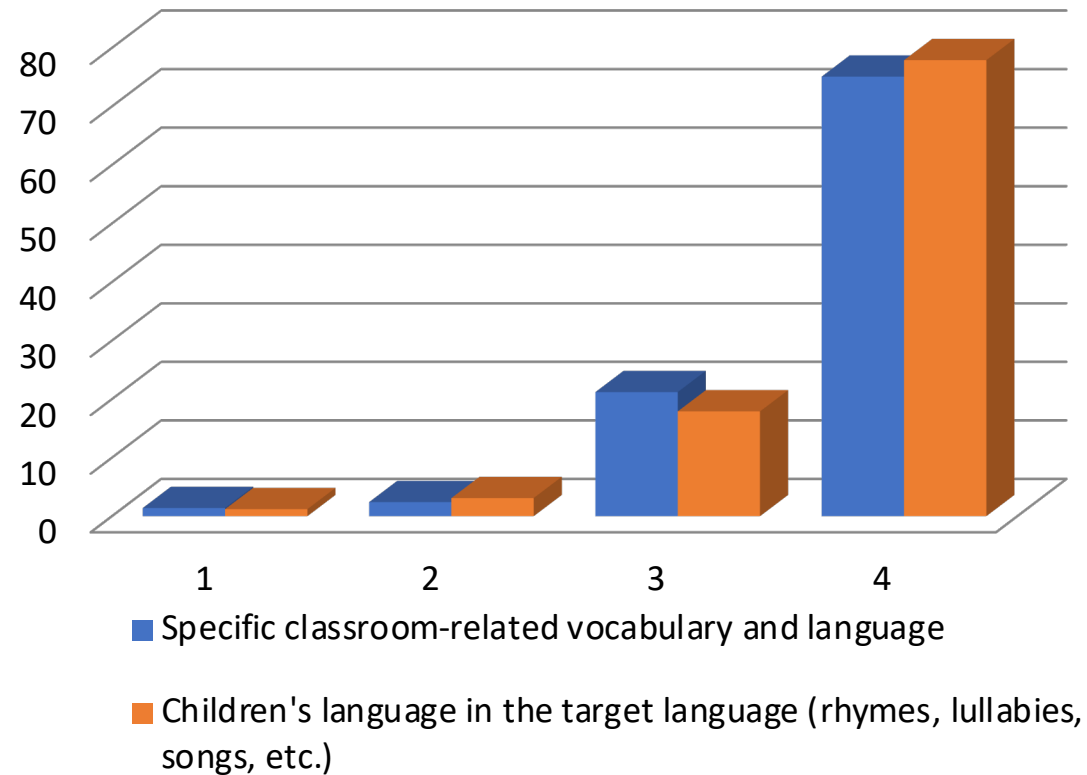
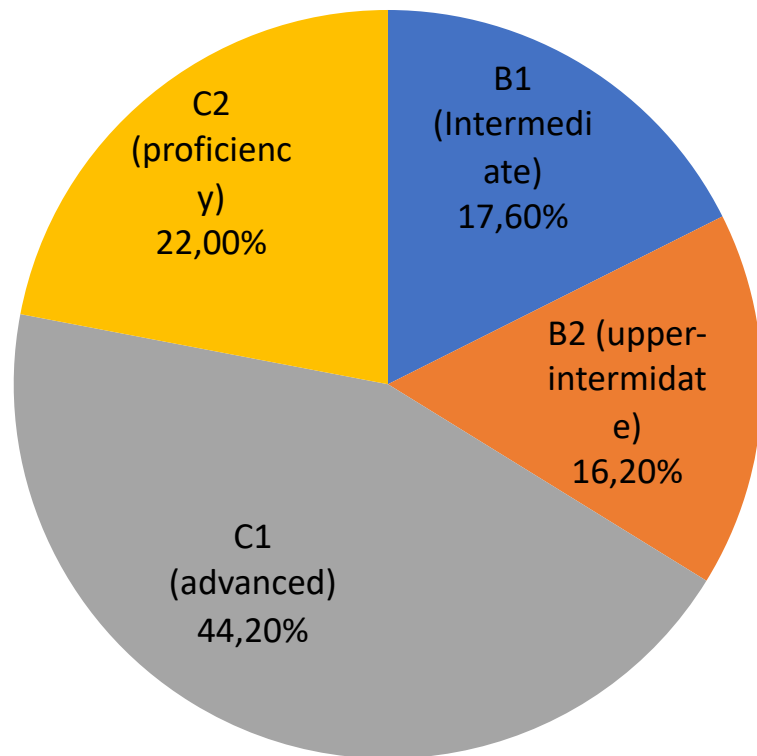
Phase 1. RESULTS

