

# Postgraduate Diploma

## Teaching Spanish as a Foreign Language in High School





## Postgraduate Diploma

### Teaching Spanish as a Foreign Language in High School

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

Official N° of hours: **575 h.**

Website: [www.techtitute.com/education/postgraduate-diploma/postgraduate-diploma-teaching-spanish-foreign-language-high-school](http://www.techtitute.com/education/postgraduate-diploma/postgraduate-diploma-teaching-spanish-foreign-language-high-school)

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01

# Introduction

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







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*This Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”*

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

The Professional Master's Degree pays special attention to the Teaching of SFL (Spanish as a foreign language) since one of the main objectives is to prepare teachers for teaching in multicultural groups when various languages are spoken. For all these reasons, different methodological approaches are presented to facilitate the teacher's work and the creation of activities within this specific framework. Interaction is essential to minimize the multicultural impact and enable the transition of the classroom from a teaching space to a social space. Finally, we will emphasize the relevance of information and communication technologies in the field of teaching. The presence of ICT in the classroom brings wide-ranging benefits and helps in the presentation of content. Once again, the work of the teacher is a fundamental factor in its use, since they must create a digital resource database that is reliable and oriented to teaching in High School Education.

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

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

This **Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School** contains the most complete and up-to-date scientific program on the market.

The most important features include:

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



*Update your knowledge through the Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School"*

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

*Increase your decision-making confidence by updating your knowledge with this University Expert course.*

*Make the most of the opportunity to learn about the latest advances in Teaching Spanish as a Foreign Language in High School and improve the care of your students.*

The teaching staff includes professionals belonging to the field of Teaching Spanish as a Foreign Language in High School, who contribute the experience of their work to this training, in addition to recognized specialists from reference societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the teacher must try to solve the different professional practice situations that arise during the course. To do so, they will have the help of an innovative interactive video system created by leading experts in the field of Teaching Spanish as a Foreign Language in High School, who also have extensive teaching experience.



02

# Objectives

The Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School is oriented toward facilitating the performance of the professional dedicated to working and teaching Spanish as a Foreign Language to adolescents and even adults.





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



## General Objectives

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



*Make the most of the opportunity and take the step to get up-to-date on the latest developments in the Teaching Spanish as a Foreign Language in High School"*







## Specific Objectives

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### **Module 1. Grammar and Literature in the Teaching Framework of Language**

- ♦ Gain in-depth knowledge of the transition from phoneme to discourse
- ♦ Be able to offer effective didactics of oral discourse
- ♦ Be able to offer effective didactics of written discourse
- ♦ Promote the development of creative writing in students
- ♦ Learn about the methods that favor reading comprehension

### **Module 2. Foundations of Teaching Spanish as a Foreign Language**

- ♦ Know the fundamentals of teaching and learning second languages
- ♦ Gain in-depth knowledge of the different methodological approaches for ELE teaching
- ♦ Learn and apply effective pedagogical approaches in teaching grammar
- ♦ Know how to establish an educational plan based on the fundamentals of ELE teaching
- ♦ Be able to apply other resources such as games and theater, which are extremely useful in ELE methodology

### **Module 3. ICT in the Language and Literature Classroom**

- ♦ Know the different applications of new technologies in the educational context
- ♦ Gain in-depth knowledge of the use of social network in teaching
- ♦ Gain in-depth knowledge of the measurement and evaluation tools offered by ICT and their application in teaching

03

# Course Management

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





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*Learn the latest advances in procedures in the field of Teaching Spanish as a Foreign Language in High School from leading professionals”*

## Management



### **Dr. Arroyo Fernández, Alejandro**

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



### **Ms. Jiménez Romero, Yolanda**

- Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- Degree in Elementary Education
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Specialist in NPL

## Coordinators

### Ms. Azcunaga Hernández, Amaia

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

### Mr. Velasco Rico, Guillermo

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

## Professors

### Mr. Gris Ramos, Alejandro

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

### Ms. Mejías, María José

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

### Ms. Puertas Yáñez, Amaya

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

04

# Structure and Content

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





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*This Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School contains the most complete and up-to-date scientific program on the market”*

