Master's Degree

Teaching English in Primary Education

Accreditation/Membership

Supporting our staff's professional development
iatefl
IATEFL Institutional member 2024 - 2025

International Association of Teachers of English as a Foreign Language

tech Euromed University

tech Euromed University

Master's Degree

Teaching English in Primary Education

- Modality: **Online**
- Duration: **12 months.**
- Certificate: **TECH Euromed University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/educacion/master/master-ensenanza-ingles-educacion-primaria**

Index

01 Introduction to the Program — p. 4

02 Why Study at TECH? — p. 8

03 Syllabus — p. 12

04 Teaching Objectives — p. 26

05 Study Methodology — p. 30

06 Teaching Staff — p. 40

07 Certificate — p. 44

01

Introduction to the Program

Teaching English in Primary Education is not just a linguistic matter, but a gateway to new opportunities for future generations. In a world where proficiency in this language is key to academic and professional development, educators need innovative methodologies that enhance meaningful learning. According to the Ministry of Education and Vocational Training, around 30% of primary school students are studying English as a foreign language, highlighting the importance of effective teaching. This program from TECH Euromed University offers a cutting-edge academic experience, combining advanced didactics, digital tools, and inclusive approaches to transform teaching practices. All of this is delivered through a 100% online, flexible model designed by experts in the educational sector.

A comprehensive and 100% online program, exclusive to TECH, with an international perspective supported by our membership with the International Association of Teachers of English as a Foreign Language"

English is one of the fundamental tools in primary education, not only as a linguistic knowledge but also as a gateway to better academic and professional opportunities. However, its teaching requires innovative approaches that go beyond memorization and allow for effective language acquisition.

In this context, the Master's Degree in Teaching English in Primary Education from TECH emerges as a university qualification designed to equip educators and education professionals with advanced strategies, active methodologies, and technological tools applied to learning the English language. Throughout this academic journey, the program delves into the principles of personalized education and general didactics. Additionally, topics such as advanced grammar, phonetics, and the morphosyntax of English allow educators to refine their linguistic competence and teaching abilities. As such, this academic opportunity not only reinforces the theoretical and practical foundations of English didactics but also trains professionals to design and adapt effective educational materials based on the student's needs.

Thanks to its fully online delivery, graduates can advance in their specialization without neglecting their professional responsibilities. With unlimited access to content available 24/7 and based on the Relearning learning method, TECH guarantees efficient, flexible learning tailored to the current demands of the education sector. Additionally, graduates will receive 10 Masterclasses taught by an International Guest Director.

In this way, thanks to TECH's membership in the **International Association of Teachers of English as a Foreign Language (IATEFL)**, graduates will gain access to exclusive resources, international conferences, and professional development opportunities that will enhance their training. Additionally, they will be able to join a global network of English teaching experts, fostering the exchange of experiences and new academic and career opportunities.

This **Master's Degree in Teaching English in Primary Education** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of practical cases presented by experts in Teaching English in Primary Education
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Teaching English in Primary Education
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

You will delve into the didactics of English and active methodologies with the innovative tools you will acquire in the exclusive Masterclasses of this university qualification from TECH"

You will apply innovative methodologies in Teaching English, ensuring dynamic and effective learning"

You will design didactic strategies adapted to different educational contexts, taking into account cultural and linguistic factors.

With TECH's unique learning system, you will implement effective teaching practices, optimizing English learning in the classroom.

The program includes a faculty of professionals from the field of Teaching English in Primary Education, who bring their real-world experience into this program, as well as recognized specialists from leading societies and prestigious universities.

Its multimedia content, created with the latest educational technology, will provide professionals with situated and contextualized learning, meaning a simulated environment that offers an immersive study experience designed to prepare you for real-world situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

The syllabus of this Master's Degree in Teaching English in Primary Education has been designed by experts in English teaching and pedagogy, ensuring an updated and highly specialized approach. Through this academic opportunity, educators will acquire in-depth knowledge in English didactics, phonetics, grammar, and morphosyntax, enhancing their ability to structure dynamic and effective lessons. Additionally, the program will explore the use of ICT tools to enhance language learning, integrating innovative methodologies into the classroom.

Transform English teaching by developing competencies in English phonetics and grammar, enabling you to deliver lessons with greater precision and academic rigor"

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

1.1. The Human Person
- 1.1.1. Educating Taking Into Account The Person
- 1.1.2. Person and Human Nature
- 1.1.3. Attributes or Radical Properties of the Person
- 1.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 1.1.5. The Human Person as a Dynamic System
- 1.1.6. The Person and the Meaning That They Can Give to Their Life

1.2. Pedagogical Foundations of Personalized Education
- 1.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
- 1.2.2. What is and What is Not Personalized Education?
- 1.2.3. Objectives of Personalized Education
- 1.2.4. The Personal Encounter Between Teacher and Student
- 1.2.5. Protagonists and Mediators
- 1.2.6. The Principles of Personalized Education

1.3. Learning Situations in Personalized Education
- 1.3.1. The Personalized Vision of the Learning Process
- 1.3.2. Operational and Participatory Methodologies and Their General Characteristics
- 1.3.3. Learning Situations and Their Personalization
- 1.3.4. Role of Materials and Resources
- 1.3.5. Evaluation as a Learning Situation
- 1.3.6. The Personalized Educational Style and its 5 Manifestations
- 1.3.7. Promoting the 5 Manifestations of the Personalized Educational Style

1.4. Motivation: A Key Aspect of Personalized Learning
- 1.4.1. Influence of Affectivity and Intelligence in the Learning Process
- 1.4.2. Definition and Types of Motivation
- 1.4.3. Motivation and Values
- 1.4.4. Strategies to Make the Learning Process More Attractive.
- 1.4.5. The Playful Aspect of Schoolwork

1.5. Metacognitive Learning
- 1.5.1. What Should Students Be Taught in Personalized Education?
- 1.5.2. Meaning of Metacognition and Metacognitive Learning
- 1.5.3. Metacognitive Learning Strategies
- 1.5.4. Consequences of Learning in a Metacognitive Way.
- 1.5.5. The Evaluation of the Significant Learning of the Learner
- 1.5.6. Keys to Educating in Creativity

1.6. Personalizing the Organization of the School Center
- 1.6.1. Factors in the Organization of a School
- 1.6.2. The Personalized School Environment
- 1.6.3. The Student Body
- 1.6.4. Teaching Staff
- 1.6.5. The Families
- 1.6.6. The School Center as an Organization and as a Unit
- 1.6.7. Indicators to Evaluate the Educational Personalization of a School Center

