# Master's Degree

## Teaching Methods in Language Classes in Pre-School and Elementary School Education

tech global university

tech global university

# Master's Degree

## Teaching Methods in Language Classes in Pre-School and Elementary School Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/master-degree/master-language-teaching-pre-school-primary-school**

# Index


01 Introduction p. 4

02 Objectives p. 8

03 Skills p. 20

04 Course Management p. 24

05 Structure and Content p. 28

06 Methodology p. 44

07 Certificate p. 52

01

# Introduction

The program in Teaching Methods in Language Classes in Pre-School and Elementary School Education is based on the teaching of basic knowledge on which the individual can develop a series of communicative skills whose level of complexity increases exponentially from childhood to adulthood.

*This Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education will generate a sense of confidence in the performance of the profession, which will help you to grow personally and professionally".*

The relevance of the learning stages is unquestionable, since the contents presented to students must be adapted to their needs but, at the same time, they must be the seed of knowledge that will be expanded and developed throughout the teaching-learning process. Therefore, it is essential to understand the communicative needs of the student and to assess their future application.

It should also be noted that this program does not only present a theoretical approach to Didactics and its teaching, since it analyzes the degree of involvement and the benefits obtained from the presence of technological advances in educational spaces. Information and communication technologies are approached since they enjoy an increasing presence due to the advantages of their incursion in the academic world under the correct supervision of the teacher. Likewise, this Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education presents the teaching of language as one of its most innovative features. Due to the multicultural nature of any nation, the teacher must know the pedagogical techniques necessary to carry out his or her functions because, often, some of the students who make up the student body do not know the language due to their foreign status. This fact should not be an insurmountable obstacle and, for this reason, one of the thematic modules developed focuses on the teaching of techniques to facilitate the achievement of the planned objectives.

In conclusion, this program studies different perspectives and methodologies to offer teachers a large number of resources, tools and didactic techniques to assist them in the teaching-learning process and to facilitate the acquisition of knowledge by students.

This training makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

This **Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education** has the most complete and up-to-date program on the market. The most important features include:

- Development of more than 75 case studies presented by experts in Language Teaching in Pre-school and Elementary School Education.
- The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- The latest information on Teaching Methods in Language Classes in Pre-School and Elementary School Education
- It contains practical exercises where the self-evaluation process can be carried out to improve learning with special emphasis on innovative methodologies in Language Teaching in Pre-school and Elementary School Education.
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- Availability of content from any fixed or portable device, with an internet connection.

*Update your knowledge through the Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education".*

*This Master's Degree may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Teaching Methods in Language Classes in Pre-School and Elementary School Education, you will obtain a degree from TECH Global University".*

It includes in its teaching staff professionals belonging to the field of Teaching Methods in Language Classes in Pre-School and Elementary School Education, who pour into this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

The design of this program focuses on problem-based learning, by means of which the educator will have to try to solve the different professional practice situations that will arise throughout the program. To do so, the educator will have the help of an innovative interactive video system created by recognized experts in the field of Language Teaching Methods in Language Classes in Pre-School and Elementary School Education with extensive teaching experience.

*Increase your confidence in decision-making by updating your knowledge through this Master's Degree.*

*Take the opportunity to learn about the latest advances in Teaching Methods in Language Classes in Pre-School and Elementary School Education and improve the training of your students.*

02

# Objectives

The program in Teaching Methods in Language Classes in Pre-School and Elementary School Education is oriented toward facilitating the performance of the professional dedicated to work and teach language and literature in adolescents and even adults.

*This program is designed for you to update your knowledge in Teaching Methods in Language Classes in Pre-School and Elementary School Education, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students".*

## General Objective

- The main objective is to provide future teachers of Pre-school and Elementary School Education with the necessary fundamentals about child development, learning, and education that will allow them to optimize their teaching work and adapt to the idiosyncrasies of the students.

*Take advantage of the opportunity and take the step to get up-to-date in the latest developments in the management of Teaching Methods in Language Classes in Pre-School and Elementary School Education".*

## Specific Objectives

- Place human development in its biopsychosocial context and understand the relationships between development, learning, culture, and education
- Define the main theoretical paradigms of human development and learning
- Describe the characteristics and peculiarities of the human growth period and understand the perceptual, cognitive and emotional correlates of brain development
- Compare the different theoretical perspectives on perceptual-motor development
- Understand how the interaction between experience and the physical and social environment influences physical and perceptual-motor development
- Understand the strengths and limitations of different constructivist perspectives on cognitive development
- Know how attention, memory, thinking, and executive functions develop from an information processing perspective
- Understand the particularities of social information processing and to identify the contributions of psychometrics to the study of individual differences in children
- Describe the development of attachment, understanding of self and others
- Know the domains of moral development and its different explanatory theories and to identify the elements of prosocial and antisocial behavior
- Situate the main contexts of social development: family and peer relationships.
- Know the cognitive-behavioral approaches to learning and to summarize the socio-cognitive approaches to learning
- Interpret the learning processes from the perspective of information processing
- Understand the active role of the learner in the acquisition of knowledge
- Explain learning through the interaction between the processes of accommodation and assimilation
- Define the principles of Vygotski's sociocultural learning model and compare the socioconstructivist approach with other constructivist approaches
- Know the processes and structures of knowledge representation and to present the different types of thinking
- Compare the different theoretical perspectives on intelligence and distinguish the different learning styles
- Situate language as a central element of education, describe the characteristics of educational discourse and apply the principles of effective communication to improve teaching
- Understand the role of the teacher in the inclusive classroom
- Describe the different types of disabilities and disorders that affect the normal course of learning
- Define the concept and types of exceptionally gifted students
- Apply different teaching methods to the special educational needs of students
- Describe, characterize and define the educational system as a didactic foundation
- Indicate the different building blocks of the educational system and present the structure of the educational system
- Detail the functions of the educational system as a guiding element
- Determine the differences and affinities between the family environment and school education in order to establish the degree of influence and feedback
- Present the classroom as a didactic and interactive space where the teaching-learning process takes place and to detail the elements that make up the classroom as a teaching space
- Explain the degree of interaction, cooperation and influence of the participants in the educational process

- Describe how knowledge is constructed according to a given educational context
- Highlight the repercussions and consequences of the use of verbal learning and how to deal with its transfer from a theoretical to a practical environment
- Manage the emotions that arise in the classroom due to student interaction and what roles the teacher should play
- Detail which affective factors arise from the students themselves according to their degree of interaction
- Determine the characteristics that the figure of the teacher must fulfill and what functions they must develop in the classroom
- Describe what effective teaching is and determine what features it should have in order to facilitate the learning of the knowledge imparted through the different activities
- List the objectives, purposes and expectations that the teacher has at the time of planning the course and what goals they wish to achieve, adapted to Pre-school and Elementary School Education
- Analyze the degree of diversity of the student group and how the teacher should act to minimize its negative effects on the educational process
- Manage the space and facilities available in the center and how to structure the contents according to the duration of the units and the school year
- Detail the characteristics of the different types of children's intelligence in order to determine which are the most suitable for the student to develop their individual intelligence
- Prepare teachers to take advantage of self-regulated learning in their academic future and to improve their performance in distance learning
- Design didactic strategies that facilitate the teacher's work
- Point out the characteristics, composition and dynamics of the student group and to value how to approach the construction of a global knowledge valid for the student group as a whole
- Clarify the differences between cooperative learning and group work
- Present the conclusions drawn from the cooperative actions developed in the classroom to demonstrate the benefits of cooperative learning
- Indicate how the elements involved in the teaching-learning process should be related to improve interaction in the student group
- Define which strategies would motivate the students according to their individual and group predisposition and the teacher's skills
- Prepare the teacher to detect and solve the problems derived from the behavior of those students who interfere harmfully in the teaching and learning activity
- Indicate which ethical and moral values the group should learn as part of the educational process in kindergarten and elementary school
- Indicate what guidelines should be followed by academic institutions and members of the teaching staff to maintain balance and discipline in a homogeneous and disciplined group
- Indicate what guidelines should be followed in the family nuclei so that the child does not develop a harmful, problematic and maladapted attitude in the classroom
- Consider the factors that favor the schooling of students and the provision of didactic spaces
- Reflect on the ideal age for the beginning of a schooling life
- Determine the pedagogical differences in the infant and elementary school stages
- Analyze the relevant stages and facts in education related to the didactics of children's groups
- Establish the ethical and moral framework to be followed by the teaching team
- Indicate possible bureaucratic, social, and judicial problems arising from the interaction between teachers and the student group, or between the students themselves who make up the student body
- Reflect on the contribution of sociology to didactics in kindergarten and elementary school and what factors influence the teaching-learning process

- Indicate the degree of performance and influence of the teaching space in the teaching-learning process
- Reflect on the contribution of psycholinguistics to didactics in infant and elementary school and what factors influence the teaching-learning process
- Determine which functions, abilities and attitudes should be developed through Language didactics
- Indicate and describe the different theories to be considered on language acquisition in infant and elementary school
- Point out and classify the different language levels and determine the stages in which the different linguistic skills are developed
- Offer techniques and tools to develop Language skills and competences
- Determine the techniques and tools to develop reading and writing skills
- Establish the foundations for learning to develop effective and appropriate communication at the Pre-school and elementary school stages
- Define what a competency is, how to learn it and apply it
- Establish the curricular foundations and structures on which educational models are based and specify a series of difficulties inherent to the teaching-learning process
- Indicate the guidelines to be considered in order to carry out a curricular design using different creative skills
- Point out and define the elements developed in the didactic competencies and the role they play in them
- Reflect on the different stages in which learning and the acquisition and improvement of competencies take place
- Establish and indicate the different competences and skills to be developed through language teaching
- Assess the achievement of objectives and skills in Pre-school and Elementary School Education
- Determine the pedagogical, didactic and teaching guidelines and guidelines
- Establish the basic didactic foundations of learning in the infant stage
- Reflect on the benefits and disadvantages of collective or individualized education
- Substantiate the application of knowledge in the educational space
- Define from a theoretical perspective what literacy is and indicate the contributions and contributions of literacy to communicative development
- Set the guidelines to be followed in order to facilitate the development of reading and writing skills
- Frame the benefits and advantages of teaching reading and writing at the Pre-school stage
- Reflect on the teaching of literacy in relation to the benefits it brings to literacy learning at the elementary stage
- Define the educational approach and its practical didactic application
- Present and frame the didactic approaches from a historical point of view
- Establish the features and characteristics of teachers and their work in the classroom
- Present, define and establish the benefits and disadvantages of constructivism in Language teaching
- Present, define and establish the benefits and disadvantages of behaviorism in language teaching
- Present, define and establish the benefits and disadvantages of cognitivism in language teaching
- Define what playful activities are and specify the playful typology in relation to didactics
- Indicate what the teacher's job should be and the degree of integration in playful didactic activities
- Define what the school curriculum is, its fundamental features and its relation with the didactics of language and literature in kindergarten and elementary school
- Specify the levels of curricular concreteness from the general to the specific aspect