**Module 1. Grammar and Literature in the Teaching Framework of Language**

- 1.1. From Phoneme to Discourse
  - 1.1.1. Introduction
  - 1.1.2. The Phonic Level
  - 1.1.3. The Morphological Level
  - 1.1.4. The Syntactic Level
  - 1.1.5. The Lexical Level
  - 1.1.6. The Semantic Level
- 1.2. Oral Expression Didactics
  - 1.2.1. Introduction: Importance of Communicating
  - 1.2.2. Characteristics of Oral Expression
  - 1.2.3. The Skill of Listening and its Didactics
  - 1.2.4. The Skill of Speaking and its Didactics
  - 1.2.5. The Integration of Skills
- 1.3. Written Expression Didactics
  - 1.3.1. Methodological Focus of Written Expression
  - 1.3.2. The Phases in the Writing Process
  - 1.3.3. Proposal of Writing Activities
  - 1.3.4. Writing Assessment
- 1.4. Creative Writing
  - 1.4.1. Methodological Focus of Written Expression
  - 1.4.2. The Phases in the Writing Process
  - 1.4.3. Proposal of Writing Activities
  - 1.4.4. Writing Assessment
- 1.5. Reading
  - 1.5.1. Introduction: What is Reading?
  - 1.5.2. Reading Comprehension
  - 1.5.3. Didactics of Reading





## Module 2. Foundations of Teaching Spanish as a Foreign Language

- 2.1. Foundations of Teaching and Learning Second Languages
  - 2.1.1. Introduction
  - 2.1.2. General Theories on Learning and Acquiring Foreign Languages
  - 2.1.3. Variables in Teaching Foreign Languages
- 2.2. Methodological Approaches for Teaching Spanish as a Second Language
  - 2.2.1. Introduction
  - 2.2.2. Traditional Methods
  - 2.2.3. Transitioning to More Modern Methods
  - 2.2.4. Modern Approaches
  - 2.2.5. New Trends in Learning Languages
- 2.3. The Pedagogy of Grammatics
  - 2.3.1. Introduction
  - 2.3.2. What is Grammatics in Spanish as a Secondary Language?
  - 2.3.3. Correct Selection of Linguistic or Grammatical Content
  - 2.3.4. From Knowing to Using a Language
  - 2.3.3. Explaining Grammar in a Class of Spanish as a Secondary Language
- 2.4. Pedagogy of Lexis and Pragmatics
  - 2.4.1. Introduction
  - 2.4.2. Pedagogy of Lexis
  - 2.4.3. Pedagogy of Pragmatics
- 2.5. Course Objectives, Programming and Evaluation, Didactic Units and Projects
  - 2.5.1. Introduction
  - 2.5.2. Didactic Programming
  - 2.5.3. The Didactic Unit
- 2.6. Cultural Elements when Teaching Spanish
  - 2.6.1. Introduction
  - 2.6.2. What do we Understand as Culture?
  - 2.6.3. On How to Teach Culture
  - 2.6.4. Choosing Contents
- 2.7. Games, Theater and Other Resources to Teach Spanish as a Secondary Language
  - 2.7.1. Introduction
  - 2.7.2. Games in a Class of Spanish as a Secondary Language
  - 2.7.2. Teaching How to do Theater



### Module 3. ICT in the Language and Literature Classroom

- 3.1. New Technologies in Education
  - 3.1.1. The Educational Context 2.0
  - 3.1.2. Why use ICT?
  - 3.1.3. The Digital Competencies of Teachers and Students
  - 3.1.4. Summary
  - 3.1.5. Bibliography and Recommended Readings
- 3.2. ICT in the Classroom and its Application
  - 3.2.1. Digital Book
  - 3.2.1. Digital Whiteboard
  - 3.2.1. Digital Backpack
  - 3.2.1. Mobile Devices
- 3.3. ICT on the Web and its Application
  - 3.3.1. Surfing and Searching for Information
  - 3.3.2. Educational *Software*
  - 3.3.3. Guided Activities on the Internet
  - 3.3.4. Educational Blogs and Web Pages
  - 3.3.5. Language and Literature Teachers' *Wikis*
  - 3.3.6. Learning Platforms: *Moodle and Schoology*
  - 3.3.7. *Google Classroom*
  - 3.3.8. *Google Docs*
  - 3.3.9. MOOCs
- 3.4. Social Networks and their Applications in Teaching
  - 3.4.1. Introduction to Social Networks
  - 3.4.2. Facebook
  - 3.4.3. Twitter
  - 3.4.4. Instagram
  - 3.4.5. LinkedIn
- 3.5. ICT for Language and Literature
  - 3.5.1. Outlines, Concept, and Mind Maps
  - 3.5.2. Infographics
  - 3.5.3. Presentations and Moving Texts
  - 3.5.4. Creation of Videos and Tutorials
  - 3.5.5. Gamification
  - 3.5.6. *Flipped Classroom*
  - 3.5.7. Summary
- 3.6. Design of Collaborative Activities for Language and Literature
  - 3.6.1. Creation of Collaborative Activities
  - 3.6.2. Reading and Writing with ICT
  - 3.6.3. Expanding Dialogue and Reasoning Skills with ICTs
  - 3.6.4. Attention to Group Diversity
  - 3.6.5. Scheduling and Monitoring of Activities
- 3.7. Evaluation with ICT in Language and Literature
  - 3.7.1. Assessment Systems with ICT
  - 3.7.2. The e-Portfolio
  - 3.7.3. Self-assessment, Peer Assessment, and Feedback
  - 3.7.4. Summary
  - 3.7.5. Bibliography and Recommended Readings
- 3.8. Evaluation with ICT in Language and Literature
  - 3.8.1. Filtering Information and Infoxication
  - 3.8.2. Online Distractors
  - 3.8.3. Activity Tracking
  - 3.8.4. Summary
  - 3.8.5. Bibliography and Recommended Readings
- 3.9. My ICT Resources for Language and Literature with TN
  - 3.9.1. History of NNTT and ICT in Education
  - 3.9.2. Storage and Retrieval of Resources, Materials, and Tools
  - 3.9.3. Updating Resources, Materials, and Tools
  - 3.9.4. Summary
  - 3.9.5. Bibliography and Recommended Readings





