

Professional Master's Degree

Bilingual Education in High School

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Professional Master's Degree Bilingual Education in High School

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

Website: www.techtitute.com/us/school-of-languages/professional-master-degree/master-bilingual-education-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. 22

06

Methodology

p. 36

07

Certificate

p. 44

01

Introduction

Conventional methods in language teaching, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students, as confirmed by statistical data reflecting the failure of the system and traditional methodology. The university's pedagogical proposal focuses on adapting teacher training to social, pedagogical and technological changes. Just as students learn differently, teachers must also teach differently. That is why we intend future teachers to be trained for teaching, experimenting with the methods they will later use.



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Incorporate new and effective methodological and pedagogical tools that will boost your teaching in Bilingual Education in High School"

Bilingual education has gained ground in recent years. In the teaching field, 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. New models of bilingual education offer advantages and challenges to both teachers and students. Advantages that will be developed throughout this high-level specialization, by professionals with extensive experience in the sector.

Bilingual education in educational centers has become increasingly popular, which has led to an increase in the demand for specific training for language teaching. Although progress has been made in this regard in recent years, with the creation of specific preparation programs, aimed at meeting this growing demand, we must continue to strive to improve the education system in a committed and responsible manner, by addressing needs and developing an innovative, ambitious and effective teaching model.

In educational terms, bilingualism provides students with a number of advantages. Bilingual students are able to acquire a very high level of the language, sometimes to a native level, which greatly benefits them in their future careers. Likewise, adolescents who receive this type of education find it easier to pick up different languages, acquire a more complex vocabulary, are able to communicate fluently and tend to be more receptive to other cultures.

A unique specialization program that stands out for both its high-quality content and excellent teaching staff, all of whom are professionals with years of experience in the sector. An unrivaled opportunity for professionals who wish to acquire the latest teaching methods in bilingual education and would like to incorporate them into their daily professional practice.

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:

- ♦ Practical case studies presented by expert linguists
- ♦ 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
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies for teaching languages
- ♦ 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



Give your career a boost to success and become a competitive professional who will bring excellence to any educational institution”

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Join the pioneers in the field of education with a competitive program in terms of quality and prestige: a unique opportunity to distinguish yourself as a professional"

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

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

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

Receiving a bilingual education helps students become more receptive to other cultures and better understand the world around them.

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



02

Objectives

The program in Bilingual Education in High School is aimed at facilitating the performance of the professional dedicated to working with children who want to learn a foreign language. This program's design will allow professionals to acquire the necessary skills to update themselves in the field, after deepening their knowledge of the key aspects of bilingual education. To this end, TECH establishes a series of general and specific objectives to fulfill future graduates' expectations.



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TECH provides the professionals with the means to generate an educational impact that will result in real and permanent development for students”



General Objectives

- ♦ Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials to facilitate and enrich the learning of a second language
- ♦ 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 second 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 second language
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level



Take the opportunity to learn about the latest advances in this area in order to apply it to your daily practice"





Specific Objectives

Module 1. Principles of Bilingualism

- ♦ Get to know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Gain knowledge about the psychological processes and factors involved in L2 learning
- ♦ Understand the difference between learning and acquisition, and between language proficiency and language performance
- ♦ Become familiar with new trends in the field of professional and scientific ASL and bilingualism
- ♦ Have knowledge of the language and content programming framework and master the curricular content of the various areas in English: Social Sciences, Experimental Sciences and Technical Education and to know teaching strategies for these contents

Module 2. Content and Language Integrated Learning (CLIL)

- ♦ 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

Module 3. Educational Methodology and Didactics for Bilingual Education

- ♦ Acquire specialized terminology in the field of second language acquisition
- ♦ Know and understand the main linguistic policies promoted at regional, national and international levels and their influence on educational legislation
- ♦ Know the effect of bilingual programs in schools
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism
- ♦ Understand the relationship between objectives, skills and content in teaching English as a second language
- ♦ Understand the concepts, characteristics and domains of the assessment of English as an L2: what to assess, how to assess and when to assess

Module 4. Oral Skills. Listening and Speaking

- ♦ Understand long speeches and lectures in the English language
- ♦ Understand television news broadcast and programs on current and educational issues
- ♦ Understand most films in which the language is spoken at a standard language level

Module 5. Reading Comprehension

- ♦ Learn about reading promotion programs: objectives, uses and activities
- ♦ Be able to use new technologies (ICT) for learning English language and literature as a foreign language

Module 6. Writing in L2 (English)

