

# Postgraduate Certificate

## Teaching Language and Literature in High School



## Postgraduate Certificate Teaching Language and Literature in High School

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/educacion/postgraduate-certificate/teaching-language-literature-high-school](http://www.techtute.com/in/educacion/postgraduate-certificate/teaching-language-literature-high-school)

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01

# Introduction

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





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

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

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

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

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

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

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

- » More than 75 case studies presented by experts in Teaching Language and Literature in High School
- » The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- » Latest information on Teaching Language and Literature in High School
- » Practical exercises where the self-evaluation process can be carried out to improve learning
- » With special emphasis on innovative methodologies in Teaching Language and Literature in High School
- » All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- » Content that is accessible from any fixed or portable device with an Internet connection



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

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

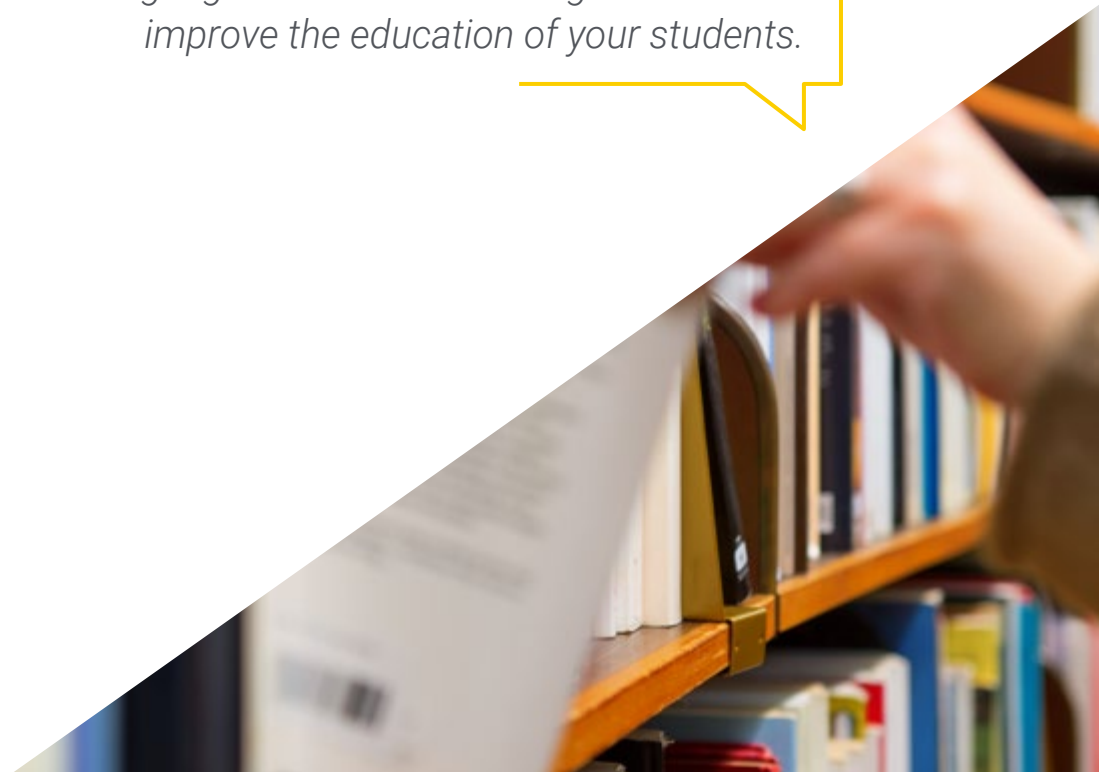
It includes in its teaching staff professionals belonging to the field of Teaching Language and Literature in High School, who contribute the experience of their work to this program, in addition to recognized specialists belonging to reference societies and prestigious universities.

