

Professional Master's Degree

Teaching Language and Literature in High School





Professional Master's Degree Teaching Language and Literature in High School

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

Website: www.techtitute.com/us/education/professional-master-degree/master-teaching-language-literature-high-school

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Course Management

p. 18

05

Structure and Content

p. 24

06

Methodology

p. 36

07

Certificate

p. 44

01

Introduction

The program in Teaching Language and Literature in High School is an essential tool for all those teachers who wish to learn about 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 Professional Master's Degree in Teaching Language and Literature in High School will generate a sense of confidence in the performance of your profession, which will help you to grow personally and professionally”

One of the main objectives of this Professional Master's Degree is to prepare professionals for teaching in multicultural and multilingual groups. 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 Professional Master's Degree 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. The relevance of teacher training for teaching Spanish as a foreign language (SFL) and the practical application of these fundamentals in a multicultural group which has limited contact with the Spanish language, is a priority in this program, 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 program helps professionals in this field to increase their ability to succeed, which results in better practice and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

This **Professional Master's Degree in Teaching Language and Literature in High School** contains the most complete and up-to-date 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 Professional Master's Degree in Teaching Language and Literature in High School"

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This Professional Master's Degree is 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 qualification 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.

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 Language and Literature in High School with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

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 program in Teaching Language and Literature in High School is oriented toward facilitating the performance of professionals working with, and teaching language and literature to adolescents, and even children and adults as well.



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This program 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
- ♦ 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. Education and Development

- ♦ Know the relationships between development, learning, culture and education and understand the main conceptual controversies about human development and learning
- ♦ Define the main theoretical paradigms of human development and learning
- ♦ Discuss the determining factors, characteristics and psychological dimensions of puberty
- ♦ Understand the perceptual, cognitive and emotional correlates of the adolescent brain
- ♦ Know how attention, memory, thinking, and executive functions develop from an information processing perspective
- ♦ Describe the self-development in adolescence and highlight the different theories that describe identity and its development
- ♦ Know the domains of moral development and their different explanatory theories

Module 2. The Reality of the Classroom

- ♦ Understand the role of adolescent peer and group relationships in social development
- ♦ Reflect on the functions of institutions, educational spaces, teachers and the family as relevant factors for the development of capabilities
- ♦ Design a series of strategies to minimize the damage caused by the obstacles and difficulties encountered by the learner
- ♦ Understand the nature of family processes and models in adolescence
- ♦ Interpret the learning processes from the perspective of information processing

- ♦ Understand the human mind as something inseparable from its social and cultural context
- ♦ Apply constructivist principles to educational action and compare the socioconstructivist approach with other constructivist approaches
- ♦ Define the elements, structure and functions that make up the educational system as a social system
- ♦ Present the foundations of the classroom as a teaching space
- ♦ Show who the protagonists are in the teaching-learning process
- ♦ Define the characteristics of the teacher as a mediator and outline their roles in the educational space

Module 3. 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 style

Module 4. 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 comprehensio

Module 5. 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

Module 6. Teaching Grammar

- ♦ Determine the benefits of interaction as a teaching tool and the external and intrinsic factors that affect the linguistic development of the students
- ♦ Gain in-depth knowledge of the theoretical and practical concepts of grammar
- ♦ Know how to propose practical exercises to teach grammatical skills in students
- ♦ Gain in-depth knowledge of the different methods for the linguistic commentary of a text



Module 7. Teaching Lexicon and Semantics

- ♦ Know the basic foundations for lexical-semantic teaching
- ♦ Gain in-depth knowledge of the different methodologies for lexical-semantic learning
- ♦ Be able to teach through exercises based on lexical-semantic practice

Module 8. ICT in the Language and Literature Classroom

- ♦ Know the different applications of new technologies in the educational context
- ♦ Gain in-depth knowledge of the use of social network in teaching
- ♦ Gain in-depth knowledge of the measurement and evaluation tools offered by ICT and their application in teaching

Module 9. 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 10. Fundamentals of the 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
- ♦ 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

03 Skills

After passing the evaluations of the Professional Master's Degree in Teaching Language and Literature in High School, the professional will have acquired the required professional competencies for a quality and up-to-date practice based on the most innovative teaching methodology.





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With this program you will be able to master new methodologies and strategies in Teaching Language and Literature in High School”



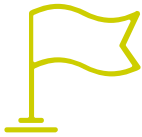
General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Know how to communicate their conclusions, knowledge and reasons to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

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This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success”





