Hybrid Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

tech global university

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Teaching Spanish as a Foreign Language (SFL)

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
60 + 5 ECTS credits
Website: **www.techtitute.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-teaching-spanish-foreign-language-sfl**

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01

Introduction

Spanish is a global language that is experiencing constant growth. So much so that it has approximately 500 million speakers and is the second mother tongue in the world in terms of number of speakers. In view of the popularity of this language, more and more people are turning to professionals to learn it. This opens up a wide range of job opportunities for teachers. To make the most of them, they need to acquire competitive advantages that differentiate them from other candidates. In this context, TECH has developed a degree that will provide educators with the most cutting-edge pedagogical strategies to maximize their potential.

Through this Hybrid Professional Master's Degree, you will obtain the necessary skills to develop innovative proposals in the classroom"

The World Organization of the United Nations highlights every year the importance of Spanish as an international language. In this way, it urges children to learn this language at an early age in order to facilitate their cultural integration, while at the same time it will serve them in the future to improve both their academic and work opportunities. Aware of its advantages, families are increasingly investing more and more in hiring teaching professionals to transmit their solid understanding of the language to their children.

In response to this, TECH has developed a Hybrid Professional Master's Degree aimed at teaching professionals who wish to stay at the forefront of the most innovative pedagogical approaches and educational technologies. Designed by experts in Teaching Spanish as a Foreign Language (SFL), this curriculum will address in depth aspects ranging from the planning or creation of teaching materials to progressive evaluation systems. At the same time, the syllabus will delve into the use of technology in the classroom, providing graduates with the keys to use tools such as Vuforia, *Samsung Virtual School Suitcase*or even the Scratch Platform. During the program, students will obtain advanced competencies in applied linguistics, including issues such as grammar, phonetics, semantics and pragmatics.

On the other hand, the Hybrid Professional Master's Degree is characterized by providing students with multimedia content developed with the latest educational technology. In this sense, in the Virtual Campus students will have access to a library full of resources among which interactive summaries, specialized readings or case studies stand out. In this way, they will enjoy immersive learning that will prepare them to solve complex situations during their professional practice.

This **Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL),** contains the most complete and up-to-date program on the market. The most important features include:

- Development of more than 100 case studies presented by specialized teaching professionals with extensive experience in Teaching Spanish as a Foreign Language (SFL)
- Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- Practical exercises for self-assessment and learning verification
- Supplementary documentation databases are permanently available, even after the program
- 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
- Furthermore, you will be able to carry out a internship in one of the best Companies

Trust your academic progress to TECH and elevate your career as a Spanish teacher to the top"

You will enjoy a 3-week intensive stay in a distinguished educational center, which will allow you to acquire the necessary skills to grow professionally"

In this Master's program, of a professionalizing nature and blended learning modality, the program is aimed at updating teachers of Spanish as a Foreign Language (SFL) who develop their functions in educational institutions, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical and practical knowledge about specialized attention to early childhood, children and immigrants.

Thanks to multimedia content developed with the latest educational technology, professionals will enjoy a situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to prepare professionals for 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 students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will learn valuable lessons through real cases in simulated learning environments through this pioneering Hybrid Professional Master's Degree.

You will update your knowledge in the field from professionals with extensive experience in the world of teaching.

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Why Study this Hybrid Professional Master's Degree?

In many fields of work and knowledge, theory is not enough to achieve real development or progress. In the field of Teaching Spanish as a Foreign Language (SFL), it is equally relevant to know the latest pedagogical approaches and functional paradigms in relation to communicative methods. For this reason, TECH has designed this pioneering degree, which combines the most recent update in aspects such as lexical-semantic networks or evaluation rubrics with a practical stay in a reference educational center. In this way, students will achieve a holistic approach in this field of specialization, while being guided throughout the process by experts in the educational area.

TECH Global University offers you the most complete and updated educational program on the market with the aim of raising your teaching practice to the highest level"

1. Updating from the Latest Technology Available

Technological advances in recent years have provided teachers with new opportunities to optimize the quality, accessibility and personalization of education. For this reason, this Hybrid Professional Master's Degree will provide students with the most innovative digital tools to improve their educational programs and encourage more active learning.

2. Gaining In-depth Knowledge from the Experience of Top Specialists

Throughout the entire practical period, graduates will be guided by a team of professionals with a broad professional background in Teaching Spanish as a Foreign Language (SFL). In this way, these specialists will share the latest advances that have been made in this field and will ensure that students have an optimal learning experience. Undoubtedly, this will allow students to experience a leap in quality in their career path.

3. Entering First-Class Professional Environments

In its commitment to offer qualifications of the highest level, TECH carefully selects all the centers available for the Internship Programs. Therefore, on this occasion, graduates will be guaranteed a practical stay in a prestigious, top-quality educational environment. In this way, they will be able to carry out their work in an academic center that has all the necessary resources to create productive educational itineraries.

4. Combining the Best Theory with State-of-the-Art Practice

The academic market is full of academic programs that are poorly adapted to the daily work of specialists and require long teaching hours. In contrast, TECH provides a revolutionary hands-on learning model that will allow students to enter the reality of the labor market. In this way, they will obtain the skills required to join the most prestigious institutions in the educational sector.

5. Expanding the Boundaries of Knowledge

This Hybrid Professional Master's Degree is designed for students who want to expand their career possibilities in the best entities dedicated to the Teaching of Spanish as a Foreign Language (SFL). Considering the high demand for this service, this degree is an excellent opportunity for students to acquire the necessary skills to meet their most ambitious professional goals. A unique pedagogical option that only TECH, the world's largest digital university, could offer.

You will have full practical immersion at the center of your choice"

03

Objectives

Through this revolutionary university degree, graduates will develop solid and up-to-date pedagogical competencies in the field of Teaching Spanish as a Foreign Language (SFL). In this way, they will have within their reach a wide range of pedagogical resources with which to overcome any learning challenge in the classroom. Students will also be highly qualified to lead innovative teaching practices and correctly handle cutting-edge technologies (among which the Scratch Platform, Vuforia or Unity stand out).

This university degree gives you the opportunity to update your taste in a real scenario, with the maximum scientific rigor of an institution at the forefront of technology"

General Objective

- The main objective of this Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL) is to provide graduates with a high level of specialization in this field in order to improve their employability. Likewise, the curriculum will enable them to obtain solid pedagogical skills with which to communicate effectively in different classrooms. In this sense, the program will equip educators with the most innovative strategies to develop original educational materials, capable of capturing the interest of children and teenagers

An exclusive, key and decisive learning experience that will boost your career as a Spanish teacher"

Specific Objectives

Module 1. Fundamentals of the Teaching Language

- Analyze the fundamental principles of learning in children from 3 to 12 years of age
- Identify the most effective teaching methods in the world of learning
- Analyze the main methods that have marked the teaching of language since its beginning
- Delve into the different models of teaching the role of speech and writing

Module 2. Introduction to Lexicon and Semantics

- Identify the main models of lexical semantic learning
- Apply to the current model of education the new linguistic and lexical language tools
- Develop tools to facilitate the teaching of the Spanish language
- Identify the role of writing and its importance in the teaching of Spanish

Module 3. Grammar and Pragmatics for Communication in Spanish as a Foreign Language

- Identify the main elements that make up the Spanish language in grammatical terms
- Delve into the specific elements that affect Spanish, such as accents, umlauts and others
- Analyze the role of literature in foreign language learning
- Identify unfamiliar terms and their categorization in the world of Spanish, such as specific characteristics of single words

Module 4. Lexical Proficiency in Learning Spanish as a Foreign Language

- Compare the Spanish language with other languages worldwide and identify the importance and advantages of Spanish
- Identify the basics of Spanish and its main characteristics
- Identify the different lexicons of Spanish-speaking countries and their cultural contribution to the Spanish language
- Analyze the correct use of words and their meaning in the different fields of Spanish
- Learn the meanings of words and their ramifications in Spanish
- Gain detailed knowledge of the lexical, syntactic and phonic aspects of oral presentation in class