- ♦ Master various work techniques and know how to use summaries, diagrams and concept maps

Module 7. The Spanish Linguistic System

- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from the other languages

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

- ♦ Know and be able to apply current trends in foreign language teaching methodologies
- ♦ Understand different negotiation styles
- ♦ Understand presentations on various topics
- ♦ Know how to work in Language and Literature as an L2: elaboration of specific materials

Module 9. Didactic Resources for Teaching Spanish as a Second Language

- ♦ Follow complex story lines within the teaching and educational environment
- ♦ Know how to use different eavesdropping strategies
- ♦ 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 develop: activities for starting, developing, reinforcing and extending the didactic units

Module 10. Educational Research and Assessment in Teaching Spanish as a Second Language

- ♦ Know how to program and develop teaching units
- ♦ Know how specific bilingual schools operate
- ♦ Know the different grouping models in the classroom and techniques to improve teaching-learning and student involvement in the process



03 Skills

The Cervantes Institute in its document "Key competencies of second and foreign language teachers" defines the competencies 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.



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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 English language learning and improve audiovisual communication
- ♦ Assess, 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 used in the classroom as a method of teaching a language
- ♦ Reproduce the learning strategies acquired in the classroom
- ♦ Analyze and develop programs and different didactic materials, aimed at achieving quality education
- ♦ Know the specific problems of foreign language teaching, both linguistic and cultural, in a bilingual teaching environment
- ♦ Develop skills to foster a climate that facilitates student learning and interaction
- ♦ Transmit social and cultural values in accordance with today's multilingual and multicultural world
- ♦ Know the legislation and regulations concerning the administration and organization of bilingual centers
- ♦ Understand the usefulness and need to promote the integrated learning of foreign language and the contents of the non-linguistic discipline
- ♦ Critically analyze teaching performance and good practices, using assessment models and quality indicators



General Skills

- ♦ Argue for the need to improve one's own language proficiency and update knowledge of available resources 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 didactic 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 encouraging autonomous learning



Specific Skills

- ♦ Define different assessment techniques and develop assessment 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 students' 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 didactic materials
- ♦ Argue about the importance of having a wide variety of teaching resources to achieve excellence in English language teaching
- ♦ Define different assessment techniques and develop assessment instruments
- ♦ Create a favorable environment that fosters learning
- ♦ Teach a non-linguistic subject of its specialty, through the English language
- ♦ Design integrated curricula of their area of knowledge with linguistic contents
- ♦ Create and adapt didactic 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 Content and Language Integrated Learning (CLIL) Methodology
- ♦ Design and develop didactic activities based on CLIL methodology
- ♦ Assess linguistic and non-linguistic content in bilingual education
- ♦ Incorporate new teaching strategies and new information technologies to bilingual teaching, for the design of new learning environments within the classroom
- ♦ Become familiar with 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 taking 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 vast experience of our faculty in teacher training and L2 teaching, as well as in research in applied linguistics and bilingualism.





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*Learn from leading professionals,
the latest advances in the field of
Bilingual Education in High School”*

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)
- ♦ Currently the coordinator 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 Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ Neurolinguistic Programming Practitioner

Professors

Ms. García Baumbach, Alba

- ♦ Degree in Spanish: Language and Literature, Complutense University of Madrid in 2014
- ♦ She furthered his education with a postgraduate degree at the University of Alcalá and specialized in teaching Spanish as a foreign language in 2015
- ♦ In the same year, she began her experience in teaching Spanish as a foreign language in Madrid at a center accredited by the Instituto Cervantes
- ♦ In addition, she has collaborated in dissemination and communication tasks for the internationalization of the Spanish language

Ms. García-Vao Bel, María José

- ♦ Advisor and teacher trainer in pieces of scientific evidence
- ♦ Educational Actions for Success and Dialogic Learning, for the inclusive organization of educational centers and the implementation of strategies to improve the learning of all students and coexistence
- ♦ Professional Master's Degree in Attention to SEN in Pre-school and Primary Education
- ♦ Degree in Pre-school Education
- ♦ Member of the University Sub-Network of Learning Communities of Madrid (SUCAM) and of the Multidisciplinary Association of Educational Research (AMIE)

Ms. León Campos, Adriana

- ♦ Graduate in English Studies from the Autonomous University of Madrid in 2015
- ♦ The following year she specialized in the field of Spanish as a foreign language (ELE) at the University of Alcalá, where she is currently completing a Master's Degree in Teacher Training
- ♦ She has teaching experience in ELE, Complutense University of Alcalá and in a center accredited by the Cervantes Institute
- ♦ She has also collaborated in activities to bring different cultures and languages together

Mr. Díaz Lima, Tomás

- ♦ Researcher / PhD Candidate, Pablo de Olavide University

Ms. Correa Bonito, Marta

- ♦ English teacher and bilingualism coordinator in high school, JABY School

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, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies. TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. Additionally, the student will be able to perform the various functions related to this Professional Master's Degree, along with the most innovative proposals in this field of action, thus guiding them towards excellence.