- Define the didactic trajectory from the broad didactic spectrum of the project to the particularity of the units developed in the teaching-learning process in kindergarten and elementary school
- Point out and define the general characteristics of the educational scheme in relation to the didactics of Language and literature in infant and elementary school
- Present and define the different methodological competences that the teacher could have in order to reach the determined objectives
- Determine which competences the teacher should have in order to improve the predisposition and learning of the students
- Apprehend the fundamentals of communicative competence in order to develop this skill in the students to the maximum extent possible
- Point out and describe the different types of multiple intelligences and how to transfer their presence to the educational space
- Demonstrate the relevance of the active methodology in a didactic space of interaction with the students
- Define a series of spaces where an active methodology can be developed in a favorable way
- Define a series of events where teachers, students and didactic resources should interact in order to improve this methodological ability
- Present the relevance of experience as a didactic and pedagogical tool
- Specify what the globalized methodology is and to indicate how to establish a didactics based on situational contents
- Describe a teaching-learning process based on interactive learning through recreation and playful integration
- Specify the heterogeneity of student groups in order to avoid diversification and to specify the relevance of interaction and cooperation of students in the learning process
- Specify the possibility of learning based on the creation of projects guided by the teacher and arising from a process of observation
- Define the basic fundamentals of didactic programming and determine which methodologies should be considered prior to designing a didactic unit
- Specify how to design the structure of a program and define its contents according to the objectives to be achieved in kindergarten and elementary school
- Define the thematic blocks that frame the contents of the didactic unit
- Define the fundamental elements of the program and the didactic unit
- Determine the objectives to be achieved with the application and development of the contents of the didactic unit in kindergarten and elementary school
- Point out the benefits of the activities that favor the thematic and knowledge expansion
- Define what is the constructivist approach and its basis in relation to the didactic unit and its benefits for the students
- List the didactic resources available to the teacher to develop the contents of the didactic unit
- Present the teaching space as a fundamental tool for evaluating the benefits of the didactic unit and to present the different types of traditional evaluation
- Indicate the need to elaborate a periodic report of the students' performance in order to determine the validity of the activities developed
- Determine what parameters and foundations the academic institution considers to determine the validity of the teacher, the methodology, the programming and the didactic units developed during the academic year
- Frame children's literature in the didactic field and to study its role in the programming
- Define and delimit the concept of children's literature
- Point out the relationship between the concepts of language and communication
- Study the process of learning to read and write in Pre-school and Elementary School Education

- Determine prior knowledge at the beginning of the didactic process in oral and written competence
- Determine the presence of metalinguistic awareness in children and its influence on learning Spanish as a Foreign Language
- Clarify the didactic implications of reading and writing
- Describe and deepen the relationship between oral and written language in order to establish the degree of presence of writing in the learning process
- Define what reading consists of and what competencies are involved in this activity
- Determine how to decode, understand and comprehend what is written
- Define the reading activity as a proper object of acquisition and learning
- Present the advantages of the literacy process and the teacher's work and attitude in order for the learner to learn this activity
- Describe the learning process from the teaching of the fundamental elements to the training of code decoding
- Specify the aspects to be considered in selecting and presenting suitable readings to the students
- Specify what aspects need to be addressed to acquire reading skills and how to understand the written code
- Determine what aspects should be considered before starting the teaching of reading comprehension
- Motivate the learner to facilitate access to the text
- Determine what objectives are to be achieved after reading and what students should know at the end of the reading process
- Specify what benefits the text can bring to the learner after reading and comprehension
- Point out what obstacles might arise during the comprehension process and the teacher's position with respect to these obstacles
- Determine what aspects should be considered to term of reading comprehension
- Analyze the achievement of objectives at the end of reading and evaluate textual comprehension
- Present the bibliographic resources of the institutions as a source of reading
- Demonstrate the advantages and disadvantages of digital media as a source of reading
- Design a series of textual motivation activities
- Point out which activities can motivate reading comprehension and which methods are available to the teaching team
- Present the benefits of reading and performing plays in the educational space
- Determine the benefits of creative writing groups to encourage cooperation
- Identify the different types of group writing and design activities to be carried out for group text creation
- Define what project-based learning is
- Determine what objectives are to be achieved with the writing projects presented and developed by the student body
- Identify the academic and environmental aspects that positively and negatively influence the creation process
- Indicate the motivational relevance of the creative team or individual
- Indicate the relevance of group cooperation for the development of projects that facilitate student learning
- Specify what elements should be considered for the evaluation of reading and writing comprehension and expression developed by the student
- Determine what is oral discourse and its fundamentals
- Determine, list and define what elements make up oral discourse as a communicative skill
- Establish what actions should be used to develop thinking competence
- Establish what actions should be used to develop speaking and writing competence

- Develop public speaking for academic purposes
- Specify how to improve oral communication through interaction and cooperative processes
- Determine what the communicative context is and its degree of influence on oral communication
- Point out the fundamentals and features of oral communication in a familiar atmosphere
- Point out the fundamentals and features of oral communication in an academic atmosphere
- Define the fundamental features of oral communication of the teacher
- Indicate the objectives to be achieved by choosing an appropriate oral communication
- Specify the appropriateness of the teacher's speech to the communicative context
- Indicate the fundamentals and basic features of non-verbal language in the communicative act
- Determine the benefits of the conjunction of verbal and non-verbal language in order to achieve a complete oral communicative act
- Present the oral communicative act as a source of learning and thinking
- Present the oral communicative act as the stage prior to learning to read and write
- Present the oral communicative act as the first stage of a full oral communicative act
- Design a series of activities oriented to the development of oral competence in kindergarten and elementary school
- Point out how diversity influences the learning process and how to solve the obstacles arising from diversity in the classroom
- Determine how to evaluate the objectives achieved by the learner
- Develop activities that enable the learner's free expression to integrate different communicative patterns
- Determine what an oral language disorder is and how to resolve it in order to minimize its effects on the learner

- Indicate which are the symptoms and representations of oral language disorders
- Point out the different kinds of disorders that the student or student group might face
- Define the obstacles that hinder the reception and expression of the oral message
- Specify how information processing problems are affected in the social context
- Specify how information processing problems affect information processing problems in the academic context
- Determine how to present adapted grammar to a child learner
- Point out how to achieve internalization of the educational process
- Indicate on which aspects the teacher should reinforce their attention in the development of the learning process
- Define the differences between meaning, signifier, and grammar to facilitate learning
- Indicate the stages that make up the process of Language and grammar learning
- Explain the motivations of the teacher in the choice of activities
- Elaborate a series of grammatical pedagogical techniques adapted to kindergarten and elementary school
- Specify that the vocabulary should be adapted to the level of the learners
- Define the difference between lexis and vocabulary as the basis of the learning process
- Emphasize the relevance of vocabulary acquisition and their ability to master and use it appropriately
- Define what vocabulary students should learn and how teachers should approach it
- Indicate the differences in language as a function of the communicative context
- Define key concepts in the teaching of vocabulary and its acquisition
- Specify the different pedagogical approaches to vocabulary learning
- Point out the need to learn the meaning of the largest number of terms in a given context

- Point out the possibility of increasing the number of terms learned according to the families of words to which they belong
- Give a playful character to the teaching in order to increase the motivation of the student
- Define what spelling is, what functions it performs and the importance of its learning and acquisition from an early age
- Present the stages of the spelling learning process
- Design pedagogical techniques for spelling education
- Define what a spelling error is, how to correct it, and what factors cause its appearance and subsequent expansion
- Establish the differences between the concepts of "Foreign Language" and "Second Language"
- Establish the ideal age to start learning Spanish as a Foreign Language
- List the multiple benefits of L2 learning
- List the benefits of the use of recreational-educational activities in the teaching of children and elementary school
- Describe external factors that influence motivation and the teaching-learning process
- Make a theoretical description of multiple intelligences and how it affects LE teaching
- Define the methodological foundations of the natural approach model, the total physical response, the communicative approach and the task-based approach
- Define the fundamentals of the CLIL program
- Develop planning according to the CLIL model
- Design CLIL activities and projects in elementary school and establish the application of the CEFR and CLIL in the teaching of children
- Specify, detail and design the programming of teaching units
- Point out the different types of communicative activities to include in a didactic program
- Reflect on playful and social interaction as a pedagogical technique
- Set the objectives to be achieved in each of the teaching units
- Establish a planning of the contents of the course, of each program and of the individual teaching units
- Indicate which elements are fundamental in the pedagogical space and for the educational process
- List and define the specific characteristics related to the teaching of infant and elementary school children
- Determine a set of rules to ensure stability and homogeneity of the teaching space
- Stimulate the learning of grammatical content in order to maintain student motivation during the educational process
- Determine the suitable lexical content of the didactic program, the didactic units and the activities
- Decide what cultural content should be included in the didactic units to improve students' social interaction in the context of Spanish as a Foreign Language
- Reflect on the role of new technologies in the Spanish as a Foreign Language pedagogical space
- Analyze the possible digital resources that can be included in the teaching of language
- Use different online resources for the creation of didactic material
- Reflect on the past and current educational context in relation to the use of new technologies in education
- To analyze the educational advantages of the use of ICT in the infant and elementary classroom
- Understand the level of digital skills required by teachers and students to meet the needs of today's society
- Learn the specific utilities of the digital book in the educational framework
- Compare the opportunities offered by the digital whiteboard compared to the classic whiteboard
- Know the concept of digital backpack and its educational applications

- Delve in the multitude of didactic possibilities that arise from the use of mobile devices in the educational space
- Analyze one's own competences as a web user in relation to the search for reliable information on the web
- Know how educational software works for the elaboration of didactic materials
- Deepen in the tools for the creation of didactic activities on the web
- Apply search filters on the web as a source of educational resources in the form of blogs and web pages
- Learn the general functioning of the most common learning platforms
- Assess the possibilities offered by MOOCs in the field of lifelong and accessible learning
- Select the didactic uses applicable to social networks within the educational environment
- Know the regulatory framework governing the use of ICT in the classroom and the development of digital competences in the different educational stages in Pre-school and Elementary School Education
- Identify online resources suitable for the development of specific linguistic techniques
- Distinguish accessible tools for the elaboration of schemes and concept maps as a learning strategy
- Contemplate the didactic use of the creation of infographics as a contextualized didactic technique for kindergarten and elementary school
- Compare the different presentation creation programs and their possible applications
- Identify the usefulness of the main online collaboration tools
- Learn about real gamification projects applied to the Language and Literature classroom
- Learn the procedure of a flipped classroom as a methodological strategy based on new technologies
- Design a series of individual activities adapted to the objectives of the stage using the desired ICT tools
- Prototype the scheduling and monitoring of a series of activities based on the use of ICT tools
- Design a series of collaborative activities using the desired ICT tools
- Elaborate collaborative activities with specific ICT for the development of linguistic competence focused on reading and writing
- Describe possible ICT activities to work on learners' dialectical and reasoning skills
- Create a collaborative activity aimed at the group's diversity using the desired ICT tools
- Make a prototype of programming and monitoring of a series of collaborative activities based on the use of ICT tools
- Identify the different elements that divert and hinder the achievement of objectives in the network and analyze the factors that hinder the monitoring of educational activities using ICT
- Reflect on how to evaluate the knowledge and objectives acquired in learning with ICTs
- Learn about the existing systems to successfully carry out the assessment process using ICTs
- Consider the benefits of ePortfolio assessment as an example of the work done throughout the course
- Compare the different types of evaluation that can be carried out depending on the evaluating agent
- Create a storage base of own and network educational resources as a solution to disorganization and possible loss of documents and resources
- Know the methods of continuous updating of teaching resources and materials

03

# Skills

After passing the evaluations of the Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education, the professional will have acquired the necessary professional competencies for a quality and up-to-date practice based on the most innovative teaching methodology.