1.7. Identity and Profession
- 1.7.1. Personal Identity: A Personal and Collective Construction
- 1.7.2. Lack of Social Valuation
- 1.7.3. Cracking and Identity Crisis
- 1.7.4. Professionalization Under Debate
- 1.7.5. Between Vocation and Expert Knowledge
- 1.7.6. Teachers as Artisans
- 1.7.7. Fast Food Behavior
- 1.7.8. Unrecognized Good Guys and Unknown Bad Guys
- 1.7.9. Teachers Have Competitors

1.8. The Process of Becoming a Teacher
- 1.8.1. Initial Training Matters
- 1.8.2. At the Beginning, the More Difficult, the Better
- 1.8.3. Between Routine and Adaptation
- 1.8.4. Different Stages, Different Needs

1.9. Characteristics of Effective Teachers
- 1.9.1. Literature in Reference to Effective Teachers
- 1.9.2. Value-Added Methods
- 1.9.3. Classroom Observation and Ethnographic Approaches
- 1.9.4. The Dream of Having Countries with Good Teachers

1.10. Beliefs and Change
- 1.10.1. Analysis of Beliefs in the Teaching Profession
- 1.10.2. Many Actions and Little Impact
- 1.10.3. The Search for Models in the Teaching Profession

Module 2. Information Technologies Applied to Education

2.1. ICT, Literacy and Digital Skills
- 2.1.1. Introduction and Objectives
- 2.1.2. The School in the Knowledge Society
- 2.1.3. ICT in the Teaching and Learning Process.
- 2.1.4. Digital Literacy and Competencies
- 2.1.5. The Role of the Teacher in the Classroom
- 2.1.6. The Digital Competencies of the Teacher
- 2.1.7. Bibliographic References
- 2.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
- 2.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
- 2.1.10 The Teacher as Part of Web2.0: How to Build their Digital Identity?
- 2.1.11 Guidelines for the Creation of Teacher Profiles
- 2.1.12. Creating a Teacher Profile on Twitter
- 2.1.13. Bibliographic References

2.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
- 2.2.1. Introduction and Objectives
- 2.2.2. Conditions for Participatory Learning
- 2.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
- 2.2.4. Content Creation in Web 2.0: Digital Tools
- 2.2.5. The Blog as a Classroom Pedagogical Resource
- 2.2.6. Guidelines for the Creation of an Educational Blog
- 2.2.7. Elements of the Blog to Make It an Educational Resource
- 2.2.8. Bibliographic References

2.3. Personal Learning Environments for Teachers
- 2.3.1. Introduction and Objectives
- 2.3.2. Teacher Training for the Integration of ICTs
- 2.3.3. Learning Communities
- 2.3.4. Definition of Personal Learning Environments
- 2.3.5. Educational Use of PLE and NLP
- 2.3.6. Design and Creation of Our Classroom PLE
- 2.3.7. Bibliographic References

2.4. Collaborative Learning and Content Curation
- 2.4.1. Introduction and Objectives
- 2.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
- 2.4.3. Digital Tools for Collaborative Work
- 2.4.4. Content Curation
- 2.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
- 2.4.6. The Content Curator Teacher. Scoop.it
- 2.4.7. Bibliographic References

2.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
- 2.5.1. Introduction and Objectives
- 2.5.2. Principle of Connected Learning
- 2.5.3. Social Networks: Tools for the Creation of Learning Communities
- 2.5.4. Communication On Social networks: Management of the New Communicative Codes
- 2.5.5. Types of Social Networks
- 2.5.6. How to use Social Networks in the Classroom: Content Creation
- 2.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 2.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 2.5.9. Digital Identity
- 2.5.10 Risks for Minors on the Internet
- 2.5.11 Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 2.5.12 Platforms for Promoting Safety on the Internet

2.5.13 Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
2.5.14. Bibliographic References

2.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
2.6.1. Introduction and Objectives
2.6.2. Bloom's Taxonomy and ICT
2.6.3. The Educational Podcast as aTeaching Element
2.6.4. Audio Creation
2.6.5. The Image as an Educational Element
2.6.6. ICT Tools with Educational Use of Images
2.6.7. Editing Images with ICT: Tools for Editing
2.6.8. What Is PBL?
2.6.9. Process of Working with PBL and ICT
2.6.10 Designing PBL with ICT
2.6.11. Educational Possibilities in Web 3.0
2.6.12.. Youtubers and Instagrammers: Informal Learning in Digital Media
2.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
2.6.14. Platforms for the Dissemination of Audiovisual Materials
2.6.15. Guidelines for the Creation of an Educational Video
2.6.16. Bibliographic References

2.7. Gamification: Motivation and ICT in the Classroom
2.7.1. Introduction and Objectives
2.7.2. Gamification Enters the Classroom Through Virtual Learning Environments
2.7.3. Game-Based Learning (GBL)
2.7.4. Augmented Reality (AR) in the Classroom
2.7.5. Types of Augmented Reality and Classroom Experiences
2.7.6. QR Codes in the Classroom: Generation of Codes and Educational Application
2.7.7. Classroom Experiences
2.7.8. Bibliographic References

2.8. Media Competency in the Classroom with ICT
2.8.1. Introduction and Objectives
2.8.2. Promoting the Media Competence of Teachers

2.8.3. Mastering Communication for Motivating Teaching
2.8.4. Communicating Pedagogical Content with ICT
2.8.5. Importance of the Image as a Pedagogical Resource
2.8.6. Digital Presentations as an Educational Resource in the Classroom
2.8.7. Working in the Classroom with Images
2.8.8. Sharing Images on Web 2.0
2.8.9. Bibliographic References

2.9. Assessment for Learning Through ICT
2.9.1. Introduction and Objectives
2.9.2. Assessment for Learning Through ICT
2.9.3. Assessment Tools: Digital Portfolio and Rubrics
2.9.4. Building an ePortfolio with Google Sites
2.9.5. Creating Evaluation Rubrics
2.9.6. Design Evaluations and Self-Evaluations with Google Forms
2.9.7. Bibliographic References

Module 3. General Didactics

3.1. Foundations of Didactics as an Applied Pedagogical Discipline
3.1.1. Foundations, Origin and Evolution of Didactics
3.1.2. The Concept of Didactics
3.1.3. The Object and the Purpose of Didactics
3.1.4. Personalization of the Teaching-Learning Process
3.1.5. Didactics as Theory, Practice, Science and Art
3.1.6. Didactic Models

3.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
3.2.1. An Approach to the Concept of Intelligence
3.2.2. Metacognition and Its Application in the Classroom
3.2.3. Neuroeducation and Its Application to Learning

3.3. Didactic Principles and Methodology
- 3.3.1. Didactic Principles
- 3.3.2. Didactic Strategies and Types
- 3.3.3. Didactic Methods

3.4. Educational Design and Planning
- 3.4.1. Approach to the Concept of Curriculum
- 3.4.2. Levels of Curricular Concreteness

3.5. Competence Objectives and Contents
- 3.5.1. Educational Objectives
- 3.5.2. Objectives in the Linear Model. What Is the Purpose of Teaching?
- 3.5.3. Objectives in the Process Model
- 3.5.4. Competencies. Why Teach?
- 3.5.5. Contents. What to Teach?