Module 5. Theories, Approaches and Methodology in the Teaching of Foreign Languages

- Develop learning of L2 in the historical framework of teaching foreign languages
- Establish a solid foundation in linguistics and knowledge of other languages
- Get to know the most efficient methods for foreign language teaching
- Comparison between direct and traditional methods for foreign language teaching
- Apply a cognitive and humanistic perspective to the approach and selection
- Gain knowledge about functional paradigms in relation to communicative methods
- Syllabus development based on ECM requirements
- Apply teaching as a specific objective

Module 6. Oral and Written Skills: Teaching Strategies

- Identify the most effective oral and written models of modern teaching
- Develop new techniques that foster the student's need to speak and write in Spanish
- Analyze the role of speakers and writers in language teaching processes
- Describe the significant linguistic, communicative and cultural aspects in the teaching-learning process of the Spanish as a foreign language system, at the phonetic-phonological level

Module 7. Planning, Creation and Evaluation of Materials in SFL

- Identify the most effective methods throughout history for learning a new language
- Plan new teaching models in SFL
- Develop new tools to promote the learning of Spanish
- Develop new tools in SFL based on oral and linguistic tools
- Develop student assessment skills, taking into account the student's level and skills
- Develop teaching materials suitable for teaching written and oral skills in Spanish as a second language

Module 8. Teaching Spanish as a Foreign Language to Children, Adolescents and Immigrants

- Adjust teaching models according to the learner's needs based on their profile
- Implement intercultural studies in the teaching of Spanish as a Foreign Language (SFL)

Module 9. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom

- Identify the main international applicants who wish to learn Spanish and identify the easiest route for each case
- Delve into the communicative competencies that are covered in the Spanish as a Foreign Language classroom

Module 10. Technological Innovation in Teaching

- Interact with technological tools and apply them to Spanish language learning
- Design techniques to promote the use of technology for the Spanish language

You will combine theory and professional practice through a demanding and rewarding educational approach"

04

Skills

Thanks to this Hybrid Professional Master's Degree, graduates will acquire a wide range of competencies that will enable them to successfully perform as professionals in the area of Teaching Spanish as a Foreign Language (SFL). In this way, specialists will plan and execute highly innovative teaching programs. For example, they will develop activities or games to adapt to the levels of the learners and encourage their active participation in the learning process.

You will use the most sophisticated technology in the education industry to offer students innovative projects in the classroom and engage their interest"

General Skills

- Apply the acquired knowledge for the development of new educational ideas
- Improve problem solving skills in new or relatively unknown environments within the area of study
- Be able to 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
- Be able to adapt to new technologies and learning methods such as online teaching
- Have a good command of oral and written expression in teaching practice
- Use bi-directional communication between teacher and student through innovation methods such as forums, Chat and virtual classrooms, etc.
- Acquire the learning skills that enable them to continue studying autonomously
- Carry out teaching that is adapted to the space and the personal needs of the students

Specific Skills

- Develop the necessary skills to effectively apply the Fundamentals of Language Didactics in a constantly changing environment, as well as to face new tasks, challenges and people
- Improve the efficiency to identify a lexical-semantic problem and solve it through active learning
- Understand grammar and pragmatics for communication in Spanish as a foreign language in relation to verbal temporality
- Implement the different ways of assessing lexical knowledge
- Describe and discuss the different theories, approaches and methodologies in foreign language teaching
- Integrate specific knowledge about the necessary skills required when teaching Spanish as a foreign language
- Develop communicative, educational and semantic skills within the teaching framework
- Create, plan, develop and evaluate Spanish as a foreign language classes in the context of teaching a foreign language
- Establish different proposals of objectives according to the type of didactic action to be carried out
- Understand the determining factors of writing Spanish as a foreign language
- Acquire intercultural communicative skills and learn to apply mediation in Spanish as a foreign language classes
- Differentiate the types of teaching based on the type of student: children, teenagers and immigrants

05

Structure and Content

Composed of 10 specialized modules, this curriculum will equip graduates with solid pedagogical skills that will enable them to design, implement and evaluate effective Spanish teaching programs. To achieve this, the syllabus will delve into aspects ranging from the fundamentals of lexical-semantic didactics to grammar and pragmatics. In this line, the didactic materials will provide students with the most innovative learning methodologies, while at the same time offering advanced tools to evaluate basic competencies. At the same time, the program will focus on the creation of content to motivate children and teenagers in the SFL classroom.

You will have at your disposal a myriad of multimedia contents, such as interactive summaries, which will reinforce your knowledge in a dynamic way"

Module 1. Fundamentals of the Teaching Language

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

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

1.3. Oral Language Teaching
- 1.3.1. Elements of Oral Proficiency
  - 1.3.1.1. Characteristics of Oral Language
  - 1.3.1.2. Teaching Oral Communication
  - 1.3.1.3. Teaching Proposals

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

1.5. Teaching Reading
- 1.5.1. Analysis of the Concept of Teaching Reading
  - 1.5.1.1. Development and Characteristics of the Reading Process in Primary Education
  - 1.5.1.2. The Promotion of Reading in the Educational Stage
  - 1.5.1.3. Practical Applications of Teaching Reading

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

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

Module 2. Teaching Lexical Semantics

2.1. Introduction to Lexical Semantics
- 2.1.1. Historical Precedents
- 2.1.2. Significance
- 2.1.3. Signs and Symbols
- 2.1.4. Linguistic Communication
- 2.1.5. The Linguistic Sign

2.2. Basic Fundamentals
- 2.2.1. What is Semantics?
- 2.2.2. Semantics: a Science?
- 2.2.3. Structural Semantics
- 2.2.4. Semantics and Society

2.3. Learning and Acquisition
- 2.3.1. Basic Principles
- 2.3.2. Pedagogical Methods
- 2.3.3. Evolutionary Development
- 2.3.4. Difficulties

2.4. Production and Creation
- 2.4.1. Spanish Lexicon
- 2.4.2. Classification of the Lexicon
- 2.4.3. Word Formation
- 2.4.4. Semantic Phenomena

2.5. Lexical-Semantic Application
- 2.5.1. The Need for Explicit Lexicon Teaching
- 2.5.2. Lexematic

2.6. Active Learning
- 2.6.1. What Is It?
- 2.6.2. Pedagogical Model
- 2.6.3. Importance of Active Learning
- 2.6.4. Teaching Tools

2.7. Dictionaries
- 2.7.1. Typology
- 2.7.2. The Selection Process
- 2.7.3. The Dictionary as a Pedagogical Resource
- 2.7.4. Learning Tool
- 2.7.5. Resources and Strategies

Module 3. Grammar and Pragmatics for Communication in Spanish as a Foreign Language

3.1. Basic Principles of Spanish Grammar
- 3.1.1. Functional Grammar
  - 3.1.1.1. Nouns
  - 3.1.1.2. Adjectives
  - 3.1.1.3. Verbs
  - 3.1.1.4. Adverbs
  - 3.1.1.5. Pronouns
  - 3.1.1.6. Syntax: Subject and Predicate
  - 3.1.1.7. Agreement
  - 3.1.1.8. Grammar for Communication

3.2. The Value of Verbs in Relation to the Past
- 3.2.1. Verb Tenses
  - 3.2.1.1. Action as the Core of the Message

3.3. Work Methodology for Explaining the Past in Spanish as a Foreign Language Classes
- 3.3.1. Introduction on Ways to Work on the Past Tense in the Spanish as a Foreign Language Class
- 3.3.2. Verb Semantics
- 3.3.3. Explanation Using Primary and Secondary Values
- 3.3.4. Delimited Dynamic Verbs