*With this program you will be able to master new methodologies and strategies in Teaching Methods in Language Classes in Pre-School and Elementary School Education".*

## General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- Students should be able to communicate their conclusions -and the ultimate knowledge and rationale behind them- to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

*With this program we want to fulfill your objective of acquiring superior training in this highly demanded field".*

## Specific Skills

- Determine the elements that take an active part in the educational space during the teaching-learning process. Specify the role of the teacher, the composition of the student group and to indicate which techniques are useful to reach the goals set for the different stages of the educational process
- Discuss and establish the fundamentals of didactics, such as the ideal age of schooling, for the correct development of the teaching-learning process. Likewise, to establish the different stages of the process where to develop the skills and competences related to reading and writing. Finally, to determine the objectives and achievements and how to evaluate their attainment
- Specify the different methodologies to be considered prior to the planning of the academic course, its contents and the didactic programs to be developed in the educational space
- Determining the methodology to be used for the teaching of contents is fundamental, since they must be adapted to the specific needs of the students
- Emphasize the relevance of learning basic communicative competencies related to the acquisition of fundamental skills related to the teaching of language, reading, and writing
- Reflect on what strategies should be addressed to facilitate the learning and development of reading and writing comprehension. Indicate how to promote the student's productive facet after learning the basic textual foundations and to assume that this production is a source of knowledge
- Point out the relevance of learning the grammatical, lexical, and orthographic basics in order to compose a knowledge base on which to develop a greater number of communicative competences
- Determine what oral competence is and how to develop this communicative competence according to the communicative context. Design a series of specific activities to help students' communicative development and to locate the obstacles derived from deficient message processing
- Specify the benefits of Spanish as a Foreign Language didactics in the didactic space to develop students' awareness of other languages, emphasizing the benefits of bilingual teaching throughout their academic career. Likewise, the programming of the course and its didactic units is fundamental for the acquisition of the different linguistic and cultural aspects
- In addition, the use of ICT in the didactic space and the figure of a teacher who knows the Languages to be developed complete the pedagogical resources offered to the students
- Reflect on the use of ICT in the pedagogical process and determine their degree of incursion and presence in the teaching space. The management of digital resources and the prevention of exposure to harmful resources that hinder the learning process is fundamental
- The ultimate goal is to design a safe, reliable and practical digital base with a pedagogical approach

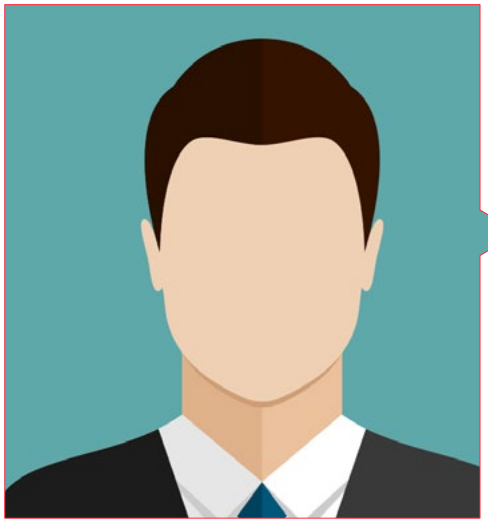
04

# Course Management

The program includes in its teaching staff reference experts in Teaching Methods in Language Classes in Pre-School and Elementary School Education who pour into this training the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

*Learn from professionals of reference, the latest advances in the procedures in the field of Teaching Methods in Language Classes in Pre-School and Elementary School Education".*

## Management



### Arroyo Fernández, Alejandro

- Doctoral candidate in American literature, Complutense University of Madrid
- Degree in English Philology, specializing in contemporary American literature and Victorian literature
- Master's Degree in European Literary Studies
- Master's Degree in Teaching Spanish as a Foreign Language
- Contributor to digital magazines of literary criticism and teacher of Spanish as a Foreign Language

## Co-Direction

### Jiménez Romero, Yolanda

- Psychopedagogist
- Elementary School Education Teacher with specialization in English
- Master's Degree in Psychopedagogy
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

## Coordinators

### Velasco Rico, Guillermo

- Degree in Hispanic Philology, Complutense University of Madrid
- Master's Degree in Teaching Spanish as a Foreign Language, Complutense University of Madrid
- Academic Coordinator of the Center for Hispanic Studies in Sarajevo

### Azcunaga Hernández, Amaia

- Professor of Foreign Languages
- Master's Degree in Teaching Spanish as a Foreign Language, Complutense University of Madrid

## Teachers

### Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- Master's Degree in Electronic Commerce and Specialist in latest technologies applied to teaching, Digital Marketing, development of web applications and Internet business

### Puertas Yáñez, Amaya

- Degree in Information Sciences (UCM)
- Elementary School Education Teacher, specialist in English as a Foreign Language (UAM)
- Master's Degree in Bilingual Education (UAH)
- Currently coordinator of the Bilingual Project and the internationalization project of the JABY School in Torrejón de Ardoz
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)

### Mejías, María José

- Teacher in Elementary School Education, Jaby School
- University volunteer coordinator of interactive groups at Jaby School
- CSEU La Salle. Member of the commission: Participation of Families and the community for educational success
- Expert in Didactic Methodology for the teaching of Mathematics in Elementary School Education. Fernández Bravo Pedagogical Center
- CES Don Bosco. Madrid. Course on Playful Methodologies as a Didactic and Psychopedagogical Resource in Pre-school and Elementary School Education
- Camilo José Cela University. Specialist Course in Literacy
- Foundations and Didactic Strategies, Universidad Camilo José Cela Seminar: Programming and Evaluation by Competences in Elementary School Education. JABY School. CTIF ESTE

### Panameño, Claudia Lissette

- Graduated with honors in Modern Languages, University of San Salvador
- Second Year as a Spanish Teacher in French National Education
- Spanish Lecturer, University of Lille
- Examiner for the official foreign Language exams of the French Ministry of National Education (CLES) at all levels
- Teacher in an innovative French-Spanish telematic exchange project between the University of Lille and the University of El Salvador
- More than 5 years of experience in teaching English and French, working for the Alliance Fraçaise de San Salvador, the British Institute and the United Nations Development Program (UNDP)

05

# Structure and Content

The structure of the content has been designed by a team of professionals from the best educational institutions and Universities in the country, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies.

*This Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education has the most complete and up-to-date program on the market".*

## **Module 1.** Education and Development

1.1. Language and the Brain
- 1.1.1. Brain and Language
- 1.1.2. Communicative processes of the Brain
- 1.1.3. Brain and Speech. Acquisition and development of Language and communication

1.2. Psycholinguistics
- 1.2.1. Scientific Framework of Psycholinguistics
- 1.2.2. Objectives of Psycholinguistics
- 1.2.3. Language Processing System
- 1.2.4. Theories on the Development of Language Learning
- 1.2.5. The Information Processing System
  - 1.2.5.1. Levels of Processing
- 1.2.6. Functional Architecture of the Language Processing System. Fodor's Modularist Position

1.3. Language Development vs. Neural Development
- 1.3.1. Genetics and Language
  - 1.3.1.1. Foxp2 (Forkhead Box P2)
- 1.3.2. Neurological Basis of Language
- 1.3.3. Developmental Dyslexia
- 1.3.4. Specific Language Disorder (SLD)

1.4. Spoken Language and Written Language
- 1.4.1. Language
- 1.4.2. Comprehensive Language
- 1.4.3. Spoken Language
- 1.4.4. Reading Language
- 1.4.5. Dyslexia
- 1.4.6. Written Language
- 1.4.7. Dysgraphia

1.5. The Bilingual Brain
- 1.5.1. Concept of Bilingualism
- 1.5.2. Bilingual Brain
  - 1.5.2.1. Critical and Sensitive Periods
  - 1.5.2.2. Positive and Negative Effects of Bilingualism

1.5.3. Brain of the Early Bilingual vs. Late Bilingual
1.5.4. Changes in Neural Circuits in Bilingual Brains
1.5.5. Learning Factors in the Acquisition of One or More Languages
1.5.5.1. Windows of Opportunity
1.5.5.2. Aptitude
1.5.5.3. Motivation
1.5.5.4. Strategy
1.5.5.5. Consistency
1.5.5.6. Timeliness and Support
1.5.5.7. Linguistic Relationship between Languages
1.5.5.8. Siblings
1.5.5.9. Gender
1.5.5.10. Right or Left-Handedness
1.5.6. Bilingualism. Cognitive and Executive Functions
1.6. Speech and Language Development Disorders
1.6.1. The Architecture of the Mind
1.6.2. Language
1.6.2.1. Language Development
1.6.3. Communication Disorders
1.6.4. Specific Speech and Language Development Disorders
1.6.4.1. Specific Developmental Speech and Language Disorder
1.6.4.2. Developmental Speech Disorders
1.7. Childhood Language Development
1.7.1. Language Components
1.7.2. Errors in Language Development
1.7.2.1. Errors in the Content or Semantic Component
1.7.2.2. Errors in the Form Component
1.7.3. Communicative Contexts
1.7.3.1. The Influence of Context and Interaction on Language Development
1.7.4. The Relationship Between Gestures and Language Development
1.8. The Adolescent Brain
1.8.1. Maturation Mechanisms of the Adolescent Brain
1.8.2. Studies on the Adolescent Brain
1.8.3. Neurosciences and Adolescence

