

# 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 Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/professional-master-degree/master-teaching-english-primary-education](http://www.techtute.com/us/education/professional-master-degree/master-teaching-english-primary-education)

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# 01

# Introduction

English is one of the most important languages in a globalized world and the benefits of learning it at an early age are supported by scientific studies. A favorable scenario for the teacher, which also currently has new technologies that favor the acquisition of knowledge in an attractive way. The incorporation of ICT in the classroom requires a constant updating by teachers of the tools and techniques for teaching skills, vocabulary or grammar. This degree provides the professional with the necessary content to progress in the field of teaching.







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*Thanks to this Professional Master's Degree you will have all the necessary teaching resources to be able to teach English in an attractive way at an early age”*

In today's educational approach, early English language learning has been incorporated as a necessity and a priority in all school curriculum. Considered as part of the primary school curriculum, it has even become the vehicle through which other subjects are taught. Through this teaching process, students grow up using English as a means of expression and communication, and not as a subject that they must learn.

In order to achieve this goal, however, highly qualified professionals are required, with an excellent command of the language, but above all with the ability to transmit the appropriate knowledge through all the teaching resources at their disposal. Additionally, in recent years, new technologies have reached the classroom, transforming the methodologies and tools used. In this period of change, teachers need to have the latest knowledge in this field and therefore be able to advance in their professional careers.

As such, TECH has designed this Professional Master's Degree that provides the most advanced and recent knowledge in the field of English language teaching. Through an enriched multimedia content, students taking this degree will be able to delve into general didactics, strategies to achieve student motivation or the design of specific materials to teach English through the different existing computer programs.

All this with a program taught in 100% online mode, which you can access comfortably wherever and whenever you want. In this way, students only need an electronic device (computer, tablet or cell phone) with an internet connection to access the syllabus of this Professional Master's Degree 24 hours a day. Likewise, through the Relearning learning system, based on the repetition of content, students will advance through this teaching in a much more natural and agile way.

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

- ♦ The development of practical cases presented by experts in English Teaching in Primary Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide technical and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ 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 uses the Relearning system to help you progress through this degree in a more natural way, reducing the long hours of study. Enroll now"*

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*You have the most innovative multimedia content in the academic system, so that you can acquire current learning in a more dynamic way”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

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

*A program that will help you guide your English teaching according to the age of your students and their abilities.*

*Schools are increasingly demanding qualified English teachers. Access a qualification that will help you open doors in the education sector.*



# 02

# Objectives

This Professional Master's Degree has been designed to provide teachers with all the necessary teaching tools to be applied in the classroom with their students in Primary Education. Over the course of 12 months, they will learn about different educational improvement projects, rethink English language teaching through the mastery of ICT and identify the best methods of language assessment. All of this will be possible thanks to the case studies provided by the teaching team that has developed this university degree.





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*In just 12 months you will obtain a qualification that will allow you to create creative and lucid activities to teach English in Primary Education”*



## General Objectives

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- ◆ Design, plan, deliver, and assess 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



*Achieve your professional improvement goals with a Professional Master's Degree that provides you with case studies to be applied directly in your classroom"*



## Specific Objectives

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

- ◆ 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
- ◆ Broaden the knowledge of how to approach the improvement of the center
- ◆ Establish the transformation of the educational reality through the redefinition of the role of teachers

### **Module 2. Information Technologies Applied to 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

### **Module 3. General Didactics**

- ◆ 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
- ◆ Learn about the various educational improvement projects

**Module 4. Innovation and Improvement of Teaching Practice**

- ◆ Generate and know how to apply ICT
- ◆ Combine the different ICT in the School as an educational tool
- ◆ Identify and discover the importance of ongoing teacher training
- ◆ Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers

**Module 5. Didactics of the English Language**

- ◆ To develop CLIL curriculum models
- ◆ 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 provide them with.
- ◆ Learning a new language has its own characteristics and we will learn the steps to follow to help students to communicate in English and, in addition, to learn the culture of the countries where it is spoken

