Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

tech technological university

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Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

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

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01

Introduction

Spanish is the second most spoken language in the world. This means that the field of teaching Spanish has gained in potential. It is, however, a highly complex language, which requires teachers to have an extensive command of grammar, spelling and the different uses of the language. This program, created as an intensive study of teaching Spanish as a foreign language (SFL), will provide students with the linguistic, sociolinguistic and pragmatic skills required to teach Spanish, all in a short amount of time. A high-level learning process that also covers the teaching tools required to materialize this knowledge in teaching practice as an elite specialist.

A highly educational program that includes the linguistic and teaching knowledge required to compete among the best teachers in the field of Teaching Spanish as a Foreign Language (SFL)"

Any attempt at communication requires the speaker to have a complete command of their communicative abilities. As such, this program is based on the 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, so as to develop different methodologies adapted to their educational needs.

This course 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.

In addition, this Professional Master's Degree will equip the teacher with the ability to explain and solve confusing questions regarding grammar or student evaluation processes. It provides a complete methodology for teaching vocabulary and different teaching techniques and materials, taught by distinguished experts in the field with extensive experience in the education 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 teachers to learn with the latest educational technology to discover every aspect of digital learning.

This program will enable you to develop and expand knowledge and skills related to Spanish lexical competence in teaching. At the end of the Professional Master's Degree, students will be able to detect frequent errors in teaching Spanish and will have acquired the tools required to prevent and correct these errors, endowing them with the skills they must develop to work as a Spanish as a foreign language (SFL) teacher.

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:

- 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 where self-assessment can be used to improve learning
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the program

A process in which you will achieve the lexical competence required to teach Spanish, with the most interesting applicable methodologies of the moment"

The teachers of this Professional Master's Degree have been selected based on three fundamental criteria: their proven experience, their knowledge of teaching, and their excellent teaching skills"

Thanks to the e-learning methodology on which this Professional Master's Degree is based, you will learn different teaching approaches that will allow you to assimilate the knowledge in a dynamic and effective way.

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"

The teaching staff includes professionals from the field of education who contribute their experience to this 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 learning programmed 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. For this purpose, the professional will be assisted by an innovative interactive video system created by recognized experts in the field of teaching.

02

Objectives

TECH Technological University 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 precision program.

Our goal is to provide you with the best online education and specialization in Teaching 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 step that can be a great boost for your career, allowing you to compete in a sector full of job opportunities"

Specific Objectives

- Adjust teaching models according to the learner's needs based on their profile
- Develop student assessment skills, taking their level and competencies into account
- Implement intercultural studies in the teaching of Spanish as a foreign language (SFL)
- Describe the significant linguistic, communicative and cultural aspects in the teaching and learning process of the system of Spanish as a foreign language (SFL), at the phonetic and phonological level, reaching the advanced level that is required of a Master's level course
- Develop teaching materials suitable for the teaching of written and oral skills in Spanish as a second language
- Gain detailed knowledge of the lexical, syntactic and phonic aspects of oral presentation in class
- Learn more about the techniques for improved conversation
- Make oral presentation an attractive method for learning

03

Skills

At the end of this Professional Master's Degree, you will have acquired the ability to program and teach the subject of Spanish as a Foreign Language (SFL) and assess any student's learning. A process of personal and professional growth that will provide you with indispensable thinking and planning tools, in addition to the new technologies applied in this field, which change and exponentially improve the possibilities of any subject taught in a classroom.

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"

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

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 Professional Master's Degree have been developed by the different experts on this course, with a clear purpose: to ensure that our students acquire each and every one of the skills required to become true experts in this field. A complete and well-structured program that 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 backing of a real educational program"

Module 1. Fundamentals of the Teaching Language

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

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

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

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

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

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

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

Module 2. Teaching Lexicon and Semantics

2.1. Introduction to Lexicon and 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. Fundamentals
- 2.2.1. What is Semantics?
- 2.2.2. Semantics. Is it 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 Active Learning?
- 2.6.2. Pedagogical Model
- 2.6.3. Importance of Active Learning
- 2.6.4. Teaching Tools

