

Postgraduate Diploma Teaching English in Pre-School Education





Postgraduate Diploma Teaching English in Pre-School Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-english-pre-school-education

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 18

05

Certificate

p. 26

01

Introduction

Teaching a new language is a complex task, which requires prepared teachers to instill in their students the study, in this case, of the English language. In this program TECH Technological University presents the most relevant educational methods and theories in the study of English so that professionals can prepare themselves for success.





“

Specialize with us to teach English to children and apply the most effective methodology in your lessons"

Knowing the Teaching of English in the Pre-School is essential for teachers, since it allows them to acquire the necessary skills to make their classes more effective and beneficial for their students.

It should be taken into account that English language teaching is being taught from an increasingly younger age, which favors and facilitates its learning. The earlier a foreign language is learned, the easier it will be for the knowledge to take place innately, achieving, with perseverance and time, a high or practically native level. But, for this, it is essential that pre-school teachers are prepared and also have a high level, in this case, of English, which favors a proper study and learning by children. At TECH Technological University I want to specialize them in this field, with the best possible education and methodology: a benefit for teachers and students.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, in an asynchronous and completely self-manageable manner. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program, always in tune with the abilities and aptitudes dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high level education within this field of teaching.

A higher level program aimed at those students who wish to surround themselves with the best and compete to excel in their profession, not only as a personal matter, but also with the main objective of wanting to make a difference in the education of their students.

This **Postgraduate Diploma in Teaching English in Pre-School Education**

contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ 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
- ♦ The latest news on the educational task of the pre-school education teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



TECH Technological University provides you with the main educational tools to enable you to develop your work in the field of teaching"

“

In this comprehensive program you will find everything you need to acquire a higher professional level and compete with the best"

It includes in its teaching staff professionals belonging to the field of Teaching English in Pre-School Education, who bring to this program the experience of their work, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to their multimedia content developed with the latest educational technology, they will allow professionals to learn in a situated and contextual way, i.e., a simulated environment that will provide immersive learning programmed to prepare them for real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the program. To do so, they will have the help of an innovative interactive video system created by recognized experts in the field of Teaching English in Pre-School Education and with great teaching experience.

The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.



02

Objectives

The program in Teaching English in Pre-School Education is oriented to develop in the students the skills required for the exercise of their profession. For this purpose, TECH Technological University offers the most complete educational program from the hand of the main experts in the field.



“

Become a Pre-School Education teacher thanks to the opportunity offered by TECH, the leading online university in Spanish"



General Objective

- Develop teachers' skills to teach English lessons in the early years of schooling of children



Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Teaching English Language

- ♦ Know how to analyze some of the most relevant educational theories and methods in foreign language learning and their application to the Pre-School classroom
- ♦ Rethink English language teaching, analyzing concepts such as multiple intelligences, different learning styles and how individual differences will influence the way in which our students will assimilate the new knowledge we are going to provide them with
- ♦ Learning a new language has its own characteristics and we will learn the steps to follow to help our students to communicate in English and, in addition, to learn the culture of the countries where it is spoken
- ♦ Identify the different learning theories and styles
- ♦ To develop CLIL curriculum models
- ♦ Specialize teachers in the different aspects of foreign language learning

Module 2. English Grammar

- ♦ Perform a concise summary of English grammar: terminology, forms and rules
- ♦ Understand the grammatical system to improve English language proficiency and increase linguistic confidence

Module 3. ICT Tools Applied to the Learning of English Language

- ♦ Study essential theoretical concepts inherent to information and communication technologies and learning and knowledge technologies, both in English language
- ♦ Learning to create their own materials with the help of other digital and multimedia tools, all focused on English language learning in Pre-School Education and the need to use sound effects and oral speech