Specific Skills

- ♦ The main objective is to provide future teachers of high school education with the necessary fundamental knowledge about child development, learning and education, which will allow them to optimize their teaching work and adapt to the idiosyncrasies of the students. Likewise, identify and define the key stages of students' cognitive development that allows a suitable teaching approach to be developed, taking into account the different approaches and perspectives presented
- ♦ Reflect on the foundations of language teaching and its contextualization in the field of teaching young people, emphasizing the different linguistic approaches. Likewise, highlight key pedagogical concepts related to High School teaching such as the methodology, teaching resources and curriculum to complete this approach to the teaching-learning process of the Language
- ♦ Discuss the methodological typology related to teaching young people and underline the relevance of the different competencies that will be developed. Highlight the analytical approach to educational programming, its foundations and the benefits of its appropriate adaptation to the education of young people. Finally, specify how the contents should be adjusted to the teaching units developed, in order to achieve the goals set out in the program planning
- ♦ Identify the fundamentals of teaching literature and its journey and evolution from the traditional model to the contemporary one. In addition, emphasize the possibility of creating a specific literary canon, adjusted to high school education teaching, which motivates the approach to literature, reading and creation
- ♦ Indicate the characteristics of grammar teaching and the process of adaptation from the theoretical perspective to practice and point out the relevance of the wide grammatical typology, the specific languages and the importance of coherence and cohesion in textual construction
- ♦ Consider the basic aspects of lexicon and semantic teaching, how to acquire them and learn them for subsequent practical application in the production and creation of text. Also, show the benefits of productive learning and discuss what traits the speaker should have in the communicative context
- ♦ Present the practical application of grammatical and literary knowledge acquired throughout the teaching-learning process and indicate the need for teaching oral, written and textual expression in order to develop full communicative skills and competences in adulthood
- ♦ Highlight the relevance of SFL teaching, its foundations and methodological approaches to prepare teachers for a culturally diverse group that does not have Spanish as a native language. Likewise, plan the school year, its programs and teaching units, adapting them to the age of the students and their specific needs. Finally, to minimize the damage caused by cultural misunderstandings that could harm the learner's motivation and make learning more difficult
- ♦ Determine the benefits obtained from the application of new technologies in the high school classroom in terms of teaching skills and the practical adaptation of digital content to the needs of students and the teaching objectives. Finally, specify the advantages of designing a digital content base that is reliable in terms of its subject matter and possible practical application

04

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 prestigious experts participate in its design and development, completing the program in an interdisciplinary manner.



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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)

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the current relevance of innovative education, and who are committed to quality teaching through new educational technologies.





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This Professional Master's Degree in Teaching Language and Literature in High School contains the most complete and up-to-date program on the market”

Module 1. Development and Education

- 1.1. Language and the Brain
 - 1.1.1. Brain and Language
 - 1.1.2. Communicative Processes of the Brain
 - 1.1.3. The Brain and Speech. Acquisition and Development of Language and Communication
- 1.2. Psycholinguistics
 - 1.2.1. Scientific Framework of Psycholinguistics
 - 1.2.2. Objectives of Psycholinguistics
 - 1.2.3. Language Processing System
 - 1.2.4. Theories on the Development of Language Learning
 - 1.2.5. The Information Processing System
 - 1.2.5.1. Levels of Processing
 - 1.2.6. Functional Architecture of the Language Processing System. Fodor's Modularist Position
- 1.3. Language Development vs. Neural Development
 - 1.3.1. Genetics and Language
 - 1.3.1.1. FOXP2 (Forkhead Box P2)
 - 1.3.2. Neurological Foundations of Language
 - 1.3.3. Developmental Dyslexia
 - 1.3.4. Specific Language Disorder (SLD)
- 1.4. Spoken Language and Written Language
 - 1.4.1. Language
 - 1.4.2. Comprehensive Language
 - 1.4.3. Spoken Language
 - 1.4.4. Reading Language
 - 1.4.5. Dyslexia
 - 1.4.6. Written Language
 - 1.4.7. Dysgraphia
- 1.5. Bilingual Brain
 - 1.5.1. Concept of Bilingualism
 - 1.5.2. Bilingual Brain
 - 1.5.3. Critical and Sensitive Periods
 - 1.5.4. Positive and Negative Effects of Bilingualism
 - 1.5.5. Brain of the Early Bilingual vs. Late Bilingual
 - 1.5.6. Changes in Neural Circuits in Bilingual Brains
 - 1.5.7. Learning Factors in the Acquisition of One or More Languages
 - 1.5.7.1. Window of Opportunity
 - 1.5.7.2. Aptitude
 - 1.5.7.3. Motivation
 - 1.5.7.4. Strategy
 - 1.5.7.5. Consistency
 - 1.5.7.6. Opportunity and Support
 - 1.5.7.7. Linguistic Relationship Between Languages
 - 1.5.7.8. Siblings
 - 1.5.7.9. Gender
 - 1.5.7.10. Right or Left-Handedness
 - 1.5.8. Bilingualism. Cognitive and Executive Functions
- 1.6. Speech and Language Development Disorders
 - 1.6.1. The Architecture of the Mind
 - 1.6.2. Language
 - 1.6.2.1. Language Development
 - 1.6.3. Communication Disorders
 - 1.6.4. Specific Speech and Language Development Disorders
 - 1.6.4.1. Specific Language Development Disorder
 - 1.6.4.2. Speech Development Disorders
- 1.7. Childhood Language Development
 - 1.7.1. Childhood Language Development
 - 1.7.1.1. Language Components
 - 1.7.2. Errors in Language Development
 - 1.7.2.1. Errors in the Content or Semantic Component
 - 1.7.2.2. Errors in the Form Component
 - 1.7.3. Communicative Contexts
 - 1.7.4. The Influence of Context and Interaction on Language Development
 - 1.7.5. The Relationship Between Gestures and Language Development