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

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

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

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

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

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

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

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

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

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

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

3.10. The Passive Voice
  3.10.1. Preposition 'Por' as Antecedent
  3.10.2. Cases in Which the Passive Voice Cannot be Used
3.11. Teaching Innovation
  3.11.1. Reflection on the Role of Teachers in Today's Classrooms
  3.11.2. Research Because of Innovation or Innovation Because of Research?
  3.11.3. Paradigm Sifts: Learning-Centered Teaching and its Changes
3.12. Writing and Speaking Preparation in the Spanish as a Foreign Language Class
  3.12.1. Writing or Speaking?
    3.12.1.1. Grading of Contents During Preparation
3.13. Presentation and Speaking Techniques in the Spanish as a Foreign Language Class
  3.13.1. Lexical Proficiency
  3.13.2. Syntactic Proficiency
  3.13.3. Phonic Proficiency
  3.13.4. Conversation Class Techniques
  3.13.5. From Speaking Presentation to Interactive Activity
  3.13.6. Purposes for Teaching Using Presentation and Speaking Methods
  3.13.7. Change of Perspective: Moving Away from the Faculty's 'Spiel' to Developing a Presentation
  3.13.8. 'Spaced' Presentations or Presentations by Segments
3.14. Grammatical Assessment Timing and Follow-up
  3.14.1. Initial/Diagnostic Assessment
    3.14.1.1. Summative Assessment
    3.14.1.2. Formative Assessment
    3.14.1.3. What Needs Assessing?
3.15. Grammar Assessment Techniques.
  3.15.1. How to Assess. Selection Criteria
  3.15.2. Approaches to Correcting According to Test Type
  3.15.3. Assessment Rubric: Observation, Diary, Portfolio, Concept Map

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

4.1. The Lexical Form in Current Linguistics
  4.1.1. The Lexical Unit
  4.1.2. The Lexical Methodology
4.2. Lexical Competences According to the CEFR
  4.2.1. Lexical Networks, the Connection of Meaning According to the Common European Framework of Reference for Languages (CEFR)
  4.2.2. Set Grammatical Expressions and Words According to the Common European Framework of Reference for Languages (CEFR)
4.3. Frequent, Formal and Standard Vocabulary in Spanish lexicon
  4.3.1. Differentiation and Use of Vocabulary Types
  4.3.2. Communication Barriers and Shared Words
  4.3.3. Difference Between Lexemes and Lexicons
4.4. Foreign Words in Spanish as a Foreign Language Classes
  4.4.1. Necessary/Unnecessary Foreign Words
  4.4.2. False Friends
  4.4.3. The Importance of Good Pronunciation in the Inclusion of Foreign Idioms
4.5. Adapting the Lexicon for Cohesion in Teaching
  4.5.1. The Inherited Lexicon
  4.5.2. The Acquired Lexicon
  4.5.3. The Lexicon Multiplied
4.6. Traditional Lexicon and its Development
  4.6.1. Heritage Voices, Cultisms and Latinisms
  4.6.2. The Wear and Tear of Words: Archaism
4.7. Differentiating Between Lexicon Types According to the Task
  4.7.1. The Speciality Lexicon. Inclusion of Latin
  4.7.2. Legal and Medical Lexicon
  4.7.3. The Dictionary Lexicon
4.8. Techniques of Lexicon Retention
  4.8.1. The Process of Vocabulary Acquisition Through Empirical Studies
    4.8.1.1. Syntagmatic Composition
    4.8.1.2. Phonetic Association
    4.8.1.3. Categorisation, Coordination and Functional Association

4.9. Syntagms and Paradigms: Matching Lexicon to the Learning Context
- 4.9.1. Intonation Patterns
- 4.9.2. Interferences of the Mother Tongue
- 4.9.3. Phraseological Unit
- 4.9.4. Learning Expectations According to the Linguistic Vision

4.10. Types of Materials for Lexical Teaching
- 4.10.1. Keyword Selection
  - 4.10.1.1. Selection of Thematic Areas
  - 4.10.1.2. Selection of Texts and Communicative Elements
  - 4.10.1.3. Planning in Response to Student Demand

4.11. Connecting Ideas in Coordinating Lexis for Teaching
- 4.11.1. Semantic Support
  - 4.11.1.1. Dictionary Searches
  - 4.11.1.2. Word Exhibition
  - 4.11.1.3. Explanation of Lexical Structures
  - 4.11.1.4. Richness, Range and Control of Vocabulary by the Learner in the Classroom