## **Module 2.** The Reality of the Classroom

2.1. The Educational System as a social system
2.1.1. Educational System: definition and characteristics
2.1.2. Educational system: Components
2.1.3. Aims and principles of Education
2.1.4. Decentralization of Powers
2.1.5. Structure of the Center: Organs
2.1.6. Structure of the Center: Documents
2.1.7. Tutorial
2.1.8. Center Coordination
2.1.9. Intersection between Family Environment and School Education
2.1.10. Parental Involvement
2.2. The Classroom as a Place of Learning
2.2.1. Natural Learning
2.2.2. Learning in the Classroom
2.2.3. Active Participants
2.2.4. Teaching Work
2.2.5. Learning Processes
2.2.6. Environmental Factors
2.2.7. Principles of Arrangement
2.2.8. Types of Grouping
2.2.9. Corner Work
2.2.10. Didactic Exploitation of the Corners
2.3. Building Learning
2.3.1. Building Learning through Interaction
2.3.2. Peer-to-peer Interactivity
2.3.3. Interactivity with Adults
2.3.4. Exploration and Research
2.3.5. Creativity
2.3.6. Play
2.3.7. Psychomotor Skills
2.3.8. Moving in Class
2.3.9. The Affective Dimension
2.3.10. Working with Emotions

2.4. The Facilitating Teacher
- 2.4.1. Teacher Profile
- 2.4.2. Types of Teachers
- 2.4.3. Functions of the Teacher Facilitator
- 2.4.4. Effective Teaching
- 2.4.5. Conceptual Competence: Knowing
- 2.4.6. Procedural Competence: Know-how
- 2.4.7. Attitudinal Competence: Knowing How To Be
- 2.4.8. Teaching Collaboration
- 2.4.9. Cases of Collaboration
- 2.4.10. Obstacles to Collaboration

2.5. The Teacher in the Classroom
- 2.5.1. Teaching Styles
- 2.5.2. Classification of Styles
- 2.5.3. Teachers' Expectations
- 2.5.4. Communicating Expectations
- 2.5.5. Strategies for Action
- 2.5.6. Attention to Diversity
- 2.5.7. Types of Diversity
- 2.5.8. Inclusive Education Practices
- 2.5.9. Space Management
- 2.5.10. Time Management

2.6. Learning to Learn
- 2.6.1. Learning Today
- 2.6.2. Intelligence vs. Intelligences
- 2.6.3. Typology of Intelligences
- 2.6.4. Implications of MI in the Classroom
- 2.6.5. Learning Styles: Definition
- 2.6.6. Learning Styles: Types
- 2.6.7. Implications of AEs in the Classroom
- 2.6.8. Learning Strategies
- 2.6.9. Teaching Learning Strategies
- 2.6.10. Self-regulated Learning

2.7. The Learner
- 2.7.1. Hierarchy of Needs
- 2.7.2. Security
- 2.7.3. Love, Belonging, and Recognition
- 2.7.4. Self-realization
- 2.7.5. Motivation
- 2.7.6. Measuring Motivation
- 2.7.7. Motivational Strategies in the Classroom
- 2.7.8. Special Educational Needs
- 2.7.9. Typology of Needs
- 2.7.10. Action Protocol

2.8. The Group
- 2.8.1. Considerations
- 2.8.2. What is a Group?
- 2.8.3. Characteristics of a Group
- 2.8.4. Group Dynamics
- 2.8.5. Cohesion
- 2.8.6. Rules and Objectives
- 2.8.7. Life Development
- 2.8.8. Good Practices
- 2.8.9. Cooperative Learning
- 2.8.10. Cooperative Activities

2.9. Classroom Management
- 2.9.1. The Three Pillars
- 2.9.2. Basic Premises
- 2.9.3. The First Days of Class in Infant School
- 2.9.4. The First Days of Class in Elementary School
- 2.9.5. Initial Strategies
- 2.9.6. Learning Environment
- 2.9.7. Control Objectives
- 2.9.8. Authority Style
- 2.9.9. General Control Strategies
- 2.9.10. Control Tools

2.10. Performance and Behavioral Problems
- 2.10.1. Performance Problems: Identification and Management Strategies
- 2.10.2. Behavioral Problems: Identification and Management Strategies

## **Module 3.** Fundamentals of Didactics

3.1. Specificity of Pre-school and Elementary School Education
- 3.1.1. The Concept of Pre-school and Elementary School Education
- 3.1.2. Schooling
- 3.1.3. Age
- 3.1.4. Pre-school Education versus Elementary School Education
- 3.1.5. Functions of Pre-school and Elementary School Education
- 3.1.6. Formal Education
- 3.1.7. Social History of Education
- 3.1.8. Social Ethics of Pre-school and Elementary School Education
- 3.1.9. Legal Issues and Situations

3.2. Bases for Language Didactics
- 3.2.1. The Contribution of Sociology
  - 3.2.1.1. The Influence of the Environment
- 3.2.2. The Role of the School
- 3.2.3. Social Relations
- 3.2.4. Self-definition and Self-esteem
- 3.2.5. The Contribution of Psycholinguistics
  - 3.2.5.1. Basis of Language Learning
  - 3.2.5.2. Language Development
- 3.2.6. Stages of Language Development

3.3. Didactics of Language
- 3.3.1. Key concepts: Language and Speech
- 3.3.2. Language Functions
- 3.3.3. Language Acquisition
  - 3.3.3.1. Different Theories of Acquisition
- 3.3.4. Language Levels
- 3.3.5. Literacy: Concept and Skills
- 3.3.6. Literacy: Stages of Development
- 3.3.7. Communicative Competence: Concept of Competence
- 3.3.8. Communicative Competence: The Linguistic Component
- 3.3.9. The Sociolinguistic and Pragmatic Component

3.4. Definition of Objectives
- 3.4.1. The Concept and Types of Objectives
- 3.4.2. The Development of Objectives
- 3.4.3. Specification of Objectives
- 3.4.4. The Keys to the Design of Objectives
- 3.4.5. Curriculum Design through Competencies
- 3.4.6. Typology of Consequences
- 3.4.7. The Hidden Curriculum
- 3.4.8. The Concept of Difficulty
- 3.4.9. Learning Difficulties
- 3.4.10. Complexity

3.5. Definition of Levels
- 3.5.1. Concept of Levels
- 3.5.2. Concept of Systematization and Graduation
- 3.5.3. Evaluation
- 3.5.4. Relationship between Development and Educational Level
- 3.5.5. The Role of the Initial Levels
- 3.5.6. The Role of Higher Levels

3.6. The Language Curriculum in Pre-school and Elementary School Education
- 3.6.1. Competences and Language Teaching
- 3.6.2. Language Evaluation
- 3.6.3. Assessment in Pre-school Education
- 3.6.4. Assessment in Elementary School Education
- 3.6.5. Pedagogical and Didactic References
- 3.6.6. Interaction and Integration
- 3.6.7. Development With Respect To Training
- 3.6.8. Individuality versus Collectivity
- 3.6.9. Principle of Knowledge Application

3.7. The Concept of Literacy
- 3.7.1. Definition of Literacy
- 3.7.2. The Teaching and Learning of Reading and Writing
- 3.7.3. Academic Achievement and Reading and Writing
- 3.7.4. Literacy in Pre-school Education
  - 3.7.4.1. Early Learning
- 3.7.5. Methods of Teaching Reading and Writing
- 3.7.6. Reading and Writing in Kindergarten to Elementary School

3.8. Educational Approaches in Pre-school and Elementary School Education
- 3.8.1. The Concept of Educational Approach
- 3.8.2. Functions of the Educational Approach
- 3.8.3. History of the Different Educational Approaches
- 3.8.4. Scientific Approach to Pre-school and Elementary School Education: Behaviorism
- 3.8.5. Scientific Approach to Pre-school and Elementary School Education: Cognitivism
- 3.8.6. Scientific Approach to Pre-school and Elementary School Education: Constructivism
- 3.8.7. General Characteristics of the Dichotomy between Classical and Modern Approaches
- 3.8.8. Changes and Permanence

3.9. Introduction to the Concept of Play
- 3.9.1. Definition and Importance of the Game
- 3.9.2. Types of Games
- 3.9.3. Approach from Psychological and Psychosocial Theories of Play
- 3.9.4. Play and Language Development
- 3.9.5. Play as a Pedagogical Element
- 3.9.6. The Role of the Teacher in the Game

3.10. The Didactics of the Language in a Group
- 3.10.1. Cooperative Work
- 3.10.2. The Group
- 3.10.3. Working in Groups
- 3.10.4. General Strategies
- 3.10.5. Didactics of the Language in Groups
- 3.10.6. Strategies for Pre-school Education
- 3.10.7. Strategies for Elementary School Education

**Module 4.** Methodology: Didactic Design and Programming

4.1. The Curriculum
- 4.1.1. What is the School Curriculum?
- 4.1.2. Curricular Approaches
- 4.1.3. Curriculum Design
- 4.1.4. Curriculum Models
- 4.1.5. Levels of Concreteness
- 4.1.6. From the Educational Project to the Didactic Programs
- 4.1.7. The General Characteristics of the Language and Literature Curriculum
  - 4.1.7.1. Curricular Aspects of Pre-school Education
  - 4.1.7.2. Curricular Aspects of Elementary School Education

4.2. Competencies
- 4.2.1. What are Competencies?
- 4.2.2. Key Competencies
- 4.2.3. Methodological Strategies to work on the Competences in the Classroom
- 4.2.4. Teacher Competencies
- 4.2.5. Communicative Competence
- 4.2.6. Competency-based Assessment

4.3. Methodology
- 4.3.1. Multiple Intelligences and their Implication in the Classroom
- 4.3.2. Active Methodology
  - 4.3.2.1. Activity Principle
  - 4.3.2.2. Corners
  - 4.3.2.3. Workshops
  - 4.3.2.4. Projects
- 4.3.3. Experienced Methodology
- 4.3.4. Globalized Methodology
- 4.3.5. Playful-creative Methodology
- 4.3.6. Inclusive Methodology
  - 4.3.6.1. Heterogeneous Groups
  - 4.3.6.2. Flexible Groupings
  - 4.3.6.3. Interactive Groups
- 4.3.7. Socialized Methodology
- 4.3.8. Personalized Methodology

4.4. ICT in the Methodology
- 4.4.1. Digital Literacy
- 4.4.2. Children and Computers: Controversy
- 4.4.3. Educational Software
- 4.4.4. Possible Classroom Activities

4.5. Alternative Methodologies in Education
- 4.5.1. Kumon Method
- 4.5.2. Montessori Method
- 4.5.3. Waldorf Method
- 4.5.4. Doman Method
- 4.5.5. Harkness Method
- 4.5.6. Reggio Emilia Method

4.6. Didactic Programming
- 4.6.1. Elementary Concepts: Elements
- 4.6.2. General Methodology
- 4.6.3. Resources Required
- 4.6.4. Programming Structure
  - 4.6.4.1. Sequencing of Contents
  - 4.6.4.2. The Main Thematic Blocks
- 4.6.5. Attention to Diversity
- 4.6.6. Evaluation