Teachers' voices: THE LEXEI TEACHER PROFILE



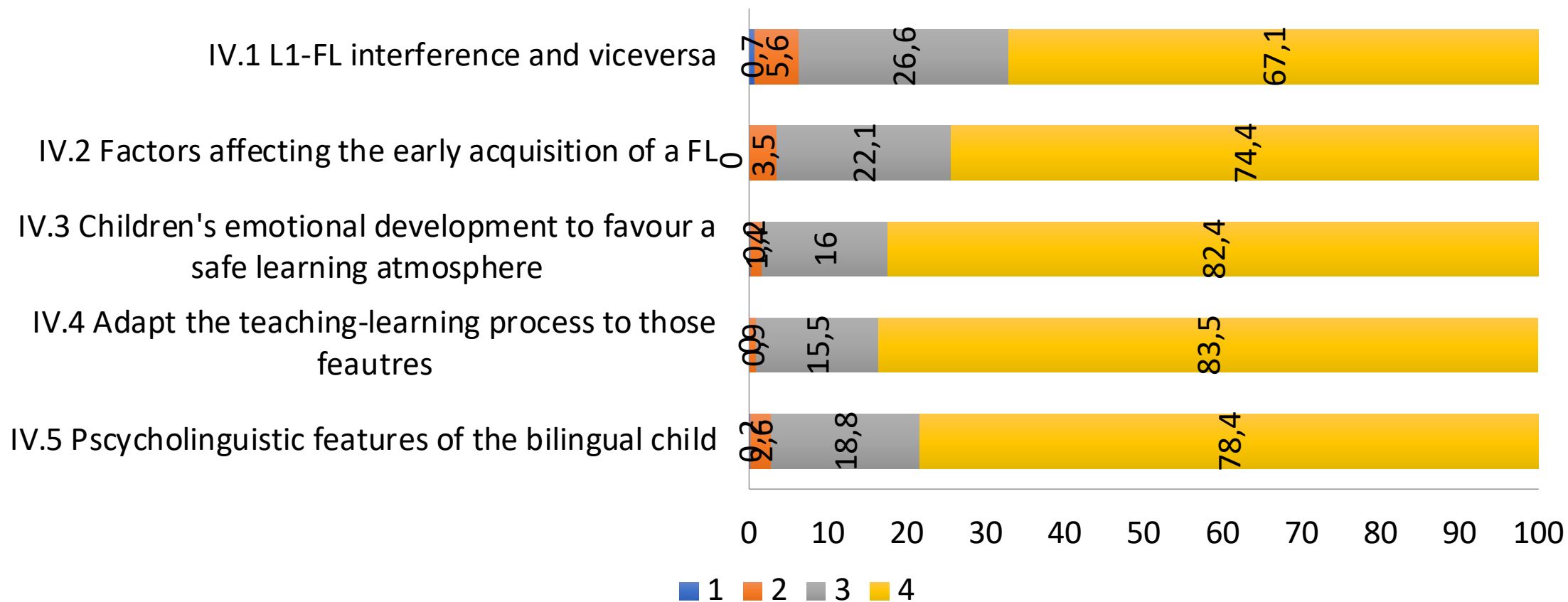
Phase 1. RESULTS

Teachers' voices: LExEI TEACHER'S COMMUNICATIVE COMPETENCE



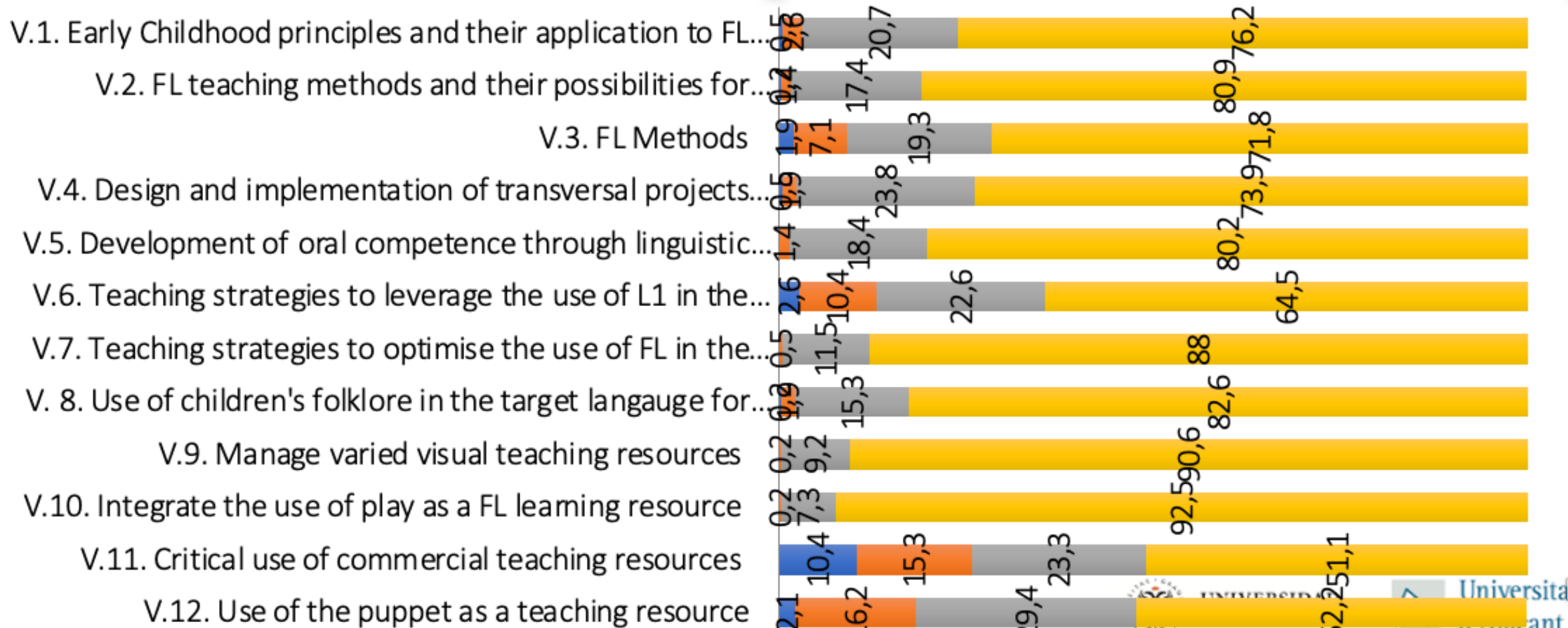
Phase 1. RESULTS

Teachers' voices: LExEI TEACHER'S PSYCHOLINGUISTIC COMPETENCES



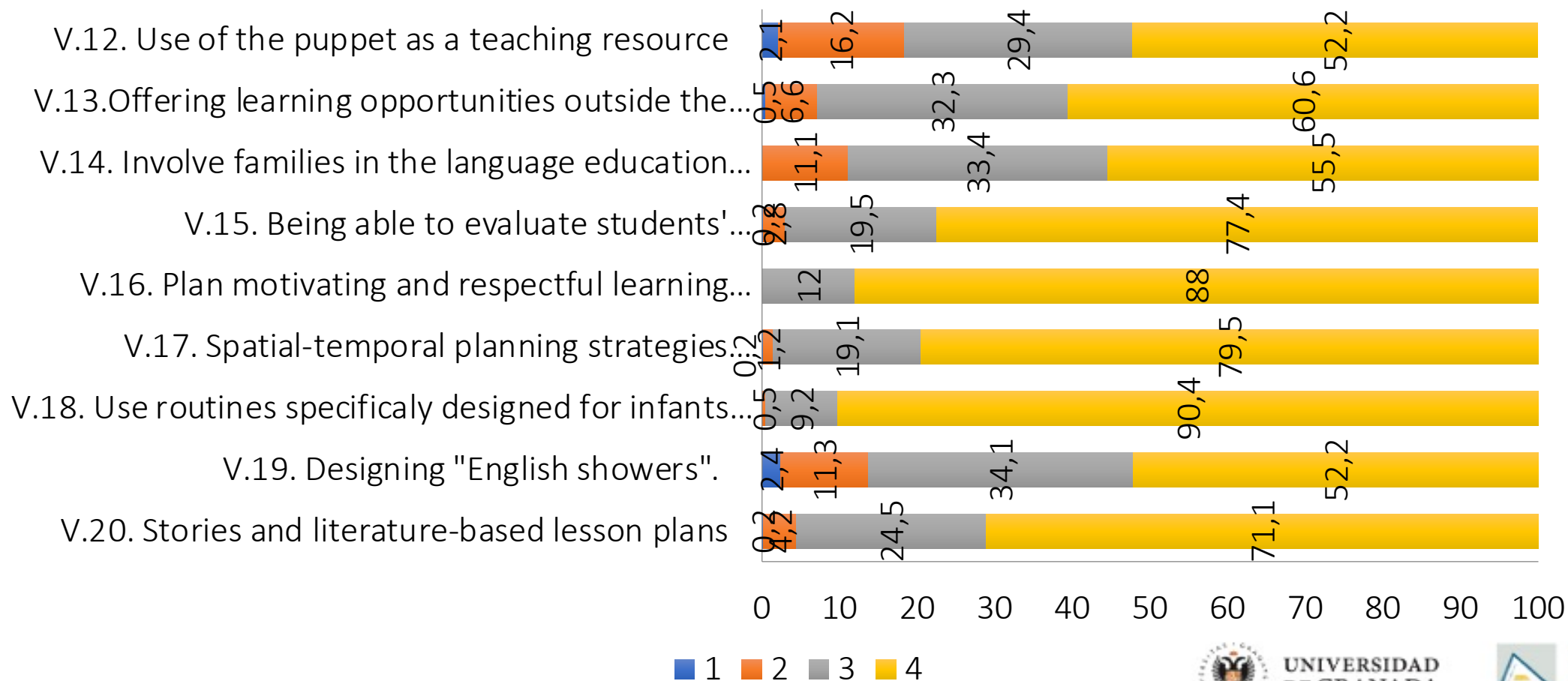
Phase 1. RESULTS

Teachers' voices: LExEI TEACHER'S TEACHING COMPETENCES



Phase 1. RESULTS

Teachers' voices: LExEI TEACHER'S TEACHING COMPETENCES



Phase 1. RESULTS

Teachers' voices:

- Mainly EFL teachers
- Don't feel trained to face VEALL (3-6) in instructed contexts
- Highly recommend a new teacher profile
- Specific training within their initial studies:
 - Language competence (above B1-B2)
 - Psycholinguistic competence- children's integral development
 - Specific VEFL teaching competence to maximize the communicative development in rich and motivating early childhood learning experiences

Phase 2. Qualitative analysis: university degrees analysis

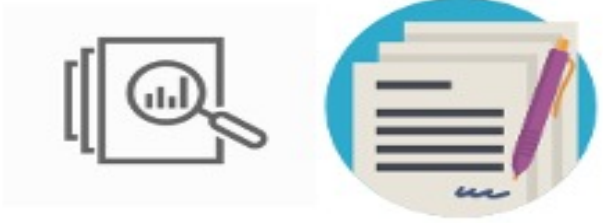
ANALYSIS OF THE PRE-SERVICE TRAINING OFFERED

RESEARCH QUESTION

How is the future teacher trained to the introduction a FL at early years?