**Module 6. English Grammar**

- ◆ Know English grammar: terminology, forms, and rules
- ◆ Have a good command of English

**Module 7. Phonetics**

- ◆ Train the teacher in the different aspects of foreign Language learning.
- ◆ Be familiar with the pronunciation and accurate teaching of the distinctive sounds of English
- ◆ Be fluent in a communicative situation in English

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

- ◆ 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

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

- ◆ Make teaching and, consequently, learning more effective
- ◆ 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

**Module 10. Advanced Teaching Methods of English Language**

- ◆ 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 assess using different methods
- ◆ Identify the different learning theories and styles
- ◆ Use the digital resources available online for teaching English

# 03 Skills

Upon completion of this Professional Master's Degree, the teachers will have improved their skills and abilities to be able to teach the English language to students at an early age. With this program you will have acquired the key concepts to motivate students, use audiovisual resources in a creative way and communicate appropriately in English with your students.







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*Acquire the necessary knowledge to apply the latest methodologies for teaching English to children"*



## 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 defence of arguments and problem solving within their area of study
- ◆ Effectively deal with language learning situations in multicultural and multilingual contexts

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



British spelling  
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### Specific Skills

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- ◆ Acquire 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 in English both orally and in writing
- ◆ Use audiovisual resources and new technologies applied to Language teaching in a creative way

# 04

# Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.





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*TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve”*

## International Guest Director

Dr. Martin Dewey is a leading international Postgraduate Diplomas 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

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- Director of Applied Linguistics and English Language Teaching at King's College London, UK
- 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

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

05

# Structure and Content

The syllabus of this Professional Master's Degree has been developed with the objective of providing the teaching professional with the necessary tools and techniques to teach the English language in an attractive way. For this purpose, students will have a syllabus divided into 10 modules, with video summaries, specialized readings and practical cases that will be of great use and direct application in the classroom. With all this, students will acquire intensive learning about the best techniques and tools to teach at an early age, the solid foundation of grammar, vocabulary or oral communication in English.







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*Access 24 hours a day to video summaries, interactive diagrams and the extensive content that makes up the library of teaching resources. Enroll now”*

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

- 1.1. The Human Person
  - 1.1.1. Educating While 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. 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. Assessment 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 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 Assessment 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 Assess 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. 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. Teachers 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 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. 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 Student's 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 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. 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 Editing of Images with ICT: Tools for its Edition
  - 2.6.8. What is ABP?
  - 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. 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. Copyright 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 ICT
  - 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 ICT
  - 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. Assessment Tools: Digital Portfolio and Rubrics
  - 2.10.4. Building an ePortfolio with Google Sites
  - 2.10.5. Generating Assessment Rubrics
  - 2.10.6. Design Assessments and Self-Assessments 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 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 Assessment
  - 3.9.1. Approach to the Concept of Evaluation
  - 3.9.2. Assessment Systems
  - 3.9.3. Content of the Assessment: What to Evaluate?
  - 3.9.4. Assessment Techniques and Instruments: How to Assess?
  - 3.9.5. Assessment Moments
  - 3.9.6. Assessment 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



*Teach English through literature, songs and the most creative materials created through the many technological options"*

## 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 Assessment
  - 4.2.10. Bibliographical 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 Competencies
  - 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 Four Elements that Define Creativity
  - 4.4.3. Some Theses on Creativity Relevant to Didactics
  - 4.4.4. Formative Creativity and Educational Innovation
  - 4.4.5. Didactic 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 Assessment
  - 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 Competencies
  - 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. Assessment of Learning
  - 4.8.1. Introduction
  - 4.8.2. A Renewed Assessment
  - 4.8.3. Modalities of Assessment
  - 4.8.4. The Procedural Assessment Through the Portfolio
  - 4.8.5. The Use of Rubrics to Clarify the Assessment 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. *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 Assessment
  - 5.10.2. Basic Principles of Assessment
  - 5.10.3. Quality Criteria in Assessment
  - 5.10.4. Evaluation Planning
  - 5.10.5. Different Types of Assessment
  - 5.10.6. Characteristics and Types of Formative/Informal Assessment

