Postgraduate Diploma

Teaching Grammar and Literature in High School

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Postgraduate Diploma
Teaching Grammar and Literature in High School

Course Modality: **Online**
Duration: **6 months.**
Certificate: **TECH Technological University**
Official Nº of hours: **600 h.**
Website: **www.techtitute.com/education/postgraduate-diploma/postgraduate-diploma-teaching-grammar-literature-high-school**

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01

Introduction

The program in Teaching Grammar 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.

This Postgraduate Diploma in Teaching Grammar 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 Professional Master's Degree pays special attention to the Teaching of SFL (Spanish as a foreign language) 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 Diploma in Teaching Grammar 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. The relevance of teacher preparation for teaching Spanish as a foreign language and the practical application of these foundations in a multicultural group, which has limited contact with the Spanish language, is a priority in this Postgraduate Diploma, 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 Diploma in Teaching Grammar 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 Grammar 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 Grammar and Literature in High School
- Practical exercises where the self-evaluation process can be carried out to improve learning
- Special emphasis on innovative methodologies in Teaching Grammar 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 Diploma in Teaching Grammar and Literature in High School"

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

Increase your decision-making confidence by updating your knowledge with this University Expert course.

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

It includes in its teaching staff professionals from the field of Teaching Grammar and Literature in High School, who contribute the experience of their work to this training, 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 an immersive academic program to train in real situations.

This program is designed around Problem-Based Learning, whereby the teacher must try to solve the different professional practice situations that arise during the course. To do so, they will have the help of an innovative interactive video system created by leading experts in the field of Teaching Grammar and Literature in High School with extensive teaching experience.

02

Objectives

The Postgraduate Diploma in Teaching Grammar 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.

This Postgraduate Diploma is designed for you to update your knowledge in Teaching Grammar 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 Grammar and Literature in High School"

Specific Objectives

Module 1. Fundamentals of Teaching Language and Literature

- Understand the fundamentals of teaching language and literature to young people
- Present and explain the different teaching approaches and pedagogical perspective in teaching Language and Literature in High School Education
- Set the objectives of teaching language and literature at the high school education levels
- Reflect on the strategies for teaching grammar and literature to young people
- Define and give examples of how the curricular elements are related to each other
- Identify the complementary activities that reinforce the process of programming in teaching

Module 2. Teaching Literature

- Know the bases and methodology for teaching literacy
- Know how to establish an academic plan for literary education
- Gain in-depth knowledge of the mechanisms for writing a commentary

Module 3. Grammar and Literature in the Teaching Framework of Language

- Gain in-depth knowledge of the transition from phoneme to discourse
- Be able to offer effective teaching of oral discourse
- Be able to offer effective teaching of written discourse
- Promote the development of creative writing in students
- Learn about the methods that favor reading comprehension

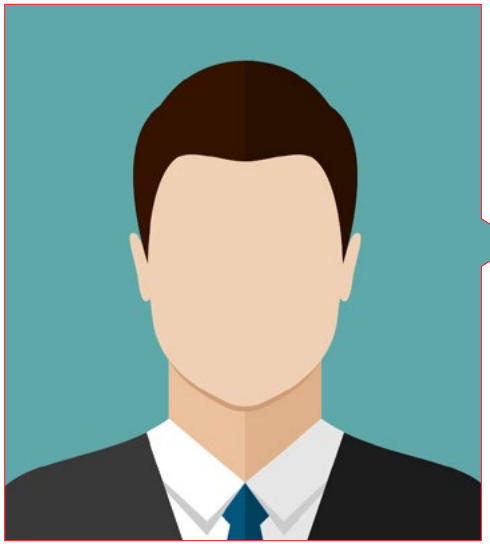
03

Course Management

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

Learn from leading professionals, the latest advances in procedures in the field of Teaching Grammar 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

- Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- Degree in Elementary Education
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Specialist in NPL.

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 ELE 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

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

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

Mr. Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- Master's Degree in e-Commerce and specialist in the latest technologies applied to teaching, Digital Marketing, web application development and Internet business.
- Computer Engineer UNED
- Master's Degree in Digital Teaching and Learning Tech Education

Mr. Velasco Rico, Guillermo

- Academic Coordinator of the Center for Hispanic Studies in Sarajevo
- Degree in Hispanic Philology, Complutense University of Madrid
- Master's Degree in Teaching Spanish as a Foreign Language, Complutense University 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.

