

Postgraduate Certificate

Didactic Resources for Teaching Spanish as a Second Language



Postgraduate Certificate

Didactic Resources for Teaching Spanish as a Second Language

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/school-of-languages/postgraduate-certificate/didactic-resources-teaching-spanish-second-language

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 14

04

Structure and Content

p. 18

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

Conventional methods of teaching a second language, such as demonstrative classes or mechanical exercises, slow down learning and seriously affect students' motivation, as confirmed by statistical data reflecting the failure of the traditional system and methodology.

Learn the latest advances in Didactic Resources for Teaching Spanish as a Second Language.



“

This training helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community”

Our pedagogical proposal focuses on the adaptation of teacher training to social, pedagogical and technological changes. Just as students learn differently, we must teach differently.

In educational terms, bilingualism refers to the use of two languages as a vehicle for teaching the content of one or more subjects within the curriculum.

In the teaching field, methodological trends and approaches not only require an adaptation in the way a second language is taught in the classroom, but also a new approach.

Foreign language teachers play an important role in bilingual programs, because the language they teach is now useful in other subjects or professional modules within the syllabus.

The **Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language** contains the most complete and up-to-date educational program on the market. The most important features of the program include:

- ♦ Learn from more than 75 case studies presented by experts in Didactic Resources in Teaching Spanish as a Second Language.
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Latest developments in Didactic Resources for Teaching Spanish as a Second Language.
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning.
- ♦ Learn the latest advances in Didactic Resources in Teaching Spanish as a Second Language.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



Update your knowledge through the Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language.

“

This Postgraduate Certificate may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Didactic Resources for Teaching Spanish as a Second Language, you will Postgraduate Certificate from TECH Global University”

Increase your decision-making confidence by updating your knowledge through this program.

Take the opportunity to learn about the latest advances in in Didactic Resources in Teaching Spanish as a Second Language to improve student learning.

It includes in its teaching staff professionals belonging to the field of Didactic Resources for Teaching Spanish as a Second Language, who bring their experience to this training program, as well as recognized specialists belonging to 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 immersive training program to train in real situations.

The program design is based on Problem-Based Learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the course. For this purpose, the educator will be assisted by an innovative interactive video system created by renowned experts in the field of Didactic Resources for Teaching Spanish as a Second Language with extensive teaching experience.



02 Objectives

The Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language is aimed at facilitating teacher performance in order to provide them with the necessary skills to carry out quality bilingual education in the environment of early and secondary education.



“

This Postgraduate Certificate is designed to help you update your knowledge of Didactic Resources for Teaching Spanish as a Second Language with the use of the latest educational technology, to contribute quality and confidence to the decision making and monitoring of your students”



General Objectives

- ♦ Propose the use of new technologies to promote the learning of a second language and the creation of educational materials to facilitate and enrich the learning process of a second language.
- ♦ Develop learning strategies through directed play and total physical response strategies.
- ♦ Propose tools and techniques for the evaluation, selection and analysis of literary works for young people and their use as a resource in teaching a second language.
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people.
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language.
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level.
- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition.
- ♦ Know the psychological processes and factors involved in L2 learning.
- ♦ Understand the difference between learning and acquisition and between language proficiency and language performance.
- ♦ Become familiar with new trends in the field of ASL and bilingualism both professional and scientific.
- ♦ Acquire specialized terminology in the field of second language acquisition.
- ♦ Know and understand the main linguistic policies promoted at the regional, national and international levels and their influence on educational legislation.
- ♦ Know the effect of bilingual programs in Spanish schools.
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism.
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from Spanish.
- ♦ Know and be able to apply current trends in foreign language teaching methodologies.