3.4. Imperative and Subjunctive: Verb Modes
- 3.4.1. Subjunctive and Imperative
  - 3.4.1.1. Semantic Factors
  - 3.4.1.2. The Subjunctive in Subordinate Noun Clauses
  - 3.4.1.3. The Subjunctive in Subordinate Adjective Clauses
  - 3.4.1.4. The Subjunctive in Subordinate Adverbial Clauses
  - 3.4.1.5. Use of the Imperative in Formal Speech
  - 3.4.1.6. The Importance of the Imperative in Spanish Speech

3.5. Classification and Prepositional Use of Verbal Periphrasis
- 3.5.1. Aspectual Verb Combinations
  - 3.5.1.1. Aspectual Verb Combinations
  - 3.5.1.2. The Difference Between Periphrasis and Locution

3.6. Ways of Introducing and Explaining the Verbs; 'Ser' and 'Estar' in the Spanish as a Foreign Language Class
- 3.6.1. 'Ser' as a Nominative Verb
- 3.6.2. 'Estar' as Auxiliary and Locative Verb
- 3.6.3. Using 'Ser' and 'Estar' with Adjectives
- 3.6.4. 'Ser' and 'Estar' as Copulative Verbs
- 3.6.5. On Generalizations in Relation to the Verbs; 'Ser' and 'Estar

3.7. Comparing the Traditional Explanation with the Evolution of the Verbs; 'Ser' and 'Estar'
- 3.7.1. Historical Framework of Verbal Explanation for 'Ser' and 'Estar'
- 3.7.2. Evolution in the Use of Verbs and Approximation to the Present Day

3.8. Types and Uses in Colloquial and Formal Language According to Connectors and Nexuses
- 3.8.1. Connectors for Exploratory Activity
  - 3.8.1.1. Connectors for Descriptive Activity
  - 3.8.1.2. Connectors for Explanatory Activity
  - 3.8.1.3. Colloquialisms and Connectors
  - 3.8.1.4. Formalism and Connectors
  - 3.8.1.5. Differentiating Between Nexuses and Connectors

3.9. Types, Classification and Use of Pronouns
- 3.9.1. Object Pronouns
- 3.9.2. Subject Pronouns
- 3.9.3. 'Laísmo'/ 'Loísmo'/ 'Leísmo'

3.10. The Passive Voice
- 3.10.1. Preposition 'Por' as Antecedent
- 3.10.2. Cases in Which the Passive Voice Cannot be Used

3.11. Teaching Innovation
- 3.11.1. Reflection on the Role of Teachers in Today's Classrooms
- 3.11.2. Research Because of Innovation or Innovation Because of Research?
- 3.11.3. Paradigm Sifts: Learning-centered Teaching and its Changes.

3.12. Writing and Speaking Preparation in the Spanish as a Foreign Language Class
- 3.12.1. Writing or Speaking?
  - 3.12.1.1. Grading of Contents During Preparation

3.13. Presentation and Speaking Techniques in the Spanish as a Foreign Language Class
- 3.13.1. Lexical Proficiency
- 3.13.2. Syntactic Proficiency
- 3.13.3. Phonic Proficiency
- 3.13.4. Conversation Class Techniques
- 3.13.5. From Speaking Presentation to Interactive Activity
- 3.13.6. Purposes for Teaching Using Presentation and Speaking Methods
- 3.13.7. Change of Perspective: Moving Away from the Faculty's 'Spiel' to Developing a Presentation
- 3.13.8. 'Spaced' Presentations or Presentations by Segments

3.14. Grammatical Assessment Timing and Follow-up
- 3.14.1. Initial/Diagnostic Assessment
  - 3.14.1.1. Summative Assessment
  - 3.14.1.2. Formative Assessment
  - 3.14.1.3. What Needs Assessing?

3.15. Grammar Assessment Techniques.
- 3.15.1. How to Assess? Selection Criteria
- 3.15.2. Approaches to Correcting According to Test Type
- 3.15.3. Assessment Rubric: Observation, Diary, Portfolio, Concept Map

Module 4. Lexical Proficiency in Learning Spanish as a Foreign Language

4.1. The Lexical Form in Current Linguistics
- 4.1.1. The Lexical Unit
- 4.1.2. The Lexical Methodology

4.2. Lexical Competences According to CEFR
- 4.2.1. Lexical Networks, the Connection of Meaning According to the Common European Framework of Reference for Languages (CEFR)
- 4.2.2. Set Grammatical Expressions and Words According to the Common European Framework of Reference for Languages (CEFR)

4.3. Frequent, Formal and Standard Vocabulary in Spanish lexicon
- 4.3.1. Differentiation and Use of Vocabulary Types
- 4.3.2. Communication Barriers and Shared Words
- 4.3.3. Difference Between Lexemes and Lexicons

4.4. Foreign Words in Spanish as a Foreign Language Classes
- 4.4.1. Necessary/Unnecessary Foreign Words
- 4.4.2. False Friends
- 4.4.3. The Importance of Good Pronunciation in the Inclusion of Foreign Idioms

4.5. Adapting the Lexicon for Cohesion in Teaching
- 4.5.1. The Inherited Lexicon
- 4.5.2. The Acquired Lexicon
- 4.5.3. The Lexicon Multiplied

4.6. Traditional Lexicon and its Development
- 4.6.1. Heritage Voices, Cultisms and Latinisms
- 4.6.2. The Wear and Tear of Words: Archaism

4.7. Differentiating Between Lexicon Types According to the Task
- 4.7.1. The Speciality Lexicon. Inclusion of Latin
- 4.7.2. Legal and Medical Lexicon
- 4.7.3. The Dictionary Lexicon

4.8. Techniques of Lexicon Retention
- 4.8.1. The Process of Vocabulary Acquisition Through Empirical Studies
  - 4.8.1.1. Syntagmatic Composition
  - 4.8.1.2. Phonetic Association
  - 4.8.1.3. Categorization, Coordination and Functional Association

4.9. Syntagms and Paradigms: Matching Lexicon to the Learning Context
  4.9.1. Intonation Patterns
  4.9.2. Interferences of the Mother Tongue
  4.9.3. Phraseological Unit
  4.9.4. Learning Expectations According to the Linguistic Vision
4.10. Types of Materials for Lexical Teaching
  4.10.1. Keyword Selection
    4.10.1.1. Selection of Thematic Areas
    4.10.1.2. Selection of Texts and Communicative Elements
    4.10.1.3. Planning in Response to Student Demand
4.11. Connecting Ideas in Coordinating Lexis for Teaching
  4.11.1. Semantic Support
    4.11.1.1. Dictionary Searches
    4.11.1.2. Word Exhibition
    4.11.1.3. Explanation of Lexical Structures
    4.11.1.4. Richness, Range and Control of Vocabulary by the Learner in the Classroom
4.12. Sayings and Idioms
  4.12.1. Expressions and Idioms Relating to the Human Body
  4.12.2. Expressions with Food
  4.12.3. Expressions with Animals
  4.12.4. Expressions with Colours
  4.12.5. Expressions with "Ser" and "Estar"
  4.12.6. Examples of Spanish Proverbs
  4.12.7. Fillers
4.13. Relationship of Printed and Virtual Material According to the Lexicon Through Dictionaries
  4.13.1. Selection of Bilingual and Monolingual Material
    4.13.1.1. Selection of Material Available on the Website
  4.13.2. Selection of Dictionaries for Spanish as a Foreign Language Classes
    4.13.2.1. Editions and Their Combination According to the Task
4.14. Selection of Dictionaries for Spanish as a Foreign Language Classes
  4.14.1. Selection of Dictionaries for Spanish as a Foreign Language Classes
  4.14.2. Editions and Their Combination According to the Task
4.15. Spanish Speakers and the Lexicon According to Region
  4.15.1. Geographical Variations of Lexical Variants
  4.15.2. Contextual, Historical and Social Variations
4.16. Ways of Assessing Lexical Knowledge
  4.16.1. Assessing Implicit Learning
  4.16.2. Assessing Explicit Learning
  4.16.3. Assessment of Dynamism in Forms of Use
  4.16.4. Concordance of Evaluative Descriptors