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

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

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

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



# 02 Objectives

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



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



## General Objectives

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



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





## Specific Objectives

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- » 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
- » Understand the adolescent egocentrism through the social cognition perspective
- » Describe the development of “me” in adolescence and highlight the different theories that describe identity and its development
- » Know the domains of moral development and their different explanatory theories
- » Understand the nature of family processes and models in adolescence
- » Understand the role of adolescent peer and group relationships in social development
- » Know the cognitive-behavioral approach to learning
- » Summarize the socio-cognitive approaches to learning
- » 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

03

# Course Management

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



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

## Management



### Dr. Arroyo Fernández, Alejandro

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



### **Ms. Jiménez Romero, Yolanda**

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

## Coordinators

### Ms. Azcunaga Hernández, Amaia

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

### Mr. Velasco Rico, Guillermo

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



## Professors

### Mr. Gris Ramos, Alejandro

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

### Ms. Mejías, María José

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

### Ms. Puertas Yáñez, Amaya

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

04

# Structure and Content

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



“

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

## Module 1. Education and Development

- 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. Early Bilingual Brain 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. The 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. Methodology: Teacher and Programming

- 2.1. The Syllabus
  - 2.1.1. What Is the Syllabus?
  - 2.1.2. Functions
  - 2.1.3. Elements of the Syllabus
  - 2.1.4. Types of Syllabus
  - 2.1.5. Features
  - 2.1.6. Approaches of the Syllabus
  - 2.1.7. Syllabus Design
  - 2.1.8. Levels of Concreteness
  - 2.1.9. The Fourth Level
  - 2.1.10. Syllabus Structure
- 2.2. Competencies
  - 2.2.1. What are Competencies?
  - 2.2.2. A New Perspective
  - 2.2.3. Features
  - 2.2.4. Key Competencies
  - 2.2.6. Strategies for their Application
  - 2.2.7. Competencies in the Classroom
  - 2.2.8. Teaching Competencies
  - 2.2.9. Communicative Competencies
  - 2.2.10. Competency-Based Assessment
- 2.3. Methodology
  - 2.3.1. Methodological Principles of Learning
  - 2.3.2. Teaching Methods
  - 2.3.3. From Transmissive to Active Methods
  - 2.3.4. Methodological Strategies
    - 2.3.4.1. Course Presentation: Teacher, Students, Subject
    - 2.3.4.2. Previous Idea Assessment
    - 2.3.4.3. Cooperative Learning
    - 2.3.4.4. Problem-Based Learning
    - 2.3.4.5. Project Work
    - 2.3.4.6. Teaching and ICT
  - 2.3.5. Cognitive Styles and Their Application in the Classroom
  - 2.3.6. Teaching Experiences and Motivation
  - 2.3.7. Time and Space
- 2.4. ICT in the Methodology
  - 2.4.1. ICT Today
  - 2.4.2. Digital Literacy
  - 2.4.3. Educating in ICT
  - 2.4.4. Consequences of the Change
  - 2.4.5. ICT Competencies in Education
  - 2.4.6. Digital Competencies
  - 2.4.7. ICT in Class
  - 2.4.8. ICT for Diversity
  - 2.4.9. ICT Resources in the Classroom
  - 2.4.10. ICT Resources in the Center
- 2.5. Assessment
  - 2.5.1. The Classroom as an Assessment Context
  - 2.5.2. Types of Assessments
  - 2.5.3. Traditional Assessments
  - 2.5.4. Current Assessments
  - 2.5.5. How to Evaluate: Techniques and Instrumentation
  - 2.5.6. Selection of Instruments and Techniques
  - 2.5.7. What to Evaluate?
  - 2.5.8. Assessment Meetings
  - 2.5.9. Program Assessment
  - 2.5.10. Assessment Together with the Teaching Staff
- 2.6. Educational Programming I
  - 2.6.1. Introduction
  - 2.6.2. The Importance of Educational Programming
  - 2.6.3. Components
  - 2.6.4. Justification
  - 2.6.5. Objectives: Types
  - 2.6.6. Objectives: Sources
  - 2.6.7. Objectives: Formulation