This Postgraduate Diploma in Teaching Grammar and Literature in High School contains the most complete and up-to-date scientific program on the market"

Module 1. Fundamentals of the Teaching Language and Literature

1.1. Teaching Language and Literature
- 1.1.1. Introduction to the Concept of Teaching
- 1.1.2. Teaching Language
- 1.1.3. Teaching Literature
- 1.1.4. Teaching from a Cultural Perspective

1.2. The Curriculum of Language and Literature
- 1.2.1. Definition of the Concept of Curriculum
- 1.2.2. The Elements and Parts of the Curriculum
- 1.2.3. The Curriculum of Language and Literature in Primary Education
- 1.2.4. The Curriculum of Language and Literature in High School Education

1.3. Oral Language Teaching
- 1.3.1. Elements of Oral Proficiency
- 1.3.2. Characteristics of Oral Language
- 1.3.3. Teaching Oral Communication
- 1.3.4. Teaching Proposals

1.4. Teaching Written Language
- 1.4.1. Definition of the Concept of Written Language
- 1.4.2. Key Elements in the Teaching Written Language
- 1.4.3. ICT in the Teaching Language
- 1.4.4. Written Language Evaluation

1.5. Teaching Reading
- 1.5.1. Analysis of the Concept of Teaching Reading
- 1.5.2. Development and Characteristics of the Reading Process in Primary Education
- 1.5.3. The Promotion of Reading in the Educational Stage
- 1.5.4. Practical Applications of Teaching Reading

1.6. Literary Education
- 1.6.1. Definition of Teaching Literature
- 1.6.2. Elements of the Teaching Literature
- 1.6.3. Teaching Methodologies of Literature
- 1.6.4. Evaluation of in Literary Education

1.7. Practical Applications
- 1.7.1. Definition of Educational Programming
- 1.7.2. Elements of Educational Programming
- 1.7.3. Development of a Program for Spanish Language and Literature

Module 2. Teaching Literature

2.1. Teaching Literature and Literary Education
- 2.1.1. Literary Education
- 2.1.2. Encouragement to Read
- 2.1.3. Literary Competence
- 2.1.4. Literary Education Plan

2.2. Children and Young Adults Literature (CYL) and the Classics
- 2.2.1. What is LIJ?
- 2.2.2. CYL and the High School Reading Plan
- 2.2.3. The Place for the Classics
- 2.2.4. Adaptations
- 2.2.5. Proposals for Reading the Classics

2.3. Text Commentary
- 2.3.1. History and Evolution of Text Commentary
- 2.3.2. Comprehension and Interpretation of Texts
- 2.3.3. Guide for Writing a Literary Text Commentary

2.4. Creative Writing
- 2.4.1. Creative Writing in the Literature Classroom
- 2.4.2. Writing Workshop
- 2.4.3. Gianni Rodari and the Art of Inventing Stories
- 2.4.4. Other Activities for Creative Writing

2.5. School Library
- 2.5.1. Objectives of the School Library in High School
- 2.5.2. Book Clubs
- 2.5.3. The Bibliographic Collection
- 2.5.4. Encouragement to Read in the School Library
- 2.5.5. Library, Cultural Dynamization and Participation of the School Community

2.6. Literary Routes
- 2.6.1. Definition and Origin
- 2.6.2. Literary Routes in the School Environment
- 2.6.3. Objetcives of Literary Routes
- 2.6.4. Organization of the Literary Route

2.7. ICT and Literature
- 2.7.1. What is a Blog?
- 2.7.2. Keys for Organizing and Designing a Blog
- 2.7.3. Blogs in the Literature Classroom
- 2.7.4. Booktubers and Literary Education
- 2.7.5. Transmedia Literature

2.8. Dialogic Interaction and Inquiry
- 2.8.1. The Sociocultural Perspective. Vygotsky
- 2.8.2. Interactions and Identity Building
- 2.8.3. Communicative Acts
- 2.8.4. Dialogic Inquiry

2.9. Dialogic Reading
- 2.9.1. Foundations of Dialogic Reading
- 2.9.2. Reading Godmothers and Godfathers
- 2.9.3. Accompanied Reading
- 2.9.4. Tutored Library

