Professional Master's Degree
Bilingual Education in High School

tech technological university

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Professional Master's Degree

Bilingual Education in High School

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

Website: **www.techtitute.com/pk/education/professional-master-degree/master-bilingual-education-high-school**

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01

Introduction

The advance of bilingual education in schools has increased the demand for specific training for teaching English. Although progress has been made in this regard in recent years, with the creation of specific educational programs aimed at meeting this growing demand, we must continue to strive to improve the education system in a committed and responsible manner, addressing the needs and developing an innovative, ambitious and effective teaching model.

These days, bilingual education is an innovative approach that goes beyond the mere teaching of a language and so has undergone methodological, curricular and organizational changes"

Conventional methods of teaching a second language, such as demonstrative classes or mechanical exercises, slow down learning and seriously affect students' motivation, as confirmed by statistical data reflecting the failure of the traditional system and methodology.

The pedagogical proposal focuses on the adaptation of teacher training to social, pedagogical and technological changes. Just as students learn in a different way, teachers must also teach in a different way, which is why TECH wants future teachers to be qualified in teaching, experimenting with the methods they will later use.

In educational terms, bilingualism refers to the use of two languages as a vehicle for teaching the content of one or more subjects within the curriculum.

In the field of teaching, methodological trends and approaches not only require an adaptation in the way a second language is taught in the classroom, but also a new approach.

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

- Over 75 cases presented by experts in bilingual education in high school education
- 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
- Methodological and application innovations in bilingual education in secondary and high school
- Practical exercises where the self-assessment process can be carried out to improve learning
- An interactive learning system based on making decisions about the situations posed
- 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 available from any fixed or portable device, with an Internet connection

Update your knowledge through the Professional Master's Degree in Bilingual Education in High School"

This Professional Master's Degree is the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Bilingual Education in High School, you will obtain a qualification from TECH Technological University"

The Professional Master's Degree allows students to practice in simulated environments, which provide immersive learning, programmed to train in real situations.

It includes practical cases, to bring the content of the program as close as possible to reality.

The program's teaching staff includes professionals belonging to the field of teaching and bilingual education, who contribute to this program the experience of their work, in addition to recognized specialists belonging to various prestigious educational institutions.

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.

This program is designed around Problem-Based Learning, by means of which the teachers must try to solve the different situations of professional practice that arise during the educational program. For this purpose, the teacher will be assisted by an innovative interactive video system, developed by recognized experts in the field of bilingual education with extensive teaching experience.

02

Objectives

The program in Bilingual Education in High School has been created to facilitate the teacher's performance, in order to provide them with the necessary skills to implement quality bilingual education in high schools.

This Professional Master's Degree pays special attention to the creation and adaptation of teaching materials for Bilingual Teaching, taking into account the Common European Framework of Reference for Languages (CEFR), the design and development of teaching activities based on the CLIL methodology and the incorporation of new teaching strategies and technologies adapted to bilingual teaching.

This Professional Master's Degree prepares you to teach a second language, using the latest educational technology, to contribute with quality and confidence to decision making in the field of bilingualism"

General objectives

- Propose the use of new technologies to promote the learning of a foreign language, and the create educational materials to facilitate and enrich the learning process
- Develop learning strategies through directed play and total physical response strategies
- Propose tools and techniques for the evaluation, selection and analysis of literary works for young people, and their use as a resource in teaching a foreign language
- Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people
- Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a foreign language
- Establish playful activities to be used in the classroom, depending on the situation and level of the students
- Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- Know the psychological processes and factors involved in L2 learning
- Acquire specialized terminology in the field of foreign language acquisition
- Know the effect of bilingual programs in schools
- Learn to distinguish the sociocultural factors that differentiate the English language from other languages
- Know and be able to apply current trends in foreign language teaching methodologies

Specific objectives

Module 1. Principles of Bilingualism

- Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- Know the psychological processes and factors involved in L2 learning

Module 2. Content and Language Integrated Learning (CLIL)

- Understand the difference between learning and acquisition, and between language proficiency and language performance
- Become familiar with new trends in the field of ASL and bilingualism, both professional and scientific
- Know and understand the main linguistic policies, promoted at regional, national and international levels and their influence on educational legislation

Module 3. Educational and Didactic Methodology for Bilingual Education

- Acquire specialized terminology in the field of foreign language acquisition
- Know the effect of bilingual programs in schools
- Know and understand the main theories and models concerning bilingualism and multilingualism
- Know and be able to apply current trends in foreign language teaching methodologies

Module 4. Oral Skills. Listening and Speaking

- Comprehension of long speeches and lectures in the English language
- Understanding a television news broadcast and programs on current events and educational topics
- Understand most films in which the language is spoken at a standard language level
- Understand different negotiation styles
- Understand presentations on various topics
- Be able to use different listening strategies

Module 5. Reading Comprehension

- Know and be able to use textbooks as the primary teaching alternative in the teaching-learning of language and literature
- Be able to design joint language and literature activities as two interrelated subjects
- Know how to work in Language and Literature as an L2: elaboration of specific materials

Module 6. Writing in L2 (English)

- Know the linguistic and content programming framework, and master the curricular contents of the different areas in English language: social sciences, experimental sciences and technical education
- Understand the relationship between objectives, skills and content in teaching English as a second language

Module 7. The Spanish Linguistic System

- Learn to distinguish the sociocultural factors that differentiate the English language from the other languages
- Know how to develop activities for starting, developing, reinforcing and extending the didactic units

Module 8. Methodology of Teaching Spanish as a Foreign Language

- Know how to program and develop teaching units
- Know how specific bilingual schools operate
- Follow complex storylines, within the teaching and educational environment

Module 9. Educational Resources for Teaching Spanish as a Foreign Language

- Know the different grouping models in the classroom and techniques to improve teaching-learning and student involvement in the process
- Master various work techniques and know how to use summaries, diagrams and concept maps
- Learn about reading promotion programs: objectives, uses and activities

Module 10. Educational Research and Evaluation in Teaching English as a Foreign Language

- Be able to use new technologies (ICT) for learning English language and literature as a foreign language
- Understand the concepts, characteristics, and domains of English as an L2 assessment: What to evaluate, how to evaluate and when to evaluate
- Know the concepts and techniques of teaching English as a foreign language throughout history, especially the results of research and advances in the field of education
- Use English correctly in the classroom, according to specific phonological, morphological, lexical-semantic, syntactic and discursive characteristics

03

Skills

In its document "The Key Skills of Second and Foreign Language Teachers", the Cervantes Institute defines the skills of second and foreign language teachers as a complex knowledge of how to act, or the application of knowledge, in order to provide an effective response to the situations they face in their professional activity.

This Professional Master's Degree gives you the necessary guidelines and methodology for efficient teaching in bilingual schools"

Basic skills

- Apply new technologies to promote the learning of English and the improvement of audiovisual communication
- Evaluate, select and analyze literary works for young people
- Design playful activities as a teaching method adapted to each educational level
- Select and analyze different handicrafts and designs to be carried out in the classroom as a language teaching method
- Reproduce learning strategies acquired in the classroom
- Analyze and develop programs and different teaching materials aimed at achieving quality teaching
- Understand the specific problems of foreign language teaching, both linguistic and cultural, in a bilingual teaching environment
- Develop skills to foster a climate that facilitates learning and student interaction
- Transmit social and cultural values in accordance with today's multilingual and multicultural world
- Know the legislation and regulations concerning the organization of bilingual centers
- Understand the usefulness and necessity of promoting integrated learning of foreign language and the contents of the non-linguistic discipline
- Critically analyze the performance of teaching work and good practices, using evaluation models and quality indicators

General skills

- Argue for the need to improve one's own language proficiency, and to update knowledge of the resources available to achieve excellence in English language teaching
- Motivate students and maintain their interest in teaching English as a foreign language
- Analyze, in a reflective and critical way, the most relevant issues of today's society in order to make coherent decisions
- Identify new technologies as teaching tools for communicational exchange in the development of inquiry and group learning processes
- Apply the knowledge and skills provided by the studies to real cases in a work group environment in companies or organizations
- Acquire the ability to work independently, promoting organization and favoring autonomous learning