Specific Objectives

- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition.
- ♦ Know the psychological processes and factors involved in L2 learning.
- ♦ Understand the difference between learning and acquisition and between language proficiency and language performance.
- ♦ Become familiar with new trends in the field of ASL and bilingualism both professional and scientific.
- ♦ Acquire specialized terminology in the field of second language acquisition.
- ♦ Know and understand the main linguistic policies promoted at the regional, national and international levels and their influence on educational legislation.
- ♦ Know the effect of bilingual programs in Spanish schools.
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism.
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from Spanish.
- ♦ Know and be able to apply current trends in foreign language teaching methodologies.
- ♦ Comprehension of long speeches and lectures in the English language.
- ♦ Follow complex story lines within the teaching and educational environment.
- ♦ Comprehend the news on television and programs on current affairs and educational topics.
- ♦ Understand most films in which the language is spoken at a standard language level.
- ♦ Understand different negotiation styles.

- ♦ Understand presentations on various topics.
- ♦ Ability to use different eavesdropping strategies.
- ♦ Know and be able to use textbooks as the primary teaching alternative in the teaching-learning of language and literature.
- ♦ Be able to design joint language and literature from activities as two interrelated subjects.
- ♦ Know how to work in Language and Literature as an L2: elaboration of specific materials.
- ♦ Know how to develop: initial, development, reinforcement and extension activities in the units.
- ♦ Didactics.
- ♦ Know the language and content programming framework to master the curricular contents of the different areas in English language: social sciences, experimental sciences and technical education and know the strategies to teach these subjects.
- ♦ Understand the relationship between objectives, skills and content in teaching English as a second language.
- ♦ Know how to program and develop teaching units.
- ♦ Know how specific bilingual schools operate.
- ♦ Know the different grouping models in the classroom and techniques to improve teaching-learning and student involvement in the process.
- ♦ Master various work techniques and know how to use summaries, diagrams and concept maps.
- ♦ Be able to use new technologies (ICT) for learning English language and literature as a foreign language.
- ♦ Understand the concepts, characteristics, and domains of English as an L2 assessment: evaluate, how to evaluate, and when to do so.





- ♦ Know the concepts and techniques of teaching English as a foreign language throughout history, especially the results of research and advances in the field of education.
- ♦ Use English correctly in the classroom, according to specific phonological, morphological, lexical-semantic, syntactic and discursive characteristics.



Make the most of the opportunity and take the step to get up to date on the latest developments of Didactic Resources in Teaching Spanish as a Second Language.

03

Course Management

The teaching staff includes leading specialists in Didactic Resources in Teaching Spanish as a Second Language, who bring the experience of their work to this training. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.



“

Learn from leading professionals the latest advances in procedures in the field of Didactic Resources in Teaching Spanish as a Second Language”

Management



Puertas Yáñez, Amaya

- Bachelor's Degree in Information Sciences (UCM)
- Primary School Teacher, Postgraduate Diploma 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)

Co-Direction



Jiménez Romero, Yolanda

- Educational psychologist
- Primary School Teacher with a specialization in English
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner



04

Structure and Content

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



“

The Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language contains the most complete and up-to-date scientific program on the market”