2.10. Dialogical Literary Discussion Groups
- 2.10.1. The Origin of Dialogic Literary Discussion Groups
- 2.10.2. Interactions That Speed Up Reading
- 2.10.3. Classics in Preschool and Primary School
- 2.10.4. The Functioning of the Discussion Group
- 2.10.5. Other Dialogical Discussion Groups

Module 3. Grammar and Literature in the Teaching Framework of Language

3.1. From Phoneme to Discourse
- 3.1.1. Introduction
- 3.1.2. The Phonic Level
- 3.1.3. The Morphological Level
- 3.1.4. The Syntactic Level
- 3.1.5. The Lexical Level
- 3.1.6. The Semantic Level

3.2. Teaching Oral Expression
- 3.2.1. Introduction: Importance of Communicating
- 3.2.2. Characteristics of Oral Expression
- 3.2.3. The Skill of Listening and its Teaching
- 3.2.4. The Skill of Speaking and its Teaching
- 3.2.5. The Integration of Skills

3.3. Teaching Written Expression
- 3.3.1. Methodological Focus of Written Expression
- 3.3.2. The Phases in the Writing Process
- 3.3.3. Proposal of Writing Activities
- 3.3.4. Writing Assessment

3.4. Creative Writing
- 3.4.1. Methodological Focus of Written Expression
- 3.4.2. The Phases in the Writing Process
- 3.4.3. Proposal of Writing Activities
- 3.4.4. Writing Assessment

3.5. Reading
- 3.5.1. Introduction: What is Reading?
- 3.5.2. Reading Comprehension
- 3.5.3. Teaching to Read

Module 4. Teaching Lexicon and Semantics

4.1. Introduction to Lexical-Semantics
- 4.1.1. Historical Precedents
- 4.1.2. Significance
- 4.1.3. Signs and Symbols
- 4.1.4. Linguistic Communication. The Linguistic Sign

4.2. Basic Fundamentals
- 4.2.1. What is Semantics?
- 4.2.2. Semantics a Science?
- 4.2.3. Structural Semantics
- 4.2.4. Semantics and Society

4.3. Learning and Acquisition
- 4.3.1. Basic Principles
- 4.3.2. Pedagogical Methods
- 4.3.3. Evolutionary Development
- 4.3.4. Difficulties

4.4. Production and Creation
- 4.4.1. Spanish Lexicon
- 4.4.2. Classification of the Lexicon
- 4.4.3. Word Formation
- 4.4.4. Semantic Phenomena

4.5. Lexical-Semantic Application
- 4.5.1. The Need for Explicit Lexicon Teaching
- 4.5.2. Lexematic

4.6. Active Learning
- 4.6.1. What Is It?
- 4.6.2. Pedagogical Model
- 4.6.3. Importance of Active Learning
- 4.6.4. Tools in the Classroom

4.7. Dictionaries
- 4.7.1. Typology
- 4.7.2. The Selection Process
- 4.7.3. The Dictionary as a Pedagogical Resource
- 4.7.4. Learning Tool
- 4.7.5. Resources and Strategies

4.8. Dictionaries
- 4.8.1. Reasons and Other Theoretical Issues
- 4.8.2. Structure
- 4.8.3. Types of Dictionaries
- 4.8.4. Spanish Language Dictionary