Specific skills

- Define different evaluation techniques and elaborate evaluation instruments
- Develop a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out
- Elaborate programs and didactic materials that enhance the student's reading and writing skills
- Argue about the importance of using literature as an educational resource in the classroom
- Analyze and select textbooks
- Create worksheets and adapt them to the educational level and characteristics of the students
- Apply new technologies in the creation of teaching materials
- Argue about the importance of having a wide variety of teaching resources to achieve excellence in English teaching
- Define different evaluation techniques and elaborate evaluation instruments
- Create a favorable environment that fosters learning
- Teach a non-linguistic subject of your specialty through the English language
- Design integrated curricula of your area of knowledge with linguistic content
- Create and adapt teaching materials for bilingual teaching, taking into account the student's educational stage and its correspondence with the CEFR
- Elaborate, program, and schedule the contents of the discipline in bilingual environments according to the formal format of the CLIL Module
- Design and develop didactic activities based on CLIL methodology
- Evaluate linguistic and non-linguistic contents in bilingual teaching
- Incorporate new teaching strategies and new information technologies in bilingual teaching for the design of new learning environments within the classroom
- Learn about the organization of bilingual education centers at all levels and the diversity of actions involved in their operation

Don't miss this opportunity and update your knowledge by studying the Professional Master's Degree in Bilingual Education in High School"

04

Course Management

This Professional Master's Degree in Bilingual Education in High School is based on the extensive experience of our faculty both in teacher training, L2 teaching and in research in applied linguistics and bilingualism.

Learn the latest advances in the field of Bilingual Education in High School from leading professionals"

Management

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)
- Ccoordinator of the bilingual project and the internationalization project of the JABY School in Torrejón de Ardoz
- Member of SUCAM (University Sub-Network of Learning Communities of Madrid)

Co-Direction

Ms. Jiménez Romero, Yolanda

- Educational psychologist
- Primary School Teacher with a specialization in English
- Educational psychologist
- Master's Degree in Neuropsychology of High-Capacity Individuals
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Professors

Ms. Correa Bonito, Marta

- English teacher in secondary school, Colegio JABY
- Secondary school bilingualism coordinator, Colegio JABY

Ms. García Baumbach, Alba

- Degree in Spanish Language and Literature, Complutense University of Madrid (2014)
- Postgraduate Degree at the University of Alcalá and specializes in teaching Spanish as a foreign language (2015)
- Experience in teaching Spanish as a foreign language in a center accredited by the Instituto Cervantes in Madrid (2015)
- Collaborator in tasks of dissemination and communication for the internationalization of the Spanish language

Mr. Díaz Lima, Tomás

- Researcher/Doctoral Fellow, Pablo de Olavide University

Ms. García-Vao Bel, María José

- Degree in Early Childhood Education
- Master's Degree in SEN
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)

Ms. León Campos, Adriana

- Degree in English Studies from the Autonomous University of Madrid (2015)
- Master's Degree in Teacher Training
- Specialization in the field of Spanish as a Foreign Language (ELE) at the University of Alcalá (2016)
- Teaching experience in ELE, University of Alcalá and in a center accredited by the Instituto Cervantes
- Collaborator in activities to bring different cultures and languages together

05

Structure and Content

The professional interest of this program is that it provides the student with theoretical and practical knowledge regarding the teaching and learning of a foreign language. The student will also acquire the ability to analyze and elaborate programs and teaching material in order to achieve quality teaching.

The objectives of this Professional Master's Degree are a response to the urgent need for ongoing learning of qualified professionals in the early stages of education who, in accordance with the principle of lifelong learning, need to recycle their knowledge and adapt their professional activity to new social demands, and who are massively aspiring to integrate their centers into the bilingual networks created by the administration.

This Professional Master's Degree in Bilingual Education in High School, contains the most complete and up to date teaching and methodological program on the market"

Module 1. Principles of Bilingualism

1.1. Definition and History of Bilingualism
- 1.1.1. Definition of Bilingualism
- 1.1.2. The Languages in Contact
- 1.1.3. Definition of Multilingualism
- 1.1.4. Multilingualism in the World
- 1.1.5. Types of Bilingualism

1.2. Bilingualism Models in Education
- 1.2.1. Bilingualism in Education
- 1.2.2. Models of Bilingual Education
- 1.2.3. Models of Bilingualism in the World
- 1.2.4. Bilingualism in Canada
- 1.2.5. Bilingualism in the US
- 1.2.6. Bilingualism in Spain
- 1.2.7. Bilingualism in Latin America

1.3. Cultural Dimension of Bilingualism
- 1.3.1. Intercultural Bilingual Education (IBE)
- 1.3.2. The History of the IBE
- 1.3.3. Bilingualism and Cultural Diversity in the Classroom
- 1.3.4. Bilingualism and Cultural Identity

1.4. Mother Tongue Role in Bilingual Education
- 1.4.1. The Acquisition of Language in a Bilingual Context
- 1.4.2. Late Bilingualism and the Mother Tongue
- 1.4.3. The Mother Tongue and Emotions
- 1.4.4. The Mother Tongue in the Classroom
- 1.4.5. Use of the Mother Tongue in the Foreign Language Classroom

1.5. Neuroeducation and Bilingualism
- 1.5.1. The Bilingual Brain
- 1.5.2. The Age Factor
- 1.5.3. The Quality Factor
- 1.5.4. The Method Factor
- 1.5.5. The Language Factor
- 1.5.6. The Number Factor

1.6. Cummins Theories about Bilingualism
- 1.6.1. Introduction
- 1.6.2. Theory of Linguistic Interdependence
- 1.6.3. The Threshold Hypothesis
- 1.6.4. Additive and Subtractive Bilingualism
- 1.6.5. The Importance of the Mother Tongue
- 1.6.6. The Programs of Linguistic Immersion

1.7. BICS and CALP
- 1.7.1. General Framework
- 1.7.2. Initial Theory
- 1.7.3. Definition of BICS
- 1.7.4. Definition of CALP
- 1.7.5. The Relationship between BICS and CALP
- 1.7.6. Contributions of the Theory
- 1.7.7. Criticism of the Theory

1.8. Early Literacy in Bilingual Children
- 1.8.1. Definition of Emergent Literacy
- 1.8.2. Growing up in a Bilingual Family
- 1.8.3. Reading Stories in the Mother Tongue
- 1.8.4. Literacy in L2 as Instructional and Majority
- 1.8.5. Literacy in L2 as a Foreign Language

1.9. Relations and Influences between L1 and L2
- 1.9.1. Family Literacy
- 1.9.2. Mother Tongue Literacy at School
- 1.9.3. Impact of Literacy in L1 and L2
- 1.9.4. Advantages of the Use of the Mother Tongue in the Bilingual Classroom
- 1.9.5. The Mother Tongue in the Teaching of English

1.10. Role of the Bilingual Teacher
- 1.10.1. The Role of the Bilingual Teacher
- 1.10.2. The Bilingual Teacher as an Intercultural Educator
- 1.10.3. Languages and the Bilingual Teacher
- 1.10.4. The Training Needs

Module 2. Content and Language Integrated Learning (CLIL)

2.1. Objectives and Foundation
- 2.1.1. Definition
- 2.1.2. Basic Principles
- 2.1.3. Types of CLIL
- 2.1.4. Advantages of CLIL

2.2. Relations between Content and Language
- 2.2.1. Characteristics of the CLIL Curriculum
- 2.2.2. Challenges Associated with Language
- 2.2.3. The L2 in the CLIL Classroom Classroom Language
- 2.2.4. The Collaborative Work of Teachers

2.3. Scaffolding in CLIL
- 2.3.1. Zone of Proximity Development (ZPD)
- 2.3.2. The Importance of Scaffolding in CLIL
- 2.3.3. The Interaction
- 2.3.4. Techniques and Activities for the Scaffolding