Module 1. Didactic Resources for Teaching Spanish as a Second Language

- 1.1. Identification, Selection and Adaptation of Didactic Materials for Teaching Spanish as an L2
 - 1.1.1. What Are Didactic Materials?
 - 1.1.2. Types of Didactic Materials
 - 1.1.3. Keys to Developing Materials
 - 1.1.4. Adapting Didactic Materials
- 1.2. Visuals/Flashcards
 - 1.2.1. Why Use Images?
 - 1.2.2. How to Use Images in the Spanish as a Foreign Language Classroom
 - 1.2.3. Types of Flashcards
 - 1.2.4. Flashcard Activities
- 1.3. Work With Graded Reading
 - 1.3.1. Definition of Graded Reading and Characteristics
 - 1.3.2. Advantages of Extensive Reading
 - 1.3.3. Strategies for Using Graded Reading in the Classroom
 - 1.3.4. Activities With Graded Reading in the Classroom
- 1.4. Games, Activities, Board Games
 - 1.4.1. Games
 - 1.4.2. Games in Learning
 - 1.4.3. Games in the Classroom
 - 1.4.4. Gamification
 - 1.4.5. Types of Games
- 1.5. Drama y roleplays
 - 1.5.1. Drama and Dramatic Play
 - 1.5.2. Using Drama for Learning English
 - 1.5.3. Differences Between Theatre and Dramatic Play
- 1.6. Poems, Rhymes and Tongue Twisters
 - 1.6.1. Why Use Poetry for Teaching L2 in the Classroom
 - 1.6.2. Rhymes
 - 1.6.3. Tongue Twisters
- 1.7. Blogs and Wikis for Teaching Spanish as a foreign Language
 - 1.7.1. What Is a Blog?
 - 1.7.2. Possibilities of Blogs in the Spanish as a Foreign Language Classroom
 - 1.7.3. Keys for Organizing and Designing a Blog
 - 1.7.4. Examples of Blogs for Teaching Spanish as a Foreign Language
 - 1.7.5. What Is a Wiki?
 - 1.7.6. Uses of Wikis in the Spanish as a Foreign Language Classroom
 - 1.7.7. Examples of Wikis for Teaching Spanish as a Foreign Language
- 1.8. Worksheets
 - 1.8.1. What Are Didactic Worksheets?
 - 1.8.2. Why Use Worksheets?
 - 1.8.3. How to Use Worksheets in the Spanish as a Foreign Language Classroom
 - 1.8.4. Types of Worksheets
 - 1.8.5. Adaptation, Design and Creating Worksheets
- 1.9. Didactic Resources: iPads and Tablets to Teach Spanish as a Foreign Language
 - 1.9.1. iPads/Tablets in a Language Classroom
 - 1.9.2. Apps for the Classroom
 - 1.9.3. Specific Apps to Learn Spanish
 - 1.9.4. Online Resources
- 1.10. Videos and Short, Animated Films
 - 1.10.1. Why Use Short, Animated Films?
 - 1.10.2. Keys to Using Short Films in the English Classroom
 - 1.10.3. How to Choose a Short Film
 - 1.10.4. Activities for Before, During and After the Viewing



“

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

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.