- 1.8. Adolescent Brain
 - 1.8.1. Adolescent Brain Mechanisms of Maturing
 - 1.8.2. Studies on the Adolescent Brain
 - 1.8.3. Neurosciences and Adolescence

Module 2. The Reality of the Classroom

- 2.1. The Educational System as a Social System
 - 2.1.1. Educational System: Definition and Characteristics
 - 2.1.2. Educational System: Components
 - 2.1.3. Aims and Principles of Education
 - 2.1.4. Decentralization of Powers
 - 2.1.5. Structure of the Center: Organs
 - 2.1.6. Structure of the Center: Documents
 - 2.1.7. Tutorial
 - 2.1.8. Center Coordination
 - 2.1.9. Intersection between Family Environment and School Education
 - 2.1.10. Parental Involvement
- 2.2. The Classroom as a Place of Learning
 - 2.2.1. Natural Learning
 - 2.2.2. Learning in the Classroom
 - 2.2.3. Active Participants
 - 2.2.4. Teaching Work
 - 2.2.5. Learning Processes
 - 2.2.6. Environmental Factors
 - 2.2.7. Principles of Arrangement
 - 2.2.8. Types of Grouping
 - 2.2.9. Corner Work
 - 2.2.10. Educational Exploitation of the Corners
- 2.3. Building Learning
 - 2.3.1. Building Learning through Interaction
 - 2.3.2. Peer-to-peer Interactivity
 - 2.3.3. Interactivity with Adults
 - 2.3.4. Exploration and Research
 - 2.3.5. Creativity
 - 2.3.6. Play
 - 2.3.7. Psychomotor Skills
 - 2.3.8. Moving in Class
 - 2.3.9. The Affective Dimension
 - 2.3.10. Working with Emotions
- 2.4. The Facilitating Teacher
 - 2.4.1. Teacher Profile
 - 2.4.2. Types of Teachers
 - 2.4.3. Functions of the Teacher Facilitator
 - 2.4.4. Effective Teaching
 - 2.4.5. Conceptual Competence: Knowing
 - 2.4.6. Procedural Competence: Know-how
 - 2.4.7. Attitudinal Competence: Knowing How To Be
 - 2.4.8. Teaching Collaboration
 - 2.4.9. Cases of Collaboration
 - 2.4.10. Obstacles to Collaboration
- 2.5. The Teacher in the Classroom
 - 2.5.1. Teaching Styles
 - 2.5.2. Classification of Styles
 - 2.5.3. Teachers' Expectations
 - 2.5.4. Communicating Expectations
 - 2.5.5. Strategies for Action
 - 2.5.6. Attention to Diversity
 - 2.5.7. Types of Diversity
 - 2.5.8. Inclusive Education Practices
 - 2.5.9. Space Management
 - 2.5.10. Time Management
- 2.6. Learning to Learn
 - 2.6.1. Learning Today
 - 2.6.2. Intelligence vs. Intelligences
 - 2.6.3. Typology of Intelligences
 - 2.6.4. Implications of MI in the Classroom
 - 2.6.5. Learning Styles: Definition

- 2.6.6. Learning Styles: Types
- 2.6.7. Implications of AEs in the Classroom
- 2.6.8. Learning Strategies
- 2.6.9. Teaching Learning Strategies
- 2.6.10. Self-Regulated Learning
- 2.7. The Learner
 - 2.7.1. Hierarchy of Needs
 - 2.7.2. Confidence
 - 2.7.3. Love, Belonging, and Recognition
 - 2.7.4. Self-Realization
 - 2.7.5. Motivation
 - 2.7.6. Measuring Motivation
 - 2.7.7. Motivational Strategies in the Classroom
 - 2.7.8. Special Educational Needs
 - 2.7.9. Typology of Needs
 - 2.7.10. Action Protocol
- 2.8. The Group
 - 2.8.1. Considerations
 - 2.8.2. What is a Group?
 - 2.8.3. Characteristics of a Group
 - 2.8.4. Group Dynamics
 - 2.8.5. Cohesion
 - 2.8.6. Rules and Objectives
 - 2.8.7. Life Development
 - 2.8.8. Good Practices
 - 2.8.9. Cooperative Learning
 - 2.8.10. Cooperative Activities
- 2.9. Classroom Management
 - 2.9.1. The Three Pillars
 - 2.9.2. Basic Premises
 - 2.9.3. The First Days of Class in Infant School
 - 2.9.4. The First Days of Class in Primary School
 - 2.9.5. Initial Strategies

- 2.9.6. Learning Environment
- 2.9.7. Control Objectives
- 2.9.8. Authority Style
- 2.9.9. General Control Strategies
- 2.9.10. Control Tools
- 2.10. Performance and Behavioral Problems
 - 2.10.1. Performance Problems: Identification and Management Strategies
 - 2.10.2. Behavioral Problems: Identification and Management Strategies