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





“

*The best content to create
the best teachers”*

Module 1. Teaching English Language

- 1.1. Theories and Learning Styles: Towards the Teaching-Learning of Foreign Languages
 - 1.1.1. Piaget: The Child and the Interaction with the Social Environment
 - 1.1.2. Vygotsky: The Importance of Social Interaction
 - 1.1.3. Bruner and the Concept of "Scaffolding"
 - 1.1.4. Gardner and the Theory of Multiple Intelligences
 - 1.1.5. The Emotional Dimension in Learning
 - 1.1.6. Learning Styles
- 1.2. Foreign Language Teaching and Learning
 - 1.2.1. Introduction to Foreign Language Teaching and Learning
 - 1.2.2. The Influence of Age on Foreign Language Learning
 - 1.2.3. The Influence of the Mother Tongue on Foreign Language Learning
 - 1.2.4. Individual Differences and Their Influence on Foreign Language Learning
 - 1.2.5. Bilingual Education and Multilingual Education
 - 1.2.6. English as an International Language or Lingua Franca
- 1.3. Spoken Language Learning in English
 - 1.3.1. The Importance of Spoken Language in the Foreign Language Learning Process
 - 1.3.2. Basic Principles on the Teaching-Learning of Spoken Language
 - 1.3.3. The Development of Oral Speech in Children
 - 1.3.4. Promoting Interaction in English: Cooperation in the Classroom
 - 1.3.5. Written Language as a Support for Spoken Language Development
 - 1.3.6. Use of "Authentic" Materials
 - 1.3.7. Non-Threatening Atmosphere: Verbal and Non-Verbal Communication and the Role of the Teacher
- 1.4. Learning English Vocabulary
 - 1.4.1. Basic Principles of Vocabulary Teaching-Learning
 - 1.4.2. Word Categories Applied to Vocabulary Learning
 - 1.4.3. Vocabulary Learning and Teaching Techniques
 - 1.4.4. Selecting Vocabulary
 - 1.4.5. Expanding Vocabulary
 - 1.4.6. Examples of Exercises to Work on Vocabulary
- 1.5. Introduction to Literacy in English
 - 1.5.1. The Literacy Process
 - 1.5.2. Factors that Influence Literacy Learning in the English Language
 - 1.5.3. Creating an Environment Conducive to English Language Literacy Learning
 - 1.5.4. Methods for Teaching Literacy in the English Language
 - 1.5.5. Next Steps in the Teaching-Learning of Literacy in English
- 1.6. Learning English Through Literary Resources and Play
 - 1.6.1. The Use of Stories for English language Learning
 - 1.6.2. The Organization of Discourse in Stories
 - 1.6.3. The Use of Language in Stories
 - 1.6.4. The Quality of Stories as Material for Foreign Language Teaching
 - 1.6.5. Development of Tasks Around a Story
 - 1.6.6. Use of Songs and Rhymes/Poems in the Classroom
 - 1.6.7. The Use of Games as Culture Maintenance: Different Concepts of Culture in the Classroom
 - 1.6.8. Games and the Moral and Social Development of Children: Theories of Piaget, Kohlberg, Mead and Vygotsky
 - 1.6.9. Games in the Learning of the English Language
- 1.7. Content and Language Integrated Learning (CLIL)
 - 1.7.1. Definition and CLIL Principles
 - 1.7.2. Content Learning: Cognitive Development
 - 1.7.3. CLIL Curriculum Models in Early Childhood and Primary Education
 - 1.7.4. Planning CLIL Sessions
- 1.8. Thematic Approach or Project-Based Work
 - 1.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach
 - 1.8.2. Preparing a Class Based on Thematic or Project-Based Learning
 - 1.8.3. Communication in the Thematic or Project Approach
 - 1.8.4. Results After a Lesson with a Thematic or Project-Based Approach
- 1.9. ICT in English Language Teaching and Learning
 - 1.9.1. Advantages and Risks of Using ICT in the Classroom
 - 1.9.2. The Role of ICT in the English Classroom
 - 1.9.3. Prepared Materials
 - 1.9.4. Interactive Whiteboards
 - 1.9.5. Webquests
 - 1.9.6. Design of Materials: Software for Language Teaching with the Internet

