

Professional Master's Degree

Teaching English in Primary Education





Professional Master's Degree Teaching English in Primary Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/school-of-languages/professional-master-degree/master-teaching-english-primary-education

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01

Introduction

Early English Language learning has been incorporated as a priority in all schools' educational plans. As part of the Primary Curriculum, it forms an essential part of the teaching of other subjects in the program, becoming the vehicle through which these subjects are taught. This high-level program will enable teachers to handle with ease and accuracy the teaching of integrated English at this educational stage, incorporating all the new developments that have arisen in the current educational landscape.





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Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best”

The knowledge of English is nowadays a necessity for individual development in different areas of daily life. As far as this program is concerned, its focus will be on English Language teaching methodologies in Primary Education. This is a challenge for teachers, which requires specific training that allows them to take advantage of all the benefits of this approach and teaches them to convert the difficulties that are also associated with it, into opportunities for growth for their students. This program will allow the student to acquire the theoretical knowledge and practical skills needed to work in this context with the capacity of an expert.

Having said that, this training aims to be a reflection and study of the methodologies that currently exist for teaching and, therefore, for the acquisition of the English Language, basing the work on the Primary Education stage. In addition, it aims to give an organic form to this teaching, so that students grow up using the English Language as a means of communication, not as a subject.

The compendium of contents designed by TECH will be the professional's main weapon to apply the most innovative knowledge and the most advanced tools in their daily teaching practice. Thus, there will be an in-depth review that will allow students of this program to know in depth the techniques of teaching English in Primary Education. All this, through theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes, and case studies, where the student will be able to evoke knowledge in an orderly manner and train decision-making that demonstrates their training within the field of teaching.

With a Professional Master's Degree 100% online that will provide the student with the ease of being able to study it comfortably, wherever and whenever they want, the student will only need a device with internet access to launch his career a step further. A modality according to the current times with all the guarantees to position the teacher in a highly demanded sector. Undoubtedly, this is a unique opportunity for the teaching professional who wishes to specialize in English, with the best professionals in the sector and with the most innovative program on the market.

This **Professional Master's Degree in Teaching English in Primary Education** has the most complete and up-to-date Education program. The most important features include:

- ♦ The development of case studies presented by experts
- ♦ 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.
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Special emphasis on innovative methodologies in taught in Languages
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



Developing their knowledge of English during the Primary Education stage allows children to be more receptive to other cultures and to better understand the world around them"

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Increase your confidence in decision making by updating your knowledge through this Professional Master's Degree"

It includes in its teaching staff professionals 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 developed with the latest educational technology, it 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 is based on Problem-Based Learning, by means of which the Educator must try to solve the different situations of Professional Practice that arise throughout the course. For this purpose, the educator will be assisted by an innovative interactive video system developed by recognized experts.

You will have access to the contents from any fixed or portable device with internet connection or downloaded to work offline.

Take the step to catch up on the latest developments in the Teaching of English in Primary Education, from professionals with years of experience in the sector.



02 Objectives

The program in Teaching English in Primary Education is oriented to develop in professionals the educational skills required for the exercise of their profession. For this purpose, we offer the most complete specialization from the hand of the main experts in the field. The design of the program will allow the student to acquire the necessary skills to update in the profession after deepening in the key aspects of Language teaching. To this end, TECH establishes a series of general and specific objectives for the greater satisfaction of the future graduate, being the following:



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Increase your training as a primary school teacher thanks to the opportunity offered by TECH”



General Objectives

- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center.
- ♦ Recognize the importance of rules in all Educational processes.
- ♦ Promote participation and respect for the rules of coexistence.
- ♦ Encourage teachers to develop educational skills that allow them to teach their English lessons achieving a superior knowledge of their students.



