Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

tech global university

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

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

Website: **www.techtitute.com/us/school-of-languages/professional-master-degree/master-teaching-spanish-foreign-language-sfl**

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01

Introduction

Any attempt at communication requires the speaker to have a complete command of his or her communicative abilities. Thus, this program is based on the knowledge of linguistic, sociolinguistic and pragmatic skills. In order to teach Spanish as a foreign language (SFL), it is essential to know all the skills that students must develop and their different learning stages, so as to develop different methodologies adapted to their educational needs. This program will provide teachers with the tools and knowledge they require to practice the profession with confidence and efficiency, enabling them to help their students to understand and analyze messages effectively, and to develop non-verbal communication.

Our objective is to train highly qualified professionals who have mastered the theory of Teaching Spanish as a Foreign Language (SFL) and the necessary skills to teach it successfully in the real classroom"

Spanish is the second most spoken language in the world. Among the data that has recently become available is that out of a total of 585 million people, 7.6% of the world's population currently speaks Spanish. This has turned its teaching into an area of work full of possibilities. It is, however, a highly complex language, which requires teachers to have a broad command of grammar, spelling and the different uses of the language.

This program, conceived as an intensive study of the Spanish language in the field of its teaching as a Foreign Language (SFL), will provide the student, in a short period of time, with the linguistic, sociolinguistic and pragmatic competencies required for teaching Spanish. The syllabus pays special attention to the critical analysis of the various factors involved in the teaching-learning process of SFL (teaching materials, teaching proposals, strategies, evaluation of processes and results, etc.).

This intensive program will allow students to develop and expand their knowledge and skills related to Spanish lexical competence in teaching. At the end of the Professional Master's Degree, the students will be able to detect frequent errors in the teaching of Spanish and will have acquired the necessary tools for the prevention and correction of these errors so that they will have the necessary skills to work as teachers of Spanish as a Foreign Language (SFL).

Additionally, this Professional Master's Degree will enable the teacher to explain and solve confusing questions regarding grammar or the evaluation process of their students, providing a complete methodology for teaching vocabulary and different techniques and teaching materials, taught by distinguished experts in the field with extensive experience in the education sector. A high-level program that also includes the study of the necessary didactic tools to materialize this knowledge in the teaching practice as a high level specialist.

This **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:

- Practical case studies presented by experts
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- 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

Through a realistic approach that incorporates contextualization as a working tool, you will learn to deal with real classroom situations, acquiring real skills as a teacher"

You will learn from highly qualified experts in this field, who will provide the students of the Professional Master's Degree with their real experience, giving the study a realistic and immediate vision of this profession"

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

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

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

A step that can be a great boost for your career, allowing you to compete in a sector full of job opportunities.

Achieve your objectives by getting up to date in the latest techniques and teaching advances, through a highly demanding Professional Master's Degree.