3.6. Didactic Procedures and Teaching Techniques
- 3.6.1. Representation Procedures and Codes
- 3.6.2. Teaching Techniques

3.7. Activities, Didactic Media, Didactic Resources and ICT
- 3.7.1. Activities
- 3.7.2. Means and Resources from a Curriculum Perspective
- 3.7.3. Classification of Resources and Didactic Means
- 3.7.4. Didactic Means and ICT

3.8. Motivation in the Classroom and Strategies for Its Achievement
- 3.8.1. What Does Motivation in the Classroom Consist of?
- 3.8.2. Different Types of Motivation
- 3.8.3. Main Theories of Motivation

3.9. Educational Evaluation
- 3.9.1. Approach to the Concept of Evaluation
- 3.9.2. Assessment Systems
- 3.9.3. Content of the Evaluation: What to Evaluate?
- 3.9.4. Evaluation Techniques and Instruments: How to Evaluate?
- 3.9.5. Evaluation Moments
- 3.9.6. Evaluation Sessions
- 3.9.7. Curricular Adaptations

3.10. Communication in the Teaching-Learning Process
- 3.10.1. The Communication Process in the Classroom
- 3.10.2. Communication from the Learner's Perspective
- 3.10.3. Communication from the Teacher's Perspective

Module 4. Innovation and Improvement of Teaching Practice

4.1. Innovation and Improvement of Teaching Practice
- 4.1.1. Introduction
- 4.1.2. Innovation, Change, Improvement, and Reform
- 4.1.3. The school Effectiveness Improvement Movement
- 4.1.4. Nine Key Factors for Improvement
- 4.1.5. How is Change Implemented? The Phases of the Process
- 4.1.6. Final Reflection

4.2. Teaching Innovation and Improvement Projects
- 4.2.1. Introduction
- 4.2.2. Identification Data
- 4.2.3. Justification of the Project
- 4.2.4. Theoretical Framework
- 4.2.5. Objectives
- 4.2.6. Methodology
- 4.2.7. Resources
- 4.2.8. Timing
- 4.2.9. Results Evaluation
- 4.2.10 Bibliographic References
- 4.2.11 Final Reflection

4.3. The Training of Teaching Professionals
- 4.3.1. Introduction
- 4.3.2. Initial Teacher Training
- 4.3.3. The Training of Novice Teachers
- 4.3.4. Teacher Professional Development
- 4.3.5. Teaching Skills
- 4.3.6. Reflective Practice
- 4.3.7. From Educational Research to the Professional Development of Educators

4.4. Formative Creativity: The Principle of Educational Improvement and Innovation
- 4.4.1. Introduction
- 4.4.2. The 4 Elements that Define Creativity
- 4.4.3. Some Theses on Creativity Relevant to Education
- 4.4.4. Formative Creativity and Educational Innovation
- 4.4.5. Educational or Pedagogical Considerations for the Development of Creativity
- 4.4.6. Some Techniques for the Development of Creativity
- 4.4.7. Final Reflection

4.5. Towards a More Autonomous and Cooperative Learning I: Learning How to Learn
- 4.5.1. Introduction
- 4.5.2. Why is Metacognition Necessary?
- 4.5.3. Teaching to Learn
- 4.5.4. Explicit Teaching of Learning Strategies
- 4.5.5. Classification of Learning Strategies
- 4.5.6. The teaching of Metacognitive strategies
- 4.5.7. The Problem of Evaluation
- 4.5.8. Final Reflection

4.6. Towards a More Autonomous and Cooperative Learning II: Emotional and Social Learning
- 4.6.1. Introduction
- 4.6.2. The Concept of Emotional Intelligence
- 4.6.3. Emotional Skills
- 4.6.4. Emotional Education and Social and Emotional Learning Programs
- 4.6.5. Techniques and Concrete Methods for the Training of Social Skills
- 4.6.6. Integrating Emotional and Social Learning into Formal Education
- 4.6.7. Final Reflection

4.7. Towards a More Autonomous and Cooperative Learning III: Learning by Doing
- 4.7.1. Introduction
- 4.7.2. Active Strategies and Methodologies to Encourage Participation.
- 4.7.3. Problem-Based Learning
- 4.7.4. Project Work
- 4.7.5. Cooperative Learning
- 4.7.6. Thematic Immersion
- 4.7.7. Final Reflection

4.8. Evaluation of Learning
- 4.8.1. Introduction
- 4.8.2. A Renewed Assessment
- 4.8.3. Modalities of Evaluation
- 4.8.4. The Procedural Evaluation Through the Portfolio
- 4.8.5. The Use of Rubrics to Clarify the Evaluation Criteria
- 4.8.6. Final Reflection

4.9. The Role of the Teacher in the Classroom
- 4.9.1. The Teacher as a Guide and Orientator
- 4.9.2. The Teacher as Class Director
- 4.9.3. Ways of Directing the Class
- 4.9.4. Leadership in the Classroom and in the Center
- 4.9.5. Coexistence in the Center

Module 5. Didactics of the English Language

5.1. Theories and Learning Styles: Towards the Teaching-Learning of Foreign Languages.
- 5.1.1. Piaget: The Child and the Interaction with the Social Environment.
- 5.1.2. Vygotsky: The Importance of Social Interaction.
- 5.1.3. Bruner and the Concept of "Scaffolding"
- 5.1.4. Gardner and the Theory of Multiple Intelligences
- 5.1.5. The Emotional Dimension in Learning
- 5.1.6. Learning Styles

5.2. Foreign Language Teaching and Learning
- 5.2.1. Introduction to Foreign Language Teaching and Learning
- 5.2.2. The Influence of Age on Foreign Language Learning
- 5.2.3. The Influence of the Mother Tongue on Foreign Language Learning
- 5.2.4. Individual Differences and Their Influence on Foreign Language Learning
- 5.2.5. Bilingual Education and Multilingual Education
- 5.2.6. English as an International Language or Lingua Franca