Reach your professional improvement goals with the quality of a program designed to propel you to excellence"





Specific Objectives

- ♦ Acquire the necessary tools for reflection
- ♦ Awake professional and intellectual concerns in order to learn to be good professionals.
- ♦ Know the different pedagogical foundations of Education.
- ♦ Identify the different learning situations in personalized education..
- ♦ Develop the necessary tools for a good organization of the center.
- ♦ Internalize Teacher Training for a good Educational response
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICT in the School as an educational tool
- ♦ Identify and discovering the importance of ongoing teacher training
- ♦ Orientate teaching according to the student's age
- ♦ Guide the teaching according to the student's evolutionary age
- ♦ Guide the organization of homework to avoid wasting time and useless efforts
- ♦ Make teaching and, consequently, learning more effective
- ♦ Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers.
- ♦ Establish the transformation of the educational reality through the redefinition of the role of teachers.
- ♦ Learn about the various educational improvement projects
- ♦ Broaden the knowledge of how to approach the improvement of the center.
- ♦ Acquire the tools to achieve a more autonomous and cooperative learning.
- ♦ Know the most important aspects of educational resilience.
- ♦ Know how to analyze some of the most relevant didactic theories and methods in foreign Language learning and their application to the Primary Education 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, therefore, it is important to know 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.
- ♦ Develop CLIL curriculum models.
- ♦ Train the teacher in the different aspects of foreign Language learning.
- ♦ Know English grammar: terminology, forms, and rules.
- ♦ Have a good command of English
- ♦ Be familiar with the pronunciation and accurate teaching of the distinctive sounds of English.
- ♦ Be fluent in a communicative situation in English.
- ♦ Know the importance of the interaction between morphology, syntax, and semantics for effective communication in English.
- ♦ Have an in-depth knowledge of the morphology, syntax, and semantics of the English Language.
- ♦ Know the essential theoretical concepts inherent to information and communication technologies, and learning and knowledge technologies, both in English Language.
- ♦ Use the digital resources available online for teaching English.
- ♦ Recognize the importance of motivation and how it can influence students' attitude towards the learning process.
- ♦ Know in depth the most important aspects of the Language learning process.
- ♦ Know how to evaluate using different methods

03 Skills

After passing the evaluations of the Professional Master's Degree in Teaching English in Primary Education, the professional will have acquired the necessary skills to carry out a quality educational practice, with the knowledge of the most innovative teaching methodology. A unique opportunity for the professional who wishes to specialize in English in primary education and acquire the most advanced skills and strategies in the teaching of the Language.



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Boost your academic career with leading professionals and acquire the knowledge and skills you need to thrive in the sector of Education”

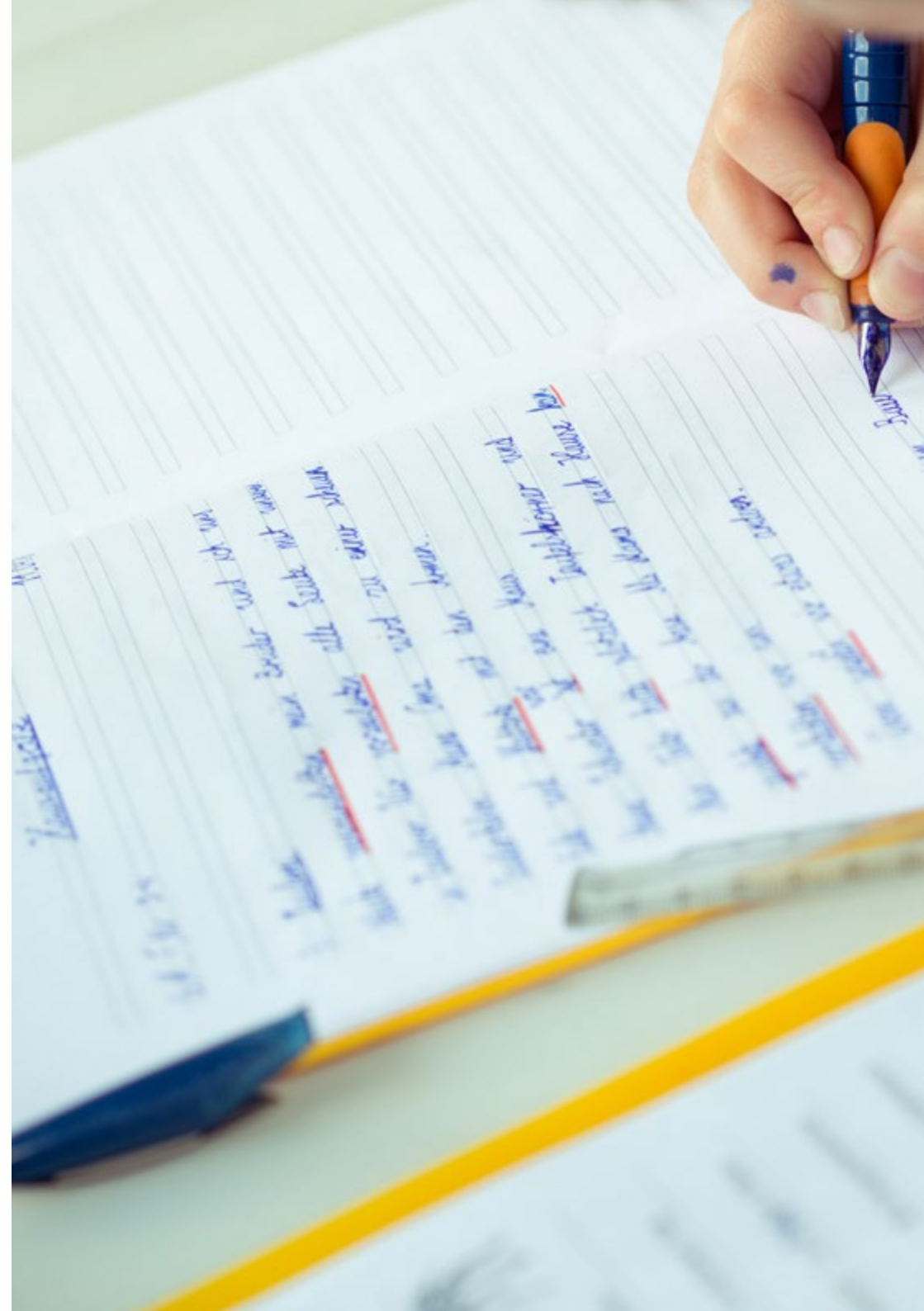
At the end of this program, the professional will be able to:



General Skills

- Promote and facilitate learning in Primary Education, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- Apply specific knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.
- Effectively deal with Language learning situations in multicultural and multilingual contexts.

“ This program will enable you to acquire the skills necessary to make integrated English Language teaching an unparalleled development opportunity for your classroom”





Specific Skills

- ♦ Have acquired the competences of Level B2 according to the Common European Framework of Reference for Languages (CEFR) for the English Language
- ♦ Know the theoretical foundations of English grammar
- ♦ Apply this knowledge to the principles of English Language teaching to schoolchildren
- ♦ Apply ICT to the teaching of the English Language
- ♦ Communicate orally and in writing in English.
- ♦ Use audiovisual resources and new technologies applied to Language teaching in a creative way.

04

Structure and Content

TECH guarantees students a quality content according to their expectations, giving them the opportunity to excel in their area of work. Additionally, the student will be able to perform the various functions related to this Professional Master's Degree, along with the most innovative proposals in this field of action, thus guiding them towards excellence. 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 mastery of new technologies applied to teaching.





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The most updated contents on the teaching of English, with the most relevant aspects in methodology and highly useful tools for teachers”

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

- 1.1. The human person
 - 1.1.1. To educate counting on 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. Purposes of Personalized Education
 - 1.2.4. The personal teacher-student encounter
 - 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 five manifestations
 - 1.3.7. Promoting the five 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 school work



- 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 educate 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. The 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. The cracking and the 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. The literature on 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 competencies
 - 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. Bibliographical 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 Web 2.0: 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. Bibliographical 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 learner in the classroom with ICTs: prosumer
 - 2.2.4. Content creation in the 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. Bibliographical 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. Bibliographical 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 a didactic practice in the promotion of students' digital competences.
 - 2.4.6. The content curator teacher. Scoop.it
 - 2.4.7. Bibliographical 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 in 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 ICTs in the classroom
 - 2.5.9. Digital Identity
 - 2.5.10. Risks of 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. Bibliographical 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 a didactic element
 - 2.6.4. Audio creation
 - 2.6.5. The image as a didactic element
 - 2.6.6. ICT tools with educational use of images
 - 2.6.7. The edition of images with the ICT: tools for its edition
 - 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 instagramers: 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. Bibliographical References
- 2.7. Regulations and legislation applicable to ICT
 - 2.7.1. Introduction and objectives
 - 2.7.2. Data protection laws
 - 2.7.3. Guide of recommendations for the privacy of minors on the Internet
 - 2.7.4. The author's rights: copyright and Creative Commons
 - 2.7.5. Use of copyrighted material
 - 2.7.6. Bibliographical References