02

Objectives

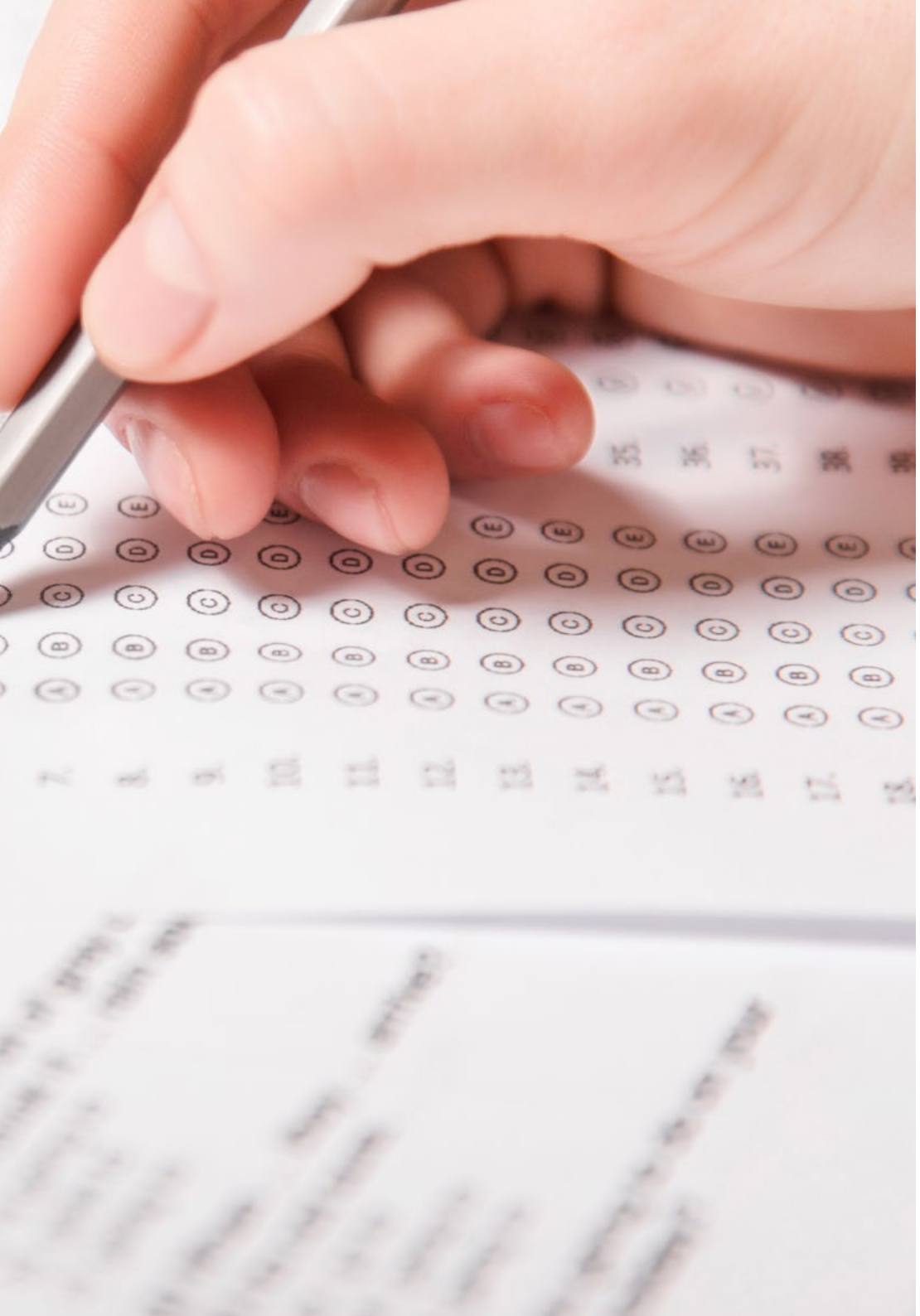
The design of the program will allow students to acquire the necessary skills to update their knowledge in the profession after delving into the key aspects of Teaching Spanish as a Foreign Language. TECH aims to train highly qualified professionals for the workplace. This objective is focused on helping education professionals reach a much higher level of expertise and control. A goal that, within a few months, you will be able to achieve with this high-intensity and precise program.

A highly qualified program that includes the linguistic and educational knowledge necessary to compete among the best teachers of Spanish as a Foreign Language (SFL)"

General Objectives

- Develop communicative skills through activities and strategies that facilitate the learning of Spanish as a second language
- Know the theoretical foundations of the process of foreign language acquisition

A process in which you will achieve the lexical competence that teaching Spanish requires, with the most interesting applicable methodologies of the moment"



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
- Identify the most effective teaching methods and emulate their application for language education
- 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
- Analyze the tools provided by Spanish to differentiate it from other languages

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 their level and competencies into account
- 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)
- Turn the oral presentation into an attractive method for learning

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
- Analyze the specific characteristics that enrich the Spanish language
- Delve into the communicative competencies that are covered in the Spanish as a Foreign Language classroom

Module 10. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom

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

03

Skills

The structure of this Professional Master's Degree has been designed in such a way that the professional to whom it is addressed will be able to identify and solve problems related to teaching of Spanish as a foreign language, thanks to a unique methodology and the support of the experts who have developed it. TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. A series of aspects demanded by industry professionals and today's world.