2.4. Active Methodologies for the Development of CLIL
- 2.4.1. Characteristics and Benefits
- 2.4.2. Problem-Based Learning
- 2.4.3. The Flipped Classroom
- 2.4.4. Gamification
- 2.4.5. Cooperative Learning

2.5. Design and Development of Materials for CLIL
- 2.5.1. Importance of Materials in CLIL
- 2.5.2. Types of Materials and Resources
- 2.5.3. Bloom's Taxonomy
- 2.5.4. Keys for the Development of Materials

2.6. Teaching Natural Sciences Through CLIL
- 2.6.1. The Challenges of the CLIL Approach
- 2.6.2. Activation of Prior Knowledge
- 2.6.3. Scaffolding Strategies
- 2.6.4. Research and Interaction in the Classroom
- 2.6.5. Evaluation

2.7. Teaching of Social Sciences Through CLIL
- 2.7.1. Characteristics of the CLIL Classroom of Social Sciences
- 2.7.2. Types of Activities
- 2.7.3. Plan a CLIL Unit
- 2.7.4. Graphic Organizers for Mind Maps

2.8. Artistic Teaching Through CLIL
- 2.8.1. The 4 Cs in the CLIL Classroom of Art
- 2.8.2. Advantages Teaching Art at School
- 2.8.3. Keys for CLIL Art Sessions
- 2.8.4. The L2 in the CLIL Classroom of Art
- 2.8.5. Keys to Encourage the Participation of Students

2.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL
- 2.9.1. Definition of STEAM
- 2.9.2. STEAM Approach at Early Ages
- 2.9.3. STEAM Approach in Schools
- 2.9.4. STEAM Learning and Scaffolding

2.10. Evaluation
- 2.10.1. Principles to Evaluate CLIL
- 2.10.2. When the Evaluation is Effective: Diagnostic, Formative and Summative
- 2.10.3. Specific Characteristics of CLIL
- 2.10.4. Self Evaluation and Evaluation of Peers
- 2.10.5. Evaluate Content and Language
- 2.10.6. Strategies and Resources for Evaluation

Module 3. Educational and Didactic Methodology for Bilingual Education

3.1. Learning the L2. Methods and Approaches
- 3.1.1. From Grammar to Communication
- 3.1.2. Grammar-Translation Method
- 3.1.3. Natural Method
- 3.1.4. Total Physical Response
- 3.1.5. Audio-Lingual Response
- 3.1.6. Suggestopedia

3.2. L2 and Interaction
- 3.2.1. The Role of Interaction in Learning
- 3.2.2. The Interaction in the Learning of the Mother Tongue
- 3.2.3. The Interaction in Learning L2
- 3.2.4. Types of Interaction in the Foreign Language Classroom
- 3.2.5. Teacher Talking Time

3.3. The Role of Emotions in Learning L2
- 3.3.1. Emotions and Learning
- 3.3.2. The Theory of Output
- 3.3.3. How Anxiety Affects Learning
- 3.3.4. Emotions and Confidence
- 3.3.5. Motivation

3.4. The Communication Skills of English
- 3.4.1. The Integration of Communication Skills
- 3.4.2. CERL Common European Framework of Reference for Languages
- 3.4.3. Reference Levels

3.5. Creation of a Bilingual Learning and Communication Environment
- 3.5.1. Day-to-Day Language in the School
- 3.5.2. Corridors and Common Spaces
- 3.5.3. The Classroom Space
- 3.5.4. The Participation of the Teaching Staff and the Community

3.6. The Relationship with Families and the Environment
- 3.6.1. The Perception of the Family of Bilingualism
- 3.6.2. Communication Tools Relationship
- 3.6.3. Participation in the School
- 3.6.4. Follow-Up at Home and Homework

3.7. Educational Success Actions (SEAS) in the Bilingual Classroom
- 3.7.1. Definition and Keys of the Successful Educational Actions (SEAS)
- 3.7.2. Interactive Groups: Definition and Foundation
- 3.7.3. Classroom Organization in Interactive Groups
- 3.7.4. Dialogic Literary Gatherings: Definition and Operation
- 3.7.5. Organization and Operation of the DLG

3.8. Methodologies for the Bilingual Classroom: TASC Wheel
- 3.8.1. Presentation of the TASC Wheel
- 3.8.2. The Thinking Skills
- 3.8.3. Steps for Use
- 3.8.4. Products and Evaluation

3.9. Methodologies for the Bilingual Classroom: The Flipped Classroom
- 3.9.1. Definition and Models
- 3.9.2. Origin. Advantages and Disadvantages
- 3.9.3. Guidelines for Design
- 3.9.4. Flipped Classroom in the Bilingual Classroom

3.10. Methodologies for the Bilingual Classroom: Cooperative Learning
- 3.10.1. Definition of Cooperative Learning
- 3.10.2. Conditions for Cooperative Learning
- 3.10.3. Psychopedagogical Foundation
- 3.10.4. Cooperation, Interaction, Performance and Inclusion
- 3.10.5. Organization of Cooperative Learning

Module 4. Oral Skills. Listening and Speaking

4.1. What Is the Meaning of Listening in Real Life?
- 4.1.1. Redundancy
- 4.1.2. Noise
- 4.1.3. Understanding Colloquial Language
- 4.1.4. Listening to English as a Foreign Language
- 4.1.5. Fatigue
- 4.1.6. Understanding different accents
- 4.1.7. Best Listening Materials

4.2. Classroom Activities
- 4.2.1. Listening Exercises
- 4.2.2. L2 or L1?
- 4.2.3. Preparation to Real Life: Hearing Conversation
- 4.2.4. Entertainment

4.3. Perception for Listening
- 4.3.1. Listening in the Classroom
- 4.3.2. Cognitive Processes in Listening
  - 4.3.2.1. Top-Down and Bottom-Up Processing
  - 4.3.2.2. Controlled and Automatic Processing
  - 4.3.2.3. Perception, Parsing, and Utilization
  - 4.3.2.4. Metacognition
- 4.3.3. Perception for Listening in a Colloquial Language Used in Real Life
- 4.3.4. Cultural Differences to Perception for Listening
- 4.3.5. Improving Listening Comprehension Skills

4.4. Colloquial Language
- 4.4.1. Introduction to the Colloquial Language 1
- 4.4.2. What Is the Colloquial Language 1?
- 4.4.3. Colloquial Language and Swear Words 2
- 4.4.4. Colloquial Language to Promote the Listening Comprehension

4.5. Pictures
- 4.5.1. Identifying and Ordering
- 4.5.2. Altering and Marking
- 4.5.3. Maps. Naming Features
- 4.5.4. Alterations
- 4.5.5. Ground-Plans

4.6. Evaluation of Listening Comprehension
- 4.6.1. The Meaning of Evaluation
- 4.6.2. Designing an Assessment System
  - 4.6.2.1. Overall Plan
  - 4.6.2.2. Content Definition
  - 4.6.2.3. Test Specifications
  - 4.6.2.4. Item Development
  - 4.6.2.5. Test Design and Assembly
  - 4.6.2.6. Test Production
  - 4.6.2.7. Test Administration
  - 4.6.2.8. Scoring Examination Responses
  - 4.6.2.9. Establishing Passing Scores
  - 4.6.2.10. Reporting Examination Results
  - 4.6.2.11. Item Banking
  - 4.6.2.12. Test Technical Report
- 4.6.3. Languages Evaluation within the CEFR
- 4.6.4. Evaluation of the Listening Comprehension Process

4.7. How to Teach Speaking: Strategies and Methods
- 4.7.1. Introduction
- 4.7.2. How to Engage Students in Speaking
- 4.7.3. How to Teach Speaking
- 4.7.4. Strategies to Teach Speaking Skills
- 4.7.5. Methods to Teach Speaking

4.8. Speaking in Class: Communication Strategies
- 4.8.1. Introduction
- 4.8.2. Communication Strategies: Definition
- 4.8.3. Non-Verbal Communication Strategies in Class
- 4.8.4. Verbal Communication Strategies in Class
- 4.8.5. Relationship between Non-Verbal and Verbal Communication Strategies