- 2.6.8. Content: Types
- 2.6.9. Content: Selection and Organization Criteria
- 2.6.10. Content: Sequencing Criteria
- 2.7. Educational Programming II
  - 2.7.1. Key Competencies
  - 2.7.2. Methodology: Methodological Principles
  - 2.7.3. Methodology: Area
  - 2.7.4. Methodology: Methodological Strategies
  - 2.7.5. Attention to Diversity
  - 2.7.6. Resources
  - 2.7.7. Assessment
  - 2.7.8. Timing
  - 2.7.9. Other Elements
  - 2.7.10. Relationship Between the Elements of the Syllabus in the Educational Planning
- 2.8. Teaching Units I
  - 2.8.1. Introduction
  - 2.8.2. Relevance
  - 2.8.3. Characteristics and Elements
  - 2.8.4. Identification
  - 2.8.5. General and Teaching Objectives
  - 2.8.6. Assessment Criteria
  - 2.8.7. Assessable Learning Standards
  - 2.8.8. Indicators of achievement
  - 2.8.9. Key Competencies
  - 2.8.10. Contents
- 2.9. Teaching Units II
  - 2.9.1. Methodological Strategies: Methods and Techniques
  - 2.9.2. Activities: Their Role in Teaching Units
  - 2.9.3. Activities: Classification
  - 2.9.4. Activities: Characteristics
  - 2.9.5. Sequence of Activities
  - 2.9.6. Attention to Diversity

- 2.9.7. Resources
- 2.9.8. Evaluation: Instrument Selection
- 2.9.9. Evaluation: Student Qualification
- 2.9.10. Evaluation of the Teaching Unit: Final Reflection
- 2.10. Language and Literature Programming
  - 2.10.1. Characterization of the Material
  - 2.10.2. Contribution of the Subject to the Development of Key Competencies
  - 2.10.3. Communicative Approach
  - 2.10.4. Communication Projects
  - 2.10.5. Selection and Prioritization of the Content
  - 2.10.6. Oral Comprehension and Production
  - 2.10.7. Interaction
  - 2.10.8. Reading
  - 2.10.9. Writing
  - 2.10.10. Literary Education



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

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# Methodology

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

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





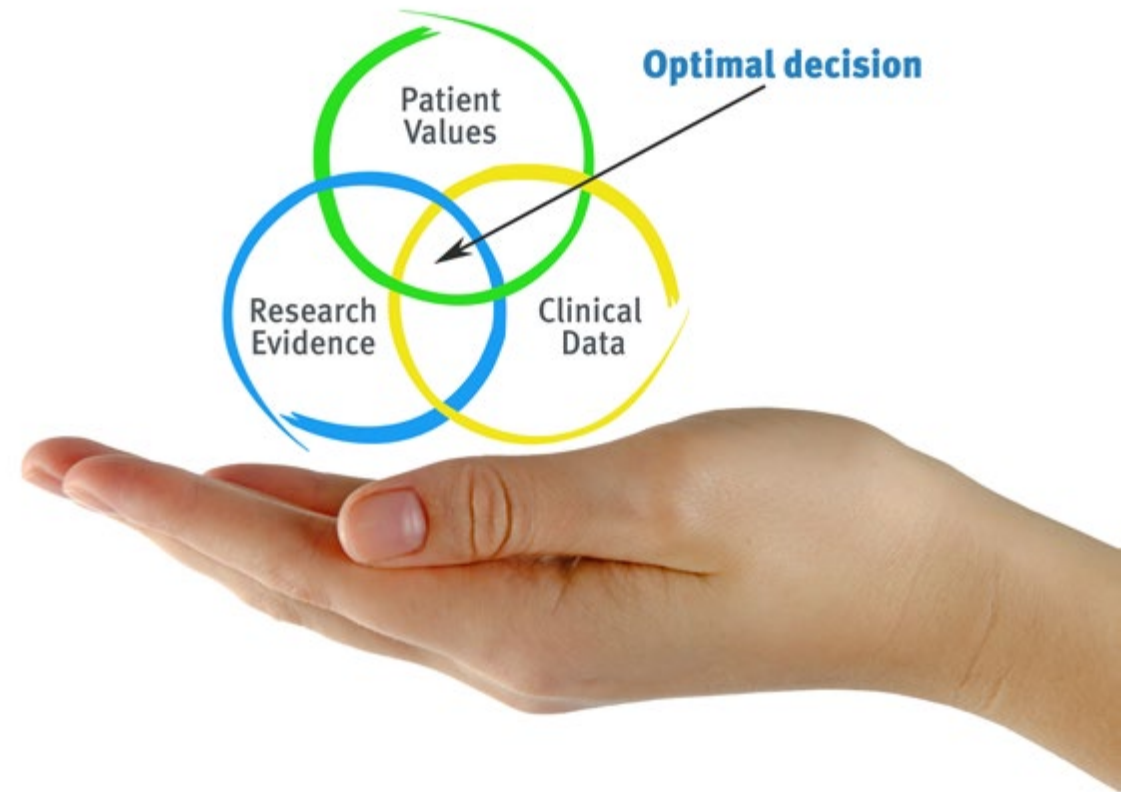
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