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.**

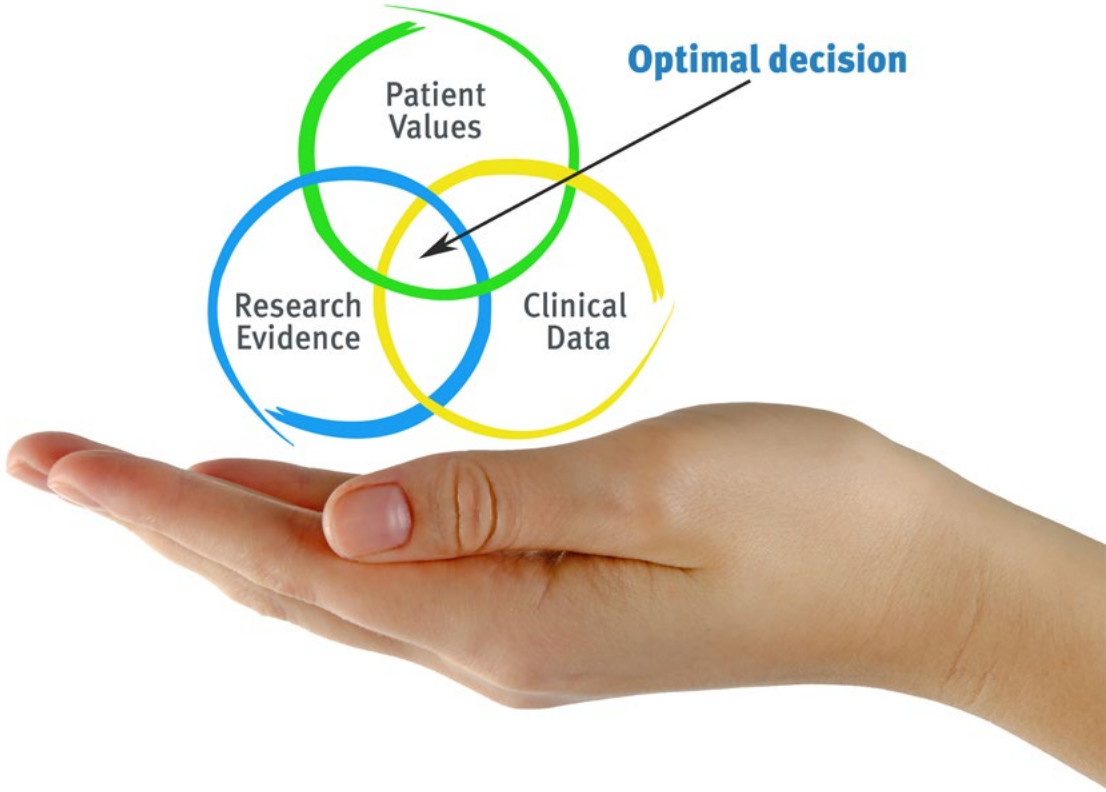
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