5.3. Spoken Language Learning in English
- 5.3.1. The Importance of Spoken Language in the Foreign Language Learning Process
- 5.3.2. Basic Principles on the Teaching-Learning of Spoken Language.
- 5.3.3. The Development of Oral Speech in Children
- 5.3.4. Promoting Interaction in English: Cooperation in the Classroom.
- 5.3.5. Written Language as a Support for Spoken Language Development.
- 5.3.6. Use of "Authentic" Materials
- 5.3.7. Non-Threatening Atmosphere: Verbal and Non-Verbal Communication and the Role of the Teacher

5.4. Learning English Vocabulary
- 5.4.1. Basic Principles of Vocabulary Teaching-Learning.
- 5.4.2. Word Categories Applied to Vocabulary Learning.
- 5.4.3. Vocabulary Learning and Teaching Techniques
- 5.4.4. Selecting Vocabulary
- 5.4.5. Expanding Vocabulary
- 5.4.6. Examples of Exercises to Work on Vocabulary

5.5. Introduction to Literacy in English.
- 5.5.1. The Literacy Process
- 5.5.2. Factors that Influence Literacy Learning in the English Language
- 5.5.3. Creating an Environment Conducive to English Language Literacy Learning
- 5.5.4. Methods for Teaching Literacy in the English Language
- 5.5.5. Next Steps in the Teaching-Learning of Literacy in English.

5.6. Learning English Through Literary Resources and Play
- 5.6.1. The Use of Stories for English language Learning
- 5.6.2. The Organization of Discourse in Stories
- 5.6.3. The Use of Language in Stories
- 5.6.4. The Quality of Stories as Material for Foreign Language Teaching
- 5.6.5. Development of Tasks Around a Story
- 5.6.6. Use of Songs and Rhymes/Poems in the Classroom
- 5.6.7. The Use of Games as Culture Maintenance. Different Concepts of Culture in the Classroom
- 5.6.8. Games and the Moral and Social Development of Children. Theories of Piaget, Kohlberg Mead, and Vygotsky
- 5.6.9. Games in the Learning of the English Language

5.7. Content and Language Integrated Learning (CLIL).
- 5.7.1. Definition and CLIL Principles
- 5.7.2. Content Learning: Cognitive Development
- 5.7.3. CLIL Curriculum Models in Early Childhood and Primary Education
- 5.7.4. Planning CLIL Sessions

5.8. Thematic Approach or Project-Based Work
- 5.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach.
- 5.8.2. Preparing a Class Based on Thematic or Project-Based Learning
- 5.8.3. Communication in the Thematic or Project Approach
- 5.8.4. Results After a Lesson with a Thematic or Project-Based Approach

5.9. ICT in English Language Teaching and Learning
- 5.9.1. Advantages and Risks of Using ICT in the Classroom
- 5.9.2. The Role of ICT in the English Classroom
- 5.9.3. Prepared Materials
- 5.9.4. Interactive Whiteboards
- 5.9.5. *Webquest*
- 5.9.6. Design of Materials: Software for Language Teaching with the Internet

5.10. Formative/Informal Evaluation of English Language Teaching and Learning
- 5.10.1. Introduction to Evaluation
- 5.10.2. Basic Principles of Assessment
- 5.10.3. Quality Criteria in Evaluation
- 5.10.4. Evaluation Planning
- 5.10.5. Different Types of Evaluation
- 5.10.6. Characteristics and Types of Formative/Informal Evaluation.

Module 6. *English Grammar*

6.1. *The Nominal Group*
- 6.1.1. *Nouns and Pronouns*
- 6.1.2. *Gender and Number*
- 6.1.3. *Countable and Uncountable Nouns*
- 6.1.4. *Genitive Case*
- 6.1.5. *Pronouns*

6.2. *Adjectives and Adverbs*
- 6.2.1. *Adjectives and Adverbs*
- 6.2.2. *Adjectival Group*
- 6.2.3. *Adverbial Group*

6.3. *The Verb*
- 6.3.1. *The Verbal Group*
- 6.3.2. *Auxiliaries and Their Use*
- 6.3.3. *Time*
- 6.3.4. *Aspect*
- 6.3.5. *Active and Passive*
- 6.3.6. *Phrasal Verbs*

6.4. *The English Tense System*
- 6.4.1. *The English Tense System*
- 6.4.2. *Present Tenses*
- 6.4.3. *Past Tenses*
- 6.4.4. *Future Forms*

6.5. *Real and Unreal Tense Usage*
- 6.5.1. *Real and Unreal Tense Usage*
- 6.5.2. *Conditional Sentences*
- 6.5.3. *Hypothesizing*

6.6. *Infinitives and Participles*
- 6.6.1. *Infinitive and Participles*
- 6.6.2. *Verb Patterns*

6.7. *Modal Verbs*
- 6.7.1. *Introduction to Modal Verbs*
- 6.7.2. *Modal Verbs of Probability*
- 6.7.3. *Modal Verbs for Obligation*
- 6.7.4. *Other Uses of Modal Verbs*

6.8. *Relative Clauses*
- 6.8.1. *Introduction to Relative Clauses*
- 6.8.2. *Defining Relative Clauses*
- 6.8.3. *Non- Defining Relative Clauses*
- 6.8.4. Relative Clauses in Context

6.9. *Indirect Speech*
- 6.9.1. *Introduction to Indirect Speech*
- 6.9.2. *Indirect Statements*
- 6.9.3. *Indirect Questions*
- 6.9.4. *Indirect Commands, Requests and Service*
- 6.9.5. *Pronouns, Adjectives, and Expressions of Time and Place*

6.10. *Adding Emphasis, Discourse Markers and Prepositions*
- 6.10.1. *Adding Emphasis*
- 6.10.2. *Discourse Markers*
- 6.10.3. *Prepositions*

Module 7. *Phonetics*

7.1. *Phonetics: The Science of Speech Sounds*
- 7.1.1. *Phonetics: The Science of Speech Sounds*
- 7.1.2. *Types of Phonetics*
- 7.1.3. *The Phoneme and the Allophone. The Grapheme*
- 7.1.4. *The International Phonetic Alphabet (IPA)*
- 7.1.5. *The Phonemic Transcription*

7.2. *The Production of Speech Sounds*
- 7.2.1. *The Airstream and the Organs of Speech*
- 7.2.2. *The Respiratory System*
- 7.2.3. *The Phonatory System*
- 7.2.4. *The Articulatory System*

7.3. *The Classification of Speech Sounds I*
- 7.3.1. *Introduction to the Speech Sounds*
- 7.3.2. *The English Vowels*

7.4. *The Classification of Speech Sounds II*
- 7.4.1. *The English Consonants*
- 7.4.2. *Place of Articulation*
- 7.4.3. *Manner of Articulation*
- 7.4.4. *Further Classification*