A process of professional and intensive but manageable growth, with a flexible approach that will allow you to achieve your goal with comfort and efficiency"

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 integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgment
- Be able to transmit knowledge to their students in a simple and practical way
- 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, chats 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

- Identify Spanish and its idioms in Spanish-speaking countries, interpreting words specific to each region
- Develop oral and written skills to transmit ideas in a concrete and effective way
- Delve into the most developed materials throughout history that have been used for the teaching of Spanish
- Analyze the written works of Spanish that have had the greatest impact on international society and their role in teaching
- Define tools that promote teaching for foreigners
- Create new tools for the autonomous learning of Spanish

You will learn from highly qualified experts in this field, who will provide the students of the Professional Master's Degree with their real experience, giving the study a realistic and immediate vision of this profession"

04

Structure and Content

The contents of this program have been developed by the different experts involved in it 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 complete and well-structured program will take you to the highest standards of quality and success.

A structured syllabus based on the optimization of effort, which will lead you to learn all the aspects you need to become a Spanish teacher, with the security of a real training"

Module 1. Fundamentals of the Teaching Language

1.1. Teaching Language and Literature
1.2. Introduction to the Concept of Teaching
1.3. Teaching Language
  1.3.1. Teaching Literature
  1.3.2. Teaching from a Cultural Perspective
1.4. The Language and Literature Syllabus
  1.4.1. Definition of the Concept of a Syllabus
  1.4.2. The Elements and Parts of the Syllabus
  1.4.3. The Syllabus of Language and Literature in Primary Education. Primary
  1.4.4. The Language and Literature Syllabus in High School Education
1.5. Oral Language Didactics
  1.5.1. Elements of Oral Proficiency
    1.5.1.1. Characteristics of Oral Language
    1.5.1.2. Teaching Oral Communication
    1.5.1.3. Teaching Proposals
1.6. Written Language Didactics
  1.6.1. Definition of the Concept of Written Language
  1.6.2. Key Elements in the Teaching Written Language
  1.6.3. ICT in Teaching Language
    1.6.3.1. Written Language Evaluation
1.7. Teaching Reading
  1.7.1. Analysis of the Concept of Teaching Reading
    1.7.1.1. Development and Characteristics of the Reading Process in Primary Education
    1.7.1.2. The Promotion of Reading in the Educational Stage
    1.7.1.3. Practical Applications of Teaching Reading
1.8. Teaching Literature
  1.8.1. Definition of Teaching Literature
  1.8.2. Elements of the Teaching Literature
  1.8.3. Teaching Methodologies of Literature
  1.8.4. Evaluation of Literary Education
1.9. Practical Applications Didactic Programming
  1.9.1. The Definition of Educational Programming
    1.9.1.1. Elements of Educational Programming
    1.9.1.2. Development of a Program for Spanish Language and Literature

Module 2. Introduction to Lexicon and 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

3.2. Functional Grammar
- 3.2.1. Nouns
- 3.2.2. Adjectives
- 3.2.3. Verbs
- 3.2.4. Adverbs
- 3.2.5. Pronouns
- 3.2.6. Syntax: Subject and Predicate
- 3.2.7. Agreement
- 3.2.8. Grammar for Communication

3.3. The Value of Verbs in Relation to the Past
- 3.3.1. Verb Tenses
  - 3.3.1.1. Action as the Core of the Message

3.4. Work Methodology for Explaining the Past in Spanish as a Foreign Language Classes
- 3.4.1. Introduction on Ways to Work on the Past Tense in the Spanish as a Foreign Language Class
- 3.4.2. Verb Semantics
- 3.4.3. Explanation Using Primary and Secondary Values
- 3.4.4. Delimited Dynamic Verbs