Module 3. Methodology: Teaching and Programming

- 3.1. The Syllabus
 - 3.1.1. What Is the Syllabus?
 - 3.1.2. Functions
 - 3.1.3. Elements of the Syllabus
 - 3.1.4. Types of Syllabus
 - 3.1.5. Features
 - 3.1.6. Approaches of the Syllabus
 - 3.1.7. Syllabus Design
 - 3.1.8. Levels of Concreteness
 - 3.1.9. The Fourth Level
 - 3.1.10. Syllabus Structure
- 3.2. Competencies
 - 3.2.1. What are Competencies?
 - 3.2.2. A New Perspective
 - 3.2.3. Features
 - 3.2.4. Key Competencies
 - 3.2.5. Competencies in the Syllabus
 - 3.2.6. Strategies for their Application
 - 3.2.7. Competencies in the Classroom
 - 3.2.8. Teaching Competencies
 - 3.2.9. Communicative Competencies
 - 3.2.10. Competency-Based Assessment

- 3.3. Methodology
 - 3.3.1. Introduction
 - 3.3.2. Methodological Principles
 - 3.3.3. Teaching Methods and Techniques
 - 3.3.4. From Transmissive to Active Methods
 - 3.3.5. Exercises vs. Activities
 - 3.3.6. Methodological Strategies
 - 3.3.7. Group Work vs. Cooperative Work
 - 3.3.8. Cooperative Learning
 - 3.3.9. Problem-Based Learning
 - 3.3.10. Project Work
- 3.4. ICT in the Methodology
 - 3.4.1. ICT Today
 - 3.4.2. Digital Literacy
 - 3.4.3. Educating in ICT
 - 3.4.4. Consequences of the Change
 - 3.4.5. ICT Competencies in Education
 - 3.4.6. Digital Competencies
 - 3.4.7. ICT in Class
 - 3.4.8. ICT for Diversity
 - 3.4.9. ICT Resources in the Classroom
 - 3.4.10. ICT Resources in the Center
- 3.5. Assessment
 - 3.5.1. The Classroom as an Assessment Context
 - 3.5.2. Types of Assessments
 - 3.5.3. Traditional Assessments
 - 3.5.4. Current Assessments
 - 3.5.5. How to Assess. Techniques and Instrumentation
 - 3.5.6. Selection of Instruments and Techniques
 - 3.5.7. What to Assess.
 - 3.5.8. Assessment Meetings
 - 3.5.9. Program Assessment
 - 3.5.10. Assessment Together with the Teaching Staff
- 3.6. Educational Programming I
 - 3.6.1. Introduction
 - 3.6.2. The Importance of Educational Programming
 - 3.6.3. Components
 - 3.6.4. Justification
 - 3.6.5. Objectives: Types
 - 3.6.6. Objectives: Sources
 - 3.6.7. Objectives: Formulation
 - 3.6.8. Content: Types
 - 3.6.9. Content: Selection and Organization Criteria
 - 3.6.10. Content: Sequencing Criteria
- 3.7. Educational Programming II
 - 3.7.1. Key Competencies
 - 3.7.2. Methodology: Methodological Principles
 - 3.7.3. Methodology: Area
 - 3.7.4. Methodology: Methodological Strategies
 - 3.7.5. Attention to Diversity
 - 3.7.6. Resources
 - 3.7.7. Assessment
 - 3.7.8. Timing
 - 3.7.9. Other Elements
 - 3.7.10. Relationship Between the Elements of the Syllabus in the Educational Planning
- 3.8. Teaching Units I
 - 3.8.1. Introduction
 - 3.8.2. Relevance
 - 3.8.3. Characteristics and Elements
 - 3.8.4. Identification
 - 3.8.5. General and Teaching Objectives
 - 3.8.6. Assessment Criteria
 - 3.8.7. Assessable Learning Standards
 - 3.8.8. Indicators of achievement
 - 3.8.9. Key Competencies
 - 3.8.10. Contents

- 3.9. Teaching Units II
 - 3.9.1. Methodological Strategies: Methods and Techniques
 - 3.9.2. Activities: Their Role in Teaching Units
 - 3.9.3. Activities: Classification
 - 3.9.4. Activities: Characteristics
 - 3.9.5. Sequence of Activities
 - 3.9.6. Attention to Diversity
 - 3.9.7. Resources
 - 3.9.8. Evaluation: Instrument Selection
 - 3.9.9. Evaluation: Student Qualification
 - 3.9.10. Evaluation of the Teaching Unit: Final Reflection
- 3.10. Design of Educational Programming for Language and Literature
 - 3.10.1. Characterization of the Material
 - 3.10.2. Contribution of the Subject to the Development of Key Competencies
 - 3.10.3. Communicative Approach
 - 3.10.4. Communication Projects
 - 3.10.5. Selection and Prioritization of the Content
 - 3.10.6. Oral Comprehension and Production
 - 3.10.7. Interaction
 - 3.10.8. Reading
 - 3.10.9. Writing
 - 3.10.10. Literary Education