4.12. Sayings and Idioms
- 4.12.1. Expressions and Idioms Relating to the Human Body
- 4.12.2. Expressions with Food
- 4.12.3. Expressions with Animals
- 4.12.4. Expressions with Colours
- 4.12.5. Expressions with "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
  - 4.13.1.1. Selection of Material Available Online
- 4.13.2. Selection of Dictionaries for Spanish as a Foreign Language Classes
  - 4.13.2.1. Editions and Their Combination According to the Task

4.14. Selection of Dictionaries for Spanish as a Foreign Language Classes
- 4.14.1. Selection of Dictionaries for Spanish as a Foreign Language Classes
- 4.14.2. Editions and Their Combination According to the Task

4.15. Spanish Speakers and the Lexicon According to Region
- 4.15.1. Geographical Variations of Lexical Variants
- 4.15.2. Contextual, Historical and Social Variations

4.16. Ways of Assessing Lexical Knowledge
- 4.16.1. Assessing Implicit Learning
- 4.16.2. Assessing Explicit Learning
- 4.16.3. Assessment of Dynamism in Forms of Use
- 4.16.4. Concordance of Evaluative Descriptors

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

5.1. How to Develop Learning of L2 in the Historical Framework of Teaching Foreign Languages
- 5.1.1. Contribution to the Integral Development of People
  - 5.1.1.1. Language as an Instrument of Social Insertion and Expression of Feelings
  - 5.1.1.2. Development of the Ability to Express and Communicate in the Society
  - 5.1.1.3. Difference Between Learning in a Formal Context and a Natural Context
  - 5.1.1.4. Cognitive Relationships and Physiological and Psychological Skills

5.2. Linguistics and the Knowledge of Other Languages
- 5.2.1. Suppressions and Overlaps During the Learning Process
  - 5.2.1.1. The Importance of Context in Assuming Linguistics
  - 5.2.1.2. Neurolinguistic Studies and the Benefit of Bilingualism

5.3. Types of Methods for Foreign Language Teaching
- 5.3.1. The Historical Precedence of " Living " Languages over " Dead " Languages in the Classroom
- 5.3.2. Conceptual Ambiguity of the Method
- 5.3.3. Traditional Method
- 5.3.4. Natural Method
- 5.3.5. Audio-Oral Method
- 5.3.6. Conciliatory Method
- 5.3.7. Audio- Visual Method
- 5.3.8. Communicative Method
- 5.3.9. Alternative Method
- 5.3.10. Global Method

5.4. Comparison between Traditional and Direct Methods for Foreign Language Teaching
  5.4.1. Approximation of Presumed Method-Dependent Performance Outcomes
5.5. Approach and Selection: Cognitive and Humanistic Perspective
  5.5.1. Relevance of the Role of the Person in the Teaching-Learning Process according to the Approach.
  5.5.2. Complexity in the Educational Level of Spanish Language Teaching
  5.5.3. Meaningful Teaching: The Student at the Center of Teaching
5.6. Functional Programs in Relation to Communicative Methods
  5.6.1. The Student as an Active Element in the Learning Process
  5.6.2. Toward 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. Syllabus Development Based on MCE Requirements
  5.8.1. Design of Assignments with the Same Input and Different Output
  5.8.2. Adaptation of Familiarity and Difficulty in Relation to Tasks
  5.8.3. Key Issues to Consider: Implicit Learner Skills, External Support
5.9. What is Interlanguage and How to Develop it in the Classroom: An Approach in the Current Context?
  5.9.1. Learner's Language as a System
  5.9.2. Interlanguage and Fossilization
  5.9.3. Observation of Learners' Background and Desire to Communicate in Spanish as a Foreign Language
  5.9.4. Handling of Common Errors in the Interlingua Process
5.10. Contrast Analysis and Data for Information Purposes
  5.10.1. Innovative Teaching Practices
  5.10.2. Data Reduction: Unit Separation
  5.10.3. Descriptive Coding/Axial Coding
  5.10.4. Descriptive and Explanatory Charts
5.11. Teaching Children: The Use of Teaching for a Specific Purpose
  5.11.1. Promotion of Autonomous Learning
    5.11.1.1. Difference Between Adult and Early Childhood Learning
    5.11.1.2. Theoretical Bases of Experiential Learning
    5.11.1.3. Gamification
    5.11.1.4. Theory of Multiple Intelligences
5.12. Teaching Immigrants: The Use of Targeted Teaching
  5.12.1. Promote Social Integration Through Knowledge of the Language
5.13. Common European Framework in Foreign Language Teaching in Accordance with Institutional Designs
  5.13.1. Skills We Need to Learn and Use When Learning a New Language
    5.13.1.1. Inclusiveness of Foreign Language Teaching
    5.13.1.2. Methods and Objectives not Specified by the Common European Framework
    5.13.1.3. Considering "Multilingualism"
5.14. Syllabus 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
  6.1.1. Educational Skills in the Spanish as a Foreign Language Classroom
    6.1.1.1. Communicating as a Means of Information
6.2. Types of Skills
  6.2.1. Skills within the Educational Framework
  6.2.2. Cognitive Skills
  6.2.3. Intrinsic Value Tasks
6.3. Explanation of Semantic Skills
  6.3.1. Understanding the Reality of the Classroom
  6.3.2. Language as an Object of Observation and Analysis
  6.3.3. Knowledge and Effective Application of Linguistic Rules