4.9. English Pronunciation, Stress and Intonation
- 4.9.1. Introduction
- 4.9.2. Pronunciation
- 4.9.3. Stress
- 4.9.4. Intonation
- 4.9.5. Relation between Speaking and Listening Comprehension
- 4.9.6. Methods to Teach Pronunciation

4.10. Evaluation of Speaking
- 4.10.1. Introduction
- 4.10.2. The Meaning of Evaluation and Assessment
- 4.10.3. Effective Evaluation and Assessment
- 4.10.4. Rubric: Definition
- 4.10.5. Assessment Rubrics Design
- 4.10.6. Developing a Rubric to Evaluate Speaking
- 4.10.7. Other Methods of Evaluating Speaking Skills

Module 5. Reading Comprehension

5.1. L2 Reading at Secondary School
- 5.1.1. Metacognition and Reading
- 5.1.2. Reading Strategies
- 5.1.3. Motivation and Reading
- 5.1.4. The Matthew Effect in Reading

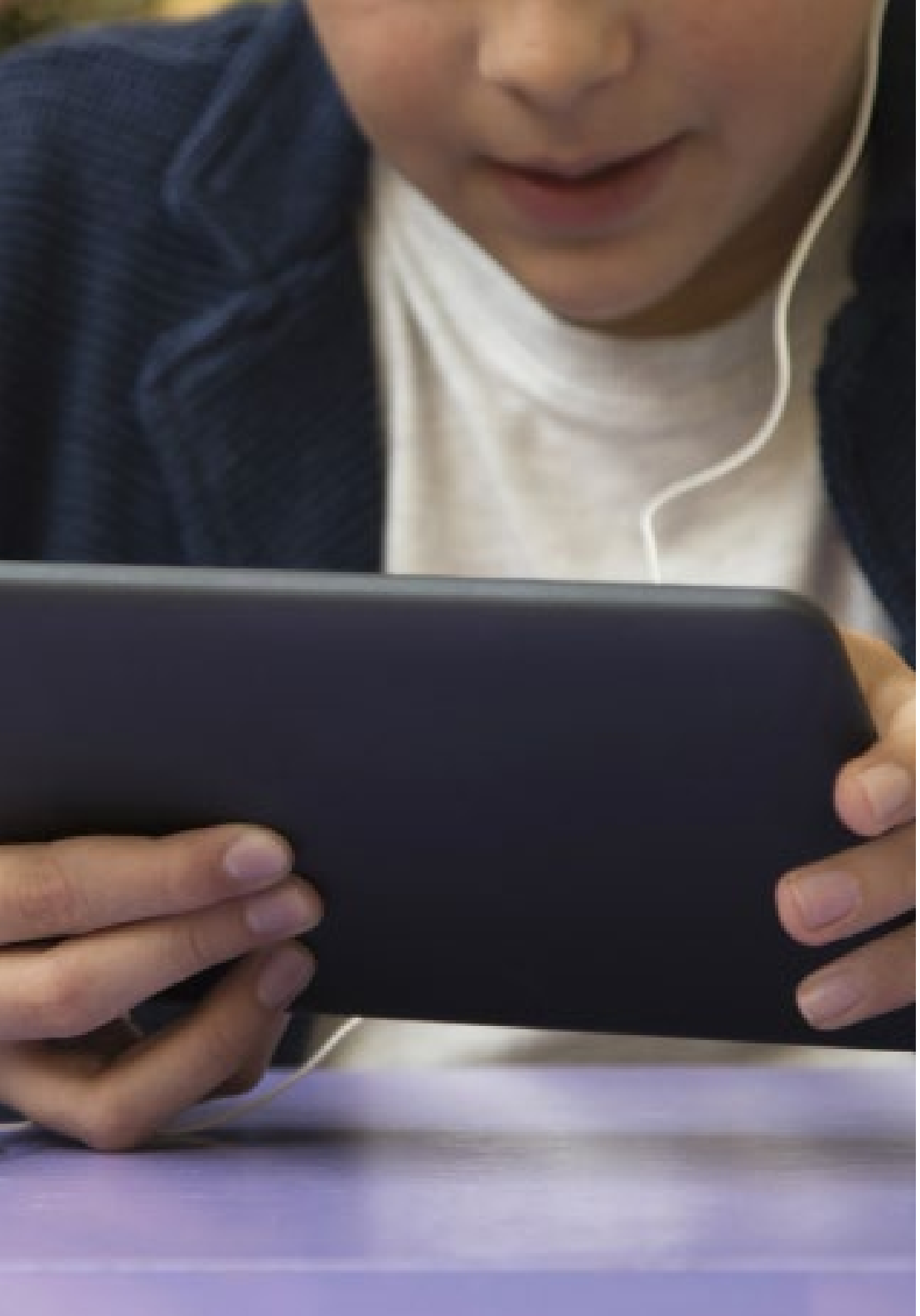
5.2. Types of Reading
- 5.2.1. Reading in an L2 Classroom
- 5.2.2. Intensive Reading
- 5.2.3. Extensive Reading

5.3. Reading Comprehension Strategies
- 5.3.1. Definition and Taxonomy of Reading Strategies
- 5.3.2. Bottom-Up and Top-Down Strategies
- 5.3.3. Explicit Instruction in Strategies
- 5.3.4. Strategies to Improve Fluency and Comprehension

5.4. Graphic Organizers, Concept and Mind Maps
- 5.4.1. Graphic Organizers to Improve Reading
- 5.4.2. Types of Graphic Organizers
- 5.4.3. Differences between Graphic Organizers, Concept Maps and Mind Maps
- 5.4.4. Concept Maps and Reading

5.5. Dialogic Reading
- 5.5.1. Basis of Dialogic Reading
- 5.5.2. Reading Godmothers and Godparents in English
- 5.5.3. Accompanied Reading in English
- 5.5.4. Tutoring Library

5.6. English Literature in the ESL Classroom
- 5.6.1. The Role of Literature in an ESL Classroom
- 5.6.2. Literature Introduction through Readers
- 5.6.3. Dialogic Literary Gatherings in a Bilingual Classroom



5.7. Storytelling and Reading Out Loud
- 5.7.1. Storytelling in a Classroom
- 5.7.2. Reading or Telling Stories
- 5.7.3. Storytelling as a Tool for L2 Teaching
- 5.7.4. Digital Storytelling for High School Students
- 5.7.5. Students Reading Aloud
- 5.7.6. Teachers Reading Aloud

5.8. Picture Books at High School
- 5.8.1. Reasons to use Picture Books in a High School Classroom
- 5.8.2. Definition and Features of a Picture Book
- 5.8.3. Selection Criteria
- 5.8.4. Activities and Usage Strategies
- 5.8.5. Picture Books for High School Students

5.9. School Library, Literacy Centers and Reading in L2
- 5.9.1. The Aims of a High School Library
- 5.9.2. The ESL School Library
- 5.9.3. Reading Corners in Class
- 5.9.4. Literacy Center in a High School Classroom

5.10. Reading Comprehension Assessment
- 5.10.1. Comprehension Reading Levels
- 5.10.2. Reading Comprehension Assessment
- 5.10.3. The Use of Tests for Assessing Reading
- 5.10.4. Assessing ESL Reading Comprehension through Rubrics

Module 6. Writing in L2 (English)

6.1. The Meaning of Writing in L2 (English)
- 6.1.1. Introduction
- 6.1.2. Definition of Writing
- 6.1.3. Differences between Spoken and Written Language
- 6.1.4. The Writing Process
  - 6.1.4.1. Content
  - 6.1.4.2. Audience
  - 6.1.4.3. Purpose
- 6.1.5. Benefits of Writing

6.2. Writing Skills Development
- 6.2.1. Introduction
- 6.2.2. The Process Approach
- 6.2.3. The Product Approach
- 6.2.4. Comparison between Both Approaches
- 6.2.5. Activities to Develop Writing Skills

