Postgraduate Diploma

Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom

tech global university

tech global university

Postgraduate Diploma

Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-methodology-teaching-methods-spanish-foreign-language-classroom**

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Structure and Content
p. 12

04
Methodology
p. 18

05
Certificate
p. 26

01

Introduction

Every foreign language teacher requires constant updating in order to incorporate the main methodological approaches to language skills into their activity. Therefore, this program will cover the different perspectives of language, delving into the pedagogical foundations and the evolution of communicative skills in the different stages of learning. A process of competitive growth that will allow us to advance in competitiveness in this sector.

Develop your skills as an Spanish as a Foreign Language teacher with the incorporation of the most innovative methodologies and specialize in a sector with high demand"

Any attempt at communication requires the speaker to have a complete command of their communicative abilities. That is why this Postgraduate Diploma is based on knowledge of linguistic, sociolinguistic and pragmatic skills. In order to teach Spanish as a foreign language, it is essential to know all the skills that students must develop and their different learning stages, in order to develop different methodologies adapted to their educational needs.

Teaching research offers new options that reach educators with new and interesting ways of approaching teaching. Acquiring the broadest knowledge about all of them and developing the personal and mental tools necessary to carry out quality teaching is a priority. And that is exactly what this TECH Postgraduate Diploma proposes.

This Postgraduate Diploma will provide teachers with the tools and knowledge necessary to practice their profession with confidence and efficiency, enabling them to help their students to understand and analyze messages effectively, and to develop non-verbal communication.

The teacher will be able to explain and resolve confusing grammar issues or questions regarding their student's assessment process. Students will have a complete vocabulary teaching methodology and different techniques and didactic materials, taught by distinguished experts in the field with extensive experience in the educational sector.

All of this, taking into consideration that teaching is a discipline that must advance at the same pace as technological advances. For that reason, this program has been designed for the teacher to be trained with the latest educational technology and to discover all aspects of digital learning.

This program will allow to develop and expand your knowledge and skills related to Spanish lexical competence in teaching. At the end of the program, you will be able to detect common errors in Spanish teaching and will have acquired the necessary tools to prevent and correct them, so that you have the skills to work as a teacher of Spanish as a foreign language.

This **Postgraduate Diploma in Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom** contains the most complete and up-to-date program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems.
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-evaluation and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums.
- Communication with the teacher and individual reflection work
- Content that is accessible from any fixed or portable device with an
- Internet connection
- Complementary documentation databases are permanently available, even after the program

Thanks to its preparation approach, based on the resolution of real situations, you will be equipped with the necessary skills to deal with complex day-to-day situations"

Join the forefront in teaching with a program that is competitive for its quality and prestige. A unique opportunity to distinguish yourself as a teacher of Spanish as a foreign language"