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

6.15. Skills Assessment: Reading and Writing Context
  6.15.1. How to Evaluate Reading and Writing Depending on the Classroom Context and Prevailing Culture?

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

7.1. Timing in the Planning of SFL Classes
  7.1.1. The Importance of Implementing a Plan with Estimation of Timings
    7.1.1.1. The Direction of the Planning Process According to the Time Estimated
  7.1.2. Specific and General Objectives in Line with the Plan
    7.1.2.1. Proposal of Objectives According to the Type of Action
    7.1.2.2. Respecting the Sequence in the Order of Action
7.2. Specific and General Objectives in Line with the Plan
  7.2.1. Specific and General Objectives in Line with the Plan
  7.2.2. Proposal of Objectives According to the Type of Action
  7.2.3. Respecting the Sequence in the Order of Action
7.3. The Steps to Plan: When and Why?
  7.3.1. Information Prior to Planning. The Search and Selection
  7.3.2. Reflection on the Order of Steps to Carry Out
  7.3.3. Subsequent Modification
7.4. The Uniqueness of the Classroom, Represented in the Detection of Levels
  7.4.1. Exchange of Tasks and Other Group Work Techniques
    7.4.1.1. Task Session
  7.4.2. Particularities of the Students in Terms of the Techniques for Creating Tasks
    7.4.2.1. Understand the Student Body as an Entire Complex Entity
    7.4.2.2. Type of Task According to the Complexity of the Classroom
    7.4.2.3. Particularities of the Students Depending on the Cultural Context
7.5. Particularities of the Students in Terms of the Techniques for Creating Tasks
  7.5.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
  7.5.2. Understand the Student Body as an Entire Complex Entity
  7.5.3. Type of Task According to the Complexity of the Classroom
  7.5.4. Particularities of the Students Depending on the Cultural Context
7.6. Content Creation Based on Given Material
  7.6.1. Adaptation of Material
    7.6.1.1. Study and Learning Guides
    7.6.1.2. Selection of Material in Relation to 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 Assessment
- 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 Assessed
- 7.13.1. Content Research in Relation to What's Been Assessed
- 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 Assessment
- 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 the Composition of Material? 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 National and European 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 Syllabus Adaptation
- 8.1.1. Types of Approach by Adaptation
  - 8.1.1.1. How to Adapt the Syllabus Without Affecting the Variation of Basic Competencies?

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

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

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

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

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

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

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

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

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

8.11. Evaluating the Integrating Content
  8.11.1. To What Extent Does Change Favor the Integration of Individuals to the Whole?
8.12. Overview of Diversity: The Influence of Multiculturalism on the Creation of Material
  8.12.1. Guidelines for Monitoring Congruence in the Overall Vision
  8.12.2. Diversity as a Means of Developing an Overall Vision
8.13. Reception and Production
  8.13.1. Classroom Productivity Tools
8.14. Creating Content for Heterogenic Groups
  8.14.1. Differences Between Group Members and Their Particular Contributions
  8.14.2. Positive Interdependence
  8.14.3. Simultaneous Face-to-Face Interaction
  8.14.4. Cooperative Learning Dynamics