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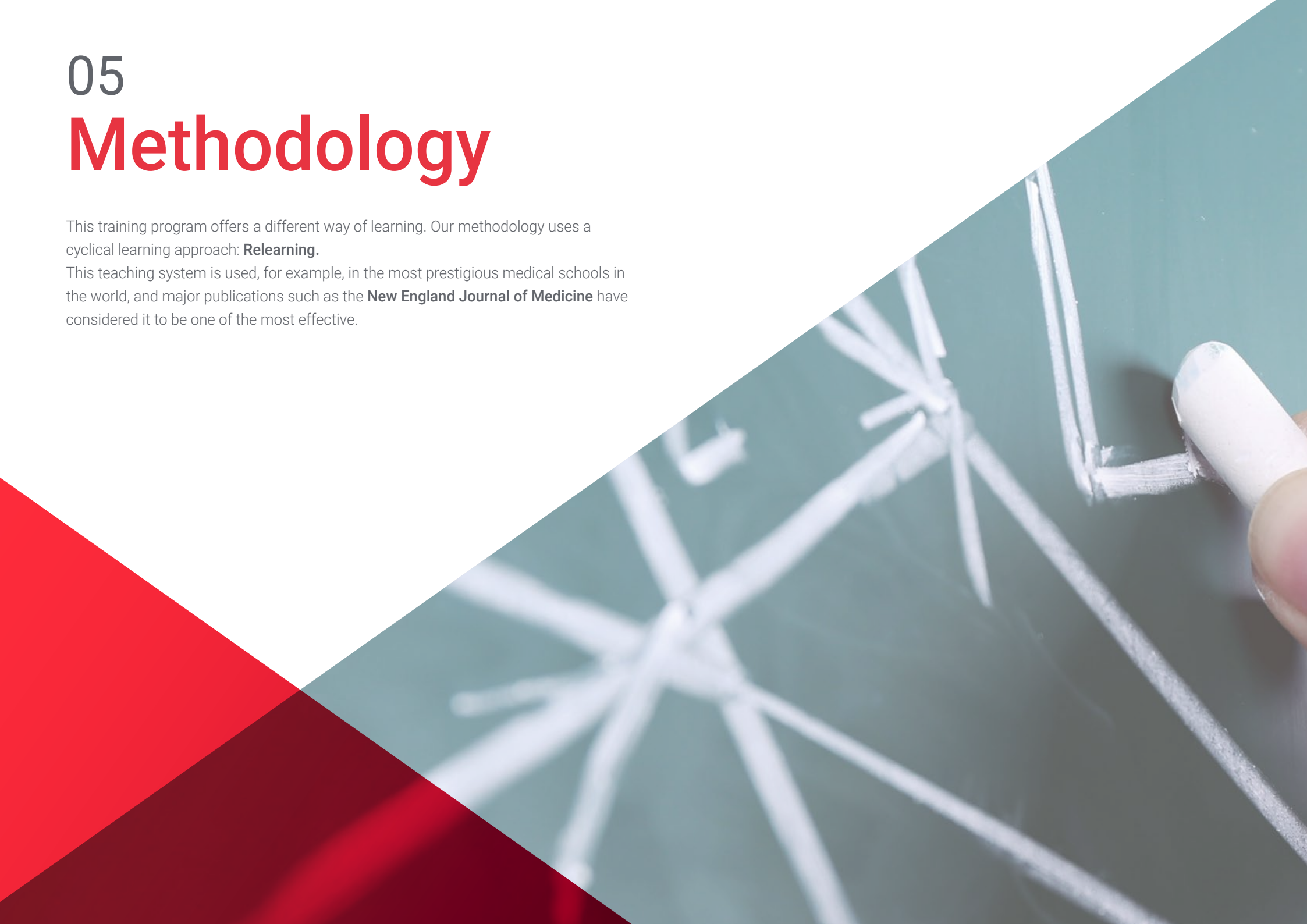
*A unique, key, and decisive educational experience to boost your professional development”*

