

Postgraduate Certificate

Teaching Language and Literature in High School





Postgraduate Certificate Teaching Language and Literature in High School

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/educacion/postgraduate-certificate/teaching-language-literature-high-school

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01

Introduction

The program in Teaching Language and Literature in High School is an essential tool for all those teachers who wish to train in teaching young people, since it takes into consideration relevant aspects related to the age of the students and their needs.





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This Postgraduate Certificate in Teaching Language and Literature in High School will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”

Teaching in high school implements the linguistic knowledge presented to the student at an early age and fosters the full development of communicative competencies. The attractive presentation of contents is a priority in the classroom to enhance the attention of the group, their motivation and approach to teaching contents and to favor their instruction and subsequent application.

The Postgraduate Certificate pays special attention to the Teaching of Spanish as a foreign language (SFL) since one of the main objectives is to prepare teachers for teaching in multicultural groups when various languages are spoken. For all these reasons, different methodological approaches are presented to facilitate the teacher's work and the creation of activities within this specific framework. Interaction is essential to minimize the multicultural impact and enable the transition of the classroom from a teaching space to a social space. Finally, we will emphasize the relevance of information and communication technologies in the field of teaching.

The presence of ICT in the classroom brings wide-ranging benefits and helps in the presentation of content. Once again, the work of the teacher is a fundamental factor in its use, since they must create a digital resource database that is reliable and oriented to teaching in High School Education.

In conclusion, the Postgraduate Certificate in Teaching Language and Literature in High School is focused on the development of skills in linguistics, comprehension and oral and written production. The development of a teaching plan and its corresponding units must be geared towards achieving a series of objectives also established at the beginning of the school year. One of the priorities in this Postgraduate Certificate, is the relevance of teacher training for teaching Spanish as a foreign language and the practical application of these fundamentals in a multicultural group which has limited contact with the Spanish as the educator is often faced with this situation nowadays.

Finally, we present the benefits of using your own digital resource database that is practical and reliable in terms of its contents.

This **Postgraduate Certificate in Teaching Language and Literature in High School** contains the most complete and up-to-date scientific program on the market.

The most important features include:

- » More than 75 case studies presented by experts in Teaching Language and Literature in High School
- » The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- » Latest information on Teaching Language and Literature in High School
- » Practical exercises where the self-evaluation process can be carried out to improve learning
- » With special emphasis on innovative methodologies in Teaching Language and Literature in High School
- » All of this will be complemented by 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



Update your knowledge through the Postgraduate Certificate in Teaching Language and Literature in High School"

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This Postgraduate Certificate may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Teaching Language and Literature in High School, you will obtain a Postgraduate Certificate from TECH Technological University"

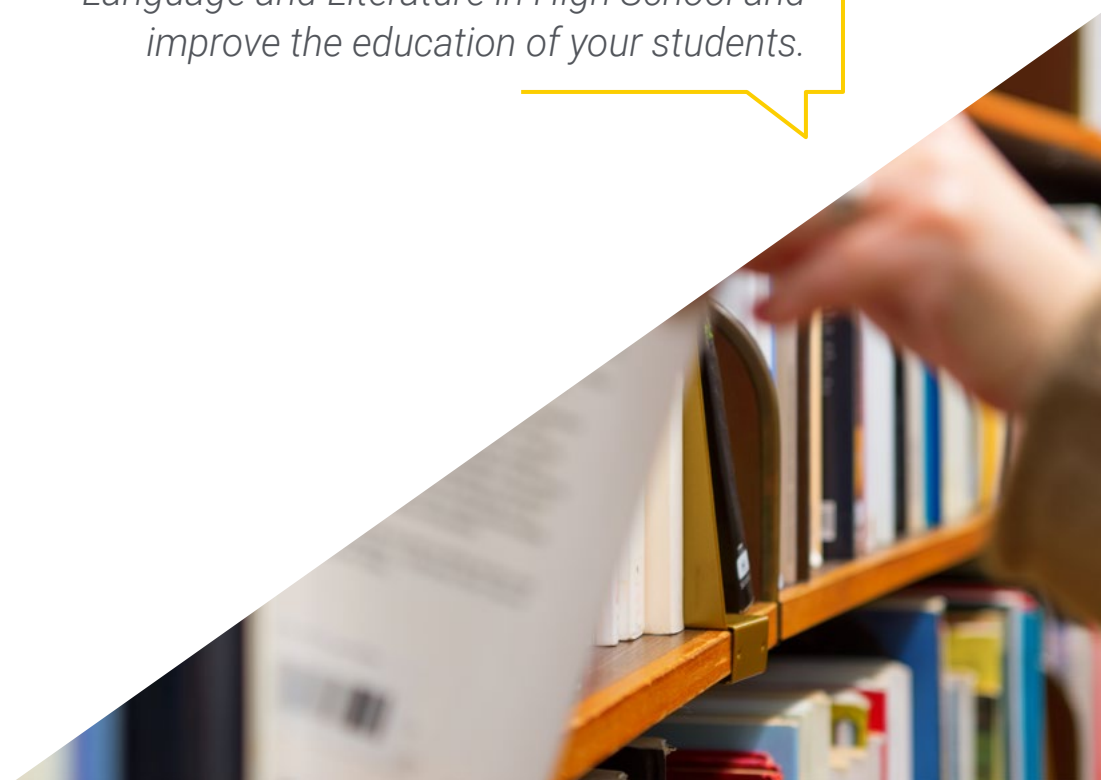
It includes in its teaching staff professionals belonging to the field of Teaching Language and Literature in High School, who contribute the experience of their work to this program, in addition to recognized specialists belonging to reference societies and prestigious universities.