3.5. Imperative and Subjunctive: Verb Modes
- 3.5.1. Subjunctive and Imperative
- 3.5.2. Semantic Factors
- 3.5.3. The Subjunctive in Subordinate Noun Clauses
- 3.5.4. The Subjunctive in Subordinate Adjective Clauses
- 3.5.5. The Subjunctive in Subordinate Adverbial Clauses
- 3.5.6. Use of the Imperative in Formal Speech
- 3.5.7. The Importance of the Imperative in Spanish Speech

3.6. Classification and Prepositional Use of Verbal Periphrasis
- 3.6.1. Aspectual Verb Combinations
- 3.6.2. Aspectual Verb Combinations
- 3.6.3. The Difference Between Periphrasis and Locution

3.7. Ways of Introducing and Explaining the Verbs; 'Ser' and 'Estar' in the Spanish as a Foreign Language Class
- 3.7.1. 'Ser' as a Nominative Verb
- 3.7.2. 'Estar' as Auxiliary and Locative Verb
- 3.7.3. Using 'Ser' and 'Estar' with Adjectives
- 3.7.4. 'Ser' and 'Estar' as Copulative Verbs
- 3.7.5. On Generalizations in Relation to the Verbs; 'Ser' and 'Estar

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

3.9. Types and Uses in Colloquial and Formal Language According to Connectors and Nexuses
- 3.9.1. Connectors for Exploratory Activity
  - 3.9.1.1. Connectors for Descriptive Activity
  - 3.9.1.2. Connectors for Explanatory Activity
  - 3.9.1.3. Colloquialisms and Connectors
  - 3.9.1.4. Formalism and Connectors
  - 3.9.1.5. Differentiating Between Nexuses and Connectors

3.10. Types, Classification and Use of Pronouns
- 3.10.1. Object Pronouns
- 3.10.2. Subject Pronouns
- 3.10.3. 'Laísmo'/ 'Loísmo'/ 'Leísmo'

3.11. The Passive Voice
- 3.11.1. Preposition 'Por' as Antecedent
- 3.11.2. Cases in Which the Passive Voice Cannot be Used

3.12. Teaching Innovation
- 3.12.1. Reflection on the Role of Teachers in Today's Classrooms
- 3.12.2. Research Because of Innovation or Innovation Because of Research?
- 3.12.3. Paradigm Sifts: Learning-centered Teaching and its Changes

3.13. Writing and Speaking Preparation in the Spanish as a Foreign Language Class
- 3.13.1. Writing or Speaking?
  - 3.13.1.1. Grading of Contents During Preparation

3.14. Presentation and Speaking Techniques in the Spanish as a Foreign Language Class
- 3.14.1. Lexical Proficiency
- 3.14.2. Syntactic Proficiency
- 3.14.3. Phonic Proficiency
- 3.14.4. Conversation Class Techniques
- 3.14.5. From Speaking Presentation to Interactive Activity
- 3.14.6. Purposes for Teaching Using Presentation and Speaking Methods
- 3.14.7. Change of Perspective: Moving Away from the Faculty's 'Spiel' to Developing a Presentation
- 3.14.8. 'Spaced' Presentations or Presentations by Segments

3.15. Grammatical Assessment Timing and Follow-up
- 3.15.1. Initial/Diagnostic Assessment
- 3.15.2. Summative Assessment
- 3.15.3. Formative Assessment
- 3.15.4. What Needs Assessing?