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Advance your academic career with top professionals and acquire the knowledge and skills you need to thrive in the language teaching industry"

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 U.S
 - 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 (EIB)
 - 1.3.2. The History of the EIB
 - 1.3.3. Bilingualism and Cultural Diversity in a 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 to 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 CLIL
 - 2.1.4. Advantages CLIL
- 2.2. Relations Between Content and Language
 - 2.2.1. Characteristics of CLIL Curriculum
 - 2.2.2. Challenges Associated With Language
 - 2.2.3. The L2 in the CLIL Classroom “Classroom Language”
 - 2.2.4. Collaborative Work of Teachers
- 2.3. Scaffolding CLIL
 - 2.3.1. Zone of Proximity Development (ZPD)
 - 2.3.2. Importance of Scaffolding in CLIL
 - 2.3.3. The Interaction
 - 2.3.4. Techniques and Activities for 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 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 of 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. Assessment
- 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 CLIL Classroom of Art
 - 2.8.2. Advantages of 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 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. The STEAM Approach at Early Ages
 - 2.9.3. STEAM Approach in Schools
 - 2.9.4. STEAM Learning and Scaffolding
- 2.10. Assessment
 - 2.10.1. Principles to Assess CLIL
 - 2.10.2. When the Assessment is Effective: Diagnostic, Formative, Summative?
 - 2.10.3. Specific Characteristics of CLIL
 - 2.10.4. Self-Assessment and Assessment of Peers
 - 2.10.5. Assess Content Language
 - 2.10.6. Strategies Resources for Assessment

Module 3. Educational Methodology and Didactics 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 Method
 - 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 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 on 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 Colloquial Language 1
 - 4.4.2. What the Colloquial Language 1 is?
 - 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 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 High 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. The Principles 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 an 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 Secondary Students
 - 5.7.5. Students Reading Aloud
 - 5.7.6. Teachers Reading Aloud
- 5.8. Picture Books at Secondary 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 Secondary 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 Secondary High Classroom
- 5.10. Reading Comprehension Assessment
 - 5.10.1. Comprehension Reading Levels
 - 5.10.2. Assessment of Reading Comprehension
 - 5.10.3. The Use of Tests for Reading Assessment
 - 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 Students' Writing
 - 6.4.4. Scaffolding 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. Teachers' 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 Creative Writing Means?
 - 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 Collaborative Writing Means?
 - 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 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 Is It and How to Create One
 - 6.10.5. Writing Conventions: Symbols Used to Correct Writings

Module 7. Writing in L2 (English)

- 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 Diastratic 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 ICT 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 Accent Mark
 - 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 Second Language

- 8.1. Competency-Based Learning of Spanish
 - 8.1.1. General Skills
 - 8.1.2. Linguistic Communication Competency
 - 8.1.3. Programming Didactic Units by Competence
 - 8.1.4. Skills Evaluation
 - 8.1.5. Rubrics to Assess Competencies
 - 8.1.6. Portfolio and Skills
 - 8.1.7. Teaching Implications for the Spanish as 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 Didactics 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 Gatherings 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. Educational Techniques in the Spanish a Foreign Language Classroom
 - 8.5.5. Dialogic Learning
 - 8.5.6. Interactive Groups
 - 8.6. Written Language Didactics
 - 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 Assess Written Comprehension
 - 8.6.7. Criteria to Assess Oral Comprehension
 - 8.7. Oral Language Didactics
 - 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 Assess Oral Comprehension
 - 8.7.6. Criteria to Assess 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 Competence
 - 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, Transform
 - 8.10.4. Tools to Develop Linguistic Competence
 - 8.10.5. Tools for Assessment
 - 8.10.6. Apps for the Spanish a Foreign Language Classroom
 - 8.10.7. Tools for the Flipped Spanish a Foreign Language Classroom
- Module 9. Educational Resources for Teaching Spanish as a Second Language**
- 9.1. Identification, Selection and Adaptation of Resources for Teaching Spanish as an L2
 - 9.1.1. What Are Educational Materials?
 - 9.1.2. Types of Educational Materials
 - 9.1.3. Keys for the Development of Materials
 - 9.1.4. Adapting Educational Materials
 - 9.2. Educational 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 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, Board Games
 - 9.4.1. Play
 - 9.4.2. Play 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. Educational 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 Foreign Language Classroom
 - 9.8.4. Types of Worksheets
 - 9.8.5. Adaptation, Design and Creating Worksheets