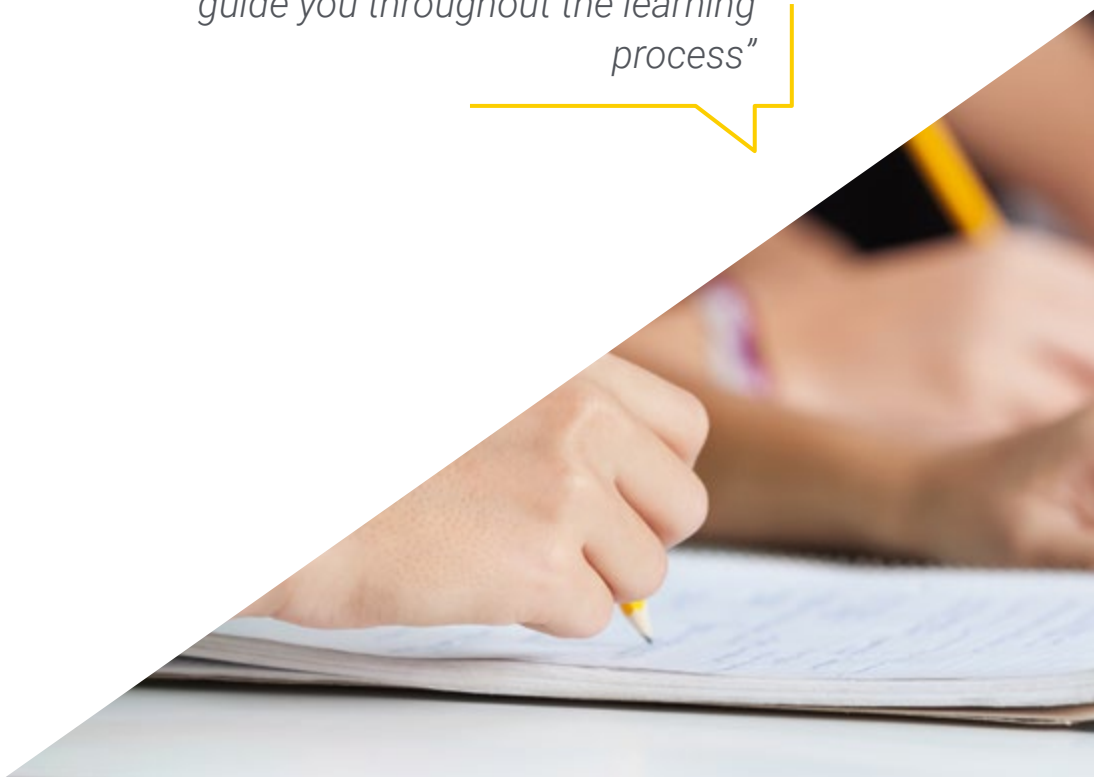
Thanks to the e-learning methodology on which this Postgraduate Diploma is based, you will learn different teaching approaches that will allow you to assimilate the knowledge in a dynamic and effective way"

You will have tutors from the best teaching staff of experts, who will guide you throughout the learning process"

The teaching staff includes teaching professionals, who bring their experience to this training program, as well as renowned specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the educator must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of teaching.



02

Objectives

TECH aims to train highly qualified professionals for work experience. This objective is focused on helping education professionals reach a much higher level of expertise and control. A goal that, within a few months, you will be able to to achieve, with this high intensity and precision program.

Develop your communication skills and specialize as a teacher of Spanish as a foreign language"

General Objectives

- Develop communicative skills through activities and strategies that facilitate the learning of Spanish as a second language.
- Be familiar with the theoretical bases of the foreign language acquisition process.
- Adjust teaching models according to the learner's needs based on their profile
- Develop student assessment skills, taking their level and competencies into account.
- Use intercultural studies in the teaching of Spanish as a foreign language.
- 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, taking into account the advanced level of the program's training.
- Develop teaching materials suitable for the teaching of written and oral skills in Spanish as a foreign language.

Specific Objectives

Module 1. 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 2. 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 3. 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
- Analyze the tools provided by Spanish to differentiate it from other languages

Achieve your objectives by updating yourself in the latest techniques and teaching advances, through a highly challenging Postgraduate Diploma".

03

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts on this program, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

A well-structured program that will lead to the highest standards of quality and success.

Get trained wherever and whenever you want, thanks to the online modality of this Postgraduate Diploma that allows you to take this program from any electronic device with an Internet connection"

Module 1. Theories, Approaches and Methodology in the Teaching of Foreign Languages

1.1. How to Develop Learning of L2 in the Historical Framework of Teaching Foreign Languages
- 1.1.1. Contribution to the Integral Development of People
  - 1.1.1.1. Language as an Instrument of Social Insertion and Expression of Feelings
  - 1.1.1.2. Development of the Ability to Express and Communicate in the Society
  - 1.1.1.3. Difference Between Learning in a Formal Context and a Natural Context
  - 1.1.1.4. Cognitive Relationships and Physiological and Psychological Skills

1.2. Linguistics and the Knowledge of Other Languages
- 1.2.1. Suppressions and Overlaps During the Learning Process
  - 1.2.1.1. The Importance of Context in Assuming Linguistics
  - 1.2.1.2. Neurolinguistic Studies and the Benefit of Bilingualism

1.3. Types of Methods for Foreign Language Teaching
- 1.3.1. The Historical Precedence of " living " Languages over " Dead" Languages in the Classroom
- 1.3.2. Conceptual Ambiguity of the Method
- 1.3.3. Traditional Method
- 1.3.4. Natural Method
- 1.3.5. Audio-Oral Method
- 1.3.6. Conciliatory Method
- 1.3.7. Audiovisual Method
- 1.3.8. Communicative Method
- 1.3.9. Alternative Method
- 1.3.10. Global Method