Module 5. Theories, Approaches and Methodology in the Teaching of Foreign Languages

5.1. How to Develop Learning of L2 in the Historical Framework of Teaching Foreign Languages
  5.1.1. Contribution to the Integral Development of People
    5.1.1.1. Language as an Instrument of Social Insertion and Expression of Feelings
    5.1.1.2. Development of the Ability to Express and Communicate in the Society
    5.1.1.3. Difference Between Learning in a Formal Context and a Natural Context
    5.1.1.4. Cognitive Relationships and Physiological and Psychological Skills
5.2. Linguistics and the Knowledge of Other Languages
  5.2.1. Suppressions and Overlaps During the Learning Process
    5.2.1.1. The Importance of Context in Assuming Linguistics
    5.2.1.2. Neurolinguistic Studies and the Benefit of Bilingualism
5.3. Types of Methods for Foreign Language Teaching
  5.3.1. The Historical Precedence of "Living " Languages over " Dead" Languages in the Classroom
  5.3.2. Conceptual Ambiguity of the Method
  5.3.3. Traditional Method
  5.3.4. Natural Method
  5.3.5. Audio-Oral Method
  5.3.6. Conciliatory Method
  5.3.7. Audio-Visual Method
  5.3.8. Communicative Method
  5.3.9. Alternative Method
  5.3.10. Global Method

5.4. Comparison between Traditional and Direct Methods for Foreign Language Teaching
  5.4.1. Approximation of Presumed Method-Dependent Performance Outcomes
5.5. Approach and Selection: Cognitive and Humanistic Perspective
  5.5.1. Relevance of the Role of the Person in the Teaching-Learning Process according to the Approach
  5.5.2. Complexity in the Educational Level of Spanish Language Teaching
  5.5.3. Meaningful Teaching: The Student at the Center of Teaching
5.6. Functional Programs in Relation to Communicative Methods
  5.6.1. The Student as an Active Element in the Learning Process
  5.6.2. Towards a New Perspective: Language and Communication
  5.6.3. Balance Between Pedagogical and Linguistic Functions
5.7. Technological Specificities for the Spanish as a Foreign Language Classroom as a Function of the Method
  5.7.1. The Promotion of Cooperation Through the Use of Information and Communication Technologies (ICT) in Spanish as a Foreign Language Classes
  5.7.2. Diversification of Learning Styles and Levels with the Use of ICTs
  5.7.3. Blogging and Other Tools Involved in the Development of Self-Expression
  5.7.4. Shared virtual learning platforms
5.8. Curriculum Development Based on MCE Requirements
  5.8.1. Design of Assignments with the Same Input and Different Output
  5.8.2. Adaptation of Familiarity and Difficulty in Relation to Tasks
  5.8.3. Key Issues to Consider: Implicit Learner Skills, External Support
5.9. What is Interlanguage and How to Develop it in the Classroom: An Approach in the Current Context
  5.9.1. Learner's Language as a System
  5.9.2. Interlanguage and Fossilization
  5.9.3. Observation of Learners' Background and Desire to Communicate in Spanish as a Foreign Language
  5.9.4. Handling of Common Errors in the Interlingua Process
5.10. Contrast Analysis and Data for Information Purposes
  5.10.1. Innovative Teaching Practices
  5.10.2. Data Reduction: Unit Separation
  5.10.3. Descriptive Coding/Axial Coding
  5.10.4. Descriptive and Explanatory Charts
5.11. Teaching Children: The Use of Teaching for a Specific Purpose
  5.11.1. Promotion of Autonomous Learning
    5.11.1.1. Difference Between Adult and Early Childhood Learning
    5.11.1.2. Theoretical Bases of Experiential Learning
    5.11.1.3. Gamification
    5.11.1.4. Theory of Multiple Intelligences
5.12. Teaching Immigrants: The Use of Targeted Teaching
  5.12.1. Promote Social Integration Through Knowledge of the Language
5.13. Common European Framework in Foreign Language Teaching in Accordance with Institutional Designs
  5.13.1. Skills We Need to Learn and Use When Learning a New Language
    5.13.1.1. Inclusiveness of Foreign Language Teaching
    5.13.1.2. Methods and Objectives not Specified by the Common European Framework
    5.13.1.3. Taking into Account "Multilingualism"
5.14. Curriculum Design
  5.14.1. Essential Questions: To Who? How? When?
  5.14.2. Analysis of the Learner's Characteristics and of the Learning Context
  5.14.3. Theoretical Basis
  5.14.4. Evaluation Processes. Scales and Other Tools for Assessing Basic Competencies
  5.14.5. Design of Activities that Promote Evaluative, Summative and Formative Activities

Module 6. Oral and Written Skills: Teaching Strategies

6.1. Introduction to Communicative Skills
  6.1.1. Educational Skills in the Spanish as a Foreign Language Classroom
    6.1.1.1. Communicating as a Means of Information
6.2. Types of Skills
  6.2.1. Skills within the Educational Framework
  6.2.2. Cognitive Skills
  6.2.3. Intrinsic Value Tasks
6.3. Explanation of Semantic Skills
  6.3.1. Understanding the Reality of the Classroom
  6.3.2. Language as an Object of Observation and Analysis
  6.3.3. Knowledge and Effective Application of Linguistic Rules

6.4. Sociocultural Context and Language Use: Sociolinguistic Competence
  6.4.1. Vocabulary according to the Type of Culture
  6.4.2. Influence of Advertising on the Linguistic Shape of Culture
6.5. Conversation: Pragmatic Competence
  6.5.1. Communicative Competence as a Learning Goal
  6.5.2. Discourse Competence by Context
6.6. Forms of Politeness Derived from Pragmatic Competence
  6.6.1. Sequence and Macrocontext
  6.6.2. Overall Discursive Intent
6.7. Non-Verbal Language in Gestural Communication
  6.7.1. Positioning, Gestures, Gaze and Mimicry
    6.7.1.1. Factors Associated with Non-Verbal Language
6.8. Reading and Writing Comprehension
  6.8.1. Comprehensive Analysis of Reading and Writing
6.9. Listening Comprehension
  6.9.1. Comprehensive Analysis of Listening and Speaking Tasks
6.10. CEFR and Teaching Spanish as a Foreign Language: Reading Comprehension in the Spanish as a Foreign Language Classroom
  6.10.1. Literature to Learn Language or to Learn Literature
  6.10.2. Common European Framework (CEFR) and Reading Comprehension Guidelines
6.11. CEFR and Teaching Spanish as a Foreign Language: Listening Comprehension in the Spanish as a Foreign Language Classroom
  6.11.1. Analysis of Types of Skills to Be Developed in Listening Comprehension
6.12. CEFR and Teaching Spanish as a Foreign Language: Oral Comprehension in the Spanish as a Foreign Language Classroom
  6.12.1. Speech as a Means of Making Yourself Understood
6.13. CEFR and Teaching Spanish as a Foreign Language: Written Comprehension in the Spanish as a Foreign Language Classroom
  6.13.1. The Dissociation between Written Comprehension and Written Creation
6.14. Skills Assessment: Speaking and Listening Context
  6.14.1. How to Evaluate Speaking and Listening Depending on the Classroom Context and Prevailing Culture?
6.15. Skills Assessment: Reading and Writing Context
  6.15.1. How to Evaluate Reading and Writing Depending on the Classroom Context and Prevailing Culture?