**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 (I)
  - 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 Pre-schoolers 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 Pre-schoolers
  - 9.4.1. Tools for Creating Authentic Materials for Pre-schoolers
  - 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 Teaching Methods 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 Pre-School 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 Pre-School 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 Pre-School Classroom
  - 10.5.1. Introduction and Objectives
  - 10.5.2. Different Ways of Using Texts in the EFL Pre-School Classroom
  - 10.5.3. Combining Oral and Written Skills



- 10.6. The Role of Culture in EFL Pre-School 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 Pre-School 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 Pre-School Classrooms?
  - 10.10.3. Types of Books in the EFL Pre-School Classroom
  - 10.10.4. The Role of Rhythm in Language Learning
  - 10.10.5. Popular Songs and Rhymes

06

# 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 will 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



*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 adapted in 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, students can watch them as many times as they want.



#### Interactive Summaries

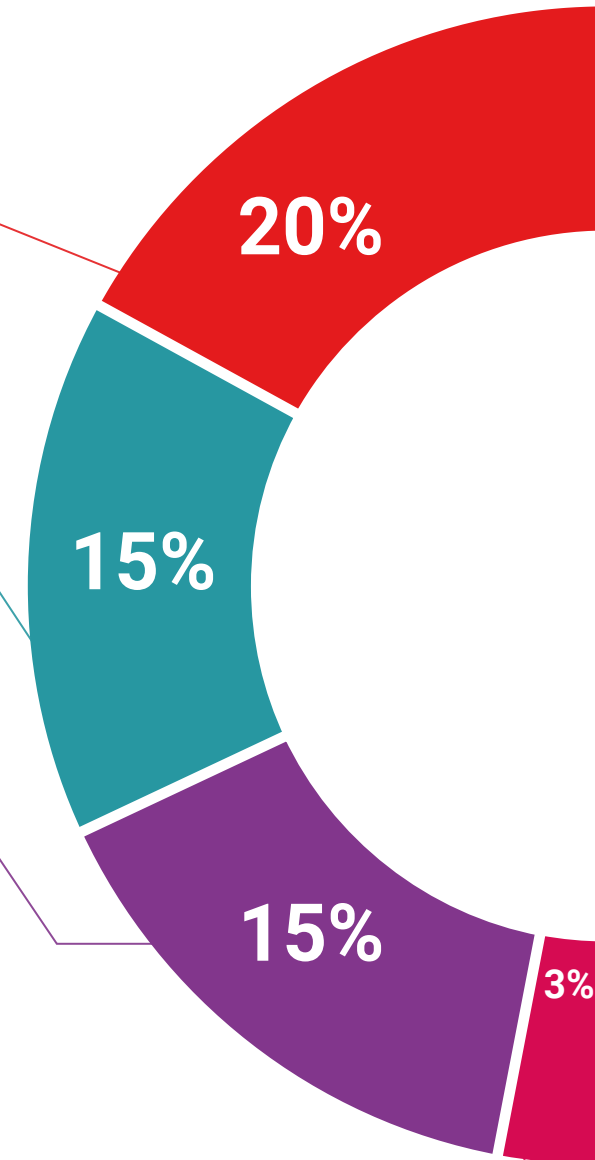
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