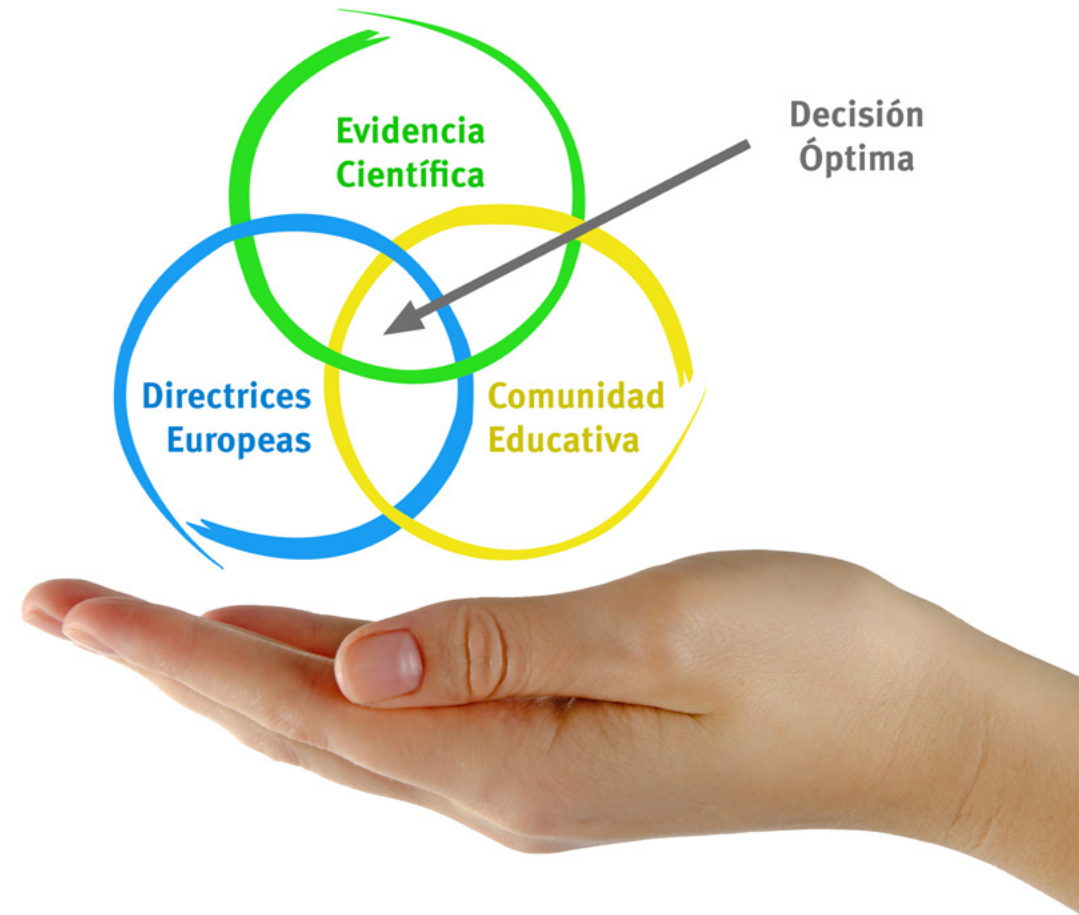
“

Discover Re-learning, 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 would you do? Throughout the program, you will be presented with multiple simulated cases based on real situations, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method.

At TECH, educators will 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 enable educators to better integrate 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.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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; 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

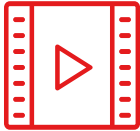
Using this methodology, we have trained more than 85,000 educators with unprecedented success in all specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

Re-learning 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 (we learn, unlearn, forget, and re-learn). Hence, we combine each of these elements concentrically.

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

In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, 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

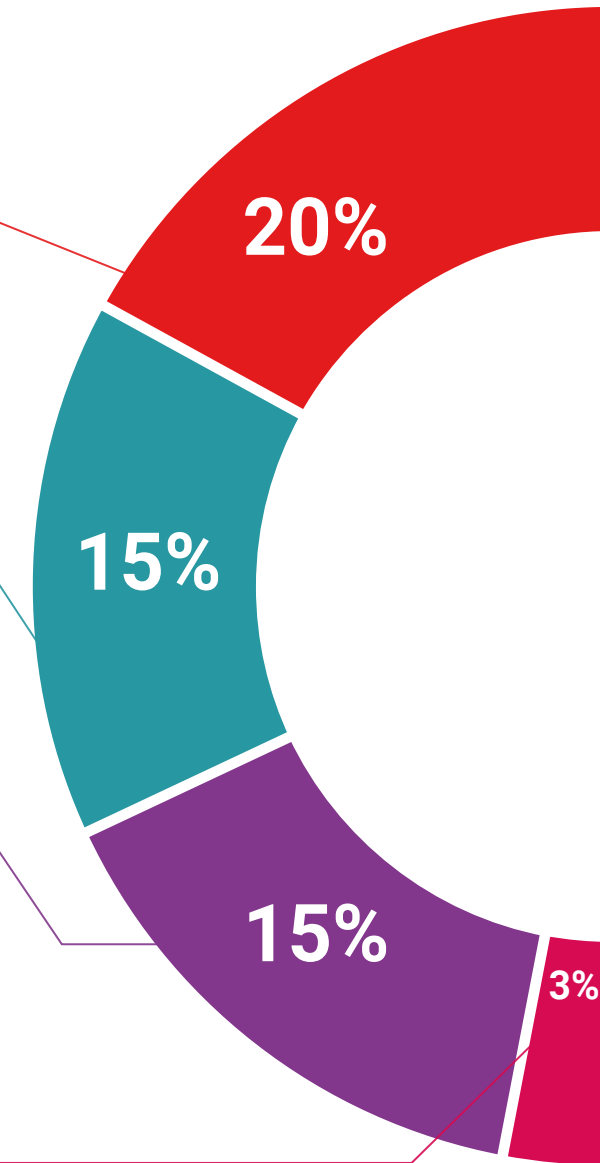
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