- 1.10. Formative/Informal Evaluation of English Language Teaching and Learning
 - 1.10.1. Introduction to Evaluation
 - 1.10.2. Basic Principles of Assessment
 - 1.10.3. Quality Criteria in Evaluation
 - 1.10.4. Evaluation Planning
 - 1.10.5. Different Types of Evaluation
 - 1.10.6. Characteristics and Types of Formative/Informal Evaluation

Module 2. English Grammar

- 2.1. Nouns and Pronouns
 - 2.1.2. Gender and Number
 - 2.1.3. Countable and Uncountable Nouns
 - 2.1.4. Genitive Case
 - 2.1.5. Pronouns
- 2.2. Adjectives and Adverbs
 - 2.2.1. Adjectives and Adverbs
 - 2.2.2. Adjectival Group
 - 2.2.3. Adverbial Group
- 2.3. The Verb
 - 2.3.1. The Verbal Group
 - 2.3.2. Auxiliaries and Their Use
 - 2.3.3. Time
 - 2.3.4. Aspect
 - 2.3.5. Active and Passive
 - 2.3.6. Phrasal Verbs
- 2.4. The English Tense System
 - 2.4.1. The English Tense System
 - 2.4.2. Present Tenses
 - 2.4.3. Past Tenses
 - 2.4.4. Future Forms
- 2.5. Real and Unreal Tense Usage
 - 2.5.1. Real and Unreal Tense Usage
 - 2.5.2. Conditional Sentences
 - 2.5.3. Hypothesizing
- 2.6. Infinitives and Participles
 - 2.6.1. Infinitive and Participles
 - 2.6.2. Verb Patterns
- 2.7. Modal Verbs
 - 2.7.1. Introduction to Modal Verbs
 - 2.7.2. Modal Verbs of Probability
 - 2.7.3. Modal Verbs for Obligation
 - 2.7.4. Other Uses of Modal Verbs
- 2.8. Relative Clauses
 - 2.8.1. Introduction to Relative Clauses
 - 2.8.2. Defining Relative Clauses
 - 2.8.3. Non-Defining Relative Clauses
 - 2.8.4. Relative Clauses in Context
- 2.9. Indirect Speech
 - 2.9.1. Introduction to Indirect Speech
 - 2.9.2. Indirect Statements
 - 2.9.3. Indirect Questions
 - 2.9.4. Indirect Commands, Requests, and Service
 - 2.9.5. Pronouns, Adjectives, and Expressions of Time and Place
- 2.10. Adding Emphasis, Discourse Markers and Prepositions
 - 2.10.1. Adding Emphasis
 - 2.10.2. Discourse Markers
 - 2.10.3. Prepositions

Module 3. ICT Tools Applied to the Learning of English Language

- 3.1. Already Created Materials for Preschool Education
 - 3.1.1. Online Resources for Practicing Oral Skills
 - 3.1.2. Games for Acquiring Vocabulary
 - 3.1.3. Cross-Curriculum Resources in English Language
 - 3.1.4. Preparation of Preschoolers for Enhancing Written Skills
- 3.2. Evaluation of Online Resources
 - 3.2.1. Evaluation of Online Resources
 - 3.2.2. How to Organise and Bookmark Materials
- 3.3. Creativity and Genuine Resources
 - 3.3.1. Online Worksheets
 - 3.3.2. Online Worksheet Creators
- 3.4. Tools for Creating Authentic Materials for Preschoolers
 - 3.4.1. Tools for Creating Authentic Materials for Preschoolers
 - 3.4.2. Sites for Sharing Materials
- 3.5. Web 2.0 for ESL
 - 3.5.1. Social Software: Creativity for Collaborative Materials
 - 3.5.2. Social Networks for Keeping Up To Date
- 3.6. Educational Networks
 - 3.6.1. Educational Networks
 - 3.6.2. Cooperation and Collaboration in E-Learning: C-Learning
- 3.7. ICT Tools for Enhancing Oral Skills (I)
 - 3.7.1. Commercial ICT Tools
 - 3.7.2. Examples of Commercial ICT Tools