7.5. *The Phonemic Transcription I*
- 7.5.1. *The English Syllable*
- 7.5.2. *The Phonemic Transcription*

7.6. *The Phonemic Transcription II*
- 7.6.1. *Word Stress and Sentence Stress: Transcribing Content and Function Words*
- 7.6.2. *Consonant Clusters*
- 7.6.3. *English Spelling*

7.7. *Suprasegmental Phonemes I*
- 7.7.1. *Introduction*
- 7.7.2. *Stress and Rhythm*

7.8. *Suprasegmental Phonemes II*
- 7.8.1. *Juncture and Elision*
- 7.8.2. *Pitch: Tone and Intonation*

7.9. *Accent Variation: British English RP and American English GA I*
- 7.9.1. *Accent Variation: RP and GA*
- 7.9.2. *RP Pronunciation and GA Differ Most in Terms of their Vowel Systems*
- 7.9.3. *Consonants*
- 7.9.4. *Other Differences*

7.10. *Accent Variation: British English RP and American English GA II*
- 7.10.1. *Spelling and Lexical Differences*
- 7.10.2. *Phonetic Differences*

Module 8. *Morphosyntax and Semantics in the English Language*

8.1. *Morphology: The Morpheme*
- 8.1.1. *Introduction to Morphology*
- 8.1.2. *Word and Word Classes*
- 8.1.3. *The Morpheme*
- 8.1.4. *Allomorphy*
- 8.1.5. *The Root*

8.2. *Morphology: Affixation*
- 8.2.1. *Introduction to Affixation*
- 8.2.2. *Suffixes*
- 8.2.3. *Prefixes*
- 8.2.4. *Infixes*

8.3. *Morphology: Derivation Without Affixation and Compounding*
- 8.3.1. *Derivation Without Affixation*
- 8.3.2. *Compounding*
- 8.3.3. *Change in Meaning of the Words*

8.4. *Syntax: Clause Structure*
- 8.4.1. *Introduction*
- 8.4.2. *Subject*
- 8.4.3. *Predicator*
- 8.4.4. *Objects*
- 8.4.5. *Complements*
- 8.4.6. *Adjuncts*

8.5. *Syntax: Syntactic Functions of the Groups I*
- 8.5.1. *The Nominal Group*
- 8.5.2. *The Verbal Group*
- 8.5.3. *The Adjectival Group*

8.6. *Syntax: Syntactic Functions of the Groups II*
- 8.6.1. *The Adverbial Group*
- 8.6.2. *Prepositional Phrase*

8.7. *Syntax: Clause Types and Clause Combination*
- 8.7.1. *Introduction: Speech Acts and Clause Types*
- 8.7.2. *Declarative Clause*
- 8.7.3. *Interrogative Clause*
- 8.7.4. *Imperative Clause*
- 8.7.5. *Prepositional Phrase*
- 8.7.6. *Clause Combination: Simple, Compound and Complex Sentences*

8.8. *Semantics: Semantic Roles and Lexical Relations*
- 8.8.1. *Introduction to Semantics*
- 8.8.2. *Semantic Meaning*
- 8.8.3. *Semantic Features*
- 8.8.4. *Semantic Roles*
- 8.8.5. *Lexical Relations: Synonymy, Antonymy, Homophones and Homonyms, Polysemy, Metonymy, Collocation*

8.9. *Semantics: Pragmatics and Discourse Analysis*
- 8.9.1. *Pragmatics*
- 8.9.2. *Discourse Analysis*

8.10. *Semantics: Language, Society and Culture*
- 8.10.1. *Sociolinguistics: Social Dialects and Styles*
- 8.10.2. Languages and Culture
- 8.10.3. *Second Language Acquisition*

Module 9. ICT Tools Applied to the Learning of English Language

9.1. *Already Created Materials for Preschool Education*
- 9.1.1. *Online Resources for Practicing Oral Skills*
- 9.1.2. *Games for Acquiring Vocabulary*
- 9.1.3. *Cross-Curriculum Resources in English Language*
- 9.1.4. *Preparation of Preschoolers for Enhancing Written Skills*

9.2. *Evaluation of Online Resources*
- 9.2.1. *Evaluation of Online Resources*
- 9.2.2. *How to Organise and Bookmark Materials*

9.3. *Creativity and Genuine Resources*
- 9.3.1. *Online Worksheets*
- 9.3.2. *Online Worksheet Creators*

9.4. *Tools for Creating Authentic Materials for Preschoolers*
- 9.4.1. *Tools for Creating Authentic Materials for Preschoolers*
- 9.4.2. *Sites for Sharing Materials*

9.5. *Web 2.0 for ESL*
- 9.5.1. *Social Software: Creativity for Collaborative Materials*
- 9.5.2. *Social Networks for Keeping Up To Date*

9.6. *Educational Networks*
- 9.6.1. *Educational Networks*
- 9.6.2. *Cooperation and Collaboration in E-Learning: C-Learning*

9.7. *ICT Tools for Enhancing Oral Skills I*
- 9.7.1. *Commercial ICT Tools*
- 9.7.2. *Examples of Commercial ICT Tools*

9.8. *ICT Tools for Enhancing Oral Skills II*
- 9.8.1. *Freeware ICT tools*
- 9.8.2. *Examples of Freeware ICT tools*

9.9. *ICT for Enhancing Written Skills*
- 9.9.1. *Commercial ICT Tools for Written Skills*
- 9.9.2. *Examples of Commercial ICT Tools for Written Skills*
- 9.9.3. *Freeware ICT Tools for Written Skills*
- 9.9.4. *Examples of Freeware ICT Tools for Written Skills*

9.10. *Current Trends in E-learning*
- 9.10.1. *The Digital Era*
- 9.10.2. *Digital Natives: The New Generation*
- 9.10.3. *Learning Environments (VLE-PLE)*
- 9.10.4. *The Use of Tablets in E-Learning*
- 9.10.5. *The Future of the Learning Environments*

Module 10. *Advanced Didactics of English Language*

10.1. *Motivation in the EFL Pre-School Classroom*
- 10.1.1. *Introduction and Objectives*
- 10.1.2. *What is Motivation?*
- 10.1.3. *Internal and External Factors of Motivation*
- 10.1.4. *Intrinsic and Extrinsic Motivation in EFL Preschool Classroom*

10.2. *Motivational Teaching Practice*
- 10.2.1. *Introduction and Objectives*
- 10.2.2. *Meaningful Learning*
- 10.2.3. *Basic Motivational Conditions*
- 10.2.4. *Generating Initial Motivation*
- 10.2.5. *Maintaining and Protecting Motivation*