Module 7. Planning, Creation and Evaluation of Materials in SFL

7.1. Timing in the Planning of SFL Classes
  7.1.1. The Importance of Implementing a Plan with Estimation of Timings
    7.1.1.1. The Direction of the Planning Process According to the Time Estimated
  7.1.2. Specific and General Objectives in Line with the Plan
    7.1.2.1. Proposal of Objectives According to the Type of Action
    7.1.2.2. Respecting the Sequence in the Order of Action
7.2. Specific and General Objectives in Line with the Plan
  7.2.1. Specific and General Objectives in Line with the Plan
  7.2.2. Proposal of Objectives According to the Type of Action
  7.2.3. Respecting the Sequence in the Order of Action
7.3. The Steps to Plan: When and Why?
  7.3.1. Information Prior to Planning. The Search and Selection The Search and Selection
  7.3.2. Reflection on the Order of Steps to Carry Out
  7.3.3. Subsequent Modification
7.4. The Uniqueness of the Classroom, Represented in the Detection of Levels
  7.4.1. Exchange of Tasks and Other Group Work Techniques
    7.4.1.1. Task Session
  7.4.2. Particularities of the Students in Terms of the Techniques for Creating Tasks
    7.4.2.1. Understand the Student Body as an Entire Complex Entity
    7.4.2.2. Type of Task According to the Complexity of the Classroom
    7.4.2.3. Particularities of the Students Depending on the Cultural Context
7.5. Particularities of the Students in Terms of the Techniques for Creating Tasks
  7.5.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
  7.5.2. Understand the Student Body as an Entire Complex Entity
  7.5.3. Type of Task According to the Complexity of the Classroom
  7.5.4. Particularities of the Students Depending on the Cultural Context
7.6. Content Creation Based on Given Material
  7.6.1. Adaptation of Material
    7.6.1.1. Study and Learning Guides
    7.6.1.2. Selection of Material in Relation to the Support
    7.6.1.3. Transformation of Material

7.7. Virtual Environment as a Means of Developing the Syllabus
- 7.7.1. Media and the Internet: Influence on Learning
  - 7.7.1.1. Use of Standardized Platforms
  - 7.7.1.2. Interactive and Collaborative Environments
- 7.7.2. New Tools and Support for the Creation of Your Own Material
  - 7.7.2.1. Innovative Applications and Platforms

7.8. New Tools and Support for the Creation of Your Own Material
- 7.8.1. New Tools and Support for the Creation of Your Own Material
- 7.8.2. Innovative Applications and Platforms
- 7.8.3. Interactive and Collaborative Environments

7.9. Modes and Techniques to Develop to Improve our Material in the Evaluation Process
- 7.9.1. Contrast and Development Techniques
- 7.9.2. Benefits of Using Virtual Techniques for Certain Types of Evaluation Tasks

7.10. The Importance of External Evaluation and Third Party Evaluation
- 7.10.1. Externalization of the Materials Made
- 7.10.2. Self-Evaluation Applications

7.11. Comparison between the Basic Idea and the Result in the Evaluation
- 7.11.1. Content Research in Relation to What's Been Evaluated
  - 7.11.1.1. The Search for Written and Contrasted Support
  - 7.11.1.2. The Degree of Evaluative Susceptibility
- 7.11.2. Peer Evaluation for Teachers
  - 7.11.2.1. Progression: The Ally of Evaluation
  - 7.11.2.2. How to Identify that our Evaluation isn't Following the Agreed Pattern?
- 7.11.3. Content Research in Relation to What's Been Evaluated
- 7.11.4. Aspects to Consider When Carrying Out a Progressive Evaluation

7.12. Peer Assessment for Teachers
- 7.12.1. Peer Assessment for Teachers
- 7.12.2. Progression: The Ally of Evaluation
- 7.12.3. How to Identify that our Assessment isn't Following the Agreed Pattern

7.13. Content Research in Relation to What's Been Evaluated
- 7.13.1. Content Research in Relation to What's Been Evaluated
- 7.13.2. Data Representation

7.14. Aspects to Consider When Carrying Out a Progressive Evaluation
- 7.14.1. Aspects to Consider When Carrying Out a Progressive Evaluation
- 7.14.2. Expectations of Progressive Assessment
- 7.14.3. Systemization of Progressive Assessment
- 7.14.4. Assessment Analysis

7.15. What is Innovation in Material Composition?: Development Strategies
- 7.15.1. Innovation in Education from a General Perspective
- 7.15.2. How to Ensure that Innovation is Well-Received by the Students
- 7.15.3. Reinvent and Other Forms of Innovation
- 7.15.4. Choosing References and Bibliographies in Innovation
  - 7.15.4.1. General Reference Sources
  - 7.15.4.2. Bibliographic Sources

7.16. Choosing References and Bibliographies in Innovation
- 7.16.1. Choosing References and Bibliographies in Innovation
- 7.16.2. Classification for Grammatical References
- 7.16.3. General Reference Sources

7.17. Complement the Institutional Design with Government Regulations, Guidelines and Norms
- 7.17.1. The Planning Rules Set Forth by the National and European Community
- 7.17.2. Complement the Institutional Design with Government Regulations, Guidelines and Norms
- 7.17.3. The Planning Rules Set Forth by the International Community

7.18. Complement the Institutional Design with Government Regulations, Guidelines and Norms
- 7.18.1. Objectives
- 7.18.2. Development
- 7.18.3. The Planning Rules Set Forth by the National and European Community

Module 8. Teaching Spanish as a Foreign Language to Children, Adolescents and Immigrants

8.1. Approach and Activities of Curricular Adaptation
- 8.1.1. Types of Approach by Adaptation
  - 8.1.1.1. How to Adapt the Curriculum Without Affecting the Variation of Basic Competencies?

8.2. Content Validation in Curricular Adaptation
- 8.2.1. Validation for Improving
- 8.2.2. Close Relationship Between Validation and Social Support

8.3. Educational Models Adapted to the Mother Tongue
- 8.3.1. Psycholinguistics

8.4. Creating Material to Motivate Children and Adolescents in the Spanish as a Second Language Classroom
- 8.4.1. New Trends of Social and Personal Interest for Children and Adolescents
- 8.4.2. Apply Traditional Motivational Techniques
- 8.4.3. Comparing the Results of using Both Techniques

8.5. Development of Language Skills in Relation to Multiculturalism in the Classroom
- 8.5.1. Language from Different Points of View
- 8.5.2. The Value of Differences in Learning Skills

8.6. Dealing with Conflicts in the Classroom: Intercultural Particularities
- 8.6.1. Interviews, Assemblies and Mediations

8.7. Rules and Routines in the Classroom. Patterns of Behavior
- 8.7.1. Routine for Solving Conflicts
  - 8.7.1.1. Communication and Negotiation Abilities

8.8. Self-Evaluation and Evaluating Peers
- 8.8.1. The Student as Protagonist
- 8.8.2. Realistic Guidance

8.9. Social Identity. Self-Concept and Acculturation
- 8.9.1. Developmental Stages in the Learning of a Target Language
- 8.9.2. Interlanguage and Social-Affective Resistance

8.10. Emotional Intelligence and Empathy
- 8.10.1. Approach to the Theory of Feelings
- 8.10.2. Empathizing Process: Development and Consolidation

8.11. Evaluating the Integrating Content
- 8.11.1. To What Extent Does Change Favor the Integration of Individuals to the Whole?