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.





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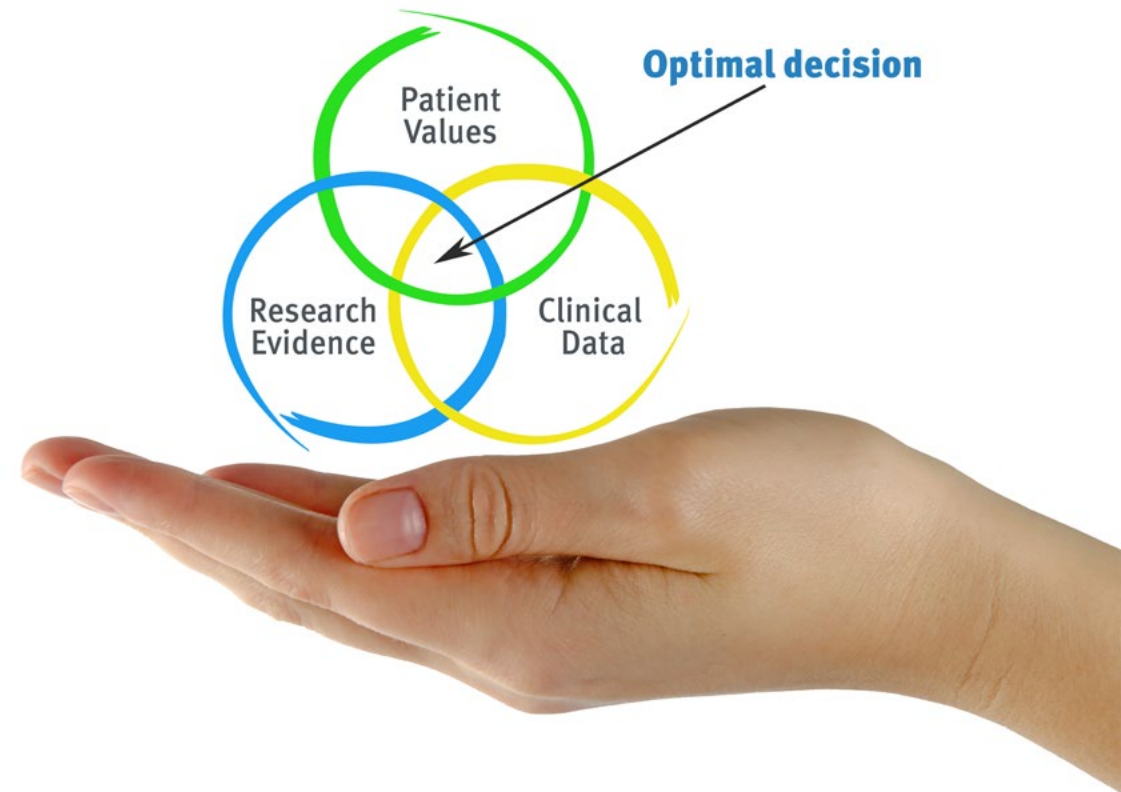
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH Education School we use the Case Method

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

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



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



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*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.



06

# Certificate

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



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

This **Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Teaching Spanish as a Foreign Language in High School**

Official N° of Hours: **575 h.**



\*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.



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development languages  
virtual classroom



Postgraduate Diploma  
Teaching Spanish  
as a Foreign Language  
in High School

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

Official N° of Hours: 575 h.

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## Teaching Spanish as a Foreign Language in High School