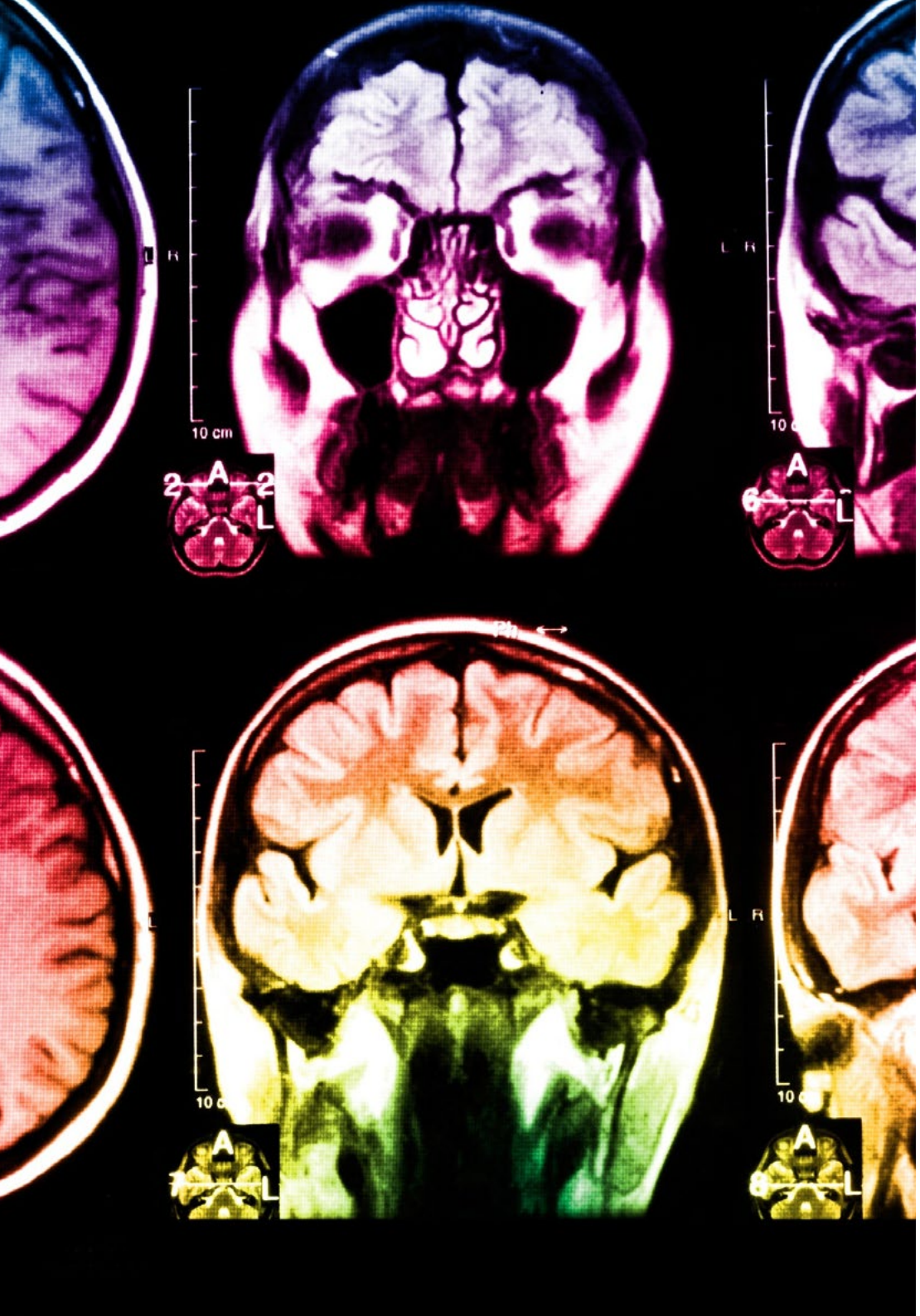
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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