8.12. Overview of Diversity: The Influence of Multiculturalism on the Creation of Material
- 8.12.1. Guidelines for Monitoring Congruence in the Overall Vision
- 8.12.2. Diversity as a Means of Developing an Overall Vision

8.13. Reception and Production
- 8.13.1. Classroom Productivity Tools

8.14. Creating Content for Heterogenic Groups
- 8.14.1. Differences Between Group Members and Their Particular Contributions
- 8.14.2. Positive Interdependence
- 8.14.3. Simultaneous Face-to-Face Interaction
- 8.14.4. Cooperative Learning Dynamics

Module 9. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom

9.1. Adaptation of Material: Determinant Factors in Writing Spanish as L2 Determinant Factors in Writing Spanish as L2
- 9.1.1. Writing and the Cognitive Process
- 9.1.2. Reflecting on Basic Matters

9.2. Types of Paradigm and Classification in Relation to the Key Elements of Teaching
- 9.2.1. Behaviorism
- 9.2.2. Mentalism
- 9.2.3. Model of the Monitor
- 9.2.4. Constructivism

9.3. Choice of Paradigms According to Context
- 9.3.1. The Influence of Context in the Application of Teaching and Learning Paradigm

9.4. Using Metaphors to Explain Concepts
- 9.4.1. Comparing Metaphors with Other Literary Resources
- 9.4.2. Metaphors for Students

9.5. The Conditioning Factors of Metaphors
- 9.5.1. How Does a Metaphor Mark the Knowledge of a Task/Learning?

9.6. Gender Patterns in Teaching: Increase of the Female Figure in the Spanish as a Second Language Classroom
- 9.6.1. Influence of the Female Figure in the Historical Teaching Framework
- 9.6.2. Commitment to Gender Impartiality in Schools

9.7. Values and Social Commitment to Education
- 9.7.1. Society and the Values Attributed to Teachers

9.8. Strategic Communication as a Means of Understanding the Educational Environment
- 9.8.1. Strategies Focused on How to Communicate
- 9.8.2. The School Environment as a Whole

9.9. Difference Between Translation and Mediation
- 9.9.1. Literal Translation/Interpreted Translation
- 9.9.2. Ways of Mediating to Understand the Content
- 9.9.3. Translation as a Means of Content Reduction or Augmentation

9.10. Facilitation of Mediations in Different Educational Environments
- 9.10.1. Tools for Facilitation

9.11. The Relationship Between the Language-Culture Binomial: Producing Material in Relation to Culture
- 9.11.1. Valuation of Mediation by Members of Foreign Cultures

9.12. Adapting Syllabus Material to the Cultural Environment
- 9.12.1. Didactic Programming on Cultural Diversity
- 9.12.2. Curricular Richness in a Multicultural Class

Module 10. Technological Innovation in Teaching

10.1. Advantages and Disadvantages of the Use of Technology in Education
- 10.1.1. Technology as a Means of Education
- 10.1.2. Advantages of Use
- 10.1.3. Inconveniences and Addictions

10.2. Educational Neurotechnology
- 10.2.1. Neuroscience
- 10.2.2. Neurotechnology

10.3. Programming in Education
- 10.3.1. Benefits of Programming in Education
- 10.3.2. Scratch Platform
- 10.3.3. Making the First "Hello World"
- 10.3.4. Commands, Parameters and Events
- 10.3.5. Export of Projects

10.4. Introduction to the Flipped Classroom
- 10.4.1. On What Is It Based?
- 10.4.2. Examples of Use
- 10.4.3. Video Recording
- 10.4.4. YouTube

10.5. Introduction to Gamification
- 10.5.1. What is Gamification?
- 10.5.2. Success Stories

10.6. Introduction to Robotics
- 10.6.1. The Importance of Robotics in Education
- 10.6.2. Arduino (Hardware)
- 10.6.3. Arduino (Programming Language)

10.7. Tips and Examples of Use in the Classroom
- 10.7.1. Combining Innovation Tools in the Classroom
- 10.7.2. Real Examples

10.8. Introduction to Augmented Reality
- 10.8.1. What is Augmented Reality?
- 10.8.2. What are the Benefits in Education?

10.9. How to Develop your own AR Applications?
- 10.9.1. Vuforia
- 10.9.2. Unity
- 10.9.3. Examples of Use

10.10. Samsung Virtual School Suitcase
- 10.10.1. Immersive Learning
- 10.10.2. The Backpack of the Future

06

Internship

Once the online period is over, the program foresees a period of Internship Program in a reference educational environment. In this sense, students will have the guidance of a tutor specialized in Spanish as a Foreign Language (SFL) at all times, who will answer any questions you may have and even offer personalized advice aimed at optimizing your regular practice.

You will carry out your internship in one of the best academic institutions in Spain"

The Internship Program of this program of Teaching Spanish as a Foreign Language (SFL) consists of a practical stay in a distinguished educational center, lasting 3 weeks, from Monday to Friday with 8 consecutive hours of practical training with an assistant specialist. During this stay, the graduates will be integrated into a team of professionals of reference in the educational sector, contributing to the design of effective teaching strategies and programs that will allow users to acquire linguistic knowledge of the language. In addition, they will have at their disposal the most innovative resources to face the challenges that arise during the performance of their work in the classroom.

It should be noted that this TECH training proposal has an eminently practical focus, so the activities are oriented towards the development and optimization of the teaching skills necessary for the teaching of Spanish. This will allow students to improve their teaching practice and promote fully effective learning.

This is a unique opportunity for graduates to expand their knowledge and skills in a real scenario, in a first class educational institution. The facilities are equipped with the necessary technological resources for teaching, including computers with Internet access and projectors. Graduates will also be assisted by a team of experts in the education sector, who will help them to maximize their skills and stay at the forefront of the latest trends in this field.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees who facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of Teaching Spanish as a Foreign Language (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the program, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Teaching at the Lexical-Semantic Level	Use dictionaries and online resources to investigate the meaning of unknown words, as well as to explore their example uses in sentences
	Carry out contextualization exercises, providing sentences for students to explain the meaning of words according to the general meaning of the text
	Design games such as crossword puzzles, word search puzzles or riddles to familiarize students with new words
	Conduct guided class discussions, where students share their experiences with specific words and reflect on their different interpretations
Grammar and Pragmatics of Language for Communication in Spanish as a Foreign Language	Analyze newspaper articles to identify specific grammatical structures and address how they are employed in different communicative situations
	Develop simulation activities in which students practice real-life communication situations, such as requesting information in a store or asking for directions
	Create cultural role-plays that simulate different social contexts (such as a conversation between friends or a business meeting), so that learners understand how grammar and pragmatics vary
	Develop activities to correct grammatical and pragmatic errors, allowing learners to develop their linguistic awareness and improve their accuracy in language use
Lexical Competence in Teaching SFL	Provide students with cards with words and their corresponding images for them to associate
	Perform gap-filling exercises to practice vocabulary in specific contexts
	Create glossaries of new words, including both their definitions and examples of usage
	Organize different memory games to practice long-term retention

Module	Practical Activity
Material Design for Autonomous Learning	Construct interactive exercises in online or print format that allow students to practice specific skills such as writing and reading
	Create specific classroom resources such as slideshows, video tutorials or activities
	Run simulation sessions where students teach a lesson using the materials they have developed
	Conduct a critical review of a set of ELE materials, evaluating their effectiveness in terms of their learning objectives, linguistic diversity, and cultural relevance
SFL Learning for Immigrant Children and Adolescents	Use songs and rhymes in Spanish to teach both vocabulary and grammatical structures in a playful way
	Design plays or dramatic representations in Spanish, allowing students to practice Spanish in a creative context
	Use digital resources such as videos, podcasts and social networks to engage children in learning activities relevant to their daily lives
	Organize conversation groups where immigrants practice communication skills in Spanish and share experiences with other learners in a supportive atmosphere

You will intern at a highly prestigious educational institution, where you will have the support of professionals who will help you to maximize your development"

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the Internship Program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Internship Program, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Internship Program, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Internship Program will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Internship Program shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION Some centers may require a certificate of prior education for the Internship Program. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. 3.- DOES NOT INCLUDE: The Internship Program will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

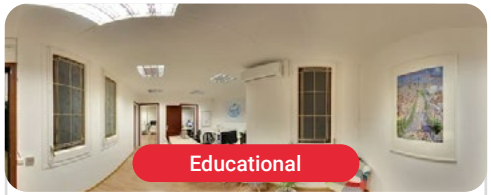
07

Where Can I Do the Internship?

This Hybrid Professional Master's Degree includes in its syllabus a practical stay in prestigious international educational centers, where students can put into practice the knowledge previously acquired in theories, approaches and methodologies in second language teaching. With the aim of bringing this university degree to more professionals, TECH offers students the opportunity to carry it out in different centers throughout the country. Undoubtedly, students are facing a first-class academic experience that will raise their professional horizons to a higher level.