6.3. Relationship between Writing and Grammar
- 6.3.1. Introduction
- 6.3.2. Meaning of Grammar
- 6.3.3. How to Teach Grammar
- 6.3.4. Importance of Grammar in Writing
- 6.3.5. Style
- 6.3.6. Punctuation

6.4. Scaffolding Writing Skills
- 6.4.1. Introduction
- 6.4.2. Meaning of Scaffolding
- 6.4.3. Scaffolding in Students' Writing
- 6.4.4. Scaffolding in the Writing Process
  - 6.4.4.1. Prewriting
  - 6.4.4.2. Drafting
  - 6.4.4.3. Revising
  - 6.4.4.4. Editing
  - 6.4.4.5. Publishing
- 6.4.5. Teacher' Role in the Scaffolding Writing Skills Process

6.5. Poetry and Writing
- 6.5.1. Introduction
- 6.5.2. Meaning of Poetry
- 6.5.3. Poetry in Class
- 6.5.4. Types of Poems
- 6.5.5. Picture Poems
- 6.5.6. Haiku
- 6.5.7. Pattern Poems
- 6.5.8. Songs
- 6.5.9. Free verse
- 6.5.10. Benefits of Integrating Poetry in Class

6.6. Writing for Academic Purposes
- 6.6.1. Introduction
- 6.6.2. Meaning and Principles of Academic Writing
- 6.6.3. Types of Academic Writing
- 6.6.4. Use of Sources
- 6.6.5. Importance of Avoiding Plagiarism
  - 6.6.5.1. When to Quote
  - 6.6.5.2. When to Paraphrase

6.7. Creative Writing
- 6.7.1. Introduction
- 6.7.2. What Does Creative Writing Mean?
- 6.7.3. Tips to Facilitate Creative Writing in Class
  - 6.7.3.1. Breaking the Writer's Block
- 6.7.4. Activities to Practise Creative Writing in Class

6.8. Collaborative Writing Strategies and Activities
- 6.8.1. Introduction
- 6.8.2. What Does Collaborative Writing Mean?
- 6.8.3. Collaborative Writing Strategies
- 6.8.4. Role of Teachers and Students in Collaborative Writing
  - 6.8.4.1. Tips for Teachers to Support Collaborative Writing
- 6.8.5. Collaborative Writing Activities

6.9. Web 2.0 and Social Media to Promote Writing
- 6.9.1. Introduction
- 6.9.2. What Does Web 2.0 and Social Media Mean?
- 6.9.3. Web 2.0 Technologies and Services
  - 6.9.3.1. Blogs
  - 6.9.3.2. Wikis
  - 6.9.3.3. Other Tools
- 6.9.4. Innovation Thanks to Web 2.0 and Social Media

6.10. Evaluation of Writing Skills
- 6.10.1. Introduction
- 6.10.2. The Meaning of Evaluation and Assessment
- 6.10.3. Strategies to Improve the Evaluation of Writing
- 6.10.4. Rubric: What It Is and How to Create One
- 6.10.5. Writing Conventions: Symbols Used to Correct Writings

Module 7. The Spanish Linguistic System

7.1. Linguistic Variety of Spanish: Geographic or Diatopic Variety
- 7.1.1. General Principles
- 7.1.2. Geographic or Diatopic Variety
  - 7.1.2.1. Language, Dialect, Speech and Accent
  - 7.1.2.2. Spanish Dialects in Spain and Latin America
  - 7.1.2.3. Spanish Dialects in Spain
    - 7.1.2.3.1. Castilian or Castilian Spanish
    - 7.1.2.3.2. Andalusian Spanish
    - 7.1.2.3.3. Canary Islands Spanish

7.2. Spanish Dialects in Latin America
- 7.2.1. Caribbean Spanish
- 7.2.2. Mexican and Central American Spanish
- 7.2.3. Andean Spanish
- 7.2.4. Southern Spanish
- 7.2.5. Chilean Spanish
- 7.2.6. American Spanish

7.3. Linguistic Variety of Spanish: Situational Variety, Sociocultural or Diachronic Variety and Historical or Diachronic Variety
- 7.3.1. Languages in Contact
- 7.3.2. Situational or Diaphasic Variety
  - 7.3.2.1. Language Registers
  - 7.3.2.2. Slang and Jargon
- 7.3.3. Sociocultural or Diastratic Variety
  - 7.3.3.1. Social Levels of language
- 7.3.4. Historical or Diachronic Variety
  - 7.3.4.1. A Journey From Medieval to Modern Spanish: Phonic and Morphosyntactic Features of Medieval Spanish

7.4. Classic Spanish
- 7.4.1. Lexical Features of Medieval Spanish
- 7.4.2. Classical Spanish

7.5. Modern Spanish and Model of Spanish in the Classroom
- 7.5.1. Modern Spanish Spelling, Phonetics, Grammar and Lexicon
- 7.5.2. What Is Model Spanish in The ELE Classroom? (I)
  - 7.5.2.1. The Varilex Project

7.6. Web Resources for Lexical Instruction and The Study and Teaching of Phonology and Phonetics
- 7.6.1. What Is Model Spanish in The ELE Classroom? (II)
  - 7.6.1.1. CORDE, CREA, CORPES XXI, Educalingo and Audiolingua
- 7.6.2. Study and Teaching of Phonology and Phonetics
  - 7.6.2.1. General Fundamentals of Phonetics and Phonology
  - 7.6.2.2. Teaching Pronunciation
  - 7.6.2.3. Determining Elements for Learning
  - 7.6.2.4. Teaching Methods

7.7. Teaching Pronunciation and Teaching Spelling: Punctuation Marks
- 7.7.1. Adequate Pronunciation in the ELE Classroom
- 7.7.2. Using ICTs for Teaching Pronunciation in the Spanish as a Foreign Language Classroom
- 7.7.3. Orthography
  - 7.7.3.1. Orthographic Signs: The Umlaut and The Prosodic Function of The Tilde

7.8. Teaching Spelling (I)
- 7.8.1. Diphthongs, Triphthongs and Hiatus Spelling
- 7.8.2. The Diacritical Function of The Tilde
- 7.8.3. Punctuation Marks
  - 7.8.3.1. Speech Delimiters (I): Period, Comma and Semicolon

7.9. Teaching Spelling (II)
- 7.9.1. Discourse Delimiters (II): Colon
- 7.9.2. Delimiters of The Second Speech
- 7.9.3. Indicators of Modality or Omission of Statements
- 7.9.4. Auxiliary Signs: Hyphen, Slash and Apostrophe
- 7.9.5. Use of Uppercase and Lowercase Letters
- 7.9.6. Word Composition
- 7.9.7. Acronyms and Abbreviations
- 7.9.8. Foreign and Borrowed Words

7.10. Morphology (I)
- 7.10.1. Word Formation
- 7.10.2. Grammatical Categories (I)
  - 7.10.2.1. The Noun
  - 7.10.2.2. The Verb
  - 7.10.2.3. The Adjective
  - 7.10.2.4. The Adverb

7.11. Spanish Morphology (II) and Syntax
- 7.11.1. Grammatical Categories (II)
  - 7.11.1.1. The Article and Personal Pronouns
  - 7.11.1.2. Possessives
  - 7.11.1.3. Demonstratives
  - 7.11.1.4. Relatives, Interrogatives and Exclamatives
  - 7.11.1.5. Indefinite and Numerical Quantifiers
  - 7.11.1.6. Prepositions
  - 7.11.1.7. Conjunctions
- 7.11.2. Syntax
  - 7.11.2.1. The Spoken Voice
  - 7.11.2.2. Sentence Classification

Module 8. Methodology and Didactics of Teaching Spanish as a Foreign Language

8.1. Skill-Based Learning of Spanish
- 8.1.1. General Skills
- 8.1.2. Linguistic Communication Skills
- 8.1.3. Programming Teaching Units According to Skills
- 8.1.4. Skills Evaluation
- 8.1.5. Rubrics to Assess Skills
- 8.1.6. Portfolio and Skills
- 8.1.7. Teaching Implications for the Spanish a Foreign Language Classroom