1.4. Comparison between Direct and Traditional Methods for Foreign Language Teaching
- 1.4.1. Approximation of Presumed Method-Dependent Performance Outcomes

1.5. Approach and Selection: Cognitive and Humanistic Perspective
- 1.5.1. Relevance of the Role of the Person in the Teaching-Learning Process according to the Approach.
- 1.5.2. Complexity in the Educational Level of Spanish Language Teaching
- 1.5.3. Meaningful Teaching: The Student at the Center of Teaching

1.6. Functional Programs in Relation to Communicative Methods
- 1.6.1. The Student as an Active Element in the Learning Process
- 1.6.2. Towards a New Perspective: Language and Communication
- 1.6.3. Balance Between Pedagogical and Linguistic Functions

1.7. Technological Specificities for the Spanish as a Foreign Language Classroom as a Function of the Method
- 1.7.1. The Promotion of Cooperation Through the Use of Information and Communication Technologies (ICT) in Spanish as a Foreign Language Classes
- 1.7.2. Diversification of Learning Styles and Levels with the Use of ICTs
- 1.7.3. Blogging and Other Tools Involved in the Development of Self-Expression
- 1.7.4. Shared virtual learning platforms

1.8. Curriculum Development Based on MCE Requirements
- 1.8.1. Design of Assignments with the Same Input and Different Output
- 1.8.2. Adaptation of Familiarity and Difficulty in Relation to Tasks
- 1.8.3. Key Issues to Consider: Implicit Learner Skills, External Support

1.9. What is Interlanguage and How to Develop it in the Classroom: An Approach in the Current Context
- 1.9.1. Learner's Language as a System
- 1.9.2. Interlanguage and Fossilization
- 1.9.3. Observation of Learners' Background and Desire to Communicate in Spanish as a Foreign Language
- 1.9.4. Handling of Common Errors in the Interlingua Process

1.10. Contrast Analysis and Data for Information Purposes
- 1.10.1. Innovative Teaching Practices
- 1.10.2. Data Reduction: Unit Separation
- 1.10.3. Descriptive Coding/Axial Coding
- 1.10.4. Descriptive and Explanatory Charts

1.11. Teaching Children: The Use of Teaching for a Specific Purpose
- 1.11.1. Promotion of Autonomous Learning
  - 1.11.1.1. Difference Between Adult and Early Childhood Learning
  - 1.11.1.2. Theoretical Bases of Experiential Learning
  - 1.11.1.3. Gamification
  - 1.11.1.4. Theory of Multiple Intelligences

1.12. Teaching Immigrants: The Use of Targeted Teaching
  1.12.1. Promote Social Integration Through Knowledge of the Language
1.13. Common European Framework in Foreign Language Teaching in Accordance with Institutional Designs
  1.13.1. Skills We Need to Learn and Use When Learning a New Language
    1.13.1.1. Inclusiveness of Foreign Language Teaching
    1.13.1.2. Methods and Objectives not Specified by the Common European Framework
    1.13.1.3. Considering "Multilingualism"
1.14. Syllabus Design
  1.14.1. Essential Questions: To Who? How? When?
  1.14.2. Analysis of the Learner's Characteristics and of the Learning Context
  1.14.3. Theoretical Basis
  1.14.4. Evaluation Processes. Scales and Other Tools for Assessing Basic Competencies
  1.14.5. Design of Activities that Promote Evaluative, Summative and Formative Activities