Module 4. Grammar and Literature in the Teaching Framework of Language

- 4.1. From Phoneme to Discourse
 - 4.1.1. Introduction
 - 4.1.2. The Phonic Level
 - 4.1.3. The Morphological Level
 - 4.1.4. The Syntax Level
 - 4.1.5. The Lexical Level
 - 4.1.6. The Semantic Level





- 4.2. Teaching Oral Expression
 - 4.2.1. Introduction: Importance of Communicating
 - 4.2.2. Characteristics of Oral Expression
 - 4.2.3. The Skill of Listening and its Teaching
 - 4.2.4. The Skill of Speaking and its Teaching
 - 4.2.5. The Integration of Skills
- 4.3. Teaching Written Expression
 - 4.3.1. Methodological Focus of Written Expression
 - 4.3.2. The Phases in the Writing Process
 - 4.3.3. Proposal of Writing Activities
 - 4.3.4. Writing Assessment
- 4.4. Creative Writing
 - 4.4.1. Methodological Focus of Written Expression
 - 4.4.2. The Phases in the Writing Process
 - 4.4.3. Proposal of Writing Activities
 - 4.4.4. Writing Assessment
- 4.5. Reading
 - 4.5.1. Introduction: What is Reading?
 - 4.5.2. Reading Comprehension
 - 4.5.3. Teaching Reading

Module 5. Foundations of Teaching Spanish as a Foreign Language

- 5.1. Fundamentals of Second Language Learning and Teaching
 - 5.1.1. Introduction
 - 5.1.2. General Theories of Foreign Language Learning and Acquisition
 - 5.1.3. Variables in foreign language teaching
- 5.2. Methodological Approaches to Teaching SFL
 - 5.2.1. Introduction
 - 5.2.2. Traditional Methods
 - 5.2.3. The Transition to More Modern Methods
 - 5.2.4. Modern Approaches
 - 5.2.5. New Trends in Language Learning

- 5.3. Grammar Pedagogy
 - 5.3.1. Introduction
 - 5.3.2. What do we mean by Grammar in Spanish as a Foreign Language?
 - 5.3.3. Correct Selection of Linguistic or Grammatical Content
 - 5.3.4. From Knowledge to Use of the Language
 - 5.3.3. Explaining Grammar in the SFL Classroom
- 5.4. Pedagogy of Lexicon and Pragmatics
 - 5.4.1. Introduction
 - 5.4.2. Pedagogy of the Lexicon
 - 5.4.3. Pedagogy of Pragmatics
- 5.5. Objectives, Programming and Evaluation of Courses, Teaching Units and Projects
 - 5.5.1. Introduction
 - 5.5.2. The Teaching Program
 - 5.5.3. The Teaching Unit
- 5.6. Cultural Elements in the Teaching of Spanish
 - 5.6.1. Introduction
 - 5.6.2. What do we Understand by Culture?
 - 5.6.3. On how to Teach Culture
 - 5.6.4. Content Selection
- 5.7. The Game, Theater and other Resources for teaching Spanish as a Foreign Language
 - 5.7.1. Introduction
 - 5.7.2. The Game in the Spanish as a Foreign Language Classroom
 - 5.7.2. Teaching how to do Theater

Module 6. Teaching Grammar

- 6.1. The Concept of Grammar
 - 6.1.1. General Introduction
 - 6.1.2. Definition of Grammar and Grammatical Competence
 - 6.1.3. Different Types of Grammar
 - 6.1.4. Definition of Grammar in the Syllabus
 - 6.1.5. Grammatical Construction in High School Education
 - 6.1.6. Metalinguistic Concepts

- 6.2. Theory and Practice of Grammar
 - 6.2.1. Concept of Grammatical Theory
 - 6.2.2. Concept of Grammatical Practice
 - 6.2.3. The Connection Between Theory and Practice
 - 6.2.4. The Role of Syntax
- 6.3. Application of Grammar in the Classroom
 - 6.3.1. Reflection and Communication
 - 6.3.2. Types of Exercises
- 6.4. Linguistic Text Commentary
 - 6.4.1. Concept of Linguistic Commentaries
 - 6.4.2. Importance and Difficulty of Text Commentary
 - 6.4.3. Strategies for the Text Commentary
 - 6.4.4. Tools for the Linguistic Commentary
 - 6.4.5. Elements of the Commentar

Module 7. Teaching Lexicon and Semantics

- 7.1. Introduction to Lexicon and Semantics
 - 7.1.1. Historical Precedents
 - 7.1.2. Significance
 - 7.1.3. Signs and Symbols
 - 7.1.4. Linguistic Communication. The linguistic sign
- 7.2. Fundamentals
 - 7.2.1. What is Semantics?
 - 7.2.2. Semantics. Is it a Science?
 - 7.2.3. Structural Semantics
 - 7.2.4. Semantics and Society
- 7.3. Learning and Acquisition