3.16. Grammar Assessment Techniques.
- 3.16.1. How to Assess? Selection Criteria
- 3.16.2. Approaches to Correcting According to Test Type
- 3.16.3. 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 Didactics
- 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
- 4.10.2. Selection of Thematic Areas
- 4.10.3. Selection of Texts and Communicative Elements
- 4.10.4. Planning in Response to Student Demand

4.11. Connecting Ideas in Coordinating Lexis for Teaching
- 4.11.1. Semantic Support
- 4.11.2. Dictionary Searches
- 4.11.3. Word Exhibition
- 4.11.4. Explanation of Lexical Structures
- 4.11.5. 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 "to be"
- 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
- 4.13.2. Selection of Material Available on the Website
- 4.13.3. Selection of Dictionaries for Spanish as a Foreign Language Classes
- 4.13.4. 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
- 5.1.2. Language as an Instrument of Social Insertion and Expression of Feelings
- 5.1.3. Development of the Ability to Express and Communicate in the Society
- 5.1.4. Difference Between Learning in a Formal Context and a Natural Context
- 5.1.5. 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
- 5.2.2. The Importance of Context in Assuming Linguistics
- 5.2.3. 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. Audiovisual Method
- 5.3.8. Communicative Method
- 5.3.9. Alternative Method
- 5.3.10. Global Method

5.4. Comparison between Direct and Traditional 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
- 5.11.2. Difference Between Adult and Early Childhood Learning
- 5.11.3. Theoretical Bases of Experiential Learning
- 5.11.4. Gamification
- 5.11.5. 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 (CEFR)
  - 5.13.1.3. Taking into Account "Multilingualism"

5.14. Curriculum Design
- 5.14.1. Essential Questions: To Whom? 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

6.2. Educational Skills in the Spanish as a Foreign Language Classroom
- 6.2.1. Communicating as a Means of Information

6.3. Types of Skills
- 6.3.1. Skills within the Educational Framework
- 6.3.2. Cognitive Skills
- 6.3.3. Intrinsic Value Tasks

6.4. Explanation of Semantic Skills
- 6.4.1. Understanding the Reality of the Classroom
- 6.4.2. Language as an Object of Observation and Analysis
- 6.4.3. Knowledge and Effective Application of Linguistic Rules

6.5. Sociocultural Context and Language Use: Sociolinguistic Competence
- 6.5.1. Vocabulary according to the Type of Culture
- 6.5.2. Influence of Advertising on the Linguistic Shape of Culture

6.6. Conversation: Pragmatic Competence
- 6.6.1. Communicative Competence as a Learning Goal
- 6.6.2. Discourse Competence by Context

6.7. Forms of Politeness Derived from Pragmatic Competence
- 6.7.1. Sequence and Macrocontext
- 6.7.2. Overall Discursive Intent

6.8. Non-Verbal Language in Gestural Communication
- 6.8.1. Positioning, Gestures, Gaze and Mimicry
  - 6.8.1.1. Factors Associated with Non-Verbal Language

6.9. Reading and Writing Comprehension
- 6.9.1. Comprehensive Analysis of Reading and Writing

6.10. Listening Comprehension
- 6.10.1. Comprehensive Analysis of Listening and Speaking Tasks

6.11. CEFR and Teaching Spanish as a Foreign Language: Reading Comprehension in the Spanish as a Foreign Language Classroom
- 6.11.1. Literature to Learn Language or to Learn Literature
- 6.11.2. Common European Framework (CEFR) and Reading Comprehension Guidelines

6.12. CEFR and Teaching Spanish as a Foreign Language: Listening Comprehension in the Spanish as a Foreign Language Classroom
- 6.12.1. Analysis of Types of Skills to Be Developed in Listening Comprehension

6.13. CEFR and Teaching Spanish as a Foreign Language: Oral Comprehension in the Spanish as a Foreign Language Classroom
- 6.13.1. Speech as a Means of Making Yourself Understood

6.14. CEFR and Teaching Spanish as a Foreign Language: Written Comprehension in the Spanish as a Foreign Language Classroom
- 6.14.1. The Dissociation between Written Comprehension and Written Creation

6.15. Skills Assessment: Speaking and Listening Context
- 6.15.1. How to Evaluate Speaking and Listening Depending on the Classroom Context and Prevailing Culture?