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 learning programmed to train in real situations.

The design of this program is based on problem-based learning, through which the educator must try to solve the different situations of professional practice that arise throughout the Postgraduate Certificate, for this, the educator will have the help of an innovative interactive video system made by recognized experts in the field of Teaching Language and Literature in High School with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Make the most of the opportunity to learn about the latest advances in Teaching Language and Literature in High School and improve the education of your students.



02

Objectives

The Postgraduate Certificate in Teaching Language and Literature in High School is oriented toward facilitating the performance of the professional dedicated to working and teaching language and literature to adolescents and even adults.



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This Postgraduate Certificate is designed for you to update your knowledge in Teaching Language and Literature in High School, with the use of the latest educational technology, to contribute with quality and confidence to decision making and the monitoring of these students"



General Objectives

- » Determine and specify the elements that are part of the teaching-learning process in youth education and to outline the fundamentals, skills and competencies of the teacher as a pedagogical element and content facilitator.
- » Define the traits that characterize students and offer a series of techniques to perform teaching tasks in an ideal way



Make the most of the opportunity and take the step to get up-to-date on the latest developments in the Teaching Language and Literature in High School”





Specific Objectives

Module 1. Methodology: Teaching and Programming

- » Set the goals and objectives that are to be met throughout the different stages of the learning process
- » Get to know the cognitive-behavioral approaches to learning
- » Summarize the socio-cognitive approaches to learning
- » Reflect on the techniques of group control
- » Define what a group is and how to develop their skills through a group dynamic
- » Prove the benefits of building knowledge through cooperative and interactive working in a simulated version of a real context
- » Determine the different types of intelligence that students can have with the aim of minimizing their harmful effects in the learning process
- » Compare the different theoretical perspectives on intelligence and distinguish the different learning styles

Module 2. Foundations of Teaching Spanish as a Foreign Language

- » Know the fundamentals of teaching and learning second languages
- » Gain in-depth knowledge of the different methodological approaches for SFL teaching
- » Learn and apply effective pedagogical approaches in teaching grammar
- » Know how to establish a educational plan based on the fundamentals of SFL teaching
- » Be able to apply other resource such as games and theater, which are extremely useful in SFL methodology

03

Course Management

The program's teaching staff includes leading experts in Teaching Language and Literature in High School who contribute the experience of their work to this program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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*Learn from leading professionals,
the latest advances in procedures
in the field of Teaching Language
and Literature in High School”*

Management



Dr. Arroyo Fernández, Alejandro

- » PhD in North American Literature from the Complutense University of Madrid.
- » Degree in English Philology, specializing in contemporary American literature and Victorian literature
- » Master's Degree in European Literary Studies and Master's Degree in Teaching Spanish as a Foreign Language
- » Contributor to digital magazines of literary criticism and teacher of Spanish as a Foreign Language



Ms. Jiménez Romero, Yolanda

- » Elementary School Teacher Degree with a Major in English
- » Director of University Teaching programs and in Educational Coaching at TECH Technological University
- » Co-director of the programs in Language Education in Kindergarten and Elementary School, Language and Literature Education in Secondary School and High School, Bilingual Education in Secondary School and High School and Bilingual Education in Kindergarten and Elementary School at TECH Technological University
- » Co-director and teacher of the Neurosciences program at TECH Technological University
- » Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- » Teacher in the Visual Skills and Academic Performance program at TECH Technological University
- » Teacher in the Higher Abilities and Inclusive Education program
- » Educational psychologist
- » Master's Degree in Neuropsychology of High Abilities
- » Master's Degree in Emotional Intelligence
- » Neurolinguistic Programming Practitioner