4.7. Design of the Didactic Unit
- 4.7.1. Elements of the Programming Table
- 4.7.2. Objectives and Justification
- 4.7.3. Contents and Description of Activities
  - 4.7.3.1. Introductory and Motivational Activities
  - 4.7.3.2. Development Activities
  - 4.7.3.3. Synthesis and Application Activities
  - 4.7.3.4. Extension and Reinforcement Activities
- 4.7.4. Sequencing
- 4.7.5. Methodology
  - 4.7.5.1. The Transmitted Approach
  - 4.7.5.2. The Constructivist Approach
- 4.7.6. Resources
- 4.7.7. Attention to Diversity
- 4.7.8. Evaluation
  - 4.7.8.1. Evaluation Instruments
  - 4.7.8.2. The Objects of Evaluation

4.8. Evaluation
- 4.8.1. The Classroom as an Evaluation Context
- 4.8.2. The Teacher as Observer and Evaluator
- 4.8.3. Traditional Assessments
- 4.8.4. Alternative Assessments
- 4.8.5. The Educational Portfolio
- 4.8.6. Grading and Performance Reporting
- 4.8.7. Teacher Evaluation
- 4.8.8. School Evaluation

## **Module 5.** Language Didactics

5.1. Reading and Writing from Pre-school Education
- 5.1.1. Concept and Delimitation of Children's Literature
- 5.1.2. Children's Literature and its Didactics
- 5.1.3. Children's Literature and Plastic, Corporal, and Musical Expression

5.2. The Teaching of Language and the Teaching of Communication
- 5.2.1. Preliminary Considerations
- 5.2.2. Elements of Communication in Pre-school Education
- 5.2.3. Pre-language Activities
- 5.2.4. Activities with Language
- 5.2.5. The Relevance of Teaching Communication in Elementary School Education

5.3. The Learning of Reading and Writing in Pre-school Education
- 5.3.1. Preliminary Considerations
- 5.3.2. The inclusion of Reading and Writing in Pre-school Education
- 5.3.3. The Role of the Family in the Reading Context
- 5.3.4. Strategies for the Development of Related Skills
- 5.3.5. The Environment to Approach Reading and Writing

5.4. Learning to Read and Write in Elementary School Education
- 5.4.1. Preliminary Considerations
- 5.4.2. Strategies for Teaching Writing
- 5.4.3. Strategies for Teaching Reading
- 5.4.4. Reading Assessment
- 5.4.5. Processes in Reading

5.5. Relationships between Oral and Written Language
- 5.5.1. General Considerations
- 5.5.2. Language and Thought
- 5.5.3. Organization of Oral and Written Discourse
- 5.5.4. The Transition from Oral to Written Language
- 5.5.5. Oral Language as a Support for Written Language

## **Module 6.** Reading and Writing Didactics

6.1. Factors involved in Language Acquisition
- 6.1.1. Oral Expression
  - 6.1.1.1. Definition
- 6.1.2. Characteristics of Oral Language
  - 6.1.2.1. Components of Oral Language
- 6.1.3. Functions of Spoken Language
- 6.1.4. Oral Language Requirements
- 6.1.5. Factors that Intervene in Oral Language
- 6.1.6. Methods of Learning to Read and Write
- 6.1.7. Written Expression
  - 6.1.7.1. Definition
- 6.1.8. Characteristics of Written Language
- 6.1.9. Factors involved in Written Language
- 6.1.10. Reading Comprehension
  - 6.1.10.1. Definition
  - 6.1.10.2. Principles

6.2. Language and Communication
- 6.2.1. Human Communication and Language
- 6.2.2. Language as an Instrument of Communication
- 6.2.3. Theories
  - 6.2.3.1. Behaviorist Theory. Skinner
  - 6.2.3.2. Innate Theory. Chomsky
  - 6.2.3.3. Cognitive Theory. Piaget
  - 6.2.3.4. Interactionist Theory. Vygotsky and Bruner
- 6.2.4. Evolution of Comprehension and Expression
- 6.2.5. Beginning of Preverbal Communication
- 6.2.6. Non-Verbal Communication
- 6.2.7. Factors Favoring Language Acquisition
  - 6.2.7.1. Factors that Depend on the Child and its Development
  - 6.2.7.2. Factors that are Incorporated through the Relationship with Adults

6.2.8 Stages of Child Language Development
- 6.2.8.1. Prelinguistic Stage
- 6.2.8.2. Non-combinatory Language Stage
- 6.2.8.3. Combinatorial Language Stage

- 6.2.9. Language Disorders
  - 6.2.9.1. Diagnosis and its Problems
  - 6.2.9.2. Categories in Language Disorders
- 6.2.10. Specific Language Acquisition Disorders
  - 6.2.10.1. Dyslalia
  - 6.2.10.2. Dysphemia
  - 6.2.10.3. Dysglossia
  - 6.2.10.4. Dysphasia
  - 6.2.10.5. Dyslexia

6.3. Written Language
- 6.3. 1. Written Language
  - 6.3.1.1. Literacy
- 6.3.2. Written Language
- 6.3.3. The value of Literacy
- 6.3.4. Literacy and Family
- 6.3.5. The Role of the Family

6.3.6. The Role of the School
6.3.6.1. The School
6.3.6.2. The Role of the Teacher
6.3.7. Writing and Written Language
6.3.8. Oral and Written Language. Communication System
6.3.9. What should the Children Learn About the Written Language?
6.3.10. How Does one Learn to Write?

6.4. What is Reading?
6.4.1. Phases of the Reading Process
6.4.2. Visual and Non-visual Information
6.4.3. The Objectives of Reading
6.4.4. Cognitive and Linguistic Processes Involved in Reading
6.4.5. Memory
6.4.6. The Reading Process
6.4.6.1. Decoding
6.4.6.2. Comprehension
6.4.7. Reading in the Classroom
6.4.8. The Curriculum

6.5. Encouragement to Reading
6.5.1. Reading for Pleasure vs. Reading for Duty
6.5.2. Strategies for the Promotion of Reading
6.5.3. The Library
6.5.4. Internet as a Source of Reading
6.5.5. Animation Activities

6.6. Teaching and Learning to Read and Write
6.6.1. Phases of Learning to Read
6.6.2. Phases of Learning to Write
6.6.3. Methods of Teaching Reading and Writing
6.6.4. Strategies for Reading
6.6.5. Evaluation of Strategies
6.6.6. Uses of Written Language
6.6.7. Reading and Writing Teaching and Learning Activities
6.6.8. The Typeface
6.6.9. Materials. Basic Materials
6.6.10. Instruments
6.6.10.1. Some Instruments for the Continuous Regulation of the Learning of Reading and Writing
6.6.10.2. Some instruments for the self-regulation of the learning of reading and writing.

6.7. The Teacher's Role
6.7.1. Functions
6.7.2. Knowledge for the Development of their Activity
6.7.3. Aspects that a Teacher should Develop
6.7.4. Teacher Training
6.7.5. Teacher's Functions According to the Regulations
6.7.6. The Teacher and their Relationship with the Families
6.7.7. Successful Actions

6.8. Second Language Learning. English as L2
6.8.1. The Concept of Bilingual Teaching. English as L2
6.8.2. Bilingual Teaching Models
6.8.3. Principle of Globalized Approach
6.8.4. Implications for Teaching English as an L2
6.8.5. Activities and Resources
6.8.6. Oral Narration in the English Language Classroom
6.8.7. Reading or Telling a Story
6.8.8. Oral Narration as an L2 Teaching Tool
6.8.9. Keys to Oral Narration
6.8.10. Activities for Before, During, and After the Oral Narration.

6.9. Literature
6.9.1. Why Literature?
6.9.1.1. The Student Profile
6.9.1.2. Objectives of the Teaching of Literature
6.9.2. The Literary Genre
6.9.2.1. Lyric, Narrative, and Dramatic
6.9.2.2. Current Genres
6.9.3. The Habit of Reading
6.9.4. Children's Literature
6.9.4.1. What is it?

6.9.5. The Genres of Children's Literature
6.9.6. The Fairy Tale
6.9.7. Criteria for Selection, Use, and Storytelling
6.9.7.1. Criteria for Story Selection
6.9.7.2. Specific Criteria according to the Age of the Children
6.9.7.3. Classification According to Subject Matter
6.9.7.4. Criteria for Storytelling
6.9.8. The Classroom Library
6.9.8.1. General Functions
6.9.8.2. Conditions to be Met by a Classroom Library
6.9.8.3. Role of the Teacher in the Classroom Library
6.10. Evaluation
6.10.1 Characteristics of the Evaluation
6.10.2. What to Evaluate?
6.10.3. Evaluation Guidelines
6.10.4. When to Evaluate?
6.10.5. Reading Comprehension Assessment
6.10.6. Assessment of Reading Strategies
6.10.7. Tasks that Assess the Child's Writing System
6.10.8. Assessment Tools
6.10.9. Other Instruments for Literacy Assessment

## **Module 7.** Oral Communication

7.1. What is Oral Discourse? Characteristics and Genres
7.1.1. Orality, that which Relates to Speech and Voice
7.1.1.1. What is Oral Discourse?
7.1.1.2. Orality, Complex, and Multidimensional
7.1.1.3. Elements of Oral Discourse
7.1.1.4. Characteristics of Oral Discourse and How it Differs from Written Discourse
7.1.1.5. The Functions of Language
7.1.1.6. Genres of Oral Discourse

7.2. Oral Competence as a Basis for Learning
- 7.2.1. The National Curriculum on Oral Competence as a Basis for Learning
- 7.2.2. The Difference between Discourse and Oral Proficiency
- 7.2.3. Elements of Oral Proficiency
- 7.2.4. From Linguistic Practice to the Learning Situation
- 7.2.5. Linguistic Interactions and Scientific Learning
- 7.2.6. How is the Meaning of an Everyday Word Transformed into a Scientific Concept?
- 7.2.7. The Construction of Knowledge through Error
- 7.2.8. How do we know to what Degree the Learner's Conceptualization of Words has been Expanded?