6.16. Skills Assessment: Reading and Writing Context
  6.16.1. 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. The Importance of Implementing a Plan with Estimation of Timings
  7.1.1. 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
  7.4.2. Task Session
    7.4.2.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
      7.4.2.1.1. Understand the Student Body as an Entire Complex Entity
      7.4.2.1.2. Type of Task According to the Complexity of the Classroom
      7.4.2.1.3. 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 Immigrant Children and Adolescents

8.1. Approach and Activities of Curricular Adaptation
- 8.1.1. Types of Approach by Adaptation
- 8.1.2. 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. Educative 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. The Adaptation of Material: 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
  9.11.2. Adapting Syllabus Material to the Cultural Environment
  9.11.3. Didactic Programming Around Cultural Diversity
  9.11.4. 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. Confection of 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

A unique specialization course that will enable you to acquire superior education for development in this field"

05

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, 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, the professional can experience a way of learning that is shaking the foundations of traditional universities around the world.

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

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

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

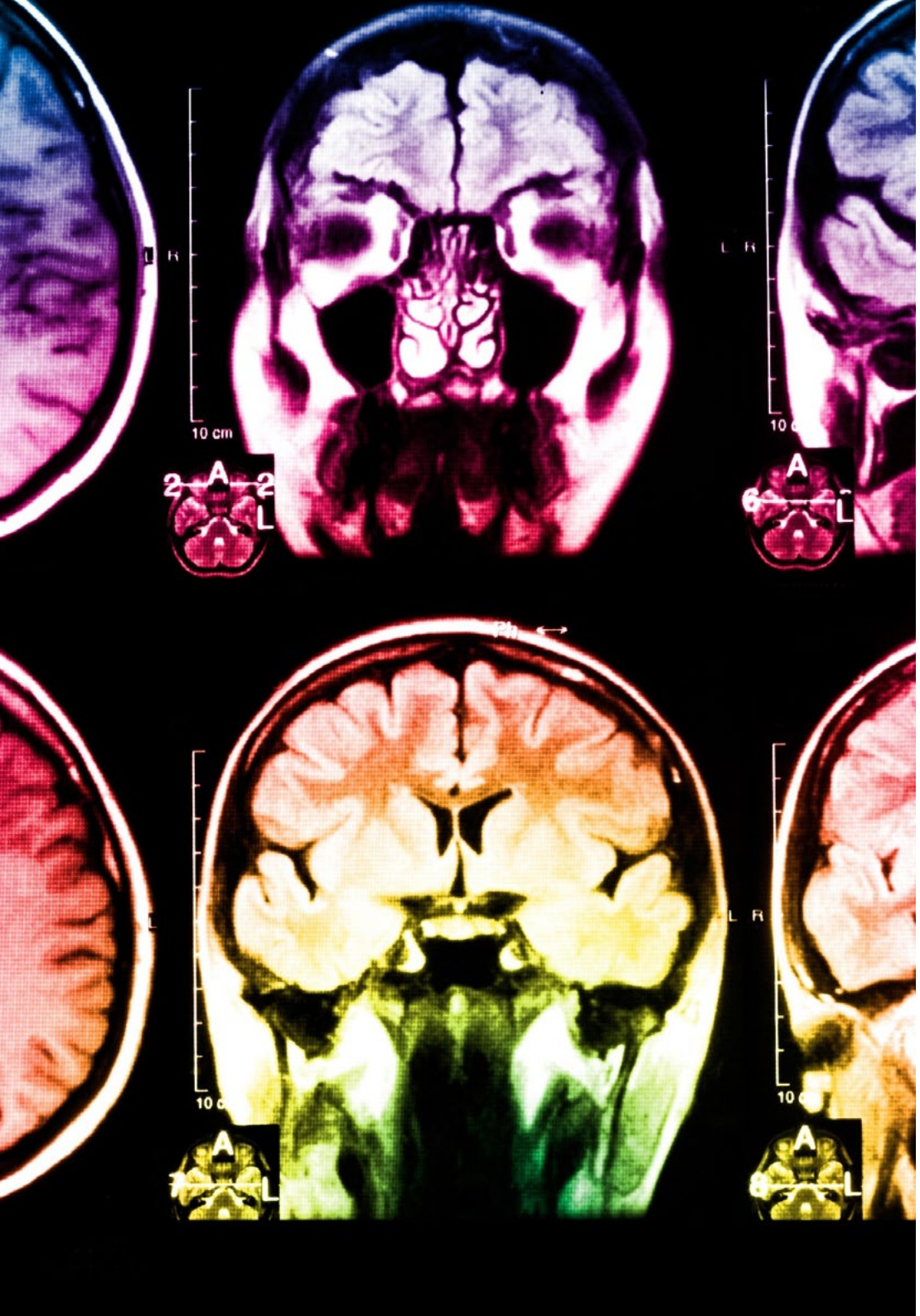
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