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

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



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

“

*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.

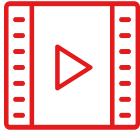
*Relearning will allow you to learn with less effort  
and better performance, involving you more in  
your specialization, developing a critical mindset,  
defending arguments, and contrasting opinions:  
a direct equation to success.*

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

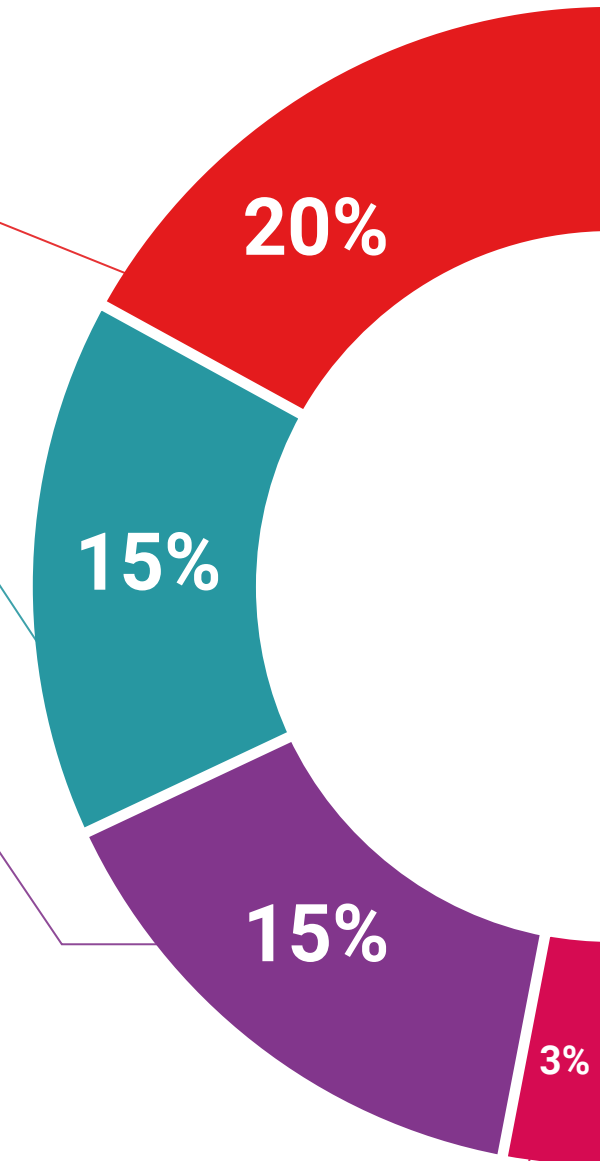
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