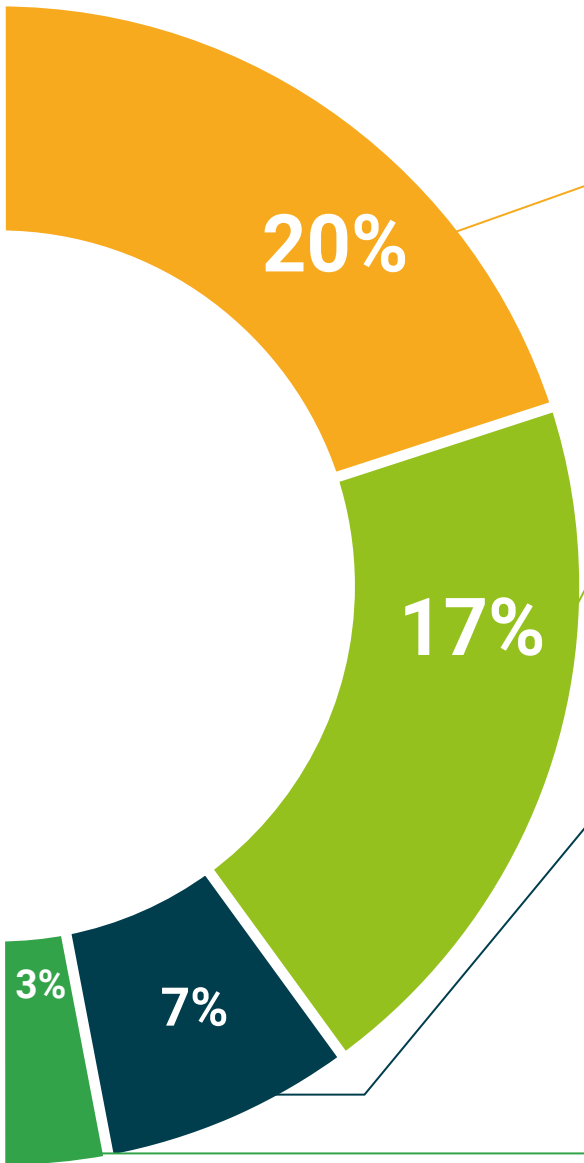
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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 their 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.



07

# Certificate

The Professional 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 Professional Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Professional Master's Degree diploma in Teaching English in Primary Education** endorsed by **TECH Global University**, the world's largest online university.

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

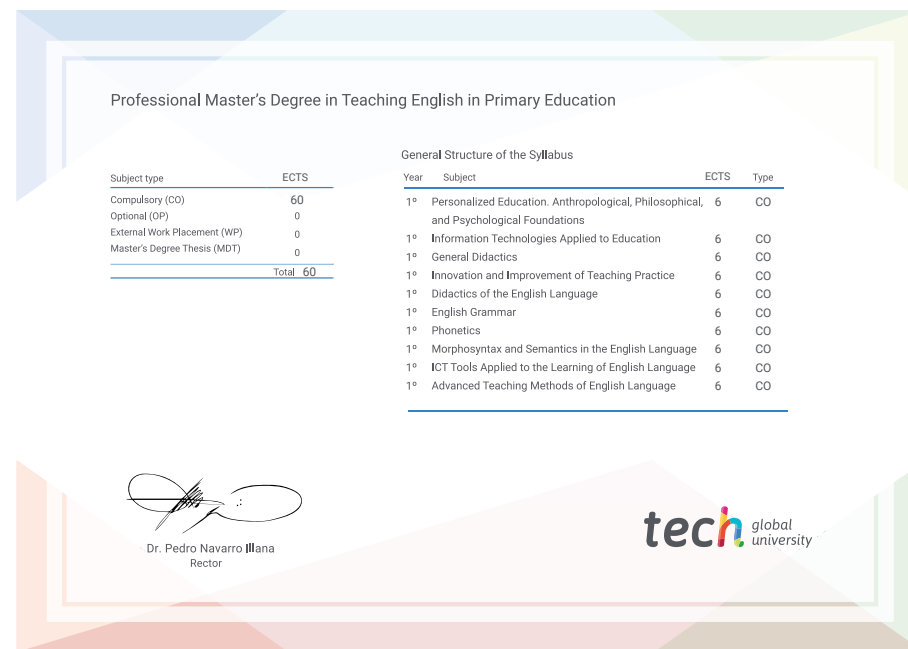
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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





## Professional Master's Degree Teaching English in Primary Education

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

Professional Master's Degree

Teaching English in Primary Education

Do you  
speak  
English?