- 7.3.1. Basic Principles
- 7.3.2. Pedagogical Methods
- 7.3.3. Evolutionary Development
- 7.3.4. Difficulties
- 7.4. Production and Creation
 - 7.4.1. The Spanish Lexicon
 - 7.4.2. Classification of the Lexicon
 - 7.4.3. Word Formation
 - 7.4.4. Semantic Phenomena
- 7.5. Lexical-Semantic Application
 - 7.5.1. Need for Explicit Lexicon Teaching
 - 7.5.2. Lexematics
- 7.6. Active Learning
 - 7.6.1. What is Active Learning?
 - 7.6.2. Pedagogical Model
 - 7.6.3. Importance of Active Learning
 - 7.6.4. Tools in the Classroom
- 7.7. Dictionaries
 - 7.7.1. Typology
 - 7.7.2. The Selection Process
 - 7.7.3. The Dictionary as a Pedagogical Resource
 - 7.7.4. Learning Tool
 - 7.7.5. Resources and Strategies

Module 8. ICT in the Language and Literature Classroom

- 8.1. New Technologies in Education
 - 8.1.1. The Educational Context 2.0
 - 8.1.2. Why use ICT?
 - 8.1.3. The Digital Competencies of the Teacher and Student
 - 8.1.4. Summary
 - 8.1.5 Bibliography and Recommended Readings
- 8.2. ICT in the Classroom and its Application
 - 8.2.2. Digital Book
 - 8.2.3. Digital Whiteboard
 - 8.2.4. Digital Backpack
 - 8.2.5. Mobile Devices
- 8.3. ICT on the Web and its Application
 - 8.3.1. Surfing and Searching for Information
 - 8.3.2. Educational Software
 - 8.3.3. Guided Activities on the Internet
 - 8.3.4. Educational Blogs and Web Pages
 - 8.3.5. Language and Literature Teacher's Wikis
 - 8.3.6. Learning Platforms: Moodle and Schoology
 - 8.3.7. Google Classroom
 - 8.3.8. Google Docs
 - 8.3.9. MOOC
- 8.4. ICT for Language and Literature
 - 8.4.1. Schemes, Concept and Mind Maps
 - 8.4.2. Infographics
 - 8.4.3. Presentations and Moving Texts
 - 8.4.4. Creation of Videos and Tutorials
 - 8.4.5. Gamification
 - 8.4.6. Flipped Classroom
 - 8.4.7. Summary

- 8.5. Design of Individual Activities for Language and Literature
- 8.6. Designing Collaborative Activities for Language and Literature
 - 8.6.1. Creation of Collaborative Activities
 - 8.6.2. Reading and Writing with ICT
 - 8.6.3. Expanding Dialogue and Reasoning Skills with ICT
 - 8.6.4. Attention to Group Diversity
 - 8.6.5. Scheduling and Monitoring of Activities
- 8.7. Possible Risks of the Web
 - 8.8. Evaluation with ICT in Language and Literature
 - 8.8.1. ICT Evaluation Systems
 - 8.8.2. The Eportafolio
 - 8.8.3. Self-assessment, Peer Assessment and Feedback
 - 8.8.4. Summary
 - 8.8.5. Bibliography and Recommended Readings
- 8.9. My ICT Resources for Language and Literature with NT

Module 9. Teaching Literature

- 9.1. Teaching Literature and Literary Education
 - 9.1.1. Literary Education
 - 9.1.2. Encouragement to Read
 - 9.1.3. Literary Competencies
 - 9.1.4. Literary Education Plan
- 9.2. Children and Young Adults Literature (CYL) and the Classics
 - 9.2.1. What is LIJ?
 - 9.2.2. CYL and the High School Reading Plan
 - 9.2.3. The Place for the Classics
 - 9.2.4. Adaptations
 - 9.2.5. Proposals for Reading the Classics
- 9.3. Text Commentary
 - 9.3.1. History and Evolution of Text Commentary
 - 9.3.2. Comprehension and Interpretation of Texts
 - 9.3.3. Guide for Writing a Literary Text Commentary
- 9.4. Creative Writing
 - 9.4.1. Creative Writing in the Literature Classroom
 - 9.4.2. Writing Workshop
 - 9.4.3. Gianni Rodari and the Art of Inventing Stories
 - 9.4.4. Other Activities for Creative Writing
- 9.5. School Library
 - 9.5.1. Objectives of the School Library in High School
 - 9.5.2. Book Clubs
 - 9.5.3. The Bibliographic Collection
 - 9.5.4. Encouragement to Read in the School Library
 - 9.5.5. Library, Cultural Dynamization and Participation of the School Community
- 9.6. Literary Routes
 - 9.6.1. Definition and Origin
 - 9.6.2. Literary Routes in the School Environment
 - 9.6.3. Objectives of Literary Routes
 - 9.6.4. Organization of the Literary Route
- 9.7. ICT and Literature
 - 9.7.1. What is a Blog?
 - 9.7.2. Keys for Organizing and Designing a Blog
 - 9.7.3. Blogs in the Literature Classroom
 - 9.7.4. Booktubers and Literary Education
 - 9.7.5. Transmedia Literature
- 9.8. Dialogic Interaction and Inquiry
 - 9.8.1. The Sociocultural Perspective. Vygotsky
 - 9.8.2. Interactions and Identity Building
 - 9.8.3. Communicative Acts
 - 9.8.4. Dialogic Inquiry