8.2. Planning of a Spanish Course
- 8.2.1. Common European Framework of Reference for Languages
- 8.2.2. Language Programs
- 8.2.3. Needs Analysis
- 8.2.4. Objectives
- 8.2.5. Assessment
- 8.2.6. Contents
- 8.2.7. Material and Manual Analysis

8.3. L2 Learning. Methods and Approaches
- 8.3.1. Methods and Approaches
- 8.3.2. Communicative Approach
- 8.3.3. L2 and Interaction
- 8.3.4. The Role of Emotions in L2 Learning
- 8.3.5. Problem-based Learning
- 8.3.6. The Flipped Classroom
- 8.3.7. Gamification
- 8.3.8. Cooperative Learning

8.4. Literature in the Teaching of Spanish
- 8.4.1. The Role of Literature in the Spanish Classroom
- 8.4.2. Objectives of the Teaching of Literature
- 8.4.3. Literary Genres in Spanish Class
- 8.4.4. Dialogic Reading and Spanish as Foreign Language
- 8.4.5. Dialogical Literary Tertulias in the Spanish as a Foreign Language Classroom

8.5. Dialogic Learning in the Spanish as a Foreign Language Classroom Interactive Groups
- 8.5.1. Managing the Classroom
- 8.5.2. Group Dynamics and Their Phases
- 8.5.3. Group Dynamics in the Spanish a Foreign Language Classroom
- 8.5.4. Didactic Techniques in the Spanish a Foreign Language Classroom
- 8.5.5. Dialogic Learning
- 8.5.6. Interactive Groups

8.6. Teaching Written Language
- 8.6.1. Language Skills/Language Activities
- 8.6.2. Reading Comprehension Didactics
- 8.6.3. Activities to Develop Reading Comprehension
- 8.6.4. Teaching Didactics for Written Expression and Interaction
- 8.6.5. Activities to Develop Written Expression
- 8.6.6. Criteria to Evaluate Written Comprehension
- 8.6.7. Criteria to Evaluate Oral Comprehension

8.7. Oral Language Teaching
- 8.7.1. Listening Comprehension Didactics
- 8.7.2. Activities to Develop Listening Comprehension
- 8.7.3. Oral Expression and Interaction Didactics
- 8.7.4. Activities to Develop Oral Expression and Interaction
- 8.7.5. Criteria to Evaluate Oral Comprehension
- 8.7.6. Criteria to Evaluate Oral Expression

8.8. Lexicon Didactics
- 8.8.1. What is the Lexicon?
- 8.8.2. Lexicon Learning
- 8.8.3. Lexical Approaches and Communicative Teaching
- 8.8.4. Lexical Approach in Spanish as a Foreign Language Textbooks
- 8.8.5. Lexicon and Skills

8.9. Didactics of Linguistic Mediation
- 8.9.1. What Is Linguistic Mediation?
- 8.9.2. Background on Linguistic Mediation
- 8.9.3. Linguistic Mediation and Cultural Mediation
- 8.9.4. Typologies of Linguistic Mediation
- 8.9.5. Types of Linguistic Mediation in the Spanish as a Foreign Language Classroom
- 8.9.6. Mediatory Skills
- 8.9.7. Activities for Linguistic Mediation in the Spanish as a Foreign Language Classroom

8.10. Content Research and Creation Through the iPad/ Tablet
- 8.10.1. Tools for Searching for Information
- 8.10.2. Tools for Collaborative Work
- 8.10.3. Tools to Create, Edit and Transform
- 8.10.4. Tools to Develop Linguistic Skills
- 8.10.5. Tools for Evaluating
- 8.10.6. Apps for the Spanish a Foreign Language Classroom
- 8.10.7. Tools for the Inverted Spanish a Foreign Language Classroom

Module 9. Educational Resources for Teaching Spanish as a Foreign Language

9.1. Identification, Selection and Adaptation of Resources for Teaching Spanish as an L2
- 9.1.1. What Are Didactic Materials?
- 9.1.2. Types of Didactic Materials
- 9.1.3. Keys to Developing Materials
- 9.1.4. Adapting Didactic Materials

9.2. Didactic Resources: Flashcards and Pictures
- 9.2.1. Why Use Images?
- 9.2.2. How to Use Images in the Spanish as Foreign Language Classroom?
- 9.2.3. Types of Flashcards
- 9.2.4. Flashcard with Activities

9.3. Working with Graded Readings
- 9.3.1. Definition of Graded Reading and Characteristics
- 9.3.2. Advantages of Extensive Reading
- 9.3.3. Strategies for using Graded Reading in the Classroom
- 9.3.4. Activities with Graded Readings in the Classroom

9.4. Games, Activities and Board Games
- 9.4.1. Play
- 9.4.2. Games in Learning
- 9.4.3. Play in the Classroom
- 9.4.4. Gamification
- 9.4.5. Types of Games

9.5. Drama and Role Plays
- 9.5.1. Drama and Dramatic Play
- 9.5.2. Using Drama for Learning English
- 9.5.3. Differences Between Theatre and Dramatic Play

9.6. Poems, Rhymes, and Tongue Twisters
- 9.6.1. Why Use Poetry for Teaching L2 in the Classroom?
- 9.6.2. Rhymes
- 9.6.3. Tongue Twisters

9.7. Blogs and Wikis for Teaching Spanish as a Foreign Language
- 9.7.1. What Is a Blog?
- 9.7.2. Possibilities of Blogs in the Spanish as Foreign Language Classroom
- 9.7.3. Keys for Organizing and Designing a Blog
- 9.7.4. Examples of Blogs for Teaching Spanish as a Foreign Language
- 9.7.5. What Is a Wiki?
- 9.7.6. Uses of Wikis in the Spanish as Foreign Language Classroom
- 9.7.7. Examples of Wikis for Teaching Spanish as a Foreign Language

9.8. Didactic Worksheets in the Spanish as Foreign Language Classroom
- 9.8.1. What Are Didactic Worksheets?
- 9.8.2. Why Use Worksheets?
- 9.8.3. How to Use Worksheets in the Spanish as a Foreign Language Classroom
- 9.8.4. Types of Worksheets
- 9.8.5. Adaptation, Design and Creating Worksheets

9.9. Didactic Resources: iPads and Tablets to Teach Spanish as a Foreign Language
- 9.9.1. iPads/Tablets in a Language Classroom
- 9.9.2. Apps for the Classroom
- 9.9.3. Specific Apps to Learn Spanish
- 9.9.4. Online Resources

9.10. Didactic Resources: Videos and Films
- 9.10.1. Why Use Short Animation Films?
- 9.10.2. Keys to Using Short Films in the English Classroom
- 9.10.3. How to Choose a Short Film
- 9.10.4. Activities to do Before, During, and After the Viewing