Professionals will learn through real cases and by resolving 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.

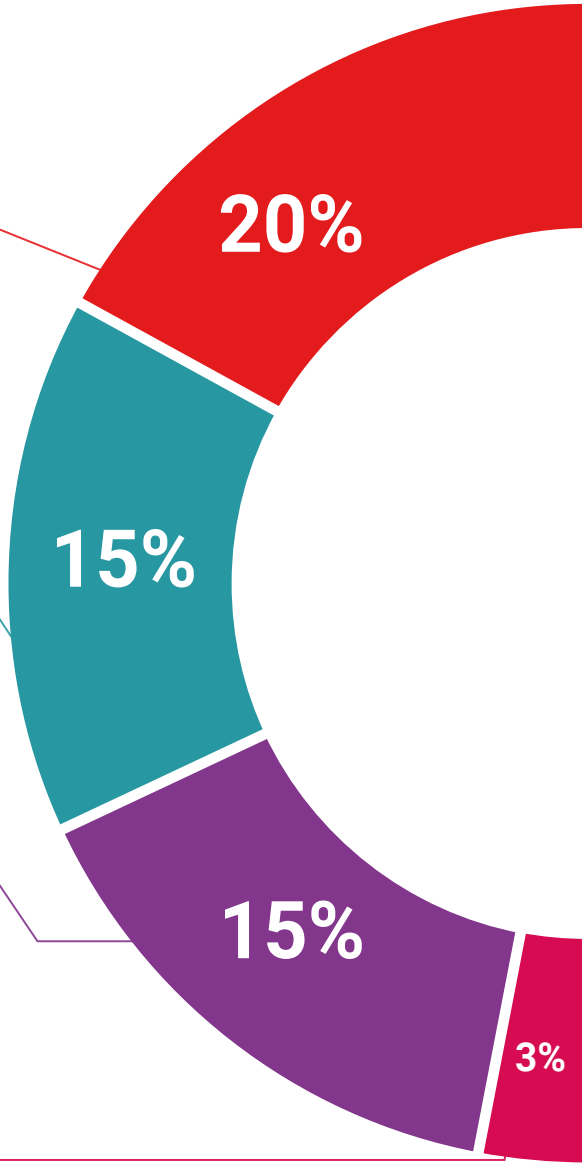
Interactive Summaries

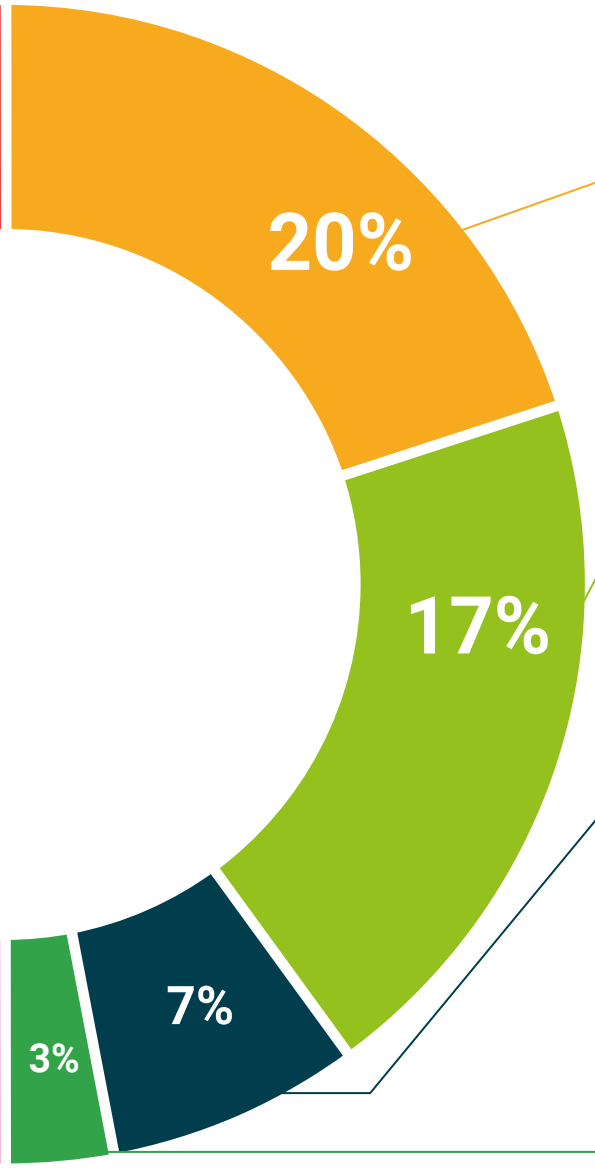
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

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

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

This private qualification will allow you to obtain a **Professional Master's Degree 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** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

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

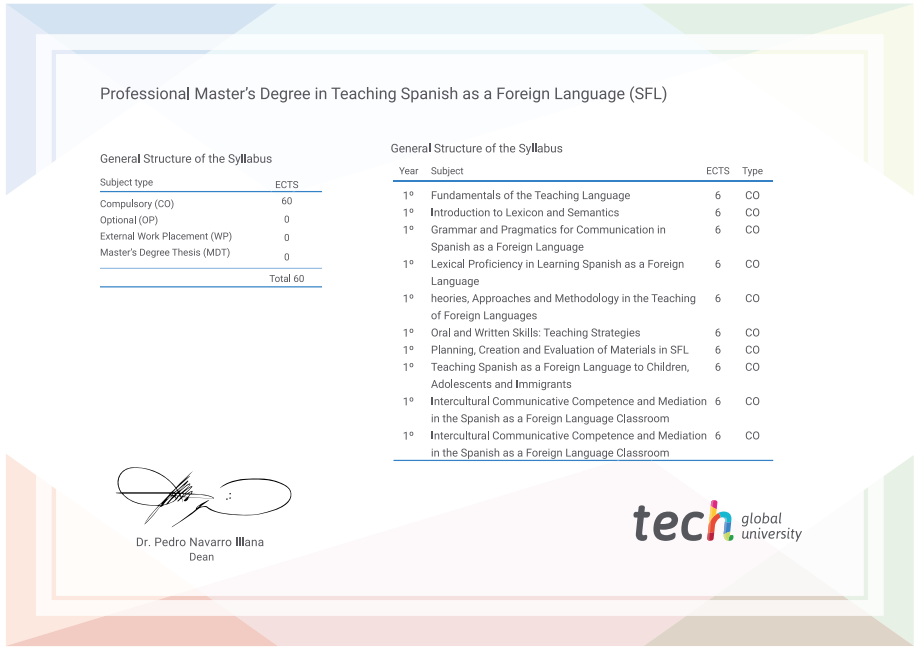
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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


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

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Fundamentals of the Teaching Language	6	CO
1º	Introduction to Lexicon and 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	heories, 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	Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom	6	CO

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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 Global University will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

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

Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

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