- 3.8. ICT Tools for Enhancing Oral Skills (II)
 - 3.8.1. Freeware ICT tools
 - 3.8.2. Examples of Freeware ICT tools
- 3.9. ICT for Enhancing Written Skills
 - 3.9.1. Commercial ICT Tools for Written Skills
 - 3.9.2. Examples of Commercial ICT Tools for Written Skills
 - 3.9.3. Freeware ICT Tools for Written Skills
 - 3.9.4. Examples of Freeware ICT Tools for Written Skills
- 3.10. Current Trends in E-learning
 - 3.10.1. The Digital Era
 - 3.10.2. Digital Natives: The New Generation
 - 3.10.3. Learning Environments (VLE-PLE)
 - 3.10.4. The Use of Tablets in E-Learning
 - 3.10.5. The Future of the Learning Environments



This program is the key to advancing your professional career, don't let this opportunity pass you by"

04

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

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

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they w have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their 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 grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life 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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving 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 Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we 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 material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working 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 on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

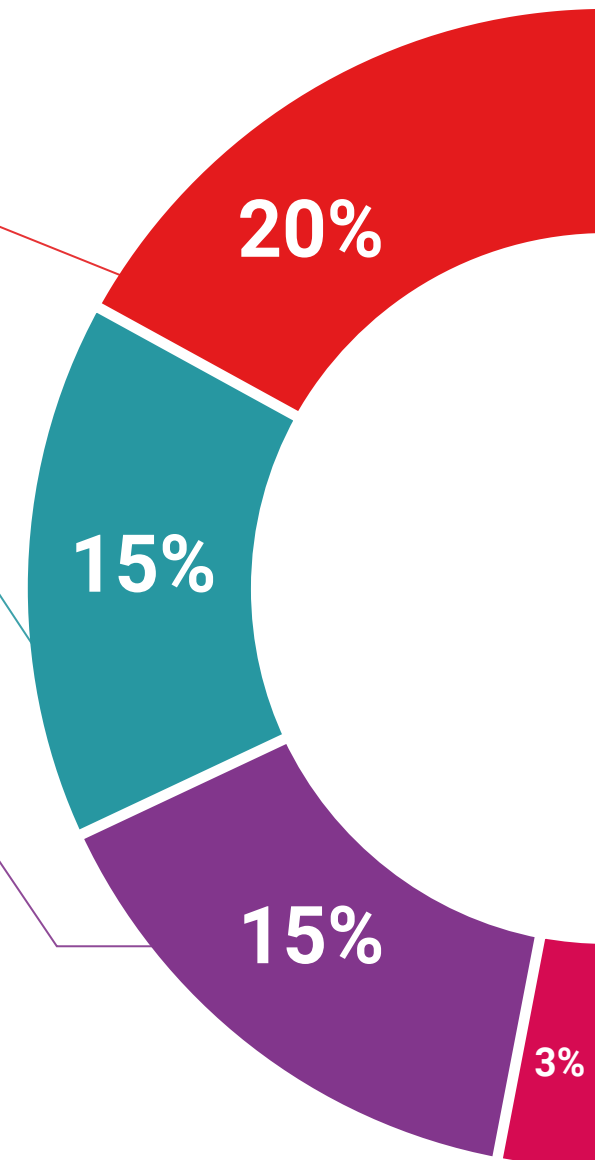
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