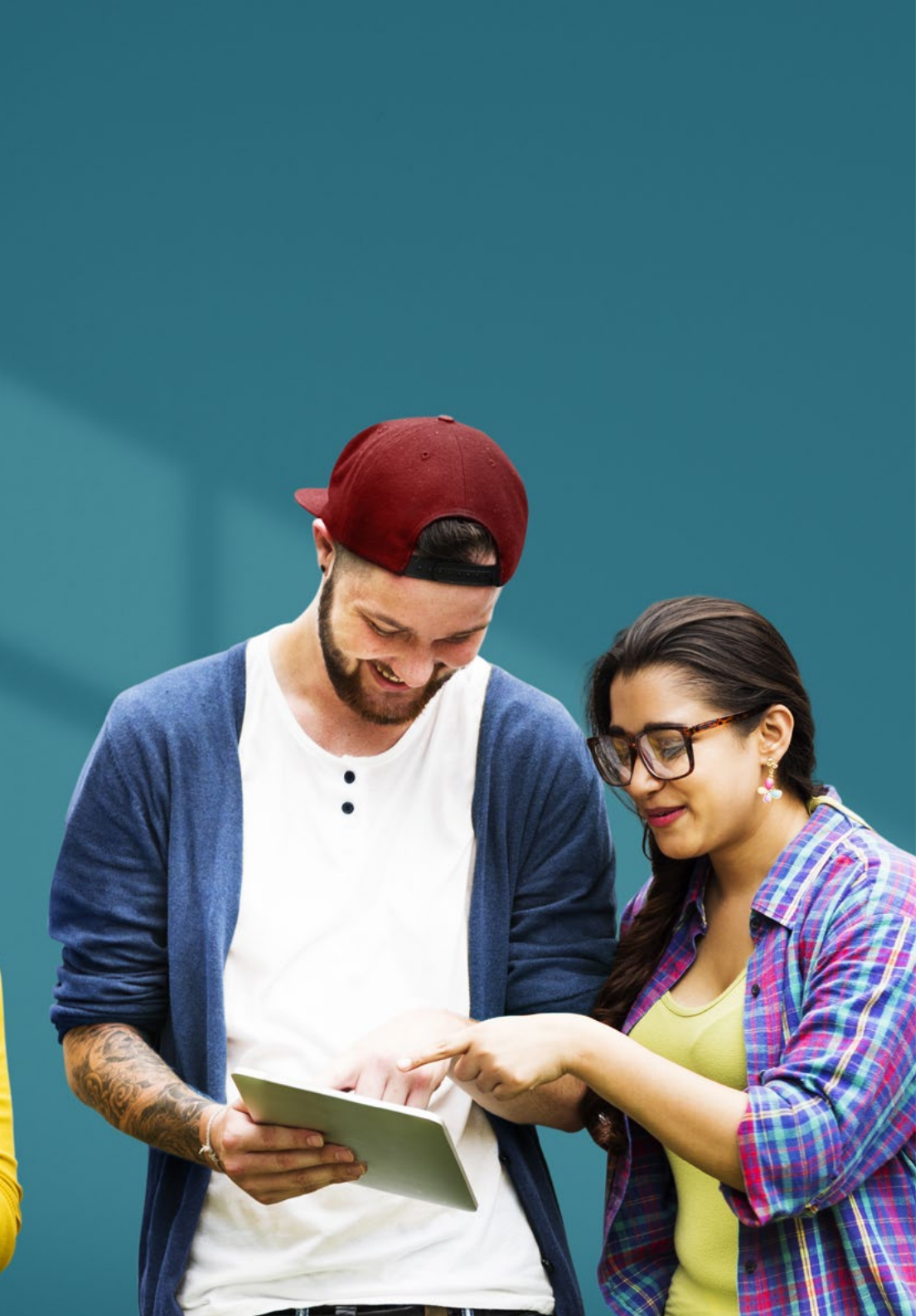
Module 10. Educational Research and Evaluation in the Teaching of Spanish as a Foreign Language

10.1. Assessment Nature and Processes
- 10.1.1. Concept of Assessment
- 10.1.2. Assessment Objectives
- 10.1.3. Characteristics of School Assessments
- 10.1.4. Assessment Management
- 10.1.5. Types of Assessment

10.2. A Brief Historical Overview of the Concept of Assessment in Second Language Acquisition
- 10.2.1. From Structuralism to the Communicative Model
- 10.2.2. Refinement of Evaluation Techniques and New Procedures
- 10.2.3. The Importance of Ethics
- 10.2.4. The Future of Second Language Assessment

10.3. Assessment in the CEFR
- 10.3.1. CEFR: Meaning and Importance of the Document
- 10.3.2. Types of Assessment According to CEFR
- 10.3.3. Basic Qualities of Any Assessment

10.4. The Assessment Process in the Classroom
- 10.4.1. Guidelines for Classroom Assessment
- 10.4.2. Tools for Continuous Formative Assessment
- 10.4.3. Language Skills Assessment



10.5. Language Testing in L2 Teaching
- 10.5.1. The Need for Exams
- 10.5.2. Good Exam Requirements
- 10.5.3. Phases in the Development of an Exam
- 10.5.4. Tests

10.6. Difficulties in Oral Language Assessment
- 10.6.1. Speaking and Interaction
- 10.6.2. The Oral Proficiency Interview
- 10.6.3. The Role of the Interviewer in Oral Exams

10.7. Assessment in Second Language Teaching for Immigrants
- 10.7.1. Teaching Spanish as a Tool for Integration
- 10.7.2. Santander Manifesto and Alicante Proposals
- 10.7.3. Methods and Resources for Teaching Spanish as a Foreign Language to Immigrants
- 10.7.4. Spanish Assessment for Immigrant Students

10.8. The Use of ICT for Assessment in the ELE Classroom

An expert syllabus and quality content are the key to your learning success"

06

Methodology

This 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:

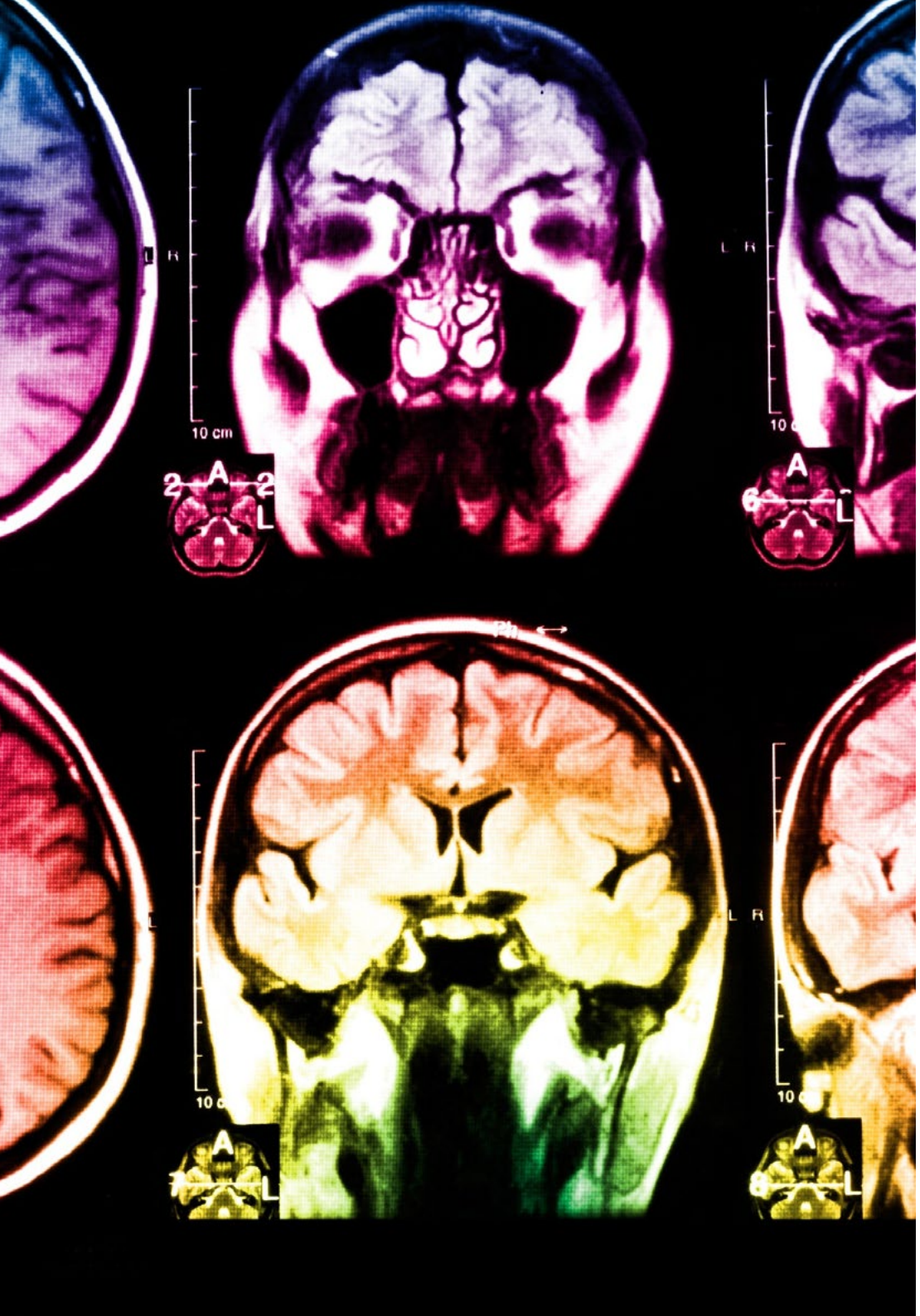
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