10.3. *Oral Skills: Decoding*
- 10.3.1. *Introduction and Objectives*
- 10.3.2. *Decoding Messages*
- 10.3.3. *Decoding and Meaning Building*

10.4. *Oral Skills: Listening and Speaking in the EFL Preschool Classroom*
- 10.4.1. *Introduction and Objectives*
- 10.4.2. *The Listening Lesson*
- 10.4.3. *Different Types of Listening and Appropriate Responses*
- 10.4.4. *Integrating Speaking and Listening*

10.5. *Written Skills: Written Materials for the EFL Preschool Classroom*
- 10.5.1. *Introduction and Objectives*
- 10.5.2. *Different Ways of Using Texts in the EFL Preschool Classroom*
- 10.5.3. *Combining Oral and Written Skills*

10.6. *The Role of Culture in EFL Preschool Classroom*
- 10.6.1. *Introduction and Objectives*
- 10.6.2. *Englishes*
- 10.6.3. *Languages and Culture*
- 10.6.4. *Interculturalism*
- 10.6.5. *How to Promote Intercultural Competence in the EFL Preschool Classroom*

10.7. *Folklore and History as Teaching Resources: The British Isles*
- 10.7.1. *Introduction and Objectives*
- 10.7.2. *Geographical and Historical Details*
- 10.7.3. *Customs and Traditions of The British Isles*
- 10.7.4. *Interesting Facts of The British Isles*

10.8. *Folklore and History as Teaching Resources: The USA*
- 10.8.1. *Introduction and Objectives*
- 10.8.2. *Geographical and Historical Details*
- 10.8.3. *Customs and Traditions of The USA*
- 10.8.4. *Interesting Facts of The USA*

10.9. *Folklore and History as Teaching Resources: Commonwealth*
- 10.9.1. *Introduction and Objectives*
- 10.9.2. *Geographical and Historical Details*
- 10.9.3. *Customs and Traditions of Commonwealth Countries*

10.10. *Literature, Music, and Rhymes as a Teaching Resource*
- 10.10.1. *Introduction and Objectives*
- 10.10.2. *Why Use Stories in EFL Preschool Classrooms?*
- 10.10.3. *Types of Books in the EFL Preschool Classroom*
- 10.10.4. *The Role of Rhythm in Language Learning*
- 10.10.5. *Popular Songs and Rhymes*

You will refine your skills using ICT tools applied to English language learning to encourage participation and enhance language comprehension in Primary Education"

04

Teaching Objectives

The objective of this Master's Degree in Teaching English in Primary Education is to train education professionals in innovative methodologies for teaching English in primary education. Graduates will develop advanced skills in language didactics, applying strategies based on communication, the use of ICT, and personalized learning. They will also acquire competencies in English grammar, phonetics, and morphosyntax, allowing them to teach with precision and fluency. With comprehensive and updated preparation, they will be ready to transform the teaching-learning process, adapting it to the needs of students in a globalized and digitized environment.

You will develop competencies by enhancing the use of digital resources in English teaching, continuously improving your professional practice"

General Objectives

- Apply innovative methodologies in teaching English in primary education to improve language acquisition
- Master personalized education strategies that address the needs and learning styles of each student
- Integrate information and communication technologies (ICT) into English teaching, optimizing the learning process
- Refine English pronunciation and intonation through advanced study of phonetics and phonology
- Develop a deep understanding of grammar, morphosyntax, and semantics of English to teach with greater rigor
- Design attractive and effective teaching materials that facilitate English teaching and learning
- Implement innovative assessment techniques to measure student progress and adapt teaching to their needs
- Promote English teaching in multicultural contexts, considering linguistic and pedagogical factors

Specific Objectives

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- Analyze the anthropological, philosophical, and psychological foundations that support personalized education
- Apply teaching strategies adapted to the individual needs of students in learning English

Module 2. Information Technologies Applied to Education

- Explore the main digital tools that optimize English teaching in the primary classroom
- Implement technological resources to personalize teaching and improve the learning experience of students

Module 3. General Didactics

- Identify the key principles of general didactics and their application in teaching English
- Design teaching strategies based on active methodologies to improve language acquisition

Module 4. Innovation and Improvement of Teaching Practice

- Apply innovative methodologies to enhance the teaching of English in primary education
- Evaluate continuous improvement strategies to optimize student performance in language learning

Module 5. Didactics of the English Language

- Design effective lesson plans based on specialized didactic strategies for teaching English
- Apply pedagogical techniques to improve oral and written comprehension and production in English

Module 6. *English Grammar*

- Analyze the grammatical structure of English to strengthen language teaching in the classroom
- Implement strategies for the progressive and contextualized teaching of grammar in primary education

Module 7. *Phonetics*

- Study the principles of phonetics and their impact on correct English pronunciation
- Apply phonetic correction techniques to improve students' fluency and accuracy in oral production

Module 8. *Morphosyntax and Semantics in the English Language*

- Analyze English morphosyntax and its relevance in linguistic comprehension and production
- Apply strategies to teach the semantics of English, promoting better acquisition of word meanings and structures

Module 9. ICT Tools Applied to the Learning of English Language

- Explore digital platforms and applications that support English teaching in both virtual and face-to-face environments.
- Integrate ICT tools into the design of interactive activities that foster student participation and learning.

Module 10. *Advanced Didactics of English Language*

- Apply advanced didactic strategies to improve the teaching of English in primary education
- Design innovative teaching materials and activities to optimize the language learning process

05

Study Methodology

TECH Euromed University is the first in the world to combine the ***case study*** methodology with ***Relearning***, a 100% online learning system based on guided repetition.

This innovative pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and moving away from more conventional methodologies.

TECH Euromed University will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH Euromed University programs

In TECH Euromed University's study methodology, the student is the main protagonist. The teaching tools for each program have been carefully selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions on the labor market.

With TECH Euromed University's asynchronous educational model, students have the flexibility to choose when and how much time they dedicate to studying, as well as how they establish their routines, and all this from the comfort of their preferred electronic device. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities can be completed at a time that is convenient for the student, allowing them to decide when and where they want to study.

"At TECH Euromed University you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international

TECH Euromed University is distinguished by offering the most complete academic itineraries on the higher education landscape. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs enable students to keep up with market changes and acquire the skills most valued by employers. As a result, those who complete their studies at TECH Euromed University receive a well-rounded education that provides them with a significant competitive edge to advance their careers.

Moreover, they can access their studies from any device-PC, tablet, or smartphone.