Module 2. Oral and Written Skills: Teaching Strategies

2.1. Introduction to Communicative Skills
  2.1.1. Educational Skills in the Spanish as a Foreign Language Classroom
    2.1.1.1. Communicating as a Means of Information
2.2. Types of Skills
  2.2.1. Skills within the Educational Framework
  2.2.2. Cognitive Skills
  2.2.3. Intrinsic Value Tasks
2.3. Explanation of Semantic Skills
  2.3.1. Understanding the Reality of the Classroom
  2.3.2. Language as an Object of Observation and Analysis
  2.3.3. Knowledge and Effective Application of Linguistic Rules
2.4. Sociocultural Context and Language Use: Sociolinguistic Competence
  2.4.1. Vocabulary according to the Type of Culture
  2.4.2. Influence of Advertising on the Linguistic Shape of Culture
2.5. Conversation: Pragmatic Competence
  2.5.1. Communicative Competence as a Learning Goal
  2.5.2. Discourse Competence by Context
2.6. Forms of Politeness Derived from Pragmatic Competence
  2.6.1. Sequence and Macrocontext
  2.6.2. Overall Discursive Intent
2.7. Non-Verbal Language in Gestural Communication
  2.7.1. Positioning, Gestures, Gaze and Mimicry
    2.7.1.1. Factors Associated with Non-Verbal Language
2.8. Reading and Writing Comprehension
  2.8.1. Comprehensive Analysis of Reading and Writing
2.9. Listening Comprehension
  2.9.1. Comprehensive Analysis of Listening and Speaking Tasks
2.10. CEFR and Teaching Spanish as a Foreign Language: Reading Comprehension in the Spanish as a Foreign Language Classroom
  2.10.1. Literature to Learn Language or to Learn Literature
  2.10.2. Common European Framework (CEFR) and Reading Comprehension Guidelines
2.11. CEFR and Teaching Spanish as a Foreign Language: Listening Comprehension in the Spanish as a Foreign Language Classroom
  2.11.1. Analysis of Types of Skills to Be Developed in Listening Comprehension
2.12. CEFR and Teaching Spanish as a Foreign Language: Oral Comprehension in the Spanish as a Foreign Language Classroom
  2.12.1. Speech as a Means of Making Yourself Understood
2.13. CEFR and Teaching Spanish as a Foreign Language: Written Comprehension in the Spanish as a Foreign Language Classroom
  2.13.1. The Dissociation between Written Comprehension and Written Creation
2.14. Skills Assessment: Speaking and Listening Context
  2.14.1. How to Evaluate Speaking and Listening Depending on the Classroom Context and Prevailing Culture?
2.15. Skills Assessment: Reading and Writing Context
  2.15.1. How to Evaluate Reading and Writing Depending on the Classroom Context and Prevailing Culture?

Module 3. Introduction to Lexicon and Semantics

3.1. Introduction to Lexical Semantics
- 3.1.1. Historical Precedents
- 3.1.2. Significance
- 3.1.3. Signs and Symbols
- 3.1.4. Linguistic Communication
- 3.1.5. The Linguistic Sign

3.2. Fundamentals
- 3.2.1. What is Semantics?
- 3.2.2. Semantics. Is it a Science?
- 3.2.3. Structural Semantics
- 3.2.4. Semantics and Society

3.3. Learning and Acquisition
- 3.3.1. Basic Principles
- 3.3.2. Pedagogical Methods
- 3.3.3. Evolutionary Development
- 3.3.4. Difficulties

3.4. Production and Creation
- 3.4.1. Spanish Lexicon
- 3.4.2. Classification of the Lexicon
- 3.4.3. Word Formation
- 3.4.4. Semantic Phenomena

3.5. Lexical/Semantic Application
- 3.5.1. The Need for Explicit Lexicon Teaching
- 3.5.2. Lexematic

3.6. Active Learning
- 3.6.1. What Is It?
- 3.6.2. Pedagogical Model
- 3.6.3. Importance of Active Learning
- 3.6.4. Teaching Tools

3.7. Dictionaries
- 3.7.1. Typology
- 3.7.2. The Selection Process
- 3.7.3. The Dictionary as a Pedagogical Resource
- 3.7.4. Learning Tool
- 3.7.5. Resources and Strategies

This will provide key training to advance your career"

04

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:

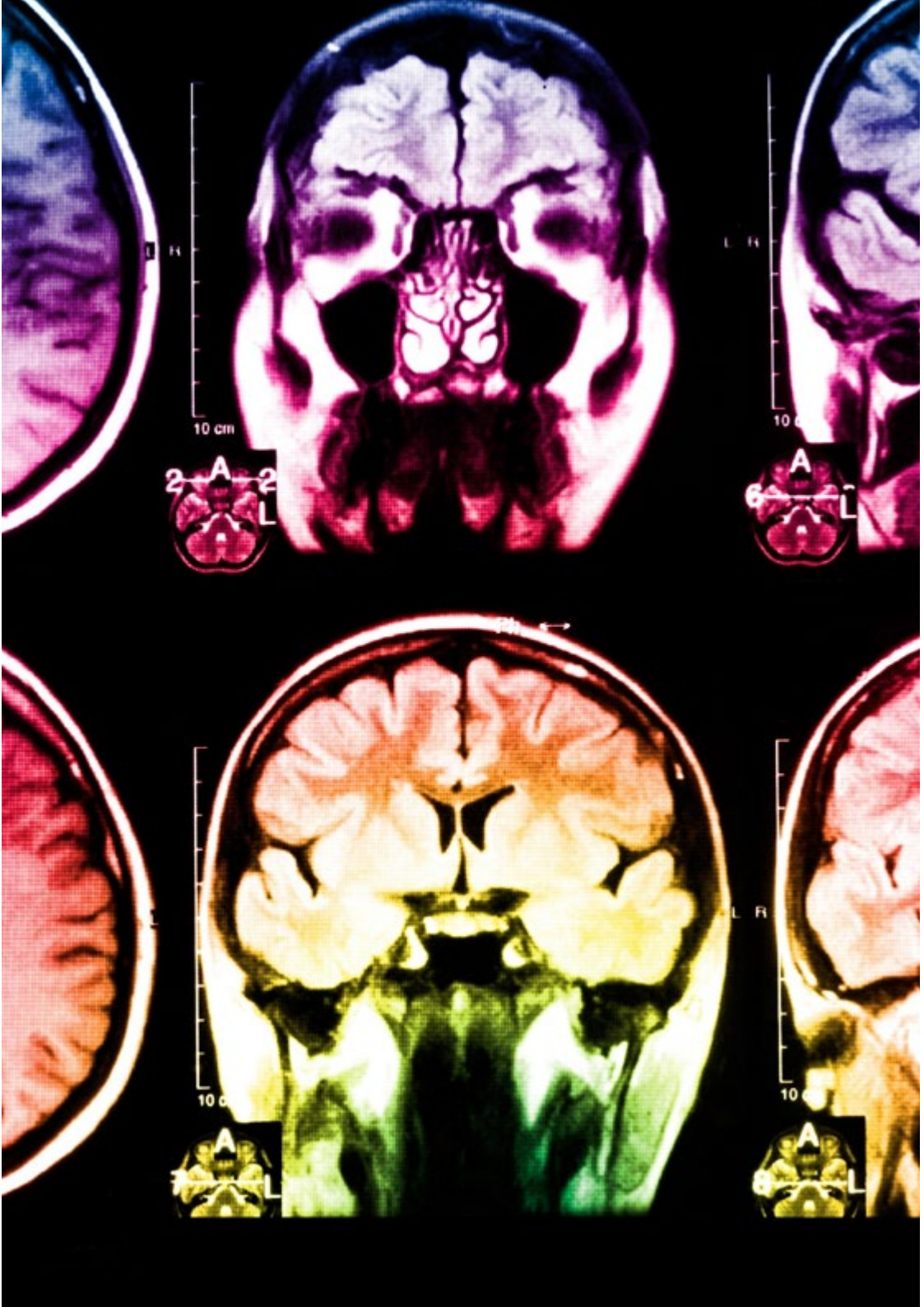
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