7.3. The Oral Code: From the Family Environment to the School Environment
- 7.3.1. A Look at the Evolution of Language in the Child
- 7.3.2. The Family: Influence and Interaction
- 7.3.3. The Family and its Spiritual-cultural Function
- 7.3.4. Factors that Alter the Development of Communication in the Child
- 7.3.5. The Treatment of Oral Communication at School, Why Work on Oral Language in the Classroom?
- 7.3.6. Oral Communication in the Child and the Role of the School
- 7.3.7. What Conversation should be Promoted in the Classroom and How?
- 7.3.8. Types of Oral Discourse in the Classroom

7.4. The Teacher's Speech
- 7.4.1. The Classroom as a Communicative Situation
- 7.4.2. The Teacher's Speech
- 7.4.3. Elementary School Teachers and their Oral Competence
- 7.4.4. Elementary School Teachers and the Improvement of their Oral Expression
- 7.4.5. Self-evaluation
- 7.4.6. The Educator's Correction in the Development of Oral Expression
- 7.4.7. Talking to Students and Making them Talk

7.5. Verbal Language and Non-verbal Language
- 7.5.1. Verbal and Non-verbal Language
- 7.5.2. Non-verbal Language and its Value in Oral Communication
- 7.5.3. Classification of Non-verbal Language (Non-verbal Codes)
- 7.5.4. Gesture and Body Movement (Kinesics or Kinesics)
- 7.5.5. Social Space and Distance (Proxemics)
- 7.5.6. Time (Chronemic Aspect)
- 7.5.7. Paraverbal Language and its Functions
- 7.5.8. Teaching Non-verbal Language

7.6. Activities for the Development of Oral Competence
- 7.6.1. Teaching Oral Communication, a Confusing Notion
- 7.6.2. Difficulties in Teaching Oral Competence, Object of Study in Elementary School Education
- 7.6.3. What to Teach as Oral Competence?
- 7.6.4. Methods and Conditions for Developing Oral Communication
- 7.6.5. Classification of Activities and Didactic Strategies for the Development of Listening Comprehension
- 7.6.6. Activities and Didactic Strategies for the Development of Oral Expression
- 7.6.7. The Conversation or Dialogue and the Colloquium for the Development of Oral Competence
- 7.6.8. Narration, Description, and Recitation for the Development of Oral Proficiency
- 7.6.9. Exposition and Discussion for the Development of Oral Competence
- 7.6.10. Dramatization or Simulation for the Development of Oral Competence

7.7. Diagnosis of Oral Competence and its Evaluation
- 7.7.1. The National Curriculum for Elementary School Education on the Diagnosis of Oral Competence
- 7.7.2. Assessment Criteria and Learning Standards of the National Curriculum
- 7.7.3. Generalities of Oral Competence in Elementary School, Observation, and Assessment
- 7.7.4. Initial or Diagnostic, Formative, and Final Assessment
- 7.7.5. What to Assess in Students' Oral Proficiency?
- 7.7.6. Construction of Rubrics for Assessing Oral Competence
- 7.7.7. Assessment of Orality Based on Competencies
- 7.7.8. Assessment of Language-related Competencies
- 7.7.9. Assessment of Competencies Linked to Attitudes and Behaviors in Communication Situations
- 7.7.10. Evaluation of Competencies with respect to the Production of Utterances in a Communication Situation

7.8. Folklore and Oral Literature
- 7.8.1. Definition of Folklore and Oral Literature
- 7.8.2. Characteristics of Oral Literature
- 7.8.3. The Study of Oral Folklore
- 7.8.4. Relations and Differences between Oral and Written Literature
- 7.8.5. The Genres of Oral Literature
- 7.8.6. The Folk Tale as a Paradigm of Oral Literature
- 7.8.7. Didactic Possibilities of Oral Literature

7.9. Oral Language Disorders
- 7.9.1. Brain Functioning and Oral Language Development
- 7.9.2. Diagnosis of a Language Disorder Warning and Ruling Out Signs
- 7.9.3. Language Disorders in the Constellation of DIS Disorders
- 7.9.4. Oral Language Disorders, not just a Communication Problem, Psychological, Learning, and Psychomotor Implications
- 7.9.5. Communication Disorders in the Autistic Spectrum and Other Syndromes
- 7.9.6. Legislation, Provisions, and Pedagogical Adaptations in School for Children with Language Disorders
- 7.9.7. Hearing Impairment
- 7.9.8. The Ordeal of Foreign Languages
- 7.9.9. Parental Role. Relationship between Families, School, and Specialists

## **Module 8.** Didactics of Grammar, Lexicon and Spelling

8.1. General Considerations
- 8.1.1. Introduction
- 8.1.2. General Differences
- 8.1.3. Differences in the Teaching of Grammar and Vocabulary
- 8.1.4. Spelling in Elementary School Education
- 8.1.5. Key Concepts for Teaching Grammar
- 8.1.6. Theoretical Frameworks of Descriptive Grammar
- 8.1.7. Grammar Acquisition
- 8.1.8. Prescriptive Grammar and School Grammar
- 8.1.9. Theories of Vocabulary Acquisition
- 8.1.10. Phonology, Morphemes, and Semantics
- 8.1.11. Concept of Orthography

8.2. Vocabulary Didactics
- 8.2.1. Introduction
- 8.2.2. The Importance of Vocabulary
- 8.2.3. Vocabulary Development
- 8.2.4. Methods and Approaches
- 8.2.5. Vocabulary Didactics in Pre-school Education
- 8.2.6. Vocabulary Didactics in Elementary School Education

8.3. The Teaching of Spelling
- 8.3.1. The Concept
- 8.3.2. Importance of Selling
- 8.3.3. Spelling in Pre-school Education
- 8.3.4. Spelling in Elementary School Education
- 8.3.5. Learning Spelling
- 8.3.6. Teaching Strategies

8.4. Teaching Grammar
- 8.4.1. Concept of Grammar
- 8.4.2. The Importance and Critique of Grammar Teaching
- 8.4.3. The Meaning of Teaching Grammar
- 8.4.4. The Teaching of Grammar in Pre-school Education
- 8.4.5. Teaching Grammar in Elementary School Education
- 8.4.6. Grammar and Reading and Writing

8.5. Didactic Resources for the Teaching of Vocabulary, Grammar, and Spelling
- 8.5.1. Introduction
- 8.5.2. Concept of a Didactic Resource
- 8.5.3. Classification of Didactic Resources
- 8.5.4. The Didactic Resource in Pre-school Education
- 8.5.5. The Didactic Resource in Elementary School Education
- 8.5.6. Technologies as a Didactic Resource
- 8.5.7. Vocabulary, Grammar, and Spelling Applications
  - 8.5.7.1. Vocabulary Teaching Resources
  - 8.5.7.2. Resources for Teaching Grammar
  - 8.5.7.3. Resources for Teaching Spelling

## **Module 9.** Teaching Methods of Spanish as a Foreign Language for Preschool and Elementary School Education

9.1. L2 Learning. Methods and Approaches
- 9.1.1. Aspects to be Taken into Account when Teaching
- 9.1.2. Difference between Language Learning and Language Acquisition
- 9.1.3. Optimal Conditions for Learning a Foreign Language
- 9.1.4. Approaches and Methods

9.2. Neuroeducation and Bilingualism
- 9.2.1. Bilingual Brain
- 9.2.2. The Age Factor
- 9.2.3. The Quality Factor
- 9.2.4. The Method Factor
- 9.2.5. The Language Factor
- 9.2.6. The Number Factor

9.3. Cummins' Theories on Bilingualism
- 9.3.1. Introduction
- 9.3.2. Linguistic Interdependence Theory
- 9.3.3. The Threshold Hypothesis
- 9.3.4. Additive and Subtractive Bilingualism
- 9.3.5. The importance of the Mother Tongue
- 9.3.6. Language Immersion Programs

9.4. L2 and Interaction
- 9.4.1. The Role of Interaction in Learning
- 9.4.2. Interaction in Native Language Learning
- 9.4.3. Interaction in L2 Learning
- 9.4.4. Types of Interaction in the Foreign Language Classroom
- 9.4.5. Communicative Approach in Second Language Teaching

9.5. The Role of Emotions in L2 Learning
- 9.5.1. Emotional Intelligence
- 9.5.2. Motivation in the Spanish as a Foreign Language Classroom
  - 9.5.2.1. What is Motivation?
  - 9.5.2.2. Type of Motivation
  - 9.5.2.3. Motivation Factors
- 9.5.3. Theories of Motivation
- 9.5.4. Motivation Techniques in the Spanish as a Foreign Language Classroom

9.6. Working with Graded Readings
- 9.6.1. Definition of Graded Reading and Characteristics
- 9.6.2. Advantages of Extensive Reading
- 9.6.3. Strategies for using Graded Reading in the Classroom
- 9.6.4. Activities with Graded Readings in the Classroom

9.7. Teaching Resources: Poems, Rhymes, and Tongue Twisters
- 9.7.1. Why use Poetry in the Spanish as a Foreign Language Classroom?
  - 9.7.1.1. What kind of Texts?
  - 9.7.1.2. The Poem as an Activity in the Spanish as a Foreign Language Classroom.
- 9.7.2. Rhymes
  - 9.7.2.1. Activities and Games for Initiation and Motivation
- 9.7.3. Tongue Twisters
  - 9.7.3.1. Origin of Tongue Twisters
  - 9.7.3.2. Characteristics
  - 9.7.3.3. Why use Tongue Twisters in Spanish?

9.8. Didactic Resources: Flashcards and Pictures
- 9.8.1. Why use Flashcards?
- 9.8.2. How to use Flashcards in the Spanish Classroom?
- 9.8.3. Types of Flashcards
- 9.8.4. Activities with Flashcards

9.9. Didactic Resources: Videos and Animated Short Films
- 9.9.1. Why use Short Animation Films?
- 9.9.2. How to use Short Films in the Spanish as a Foreign Language Classroom?
- 9.9.3. How to Choose a Short Film?
- 9.9.4. Activities to do Before, During, and After the Viewing
- 9.9.5. Short Films for the Spanish as a Foreign Language (ELE) Classroom

## **Module 10.** ICTs in the Language and Literature Classroom

10.1. New Technologies in Education
- 10.1.1. The Educational Context 2.0
- 10.1.2. Why use ICT?
- 10.1.3. The Digital Competencies of Teachers and Students
- 10.1.4. Summary
- 10.1.5. Bibliography and Recommended Readings

10.2. ICT in the Classroom and its Application
- 10.2.1. Digital Book
- 10.2.2. Digital Whiteboard
- 10.2.3. Digital Backpack
- 10.2.4. Mobile Devices

10.3. ICT on the Web and its Application
- 10.3.1. Surfing and Searching for Information
- 10.3.2. Educational Software
- 10.3.3. Guided Activities on the Internet
- 10.3.4. Educational Blogs and Web Pages
- 10.3.5. Language and Literature Teacher's Wikis
- 10.3.6. Learning Platforms: Moodle and Schoology
- 10.3.7. Google Classroom
- 10.3.8. Google Docs
- 10.3.9. MOOCs

10.4. Social Networks and their applications in Teaching
- 10.4.1. Introduction to Social Networks
- 10.4.2. Facebook
- 10.4.3. Twitter
- 10.4.4. Instagram
- 10.4.5. LinkedIn

10.5. ICT for Language and Literature
- 10.5.1. Outlines, Concept, and Mind Maps
- 10.5.2. Infographics
- 10.5.3. Presentations and Moving Texts
- 10.5.4. Creation of Video Tutorials
- 10.5.5. Gamification
- 10.5.6. Flipped Classroom
- 10.5.7. Summary