- 9.9. Dialogic Reading
 - 9.9.1. Foundations of Dialogic Reading
 - 9.9.2. Reading Godmothers and Godfathers
 - 9.9.3. Accompanied Reading
 - 9.9.4. Tutored Library
- 9.10. Dialogical Literary Discussion Groups
 - 9.10.1. The Origin of Dialogic Literary Discussion Groups
 - 9.10.2. Interactions That Speed Up Reading
 - 9.10.3. The Classics in Pre-School and Primary School
 - 9.10.4. The Functioning of the Discussion Group
 - 9.10.5. Other Dialogical Discussion Groups

Module 10. Fundamentals of the Teaching Language and Literature

- 10.1. Teaching Language and Literature
 - 10.1.1. Introduction to the Concept of Teaching
 - 10.1.2. Teaching Language
 - 10.1.3. Teaching Literature
 - 10.1.4. Teaching from a Cultural Focus
- 10.2. The Language and Literature Syllabus
 - 10.2.1. Definition of the Concept of a Syllabus
 - 10.2.2. The Elements and Parts of the Syllabus
 - 10.2.3. The Syllabus of Language and Literature in Primary Education
 - 10.2.4. The Language and Literature Syllabus in High School Education
- 10.3. Oral Language Teaching
 - 10.3.1. Elements of Oral Proficiency
 - 10.3.2. Characteristics of Oral Language
 - 10.3.3. Teaching Oral Communication
 - 10.3.4. Teaching Proposals
- 10.4. Teaching Written Language
 - 10.4.1. Definition of the Concept of Written Language
 - 10.4.2. Key Elements in the Teaching Written Language
 - 10.4.3. ICT in the Teaching Language
 - 10.4.4. Written Language Evaluation

- 10.5. Teaching Reading
 - 10.5.1. Analysis of the Concept of Teaching Reading
 - 10.5.2. Development and Characteristics of the Reading Process in Primary Education
 - 10.5.3. The Promotion of Reading in the Educational Stage
 - 10.5.4. Practical Applications of Teaching Reading
- 10.6. Literary Education
 - 10.6.1. Definition of Teaching Literature
 - 10.6.2. Elements of the Teaching Literature
 - 10.6.3. Teaching Methodologies of Literature
 - 10.6.4. Evaluation of Literary Education
- 10.7. Practical Applications
 - 10.7.1. Definition of Educational Programming
 - 10.7.2. Elements of Educational Programming
 - 10.7.3. Development of a Program for Spanish Language and Literature



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

06

Methodology

This academic program offers students 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.

“

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

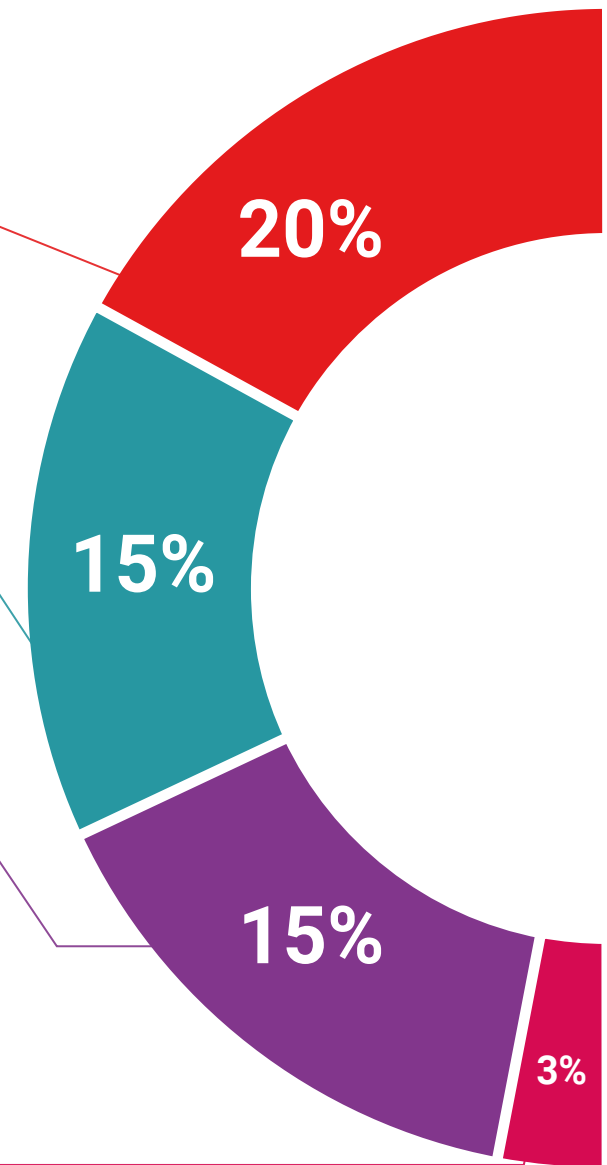
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