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

9.1. Adaptation of Material: Determinant Factors in Writing Spanish as L2
  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 a Teaching and Learning Paradigm
9.4. Using Metaphors to Explain Concepts
  9.4.1. Comparing Metaphors with Other Literary Resources
  9.4.2. Metaphors for Students
9.5. The Conditioning Factors of Metaphors
  9.5.1. How Does a Metaphor Mark the Knowledge of a Task/Learning?
9.6. Gender Patterns in Teaching: Increase of the Female Figure in the Spanish as a Second Language Classroom
  9.6.1. Influence of the Female Figure in the Historical Teaching Framework
  9.6.2. Commitment to Gender Impartiality in Schools
9.7. Values and Social Commitment to Education
  9.7.1. Society and the Values Attributed to Teachers
9.8. Strategic Communication as a Means of Understanding the Educational Environment
  9.8.1. Strategies Focused on How to Communicate
  9.8.2. The School Environment as a Whole
9.9. Difference Between Translation and Mediation
  9.9.1. Literal Translation/Interpreted Translation
  9.9.2. Ways of Mediating to Understand the Content
  9.9.3. Translation as a Means of Content Reduction or Augmentation
9.10. Facilitation of Mediations in Different Educational Environments
  9.10.1. Tools for Facilitation
9.11. The Relationship Between the Language-Culture Binomial: Producing Material in Relation to Culture
  9.11.1. Valuation of Mediation by Members of Foreign Cultures
9.12. Adapting Syllabus Material to the Cultural Environment
  9.12.1. Educational Programming Around Cultural Diversity
  9.12.2. Syllabus 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 the Flipped Classroom 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

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 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:

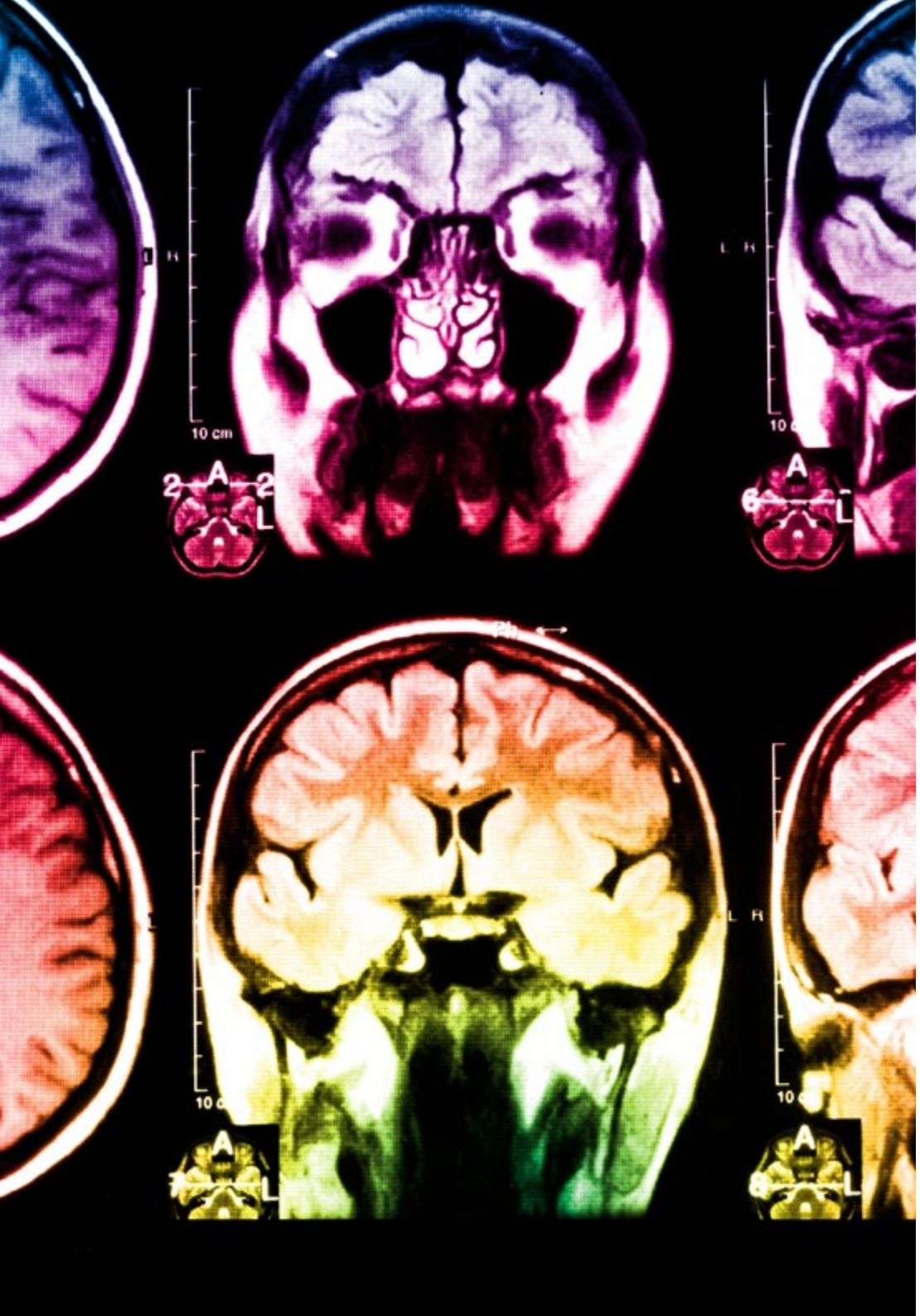
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