Coordinators

Ms. Azcunaga Hernández, Amaia

- » Teacher of Foreign Languages with teaching experience in various countries and educational fields.
- » Master's Degree in Teaching Spanish as a Foreign Language from the Complutense University of Madrid, where she has also worked as a teacher
- » Knowledge of group dynamics applied to teaching

Mr. Velasco Rico, Guillermo

- » Degree in Hispanic Philology from the Complutense University of Madrid and Master's Degree in SFL teaching from the same university, where he also worked as a teacher
- » Current Academic Coordinator of the Center for Hispanic Studies in Sarajevo
- » His presence at congresses and teaching seminars completes his academic training.



Professors

Mr. Gris Ramos, Alejandro

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

Ms. Mejías, María José

- » Primary Education Teacher Jaby School
- » University volunteer coordinator of interactive groups at Jaby School
- » CSEU La Salle. Member of the commission: Participation of Families and the Community for Educational Success
- » Expert in Teaching Methodology for the teaching of Mathematics in Primary Education. Fernández Bravo Pedagogical Center
- » CES Don Bosco. Madrid. Course on Playful Methodologies as a Teaching and Psychopedagogical Resource in Early Childhood and Primary Education.
- » Camilo José Cela University. Specialist Course in Literacy
- » Teaching Fundamentals and Strategies Camilo José Cela University: Programming and Evaluation by Competences in Primary School. JABY School. CTIF ESTE

Ms. Puertas Yáñez, Amaya

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

04

Structure and Content

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



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This Postgraduate Certificate in Teaching Language and Literature in High School contains the most complete and up-to-date scientific program on the market”

Module 1. Methodology: Teaching and Programming

- 1.1. The Syllabus
 - 1.1.1. What Is the Syllabus?
 - 1.1.2. Functions
 - 1.1.3. Elements of the Syllabus
 - 1.1.4. Types of Syllabus
 - 1.1.5. Features
 - 1.1.6. Approaches of the Syllabus
 - 1.1.7. Syllabus Design
 - 1.1.8. Levels of Concreteness
 - 1.1.9. The Fourth Level
 - 1.1.10. Syllabus Structure
- 1.2. Competencies
 - 1.2.1. What are Competencies?
 - 1.2.2. A New Perspective
 - 1.2.3. Features
 - 1.2.4. Key Competencies
 - 1.2.5. Competencies in the Syllabus
 - 1.2.6. Strategies for their Application
 - 1.2.7. Competencies in the Classroom
 - 1.2.8. Teaching Competencies
 - 1.2.9. Communicative Competencies
 - 1.2.10. Competency-Based Assessment
- 1.3. Methodology
 - 1.3.1. Introduction
 - 1.3.2. Methodological Principles
 - 1.3.3. Teaching Methods and Techniques
 - 1.3.4. From Transmissive to Active Methods
 - 1.3.5. Exercises vs. Activities
 - 1.3.6. Methodological Strategies
 - 1.3.7. Group Work vs. Cooperative Work
 - 1.3.8. Cooperative Learning
 - 1.3.9. Problem-Based Learning
 - 1.3.10. Project Work





- 1.4. ICT in the Methodology
 - 1.4.1. ICT Today
 - 1.4.2. Digital Literacy
 - 1.4.3. Educating in ICT
 - 1.4.4. Consequences of the Change
 - 1.4.5. ICT Competencies in Education
 - 1.4.6. Digital Competencies
 - 1.4.7. ICT in Class
 - 1.4.8. ICT for Diversity
 - 1.4.9. ICT Resources in the Classroom
 - 1.4.10. ICT Resources in the Center
- 1.5. Assessment
 - 1.5.1. The Classroom as an Assessment Context
 - 1.5.2. Types of Assessments
 - 1.5.3. Traditional Assessments
 - 1.5.4. Current Assessments
 - 1.5.5. How to Assess. Techniques and Instrumentation
 - 1.5.6. Selection of Instruments and Techniques
 - 1.5.7. What to Assess.
 - 1.5.8. Assessment Meetings
 - 1.5.9. Program Assessment
 - 1.5.10. Assessment Together with the Teaching Staff
- 1.6. Educational Programming I
 - 1.6.1. Introduction
 - 1.6.2. The Importance of Educational Programming
 - 1.6.3. Components
 - 1.6.4. Justification
 - 1.6.5. Objectives: Types
 - 1.6.6. Objectives: Sources
 - 1.6.7. Objectives: Formulation
 - 1.6.8. Content: Types
 - 1.6.9. Content: Selection and Organization Criteria
 - 1.6.10. Content: Sequencing Criteria