MAIN OBJECTIVE

To analyze the training currently offered in Spanish universities in relation to the profile of the responsible teacher for introducing FL in Pre-primary



Phase 2. Qualitative analysis: university degrees analysis

PARTICIPANTS

76 universities
(Spain)

125 Faculties/HE centers



Phase 2. University degree analysis

SPANISH UNIVERSITIES

ANALYSIS OF THE IN-SERVICE TRAINING OFFERED.

MATRIX OF ANALYSIS VARIABLES

UNIVERSITY (FACULTY, HEI)

SPANISH REGION

SUBJECT NAME

CONTENTS : LINGUISTIC, PSYCOLINGUISTIC, DIDACTIC, CULTURE/LITERATURE

CREDITS (6)

PRIMARY/PRE-PRIMARY

Phase 2. Qualitative analysis: university degrees analysis

Total number of pre-primary education degrees in Spain	Total number of pre-primary education degrees LExEI profile	Total Number of Subjects and Credits LExEI Profile	Compulsory and Optional Subjects and credits with LExEI Profile	
99	93 (93.9%)	361 subjects	Compulsory subjects	122 (33.8%)
				726.5 credits
		2157.5 credits	Optional subjects	239 (66.2%)
				1.431 credits

Phase 2. Qualitative analysis: university degrees analysis

Total number of primary education degrees in Spain	Total number of- primary education degrees LExEI profile	Total Number of Subjects and Credits LExEI Profile	Compulsory and Optional Subjects and credits with LExEI Profile	
106	19 (17.9%)	30 subjects 177 credits	Compulsory subjects	8 (26.7%)
				48 credits
			Optional subjects	22 (66.2%)
				129 credits

LExEI PROJECT: RESULTS

Subject's content analysis

Pre-primary (LING 54%) (DIDA 63.2%)

Primary – low LExEI load: (DIDA 96.7%), LING(60%)

Teaching need is recognised in Pre-school Education classrooms



93% of Pre-school Education degrees include some type of content related to the teaching of languages at an early age, although 66.2% is optional



only 17.9% of Primary Education degrees in Spain include content which helps future FL teachers to extend their work with such young learners, with 73.3% of the LExEI offer being optional.



Subjects number-difference Pre-primary degree 361 subjectcs= 2157.7 ects//
Primary degree 30 subjects= 177 ects LExEI profile

CONCLUSIONS

THE LEXEI PROJECT



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LE_xEI PROJECT: CONCLUSIONS

Profiles: Pre-primary teachers better qualified than Primary FL teachers

High optionality
(student choice)

LE_xEI PROJECT: CONCLUSIONS

POSSIBILITIES (SPANISH
CONTEXT)...

to create a **compulsory
specialisation in Pre-
primary education**
degrees in order to be a
FL Pre-primary teacher

The inclusion of specific
subjects in the FL subjects
of **Primary Education
specialisation** degrees
that focus on this LExEI
profile could be
considered a **transitional
measure**.

LE_xEI PROJECT: CONCLUSIONS

Analysis and conclusions can be extrapolated to other contexts



countries=
English FL
from an early
age



Future line of action = replication of this research in other countries.



Global vision of the training situation of the person responsible for introducing FL in Pre-primary

LE_xEI PROJECT: CONCLUSIONS



The need to create a **new teacher profile** for teaching FL at Pre-primary

New point of view: different training paradigm that **focuses on the very young child**

Support and enhance the learning of FL

& respond to the needs of this stage and of the child

LExEI PROJECT: FINAL QUESTION

PRE-PRIMARY
TEACHER?

PRIMARY
TEACHER?

NEW PROFILE?
LExEI teacher (teacher of AL-FL-)
in Pre-primary Education





THANK YOU



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