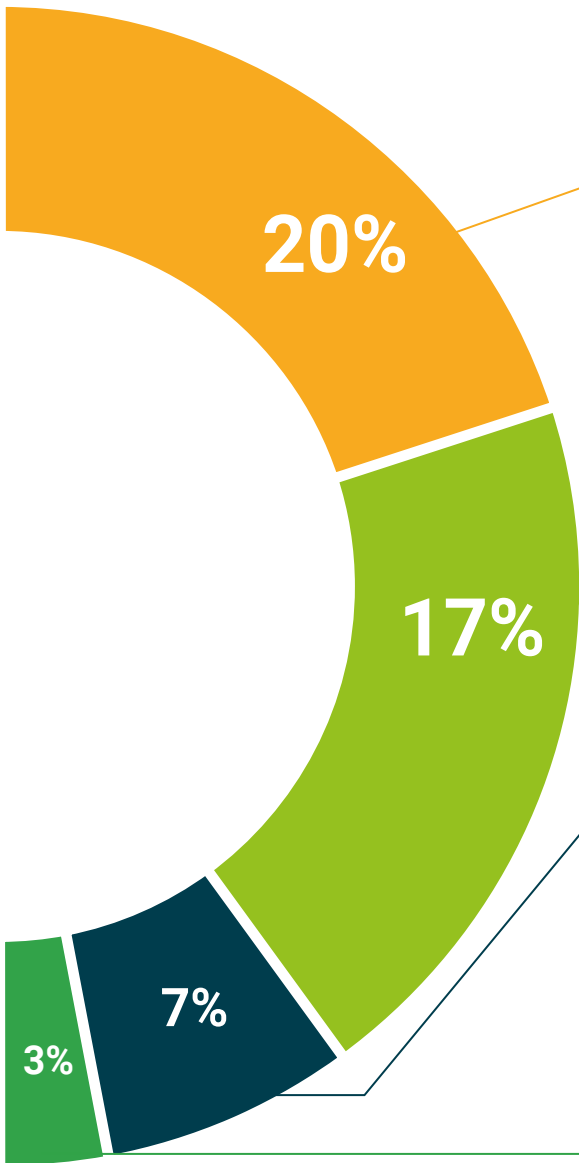
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



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 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.



05

Certificate

The Postgraduate Diploma in Teaching English in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, held by a hand, and the other is slightly behind it to the right. The background is split into a white diagonal area and a red area. The quote is positioned in the white area.

“

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

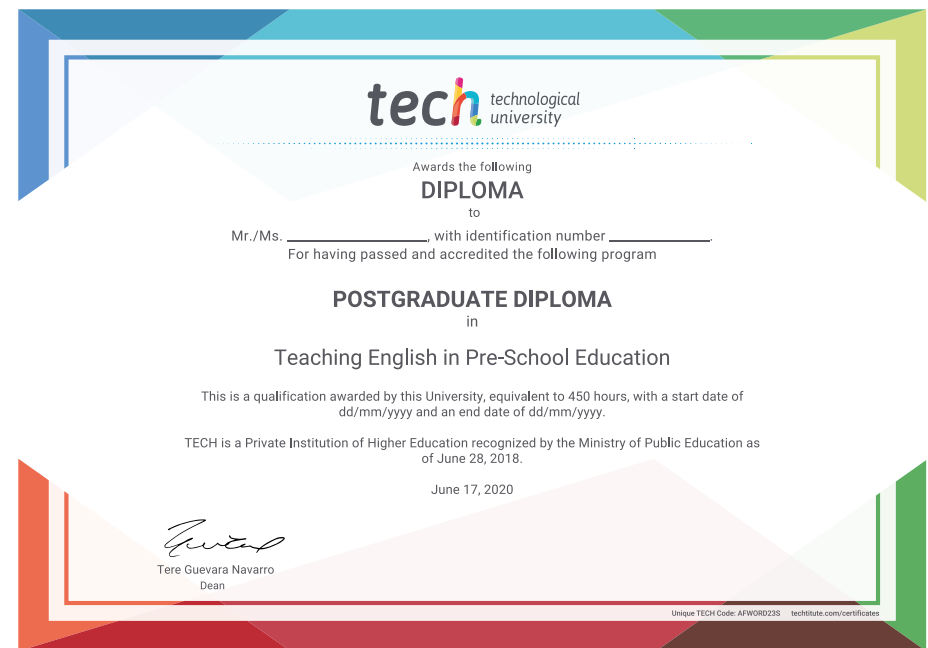
This **Postgraduate Diploma in Teaching English in Pre-School Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Teaching English in Pre-School Education**

Official N° of hours: **450 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development languages
virtual classroom



Postgraduate Diploma
Teaching English in
Pre-School Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Teaching English in Pre-School Education