- 2.8. Gamification: motivation and ICT in the classroom
 - 2.8.1. Introduction and objectives
 - 2.8.2. Gamification enters the classroom through virtual learning environments.
 - 2.8.3. Game-based learning (GBL)
 - 2.8.4. Augmented reality (AR) in the classroom
 - 2.8.5. Types of augmented reality and classroom experiences
 - 2.8.6. QR codes in the classroom: generation of codes and educational application
 - 2.8.7. Classroom experiences
 - 2.8.8. Bibliographical References
- 2.9. Media Competency in the classroom with ICTs
 - 2.9.1. Introduction and objectives
 - 2.9.2. Promoting the media competence of teachers
 - 2.9.3. Mastering communication for motivating teaching
 - 2.9.4. Communicating pedagogical content with ICTs
 - 2.9.5. Importance of the image as a pedagogical resource
 - 2.9.6. Digital presentations as a didactic resource in the classroom
 - 2.9.7. Working in the classroom with images
 - 2.9.8. Sharing images on Web 2.0
 - 2.9.9. Bibliographical References
- 2.10. Assessment for learning through ICT
 - 2.10.1. Introduction and objectives
 - 2.10.2. Assessment for learning through ICT
 - 2.10.3. Evaluation tools: digital portfolio and rubrics
 - 2.10.4. Building an ePortfolio with Google Sites
 - 2.10.5. Generating evaluation rubrics
 - 2.10.6. Design evaluations and self-evaluations with Google Forms
 - 2.10.7. Bibliographical 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 means, didactic resources and ICTs
 - 3.7.1. Activities
 - 3.7.2. Means and resources from a curriculum perspective

- 3.7.3. Classification of the 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. Evaluation 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 made? 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. Project justification
 - 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. Bibliographical References
- 4.2.11. Final reflection
- 4.3. School Management and Leadership
 - 4.3.1. Objectives
 - 4.3.2. Introduction
 - 4.3.3. Different concepts of Leadership
 - 4.3.4. The concept of Distributed Leadership
 - 4.3.5. Approaches to Distributed Leadership
 - 4.3.6. Resistance to Distributed Leadership
 - 4.3.7. The distribution of Leadership in Spain
 - 4.3.8. Final reflection
- 4.4. The training of teaching Professionals
 - 4.4.1. Introduction
 - 4.4.2. Initial teacher training
 - 4.4.3. The training of novice teachers
 - 4.4.4. Teacher professional development
 - 4.4.5. Teaching Competencies
 - 4.4.6. Reflective Practice
 - 4.4.7. From educational research to the professional development of educators
- 4.5. Formative creativity: the principle of educational improvement and innovation
 - 4.5.1. Introduction
 - 4.5.2. The four elements that define creativity
 - 4.5.3. Some theses on creativity relevant to didactics
 - 4.5.4. Formative creativity and educational innovation
 - 4.5.5. Didactic or pedagogical considerations for the development of creativity
 - 4.5.6. Some techniques for the development of creativity
 - 4.5.7. Final reflection
- 4.6. Towards a more autonomous and cooperative learning (I): learning how to learn
 - 4.6.1. Introduction
 - 4.6.2. Why is Metacognition necessary?
 - 4.6.3. Teaching to learn
 - 4.6.4. Explicit teaching of Learning Strategies
 - 4.6.5. Classification of Learning Strategies
 - 4.6.6. The teaching of Metacognitive strategies
 - 4.6.7. The problem of evaluation
 - 4.6.8. Final reflection
- 4.7. Towards a more autonomous and cooperative learning (II): emotional and social learning.
 - 4.7.1. Introduction
 - 4.7.2. The concept of Emotional Intelligence
 - 4.7.3. Emotional competencies
 - 4.7.4. Emotional education and social and emotional learning programs
 - 4.7.5. Techniques and concrete methods for the training of social skills
 - 4.7.6. Integrating emotional and social learning into formal education
 - 4.7.7. Final reflection
- 4.8. Towards a more autonomous and cooperative learning (III): learning by doing
 - 4.8.1. Introduction
 - 4.8.2. Active strategies and methodologies to encourage participation.
 - 4.8.3. Problem-based learning
 - 4.8.4. Project work
 - 4.8.5. Cooperative Learning
 - 4.8.6. Thematic immersion
 - 4.8.7. Final reflection
- 4.9. Evaluation of learning
 - 4.9.1. Introduction
 - 4.9.2. A renewed assessment
 - 4.9.3. Modalities of evaluation
 - 4.9.4. The procedural evaluation through the portfolio
 - 4.9.5. The use of rubrics to clarify the evaluation criteria
 - 4.9.6. Final reflection