10.6. Design of Collaborative Activities for Language and Literature
- 10.6.1. Creation of Collaborative Activities
- 10.6.2. Reading and Writing with ICT
- 10.6.3. Expanding Dialogue and Reasoning Skills with ICTs.
- 10.6.4. Attention to Group Diversity
- 10.6.5. Scheduling and Monitoring of Activities

10.7. Evaluation with ICT in Language and Literature
- 10.7.1. Assessment Systems with ICT
- 10.7.2. The e-Portfolio
- 10.7.3. Self-assessment, Peer Assessment, and Feedback
- 10.7.4. Summary
- 10.7.5. Bibliography and Recommended Readings

10.8. Evaluation with ICT in Language and Literature
- 10.8.1. Filtering Information and Infoxication
- 10.8.2. Online Distractors
- 10.8.3. Activity Tracking
- 10.8.4. Summary
- 10.8.5. Bibliography and Recommended Readings

10.9. My ICT Resources for Language and Literature with TN
- 10.9.1. History of NNTT and ICT in Education
- 10.9.2. Storage and Retrieval of Resources, Materials, and Tools
- 10.9.3. Updating Resources, Materials, and Tools
- 10.9.4. Summary
- 10.9.5. Bibliography and Recommended Readings

06

# Methodology

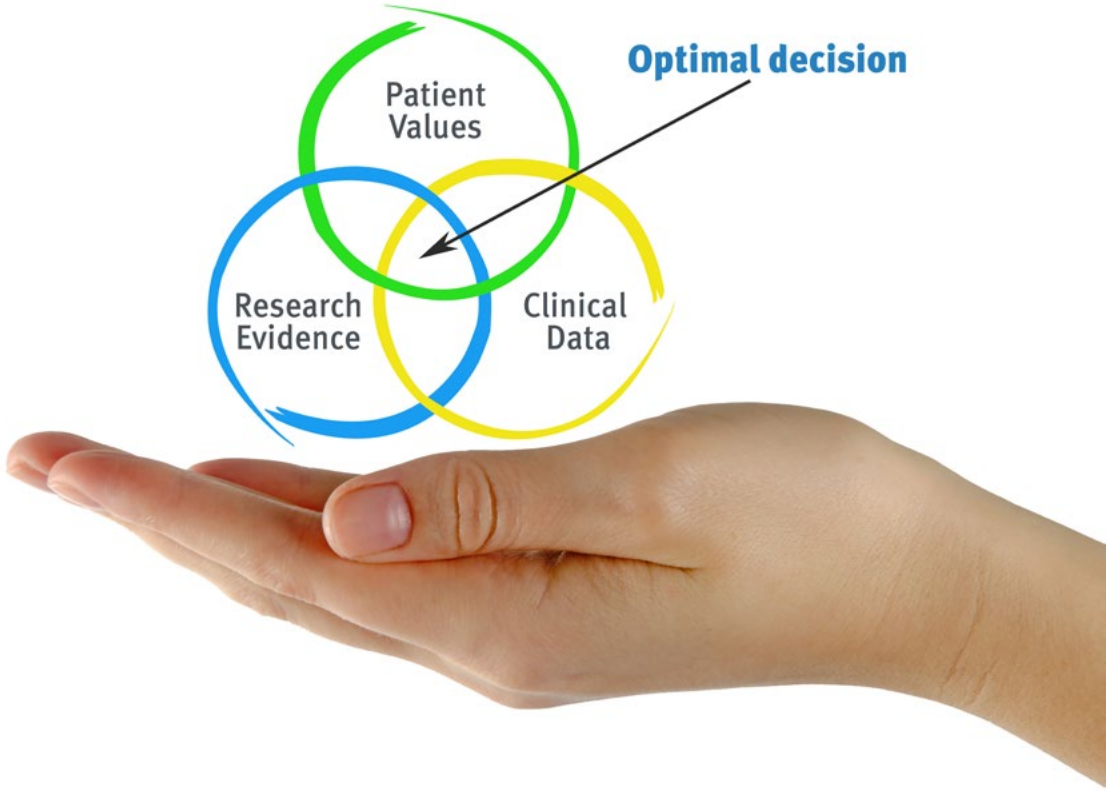
This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used, for example, in the most prestigious Medical Schools in the world, and major publications such as the ***New England Journal of Medicine have considered it to be one of the most effective.***

*Discover Relearning, a System that Abandons Conventional Linear Learning to take you through Cyclical Teaching Systems: a way of Learning that has proven to be extremely effective, especially in subjects that require memorization".*

## At TECH Education School, we use the Case Method

Faced with a specific situation, what should a professional do? Throughout the program, students will face multiple simulated cases, based on real situations in which they will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the efficacy of the method.




*With TECH, the educator, teacher, or professor experiences a way of learning that is shaking the foundations of traditional universities around the world.*

*It is a technique that develops the critical spirit and prepares the educator to make decisions, defend arguments, and contrast opinions.*

*Did you know that this method was developed in 1912, at Harvard, for Law students? The Case Method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method".*

**The effectiveness of the method is justified by four fundamental achievements:**

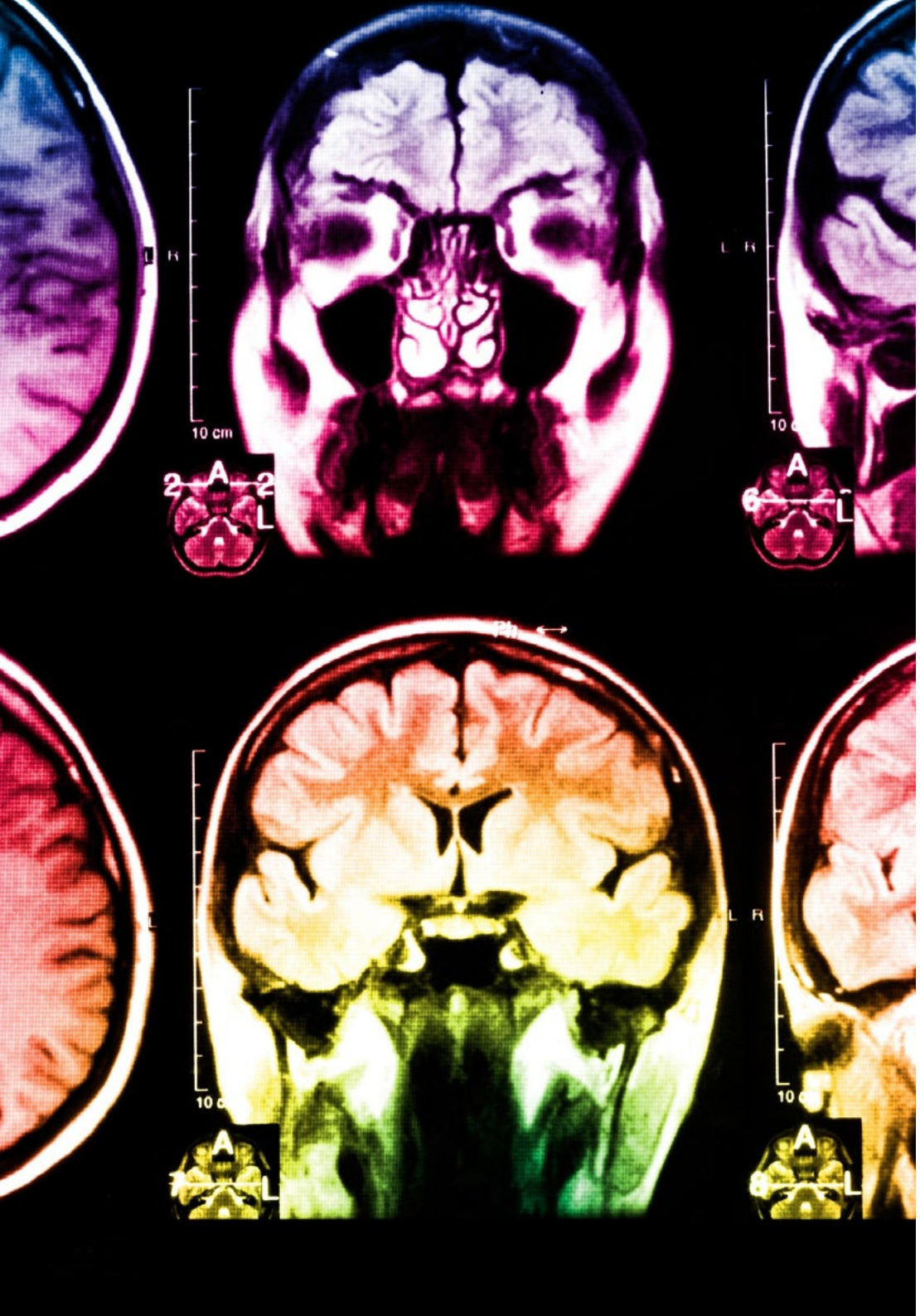
1. Educators who follow this method not only achieve the assimilation of concepts, but also the development of their mental capacity through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the educator to better integrate knowledge into daily practice.
3. A simpler and more efficient assimilation of ideas and concepts is achieved, thanks to the approach of situations that have arisen from real teaching.
4. Students like to feel that the effort they put into their Studies is worthwhile. This then translates into a greater interest in Learning and more time dedicated to Working on the Course.

## Re-learning Methodology

TECH enhances the use of the Harvard case method with the best 100% online teaching methodology of the moment: Re-learning.

This University is the first in the world to combine case studies with a 100% online learning system based on repetition, which combines a minimum of 8 different elements in each lesson, and which represent a real revolution with respect to the simple study and analysis of cases.

*The educator will learn through real cases and resolution of complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate Immersive Learning.*



At the forefront of world teaching, the Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology, more than 85,000 educators have been trained with unprecedented success in all specialties. Our pedagogical methodology is developed in a highly demanding environment, with a University student body with a medium-high socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and more performance, getting more involved in your specialization, developing a critical spirit, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but happens in a spiral (learn, unlearn, forget and relearn). That's why they combine each of these elements concentrically.

The overall score obtained by our Learning system is 8.01, according to the highest international standards.

**This program offers the best educational materials, thoroughly prepared for professionals:**

### Study Material

All the didactic contents are created by the specialist educators who are going to teach the University program, specifically for it, so that the didactic development is really specific and concrete.

These contents are then applied to the audiovisual format, to create the TECH online work method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

### Educational Techniques and Procedures in video

TECH brings the student closer to the newest techniques, with the latest educational advances, to the forefront of the current situation in Education. All this, in first person, with the maximum rigor, explained and detailed for their assimilation and understanding. And best of all, you can watch them as many times as you want.