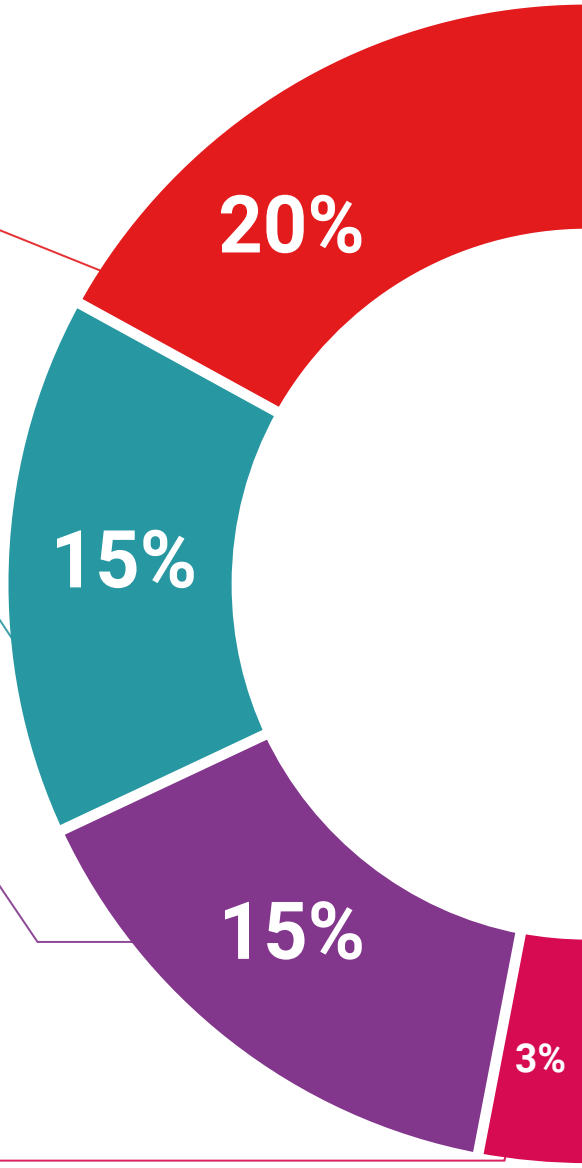
Interactive Summaries

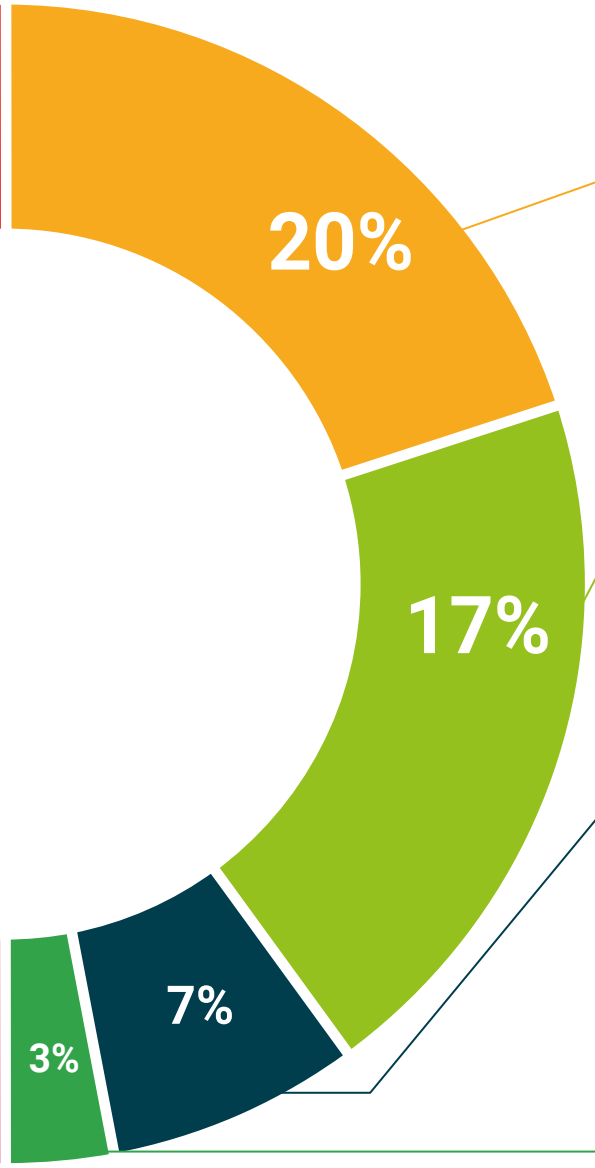
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

05

Certificate

The Postgraduate Diploma in Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate 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 your **Postgraduate Diploma in Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom** 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: **Postgraduate Diploma in Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom**

Modality: **online**

Duration: **6 months**

Accreditation: **12 ECTS**

tech global university

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

Postgraduate Diploma in Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom

This is a program of 300 hours of duration equivalent to 12 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
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech global university

Postgraduate Diploma

Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Methodology and Teaching Methods for the Spanish as a Foreign Language Classroom

tech global university