- 4.10. The role of the teacher in the classroom
 - 4.10.1. The teacher as guide and orientator
 - 4.10.2. The teacher as class Director
 - 4.10.3. Ways of directing the class
 - 4.10.4. Leadership in the classroom and in the center
 - 4.10.5. 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 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. Webquests
 - 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. *The Nominal Group*
 - 7.1.1. *Nouns and Pronouns*
 - 7.1.2. *Gender and Number*
 - 7.1.3. *Countable and Uncountable Nouns*
 - 7.1.4. *Genitive Case*
 - 7.1.5. *Pronouns*
- 7.2. *Adjectives and Adverbs*
 - 7.2.1. *Adjectives and Adverbs*
 - 7.2.2. *Adjectival Group*
 - 7.2.3. *Adverbial Group*
- 7.3. *The Verb*
 - 7.3.1. *The Verbal Group*
 - 7.3.2. *Auxiliaries and their Use*
 - 7.3.3. *Time*
 - 7.3.4. *Aspect*
 - 7.3.5. *Active and Passive*
 - 7.3.6. *Phrasal Verbs*

- 7.4. *The English Tense System*
 - 7.4.1. *The English Tense System*
 - 7.4.2. *Present Tenses*
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 - 7.9.5. *Pronouns, Adjectives, and Expressions of Time and Place*
- 7.10. *Adding Emphasis, Discourse Markers and Prepositions*
 - 7.10.1. *Adding Emphasis*
 - 7.10.2. *Discourse Markers*
 - 7.10.3. *Prepositions*

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 of 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 Dialect and Styles
 - 8.10.2. Language 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 updated
- 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 preschool 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 using stories in the EFL preschool classroom?*
 - 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 study with a methodology created for professionals in order to achieve the greatest impact in the shortest possible time"

05

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 effectiveness 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: Relearning.

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

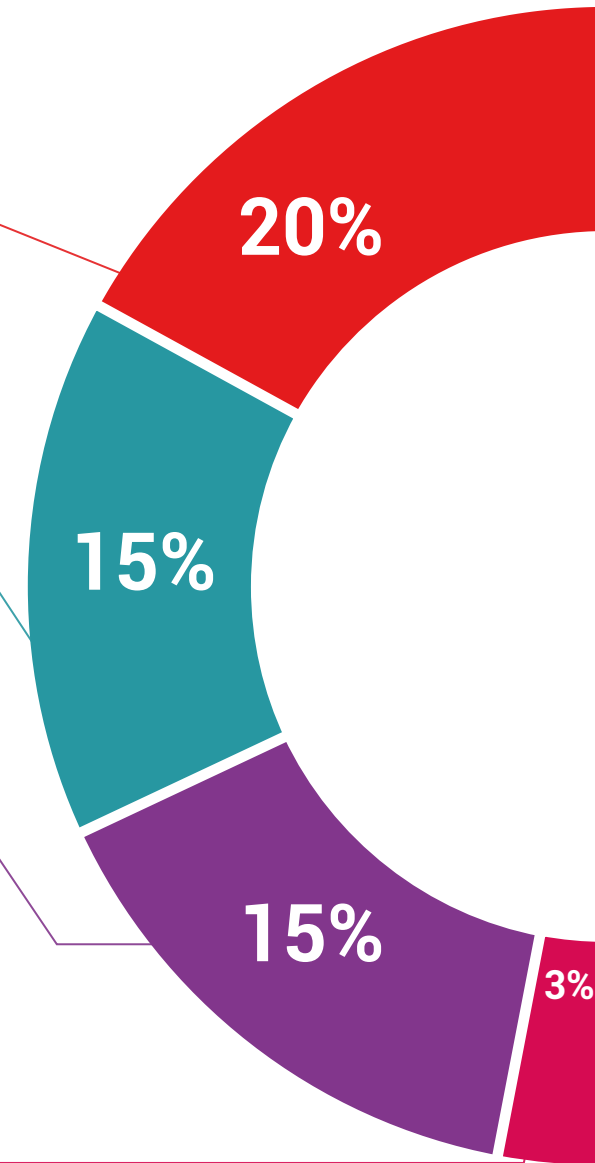
The TECH team presents the contents in an attractive and dynamic way in multimedia pills that include audios, videos, images, diagrams, and concept maps in order to reinforce knowledge.