- 9.9. Teaching 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. Educational 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 Assessment in Teaching Spanish as a Second Language

- 10.1. Assessment Nature and Objectives
 - 10.1.1. The Concept of Assessment
 - 10.1.2. Assessment Objectives
 - 10.1.3. Characteristics of Educational Assessment
 - 10.1.4. Necessity of the Assessment
 - 10.1.5. Typology of the Assessment
- 10.2. A Brief Historical Review of the Concept of Assessment in Second Language Acquisition
 - 10.2.1. From Structuralism to the Communicative Model
 - 10.2.2. Refinement of Assessment Techniques and New Procedures
 - 10.2.3. The Importance of Ethics
 - 10.2.4. The Future of Second Language Testing
- 10.3. Assessment in CEFR
 - 10.3.1. CEFR: Meaning and Importance of the Document
 - 10.3.2. Types of Assessment According to MCER
 - 10.3.3. Basic Qualities of Any Assessment
- 10.4. Assessment Process in the Classroom
 - 10.4.1. Guidelines for Classroom Assessment
 - 10.4.2. Instruments for Continuous Formative Assessment
 - 10.4.3. Assessment of Language Skills



- 10.5. Language Testing in L2 Teaching
 - 10.5.1. The Need for Certificates
 - 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. Oral Expression and Interaction
 - 10.6.2. The Oral Proficiency Interview
 - 10.6.3. The Role of the Interviewer in Oral Examinations
- 10.7. Assessment in Second Language Teaching for Immigrants
 - 10.7.1. Teaching Spanish as a Tool for Integration
 - 10.7.2. Santander Manifiesto 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. Use of ICT for Assessment in the Spanish as a Foreign Language Classroom

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Expertly crafted curriculum and quality content are key to your learning success”

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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





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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 Global University School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



07

Certificate

The Professional Master's Degree in Bilingual Education in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.



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Successfully complete this training program and receive your certificate without travel or laborious paperwork"

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

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

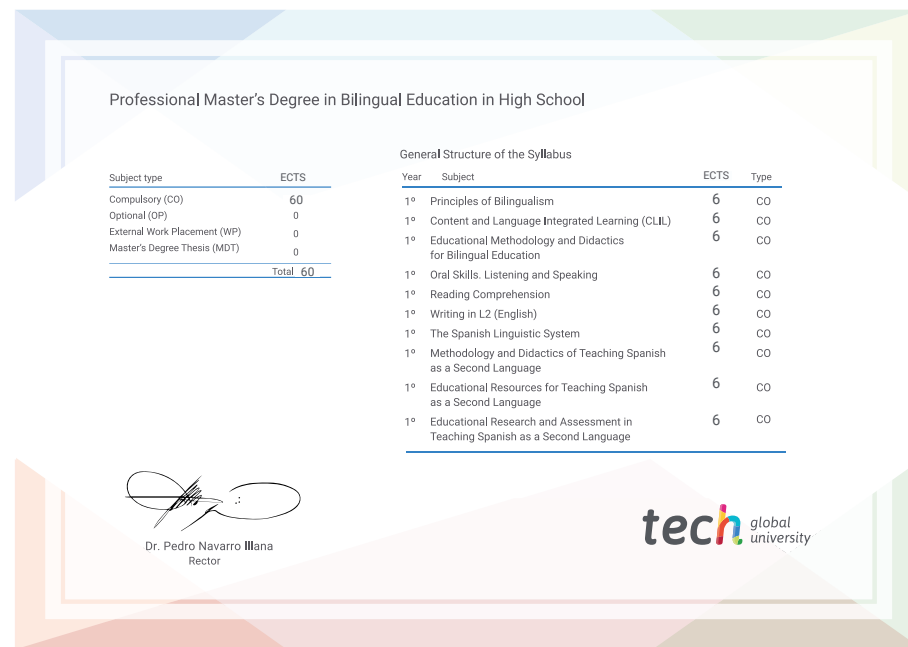
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Bilingual Education in High School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development language

virtual classroom



Professional Master's
Degree

Bilingual Education
in High School

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

Professional Master's Degree Bilingual Education in High School