> *TECH Euromed University's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH Euromed University. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH Euromed University, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH Euromed University offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH Euromed University focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH Euromed University students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

"The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH Euromed University graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH Euromed University is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

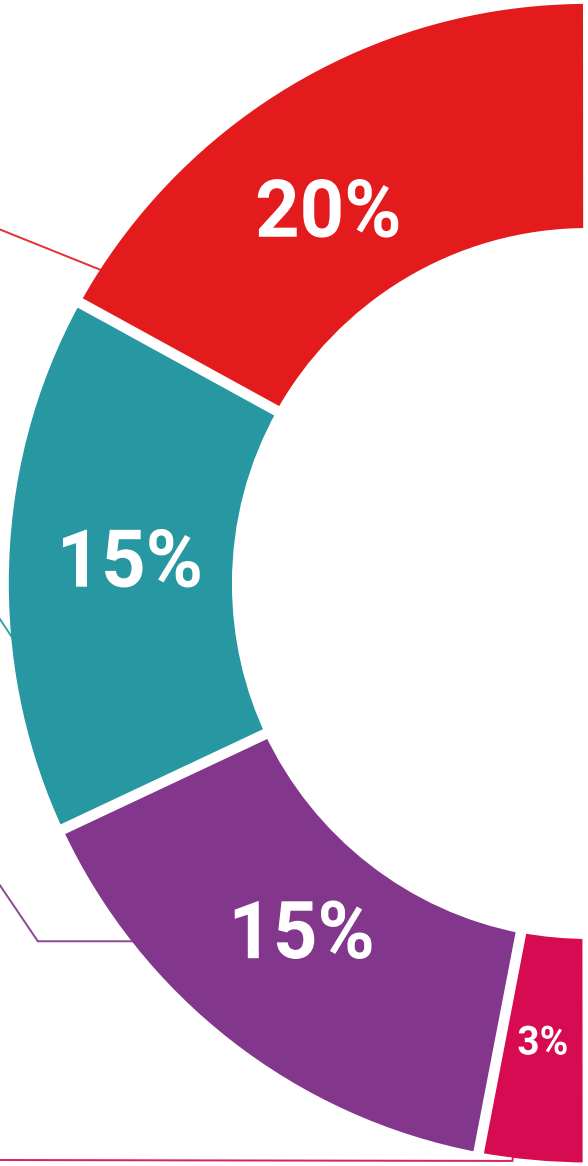
Interactive Summaries

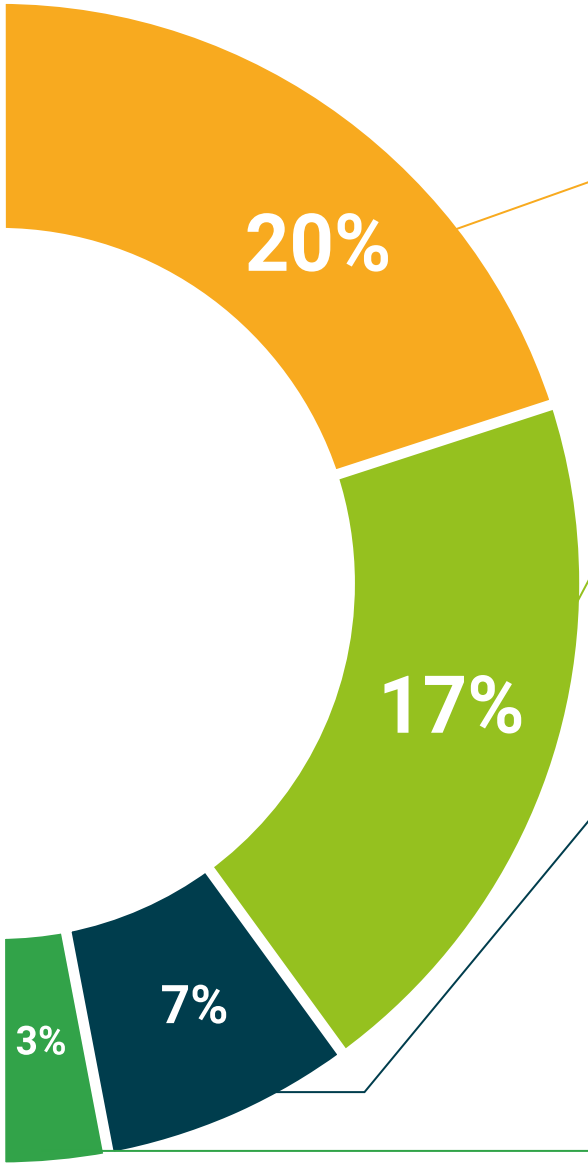
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best *case studies* in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

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

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

TECH Euromed University 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.

06

Teaching Staff

The faculty team of this Master's Degree is composed of experts in English language teaching with a distinguished track record in educational innovation and technology applied to language learning. These professionals have led projects in active methodologies, bilingual education, and the development of digital resources for teaching English in primary education. Thanks to their experience, graduates will have access to updated knowledge and cutting-edge strategies that will allow them to optimize their teaching practices and enhance English learning in their students.

Specialize with internationally experienced educators, gaining access to the most up-to-date knowledge and methodologies in English teaching"

International Guest Director

Dr. Martin Dewey is a leading international expert in the field of **Applied Linguistics**. His career, linked to the **Teaching of English** as a Second Language, has been developed in different countries such as **Italy, Mexico and the United Kingdom**. He has also led training projects for other teachers based on the prestigious **CELTA** and **DELTA** schemes.

This specialist has also developed his prolific career around the analysis of the **Globalization of English**, as well as its role as a **lingua franca** and **multilingualism**.
His studies on these issues provide a holistic and intensive view on the **conceptualization of language** and how knowledge operates through it.
At the same time, he emphasizes the impact for teachers to master these precepts and thus be able to exercise a **critical and innovative pedagogy**.

In these areas, he has published several **publications** and **scientific presentations**. Among his specialized texts is the book *Analyzing English as a Lingua Franca*: *A Corpus Driven Investigation*. The latter is a collaboration with fellow expert Alessia Cogo. He is also co-author of the *Routledge Handbook of English as a Lingua Franca*.

On the other hand, Dr. Martin Dewey is **Editor-in-Chief** of *The Journal of English* as a Lingua Franca, where he gives a platform of dissemination to other experts for their academic materials. He also runs an academic forum on this field at King's College, London.

At the same time, he is in charge of leading a prestigious **training program** for teachers. He has supervised the progress of several specialists seeking to complete their **doctoral studies**. Among them are promising young teachers from countries such as **Saudi Arabia, Colombia, China, Indonesia, Lebanon, Brazil, South Korea** and others.