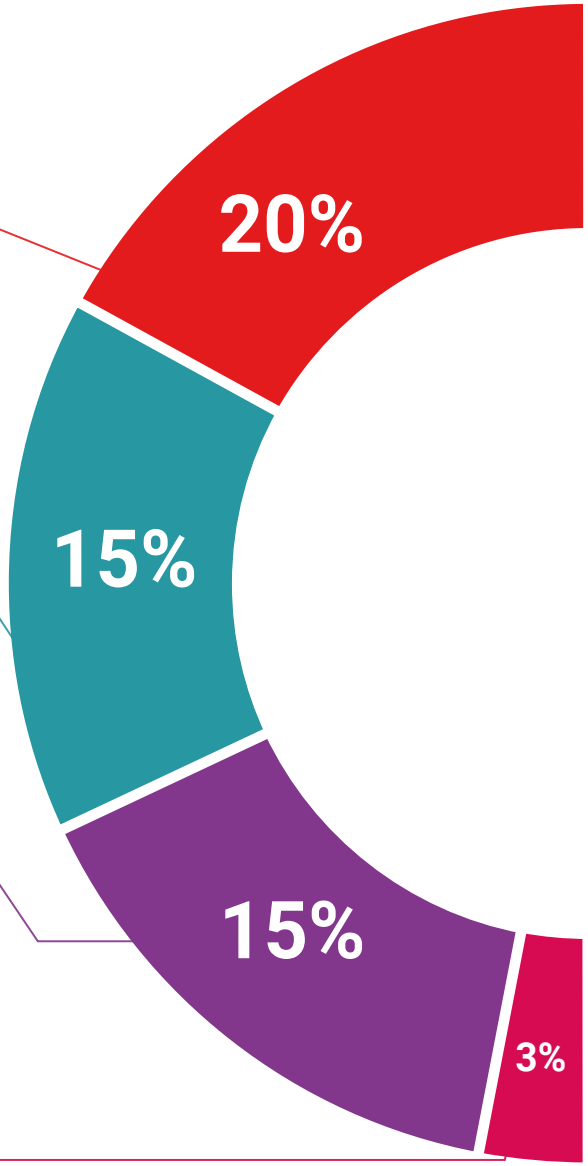
Interactive Summaries

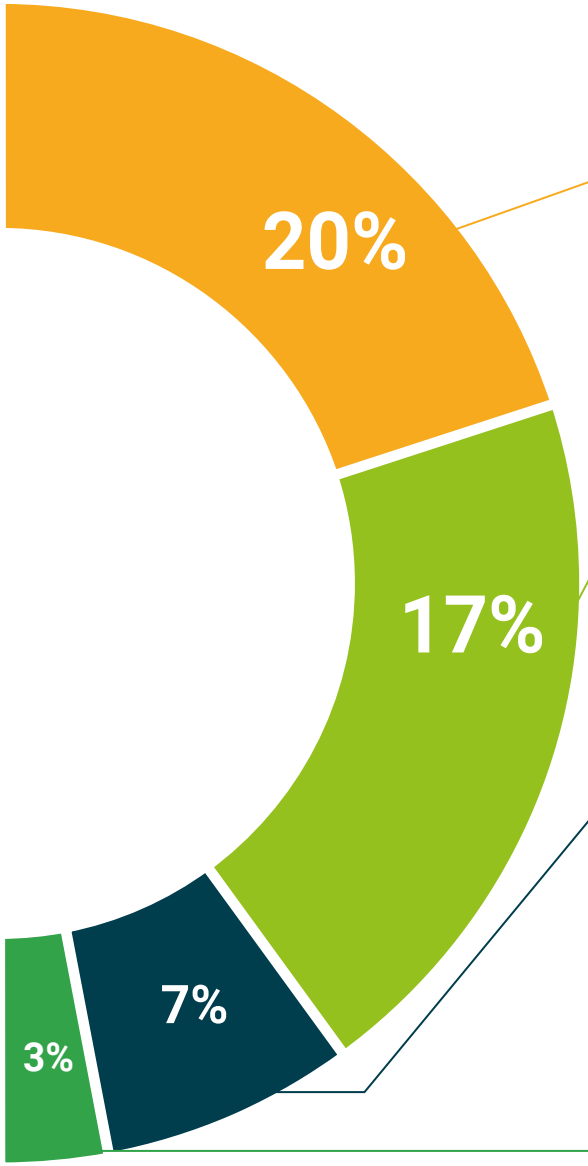
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

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 issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

This **Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)** contains the most complete and updated program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Professional Master's Degree in Teaching Spanish as a Foreign Language (SFL)**
Official Nº of hours **1,500 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.
For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Teaching Spanish as a Foreign Language (SFL)

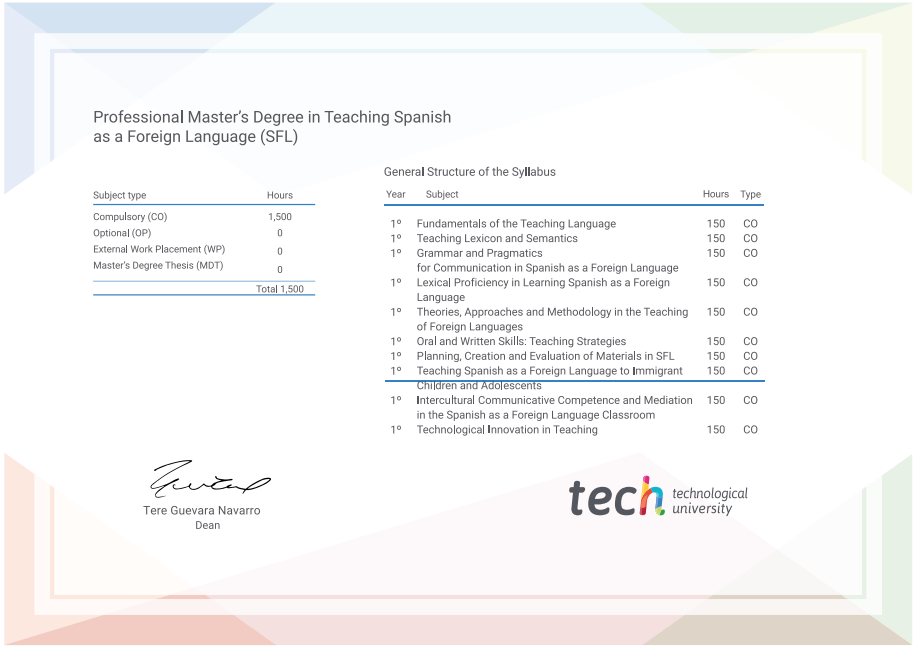
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


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

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

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Fundamentals of the Teaching Language	150	CO
1º	Teaching Lexicon and Semantics	150	CO
1º	Grammar and Pragmatics for Communication in Spanish as a Foreign Language	150	CO
1º	Lexical Proficiency in Learning Spanish as a Foreign Language	150	CO
1º	Theories, Approaches and Methodology in the Teaching of Foreign Languages	150	CO
1º	Oral and Written Skills: Teaching Strategies	150	CO
1º	Planning, Creation and Evaluation of Materials in SFL	150	CO
1º	Teaching Spanish as a Foreign Language to Immigrant Children and Adolescents	150	CO
1º	Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom	150	CO
1º	Technological Innovation in Teaching	150	CO

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

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Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Teaching Spanish as a Foreign Language (SFL)

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