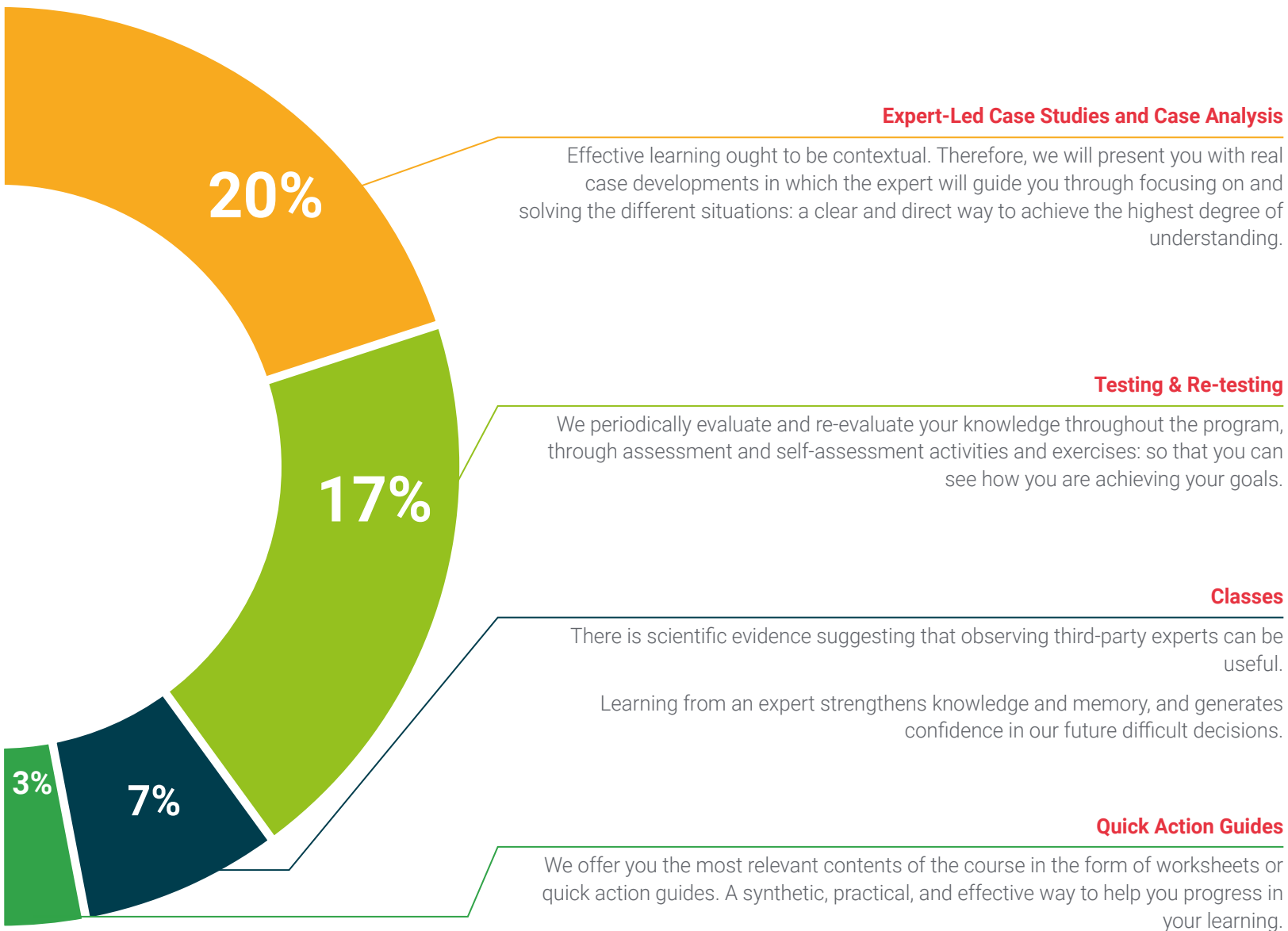
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





06

Certificate

The **Postgraduate Certificate of Didactic Resources in Teaching Spanish as a Second Language** guarantees, in addition to the most rigorous and updated training, access to a Postgraduate Certificate issued by **TECH Global University**.



“

Successfully complete this training and receive your university degree without travel or laborious paperwork.

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language** 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: **Postgraduate Certificate in Didactic Resources for Teaching Spanish as a Second Language**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate Didactic Resources for Teaching Spanish as a Second Language

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Didactic Resources for Teaching Spanish as a Second Language