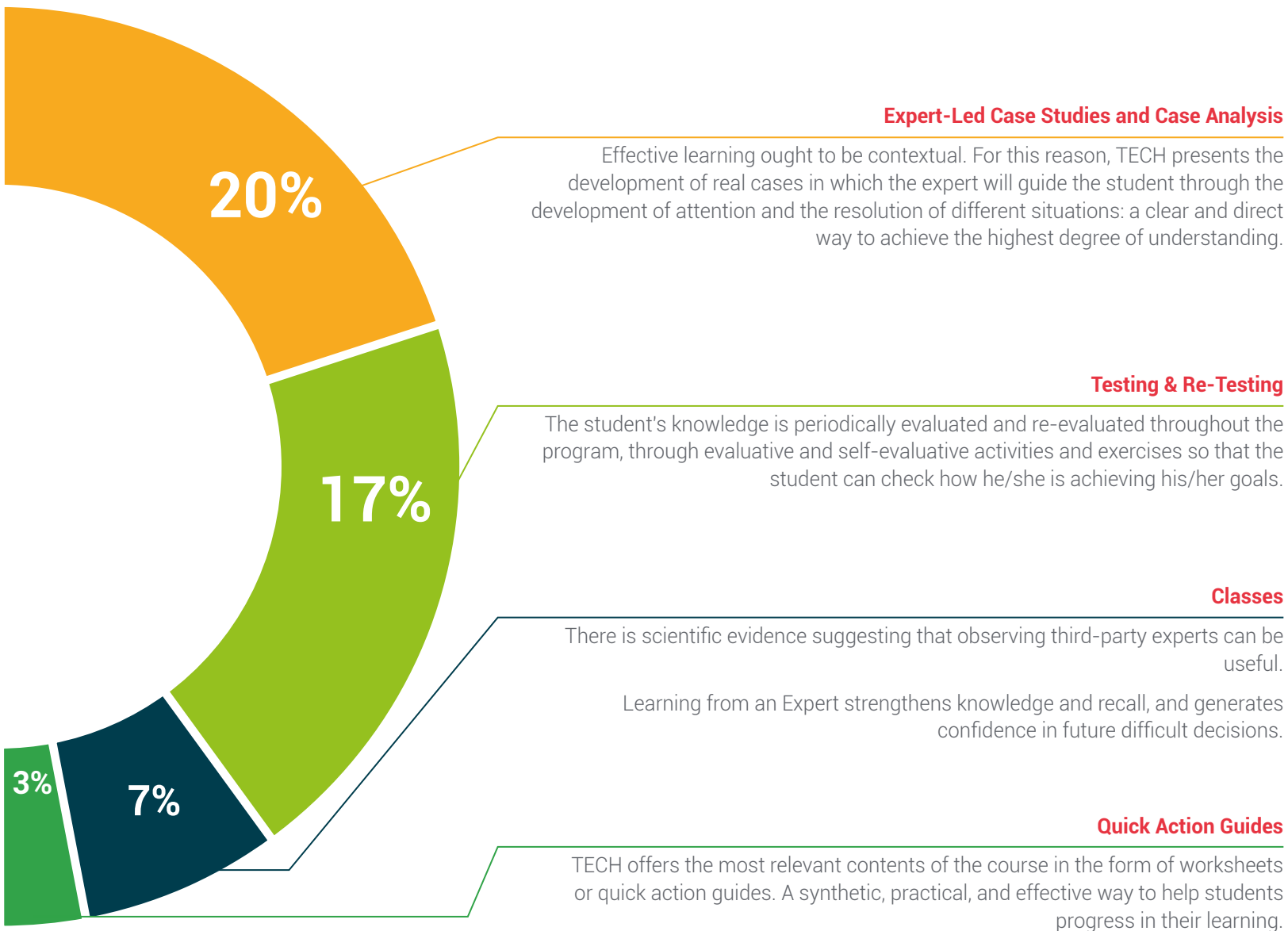
This unique educational system for the presentation of multimedia content was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Professional Master's Degree in Teaching English in Primary Education guarantees, in addition to the most rigorous and updated specialization, access to a Professional Master's Degree Certificate issued by TECH Technological University.