You will broaden your practical skills in Teaching Spanish as a Foreign Language (SFL through intensive internships in the most prestigious educational centers"

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Educational

Speakeasy BCN

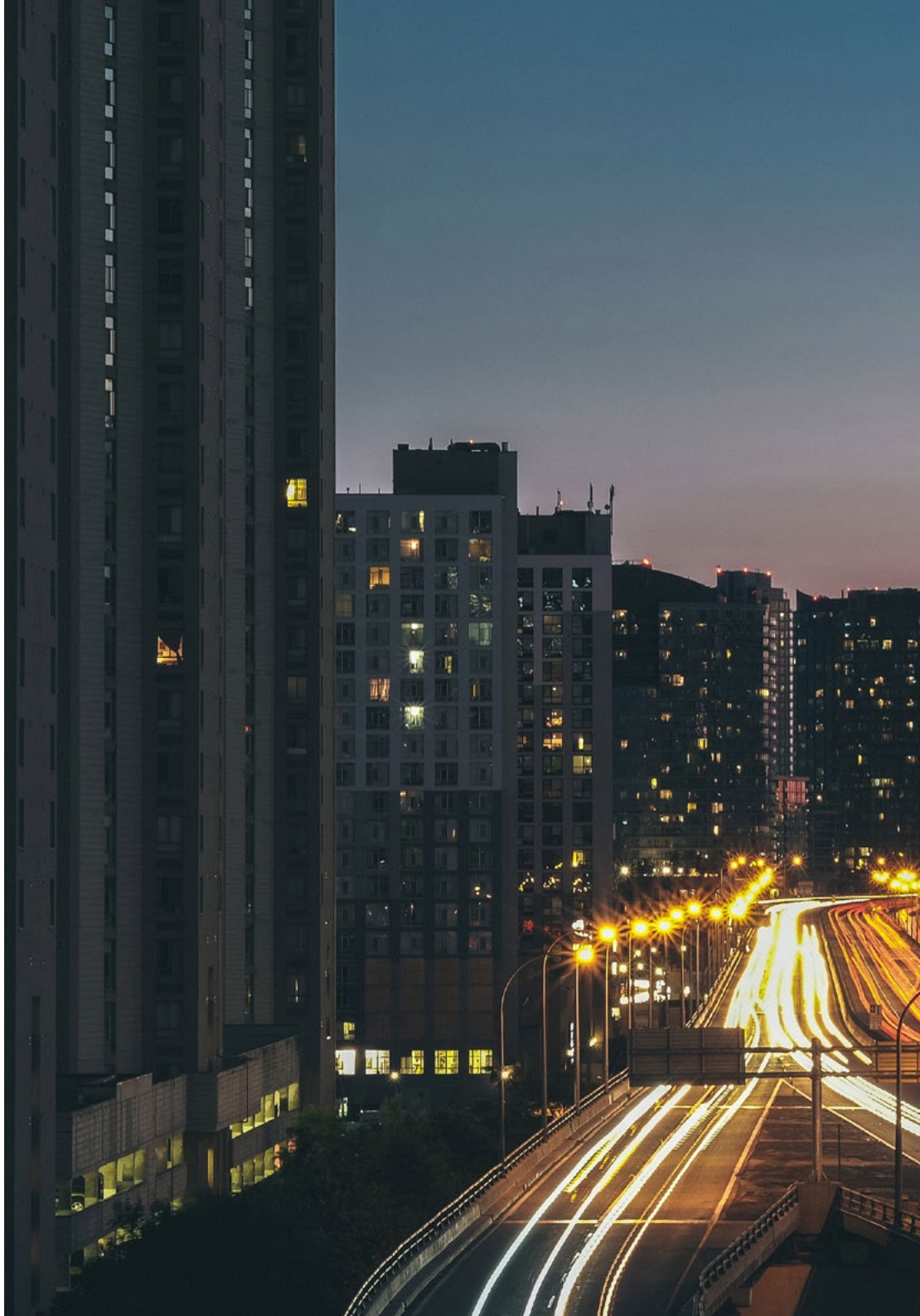
Country
Spain

City
Barcelona

Address: Ronda Universitat 7, Principal, 08007 Barcelona

Speakeasy contributes to the advancement of linguistic multiculturalism

Related internship programs:
- Teaching Spanish as a Foreign Language (SFL)



Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"

08

Methodology

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

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

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

At TECH Education School we use the Case Method

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

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

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

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

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

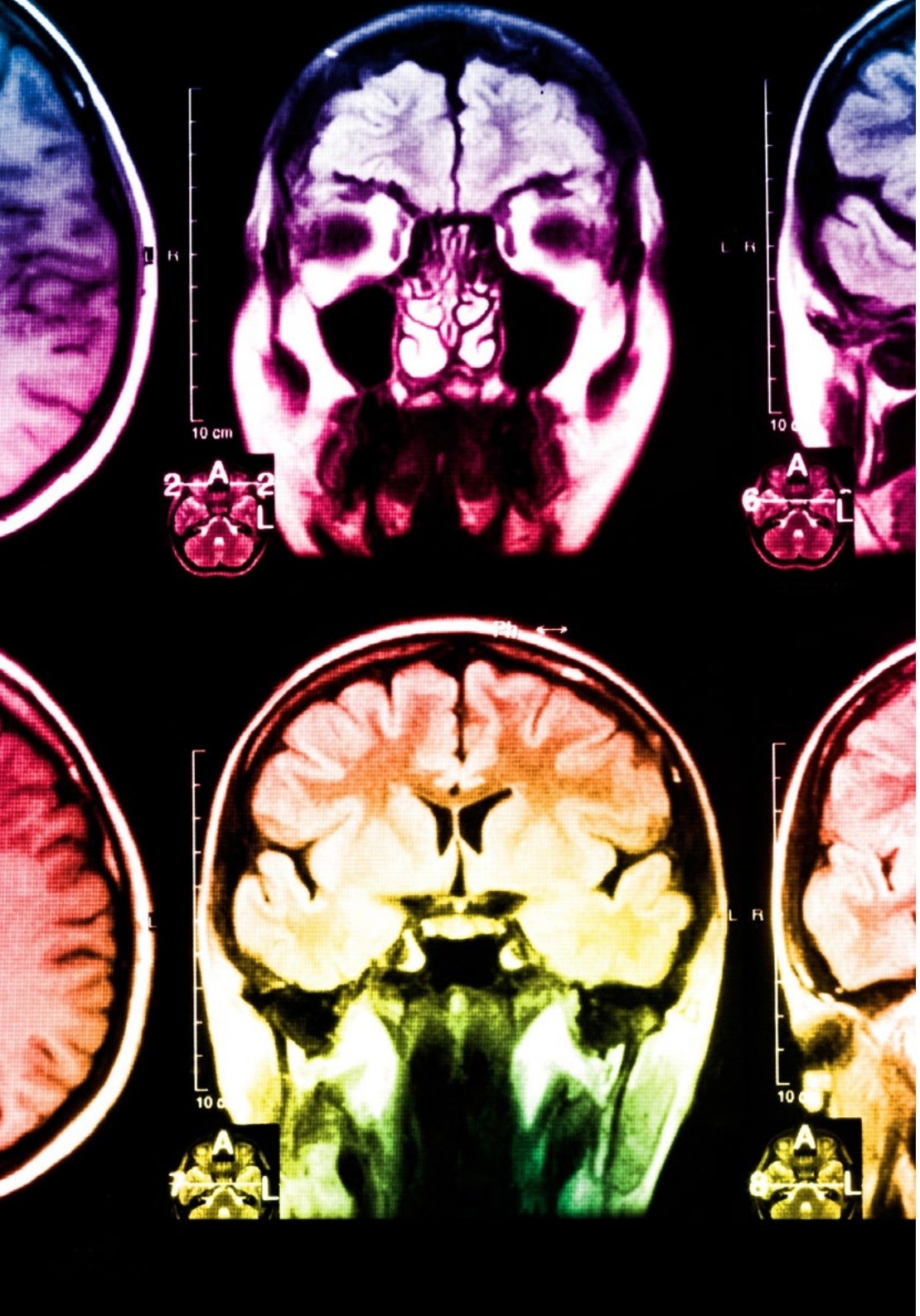
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