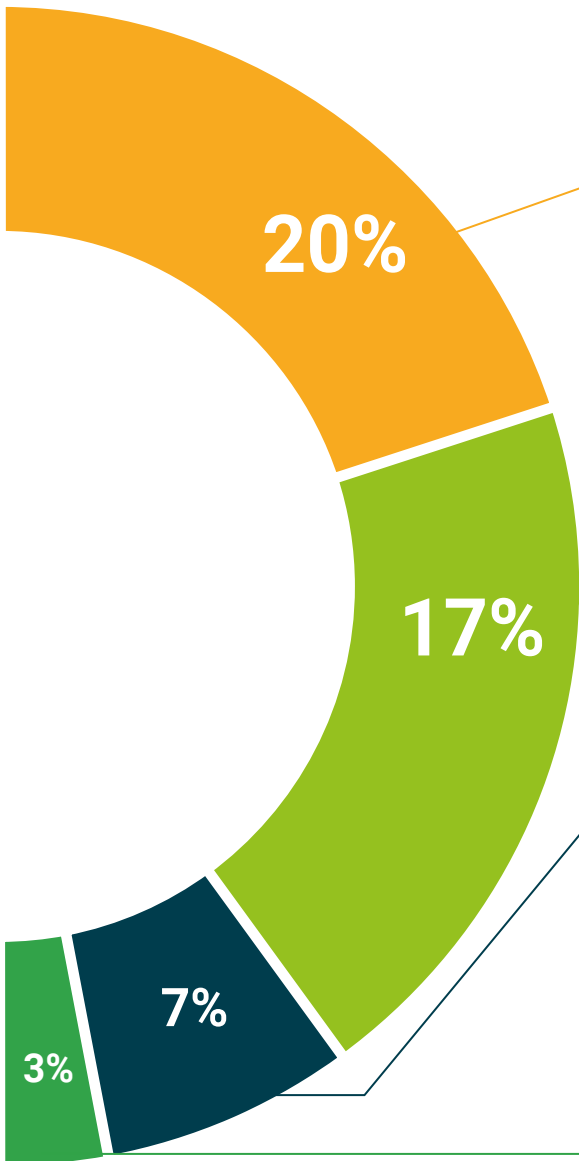
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



07

Certificate

The Professional Master's Degree in Teaching Language and Literature in High School guarantees students, in addition to the most rigorous and updated education, access to a Professional Master's Degree issued by the TECH Technological University.





“

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

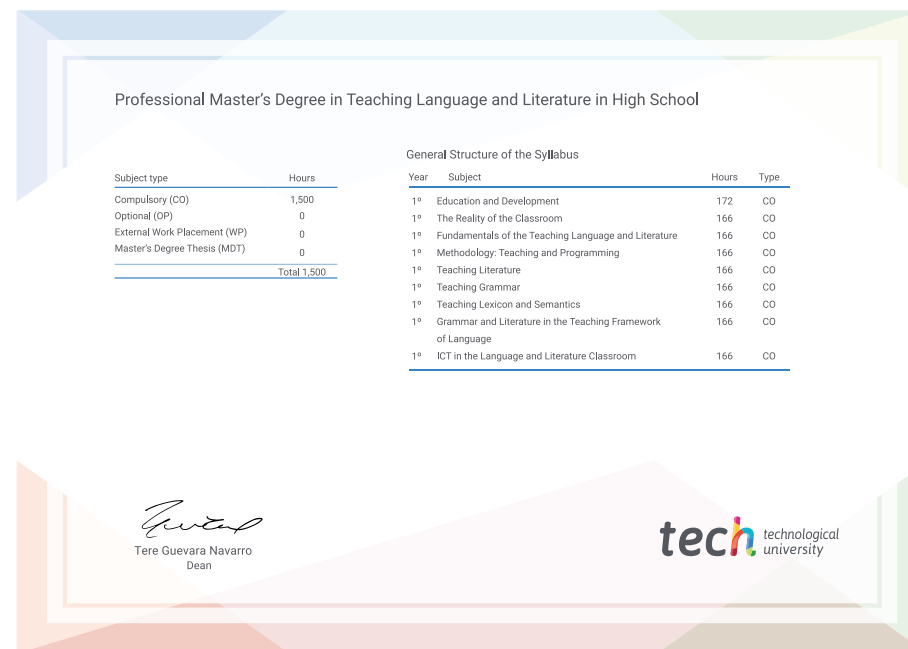
This **Professional Master's Degree in Teaching Language and Literature in High School** contains the most complete and up-to-date program on the market.

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 diploma 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 Teaching Language and Literature in High School**

Official N° of hours: **1,500 h.**



*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 quality
development language
virtual classroom



Professional Master's Degree

Teaching Language and Literature in High School

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

Professional Master's Degree

Teaching Language and Literature in High School