“

*Successfully complete this program and
receive your university degree without
travel or laborious paperwork”*

This **Professional Master's Degree in Teaching English in Primary Education** has the most complete and up-to-date program on the market.

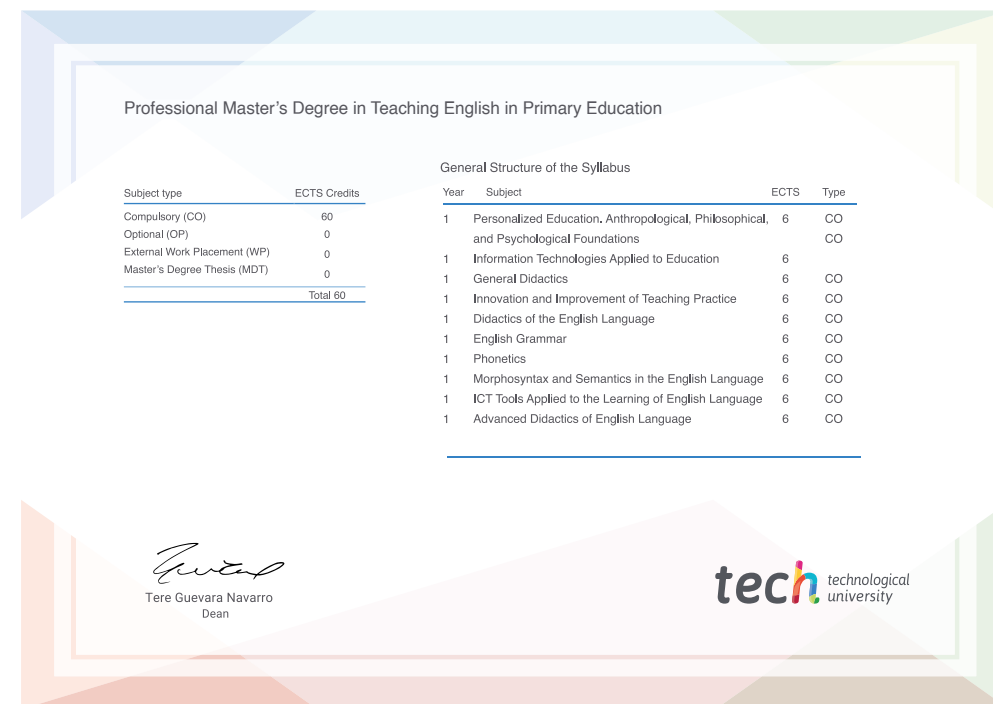
After passing the evaluation, the student will receive by mail with acknowledgement of receipt the corresponding to a **Professional Master's Degree Certificate** issued by **TECH Technological University**.

The certificate issued by **TECH Technological University** will express the qualification obtained in the Professional Master's Degree, and will meet the requirements commonly demanded by job exchanges, competitive examinations, and professional career evaluation committees.

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

ECTS: **60**

No. of Official Hours: **1,500 hours**.





Professional Master's Degree
Teaching English
in Primary Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Teaching English
in Primary Education