- 1.7. Educational Programming II
 - 1.7.1. Key Competencies
 - 1.7.2. Methodology: Methodological Principles
 - 1.7.3. Methodology: Area
 - 1.7.4. Methodology: Methodological Strategies
 - 1.7.5. Attention to Diversity
 - 1.7.6. Resources
 - 1.7.7. Assessment
 - 1.7.8. Timing
 - 1.7.9. Other Elements
 - 1.7.10. Relationship Between the Elements of the Syllabus in the Educational Planning
- 1.8. Teaching Units I
 - 1.8.1. Introduction
 - 1.8.2. Relevance
 - 1.8.3. Characteristics and Elements
 - 1.8.4. Identification
 - 1.8.5. General and Teaching Objectives
 - 1.8.6. Assessment Criteria
 - 1.8.7. Assessable Learning Standards
 - 1.8.8. Indicators of achievement
 - 1.8.9. Key Competencies
 - 1.8.10. Contents
- 1.9. Teaching Units II
 - 1.9.1. Methodological Strategies: Methods and Techniques
 - 1.9.2. Activities: Their Role in Teaching Units
 - 1.9.3. Activities: Classification
 - 1.9.4. Activities: Characteristics
 - 1.9.5. Sequence of Activities
 - 1.9.6. Attention to Diversity
 - 1.9.7. Resources
 - 1.9.8. Evaluation: Instrument Selection
 - 1.9.9. Evaluation: Student Qualification
 - 1.9.10. Evaluation of the Teaching Unit: Final Reflection

- 1.10. Design of Educational Programming for Language and Literature
 - 1.10.1. Characterization of the Material
 - 1.10.2. Contribution of the Subject to the Development of Key Competencies
 - 1.10.3. Communicative Approach
 - 1.10.4. Communication Projects
 - 1.10.5. Selection and Prioritization of the Content
 - 1.10.6. Oral Comprehension and Production
 - 1.10.7. Interaction
 - 1.10.8. Reading
 - 1.10.9. Writing
 - 1.10.10. Literary Education

Module 2. Fundamentals of the Teaching Language and Literature

- 2.1. Teaching Language and Literature
 - 2.1.1. Introduction to the Concept of Teaching
 - 2.1.2. Teaching Language
 - 2.1.3. Teaching Literature
 - 2.1.4. Teaching from a Cultural Focus
- 2.2. The Language and Literature Syllabus
 - 2.2.1. Definition of the Concept of a Syllabus
 - 2.2.2. The Elements and Parts of the Syllabus
 - 2.2.3. The Syllabus of Language and Literature in Primary Education
 - 2.2.4. The Language and Literature Syllabus in High School Education
- 2.3. Oral Language Teaching
 - 2.3.1. Elements of Oral Proficiency
 - 2.3.2. Characteristics of Oral Language
 - 2.3.3. Teaching Oral Communication
 - 2.3.4. Teaching Proposals
- 2.4. Teaching Written Language
 - 2.4.1. Definition of the Concept of Written Language
 - 2.4.2. Key Elements in the Teaching Written Language
 - 2.4.3. ICT in the Teaching Language
 - 2.4.4. Written Language Evaluation

- 2.5. Teaching Reading
 - 2.5.1. Analysis of the Concept of Teaching Reading
 - 2.5.2. Development and Characteristics of the Reading Process in Primary Education
 - 2.5.3. The Promotion of Reading in the Educational Stage
 - 2.5.4. Practical Applications of Teaching Reading
- 2.6. Literary Education
 - 2.6.1. Definition of Teaching Literature
 - 2.6.2. Elements of the Teaching Literature
 - 2.6.3. Teaching Methodologies of Literature
 - 2.6.4. Evaluation of Literary Education
- 2.7. Practical Applications
 - 2.7.1. Definition of Educational Programming
 - 2.7.2. Elements of Educational Programming
 - 2.7.3. Development of a Program for Spanish Language and Literature



A unique, key, and decisive educational experience to boost your professional development"

05

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.





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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.

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

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

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

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



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

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

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



06

Certificate

The Postgraduate Certificate in Teaching Language and Literature in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University



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

This **Postgraduate Certificate in Teaching Language and Literature in High School** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Certificate in Teaching Language and Literature in High School**

Modality: **online**

Duration: **12 weeks**



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

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



Postgraduate Certificate
Teaching Language and
Literature in High School

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Teaching Language and Literature in High School