Dr. Dewey, Martin

- Director of Applied Linguistics and English Language Teaching at King's College London, United Kingdom
- Editor-in-Chief of The Journal of English as a Lingua Franca
- Specialist in the DELTA and CELTA Initial Training Schemes
- Co-author of *Analyzing English as a Lingua Franca: A Corpus Driven Investigation*
- Doctorate in Philosophy of Language in Education from King's College London
- Member of the Center for Language, Discourse and Communication

Thanks to TECH, you will be able to learn with the best professionals in the world"

07

Certificate

This Master's Degree in Teaching English in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Master's Degree diploma issued by TECH Global University and another one from the Euromed University of Fes.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

The **Master's Degree in Teaching English in Primary Education** is the most complete and up-to-date educational program on the market. Upon graduation, students will receive a university diploma issued by TECH Global University, as well as one from Euromed University of Fes.

These continuing education and professional development programs from TECH Global University and Euromed University of Fes ensure the acquisition of key competencies in the field, granting significant academic value to students who successfully complete the program and pass the evaluations.

This double certification from two prestigious universities offers dual recognition for a thorough and high-quality education, ensuring that graduates receive a qualification recognized both nationally and internationally. This academic achievement will position them as highly skilled professionals, ready to meet the challenges and demands in their professional field.

TECH is a member of the **International Association of Teachers of English as a Foreign Language (IATEFL)**, the leading international association for English language teachers. This membership supports its commitment to educational quality and to training professionals capable of facing the current challenges in language teaching.

Accreditation/Membership

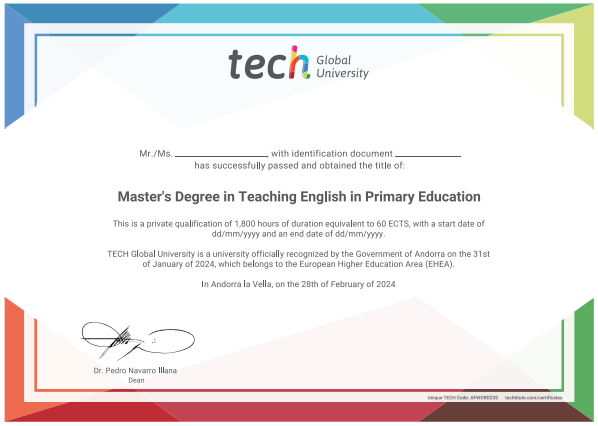
Supporting our staff's professional development
iatefl
IATEFL Institutional member 2024 - 2025

Title: **Master's Degree in Teaching English in Primary 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:

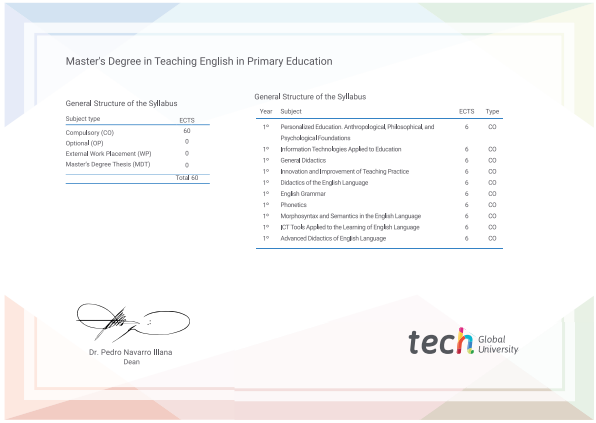
Master's Degree in Teaching English in Primary Education

This is a private qualification of 1,800 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
Dean


Master's Degree in Teaching English in Primary Education

General Structure of the Syllabus

Subject type	ECTS
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
1º	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	6	CO
1º	Information Technologies Applied to Education	6	CO
1º	General Didactics	6	CO
1º	Innovation and Improvement of Teaching Practice	6	CO
1º	Didactics of the English Language	6	CO
1º	English Grammar	6	CO
1º	Phonetics	6	CO
1º	Morphosyntax and Semantics in the English Language	6	CO
1º	ICT Tools Applied to the Learning of English Language	6	CO
1º	Advanced Didactics of English Language	6	CO

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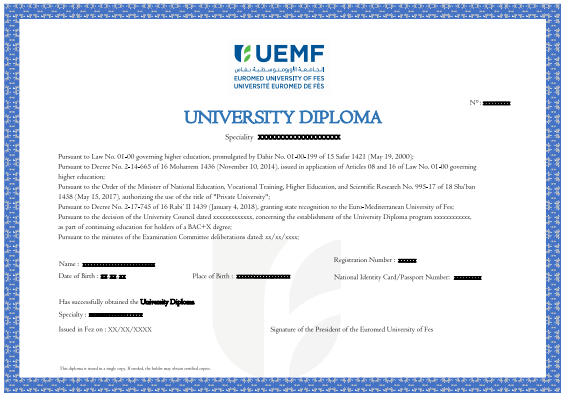
UEMF
EUROMED UNIVERSITY OF FES
UNIVERSITÉ EUROMED DE FÈS

UNIVERSITY DIPLOMA

Speciality [redacted]

N°: [redacted]

Pursuant to Law No. 01-00 governing higher education, promulgated by Dahir No. 01-00-199 of 15 Safar 1421 (May 19, 2000);
Pursuant to Decree No. 2-14-665 of 16 Moharrem 1436 (November 10, 2014), issued in application of Articles 08 and 16 of Law No. 01-00 governing higher education;
Pursuant to the Order of the Minister of National Education, Vocational Training, Higher Education, and Scientific Research No. 995-17 of 18 Sha'ban 1438 (May 15, 2017), authorizing the use of the title of "Private University";
Pursuant to Decree No. 2-17-745 of 16 Rabi' II 1439 (January 4, 2018), granting state recognition to the Euro-Mediterranean University of Fes;
Pursuant to the decision of the University Council dated xxxxxxxxxxx, concerning the establishment of the University Diploma program xxxxxxxxxxx, as part of continuing education for holders of a BAC+X degree;
Pursuant to the minutes of the Examination Committee deliberations dated: xx/xx/xxxx;

Name : [redacted]
Date of Birth : [redacted]
Place of Birth : [redacted]
Registration Number : [redacted]
National Identity Card/Passport Number: [redacted]

Has successfully obtained the **University Diploma**
Speciality : [redacted]
Issued in Fez on : XX/XX/XXXX

Signature of the President of the Euromed University of Fes

This diploma is issued as a single copy. If needed, the holder may obtain certified copies.

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

tech Euromed University

Master's Degree
Teaching English in Primary Education

- Modality: **Online**
- Duration: **12 months.**
- Certificate: **TECH Euromed University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Master's Degree

Teaching English in Primary Education

Accreditation/Membership

Supporting our staff's professional development
iatefl
IATEFL Institutional member 2024 - 2025

International Association of Teachers of English as a Foreign Language

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