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.

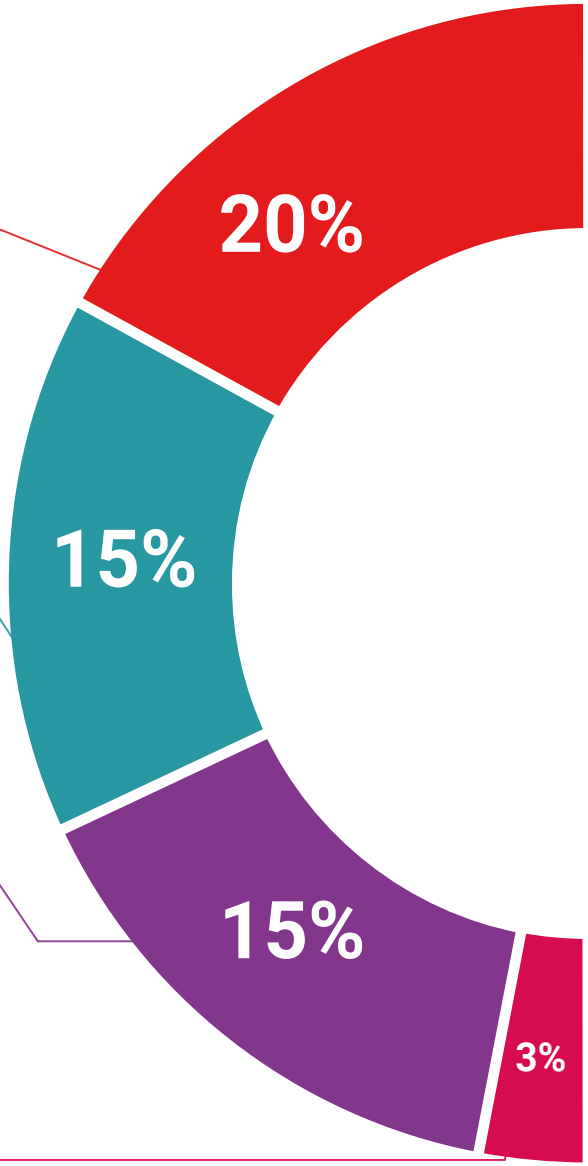
Interactive Summaries

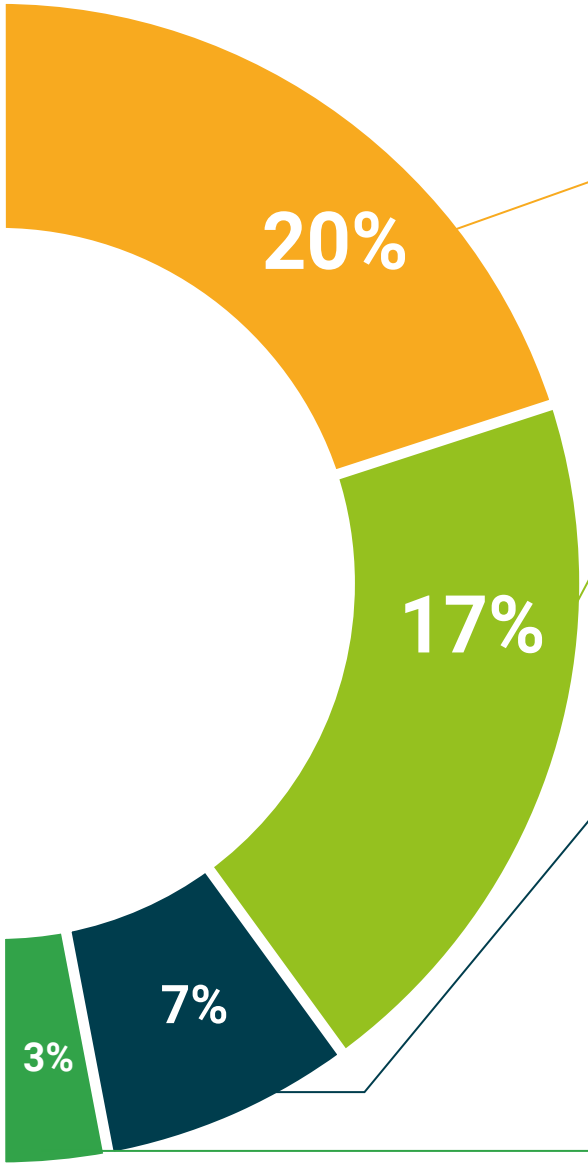
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

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

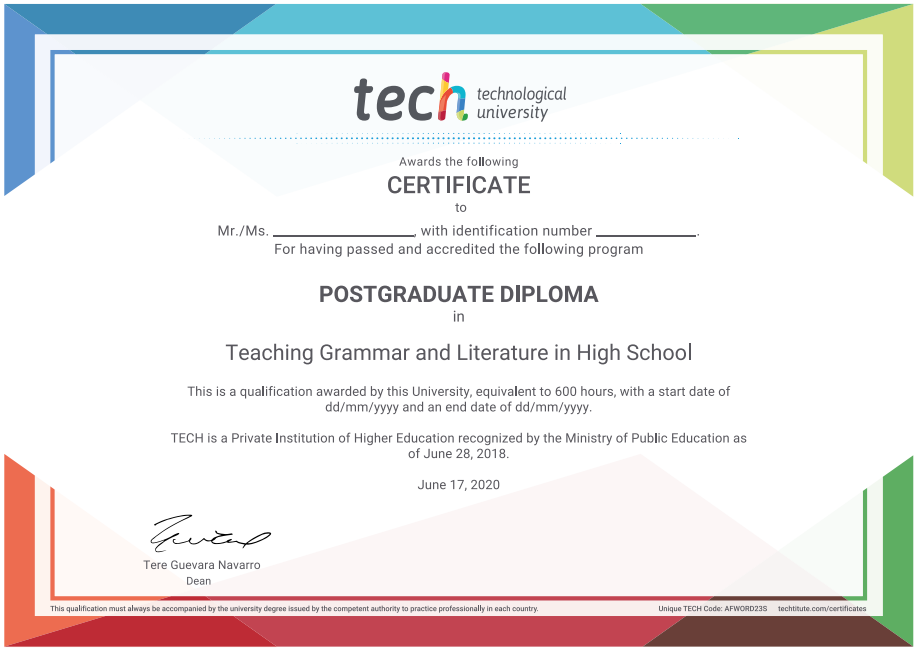
This **Postgraduate Diploma in Teaching Grammar and Literature in High School** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma Teaching Grammar and Literature in High School**

Official Nº of Hours: **600 h.**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Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Teaching Grammar and Literature in High School

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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