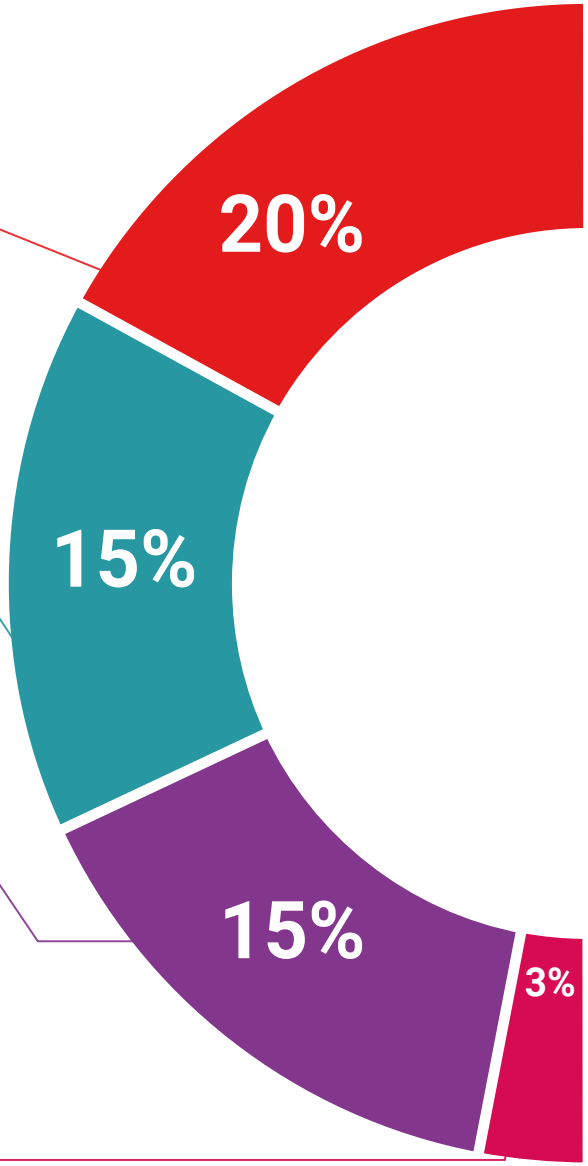
### Interactive Summaries

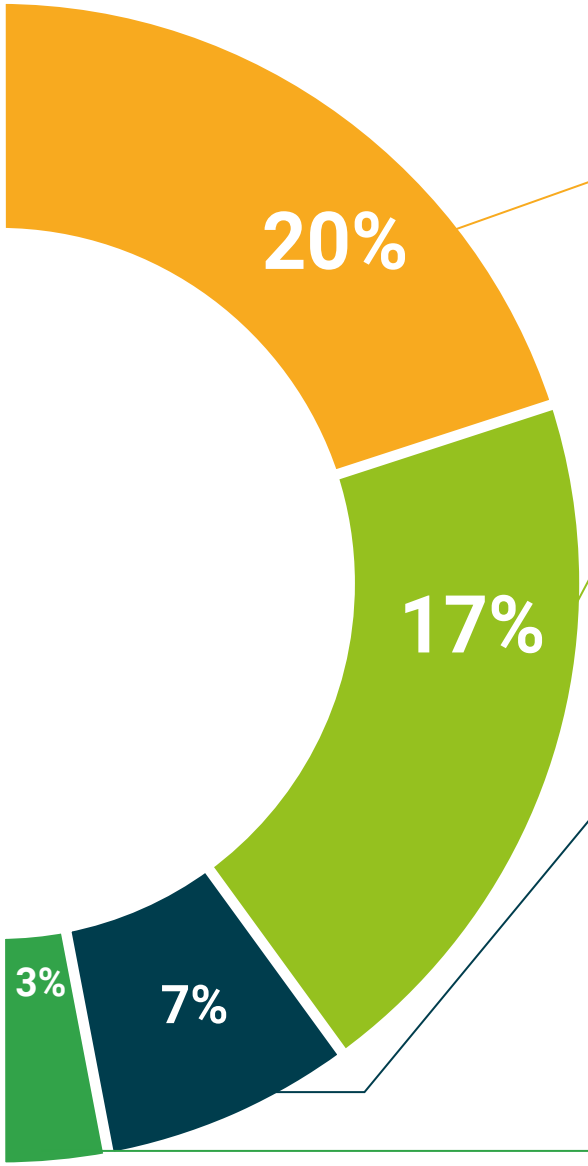
The TECH team presents the contents in an attractive and dynamic way in multimedia pills that include audios, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique educational system for the presentation of multimedia content was awarded by Microsoft as a "European Success Story".

### Additional Reading

Recent articles, consensus documents, and international guides, among others. In TECH's virtual library, students will have access to everything they need to complete their Training.






### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. For this reason, TECH presents the development of real cases in which the expert will guide the student through the development of attention and the resolution of different situations: a clear and direct way to achieve the highest degree of understanding.

### Testing & Re-Testing

The student's knowledge is periodically evaluated and re-evaluated throughout the program, through evaluative and self-evaluative activities and exercises so that the student can check how they are achieving their goals.

### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and recall, and generates confidence in future difficult decisions.

### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

07

# Certificate

The Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education guarantees, in addition to the most rigorous and up-to-date training, access to a Master's Degree issued by the TECH Global University.

*Successfully complete this program and receive your Master's Degree university degree without travel or cumbersome procedures".*

This program will allow you to obtain your **Master's Degree diploma in Teaching Methods in Language Classes in Pre-School and Elementary School Education** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

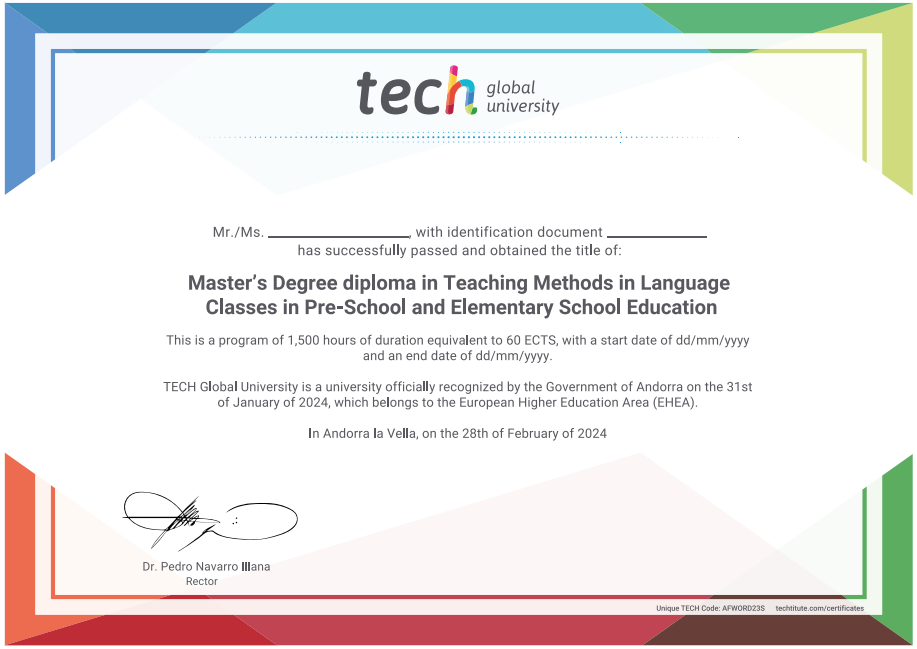
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Teaching Methods in Language Classes in Pre-School and Elementary School Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

**Master's Degree diploma in Teaching Methods in Language Classes in Pre-School and Elementary School Education**

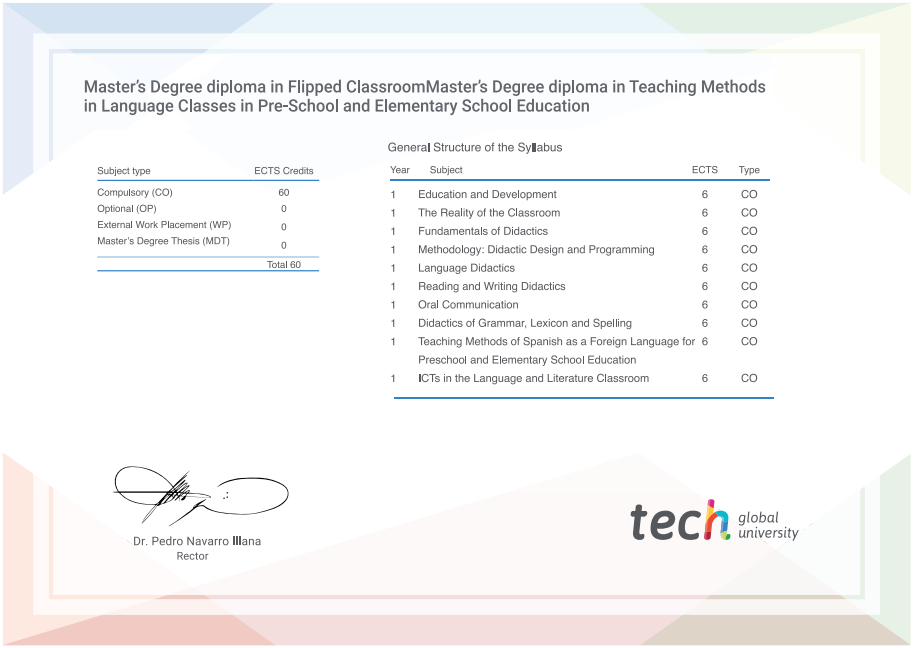
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree diploma in Flipped ClassroomMaster's Degree diploma in Teaching Methods in Language Classes in Pre-School and Elementary School Education

| Subject type | ECTS Credits |
|---|---|
| Compulsory (CO) | 60 |
| Optional (OP) | 0 |
| External Work Placement (WP) | 0 |
| Master's Degree Thesis (MDT) | 0 |
| | Total 60 |

General Structure of the Syllabus

| Year | Subject | ECTS | Type |
|---|---|---|---|
| 1 | Education and Development | 6 | CO |
| 1 | The Reality of the Classroom | 6 | CO |
| 1 | Fundamentals of Didactics | 6 | CO |
| 1 | Methodology: Didactic Design and Programming | 6 | CO |
| 1 | Language Didactics | 6 | CO |
| 1 | Reading and Writing Didactics | 6 | CO |
| 1 | Oral Communication | 6 | CO |
| 1 | Didactics of Grammar, Lexicon and Spelling | 6 | CO |
| 1 | Teaching Methods of Spanish as a Foreign Language for Preschool and Elementary School Education | 6 | CO |
| 1 | ICTs in the Language and Literature Classroom | 6 | CO |

Dr. Pedro Navarro Illana
Rector

tech global university

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

tech global university

# Master's Degree

## Teaching Methods in Language Classes in Pre-School and Elementary School Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

# Master's Degree

## Teaching Methods in Language Classes in Pre-School and Elementary School Education

tech global university