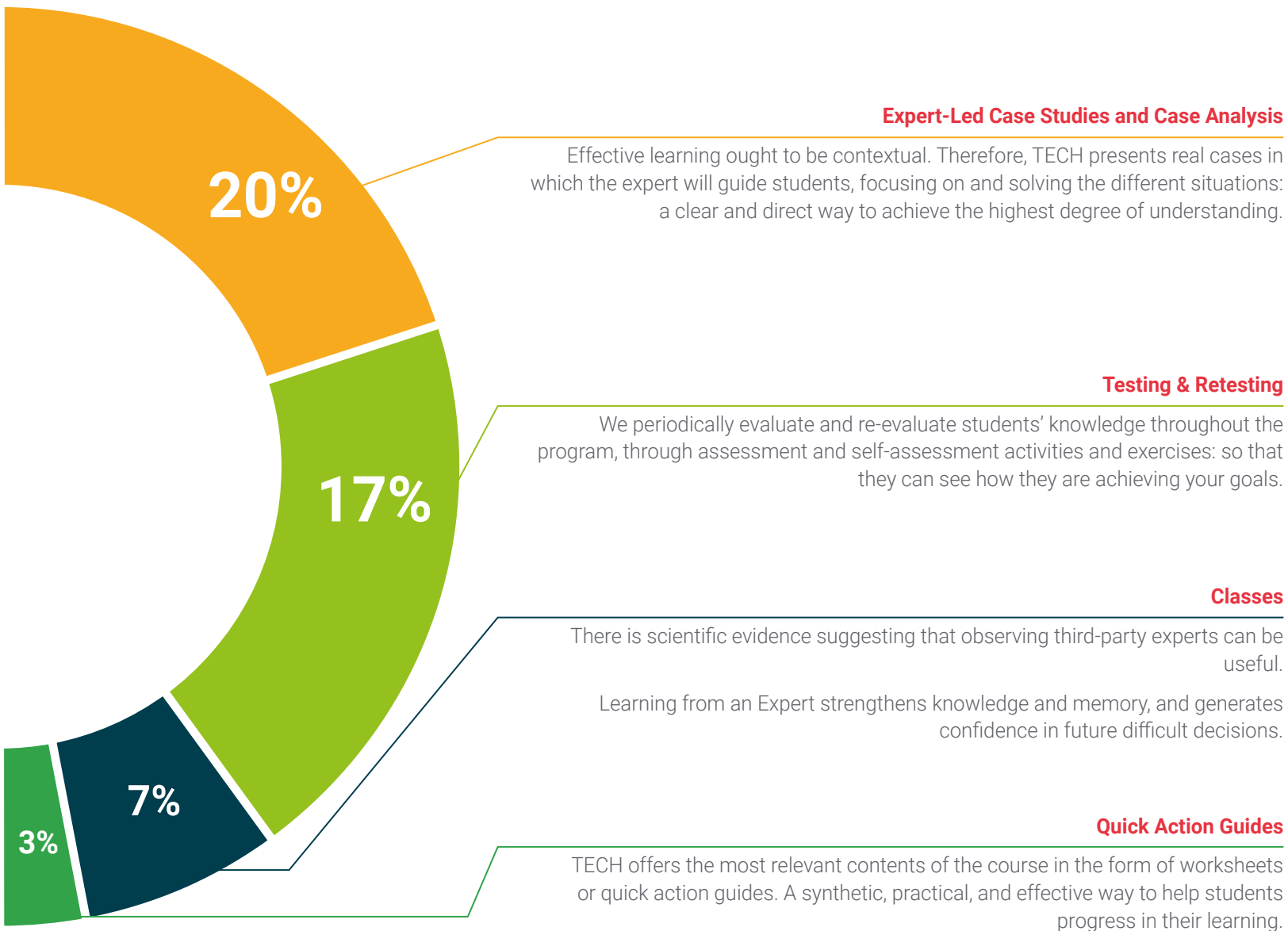
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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.





06

# Certificate

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



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

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

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

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

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

Official N° of Hours: **150 hours**.



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



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

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
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# Postgraduate Certificate

## Teaching Language and Literature in High School