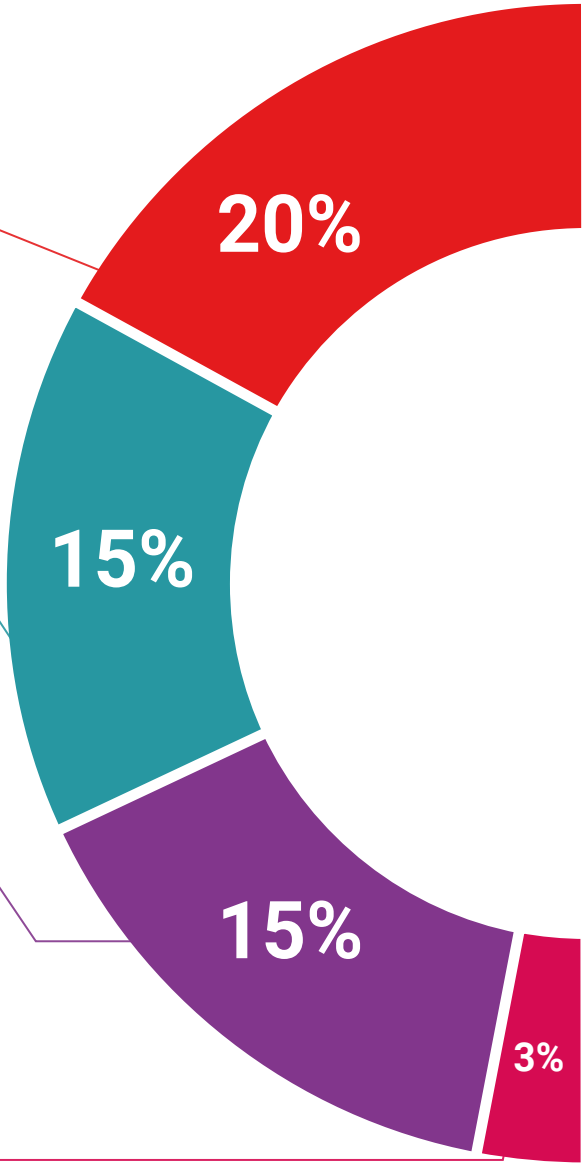
Interactive Summaries

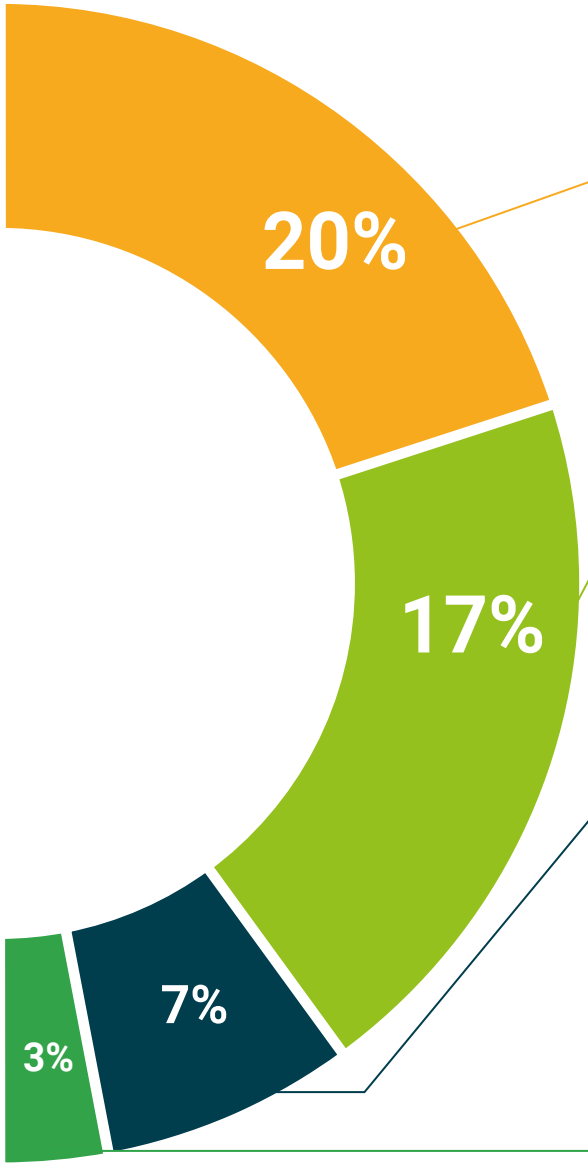
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training 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 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 Bilingual Education in High School guarantees you, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree issued by TECH Technological University.

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

This **Professional Master's Degree in Bilingual Education in High School** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Professional Master's Degree in Bilingual Education in High School**
Official Nº of hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.
For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Bilingual Education in High School

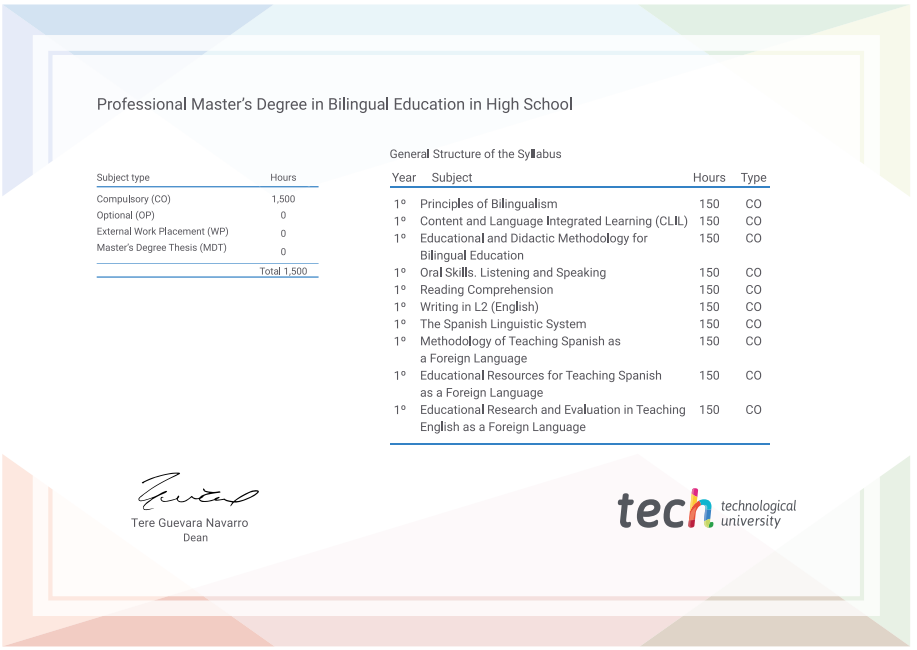
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Bilingual Education in High School

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Principles of Bilingualism	150	CO
1º	Content and Language Integrated Learning (CLIL)	150	CO
1º	Educational and Didactic Methodology for Bilingual Education	150	CO
1º	Oral Skills. Listening and Speaking	150	CO
1º	Reading Comprehension	150	CO
1º	Writing in L2 (English)	150	CO
1º	The Spanish Linguistic System	150	CO
1º	Methodology of Teaching Spanish as a Foreign Language	150	CO
1º	Educational Resources for Teaching Spanish as a Foreign Language	150	CO
1º	Educational Research and Evaluation in Teaching English as a Foreign Language	150	CO

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*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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Professional Master's Degree

Bilingual Education in High School

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

Professional Master's Degree
Bilingual Education in High School

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