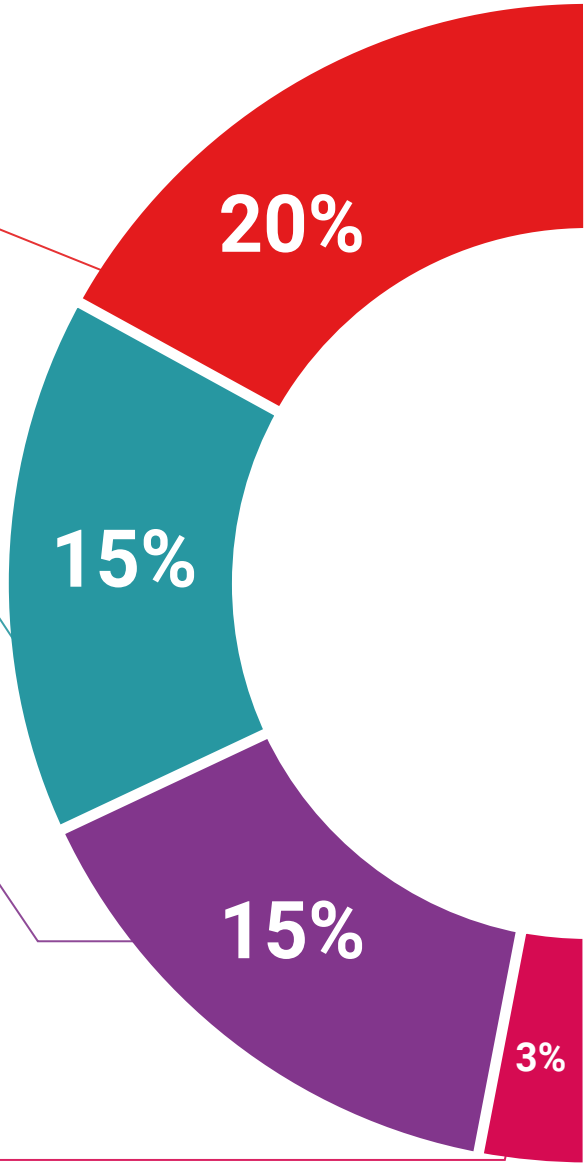
Interactive Summaries

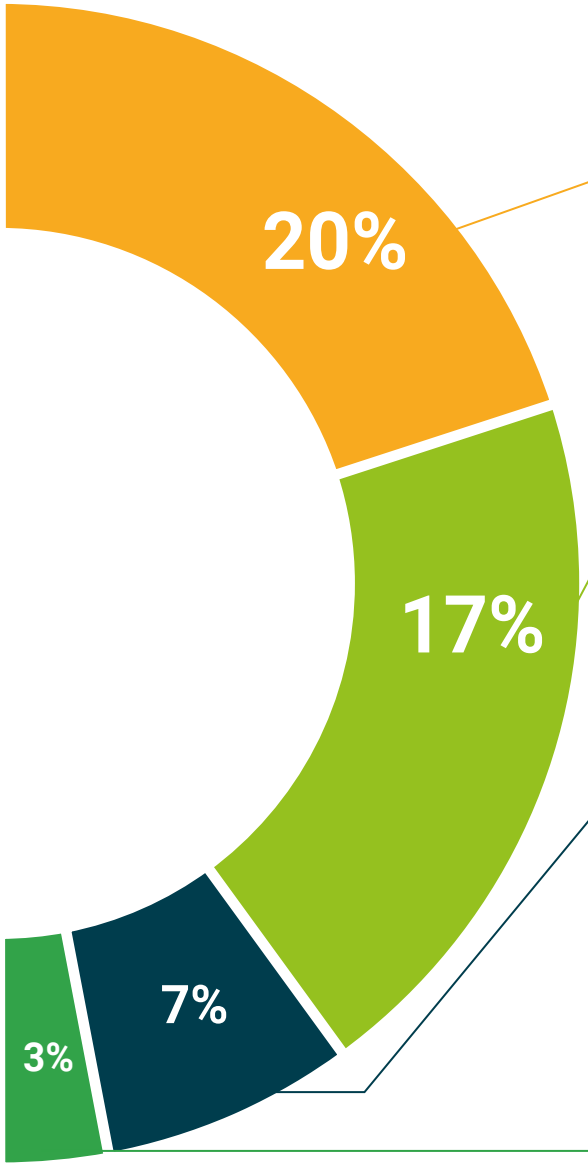
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

09

Certificate

The Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL), in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree diploma issued by TECH Global University.

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

This program will allow you to obtain a**Hybrid Professional Master's Degree diploma in Teaching Spanish as a Foreign Language (SFL)** 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: **Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months.**

Assessment: **65 ECTS Credits**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)

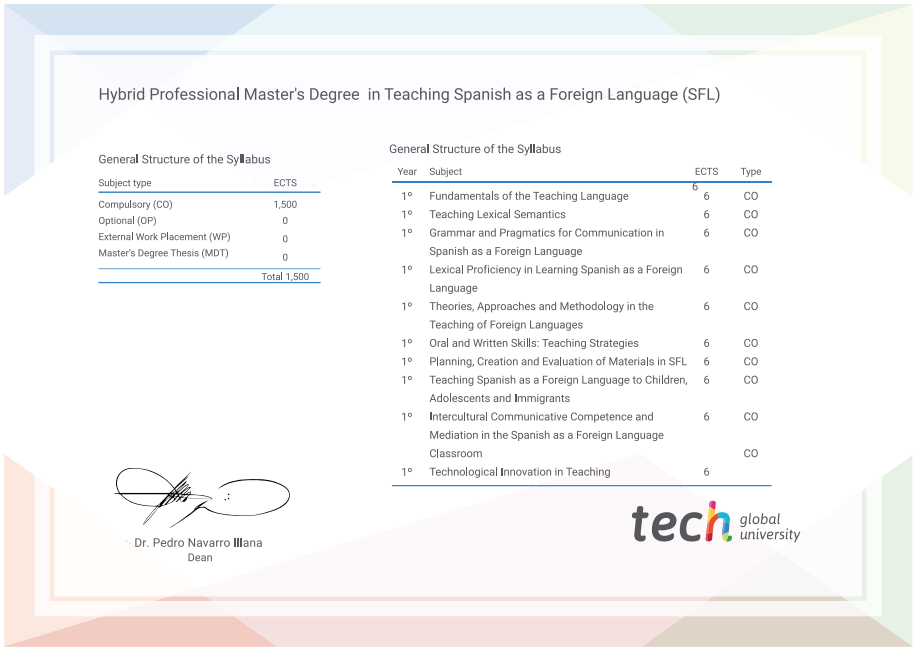
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates



Hybrid Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)

General Structure of the Syllabus

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

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Fundamentals of the Teaching Language	6	CO
1º	Teaching Lexical Semantics	6	CO
1º	Grammar and Pragmatics for Communication in Spanish as a Foreign Language	6	CO
1º	Lexical Proficiency in Learning Spanish as a Foreign Language	6	CO
1º	Theories, Approaches and Methodology in the Teaching of Foreign Languages	6	CO
1º	Oral and Written Skills: Teaching Strategies	6	CO
1º	Planning, Creation and Evaluation of Materials in SFL	6	CO
1º	Teaching Spanish as a Foreign Language to Children, Adolescents and Immigrants	6	CO
1º	Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom	6	CO
1º	Technological Innovation in Teaching	6	

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Dean

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*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.

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Hybrid Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Certificate: **TECH Global University**

60 + 5 ECTS credits

Hybrid Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

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