

Postgraduate Diploma Teaching Spanish as a Foreign Language for Immigrant Children and Adolescents





Postgraduate Diploma Teaching Spanish as a Foreign Language for Immigrant Children and Adolescents

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techitute.com/us/school-of-languages/postgraduate-diploma/postgraduate-diploma-teaching-spanish-foreign-language-immigrant-children-adolescents

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01

Introduction

Any attempt at communication requires the speaker to have a complete command of their communication abilities. In the case of immigrant minors, this command becomes extremely necessary because it is the key to access the new life in which children and young people are immersed. 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, in order to develop different methodologies adapted to their educational needs.





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You will have practical tools of high applicability in different contexts”

This training provides an introduction to the concepts that are most relevant when studying the morphology and syntax of the Spanish language. In this way, the future Spanish teachers will be prepared to assume the responsibility of explaining guidelines that may also be confusing in relation to the use or non-use of these guidelines in their mother tongue. Through knowledge of this subject they will be able to perform in class in a confident and efficient manner, helping their students to encode and decode messages and enunciate them in an effective way.

This Postgraduate Diploma will allow the educator to acquire the tools for a type of teaching that goes beyond conventional methods, with a broader and more complete vision that incorporates the multidimensional factors necessary to achieve success in the teaching of Spanish to immigrant minors.

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

Over the next few months, the professional will be shown how to manage the learning of the child or adolescent, looking at the characteristics of the methodology, behavioral patterns and even the acculturation processes to which immigrants are exposed. Additionally, this Postgraduate Diploma will provide teachers with the necessary tools and knowledge to practice the profession with confidence and efficiency, enabling them to help immigrant children and adolescents to understand and analyze messages effectively, and to develop non-verbal communication skills non-verbal communication.

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

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



You will learn through real cases presented by experts in Teaching Spanish as a Second Language to Immigrant Children and Adolescents”

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

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

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

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

Achieve your goals by keeping up to date with the latest teaching techniques and advances with a highly demanding program.

This program has been meticulously designed by active experts who will provide you with a realistic and contextual vision of this subject.



02

Objectives

TECH Technological University aims to train professionals who are highly qualified for the workplace. This objective is focused on helping education professionals reach a much higher level of expertise and control. A goal that the student will acquire in a few months thanks to a highly intensive and detailed course. A unique opportunity for teachers who wish to train in a sector with a high demand for professionals.





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Acquires the specific skills necessary to teach the didactics of Spanish to students from immigrant backgrounds, adapting it to their special circumstances”



General Objectives

- ♦ Develop communicative skills through activities and strategies that facilitate the learning of Spanish as a foreign language
- ♦ Gain knowledge about the theoretical foundations of the process of foreign language acquisition

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A broad and complete syllabus, which will allow you to acquire new skills, and will give your teaching practice the quality and confidence you need”





Specific Objectives

Module 1. Fundamentals of the Teaching Language

- ♦ Analyze the fundamental principles of learning in children from 3 to 12 years of age
- ♦ Identify the most effective teaching methods in the world of learning
- ♦ Identify the most effective teaching methods and emulate their application for language education
- ♦ Analyze the main methods that have marked the teaching of language since its beginning
- ♦ Delve into the different models of teaching the role of speech and writing

Module 2. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom

- ♦ Identify the main international applicants who wish to learn Spanish and identify the easiest route for each case
- ♦ Analyze the specific characteristics that enrich the Spanish language
- ♦ Delve into the communicative competencies that are covered in the Spanish as a Foreign Language classroom

Module 3. Teaching Spanish as a Foreign Language to Children, Adolescents and Immigrants

- ♦ Adjust teaching models according to the learner's needs based on their profile
- ♦ Implement intercultural studies in the teaching of Spanish as a Foreign Language (SFL)
- ♦ Make oral presentation an attractive method for learning

03

Structure and Content

The contents of this Postgraduate Diploma have been developed with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true specialists in the teaching of Spanish, with the specific tools for teaching students from other cultures, in a situation of immigration. A complete and well-structured program will take you to the highest standards of quality and success.





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You will study under the guidance of professional experts in this field, acquiring the closest and most accurate vision of teaching Spanish to immigrant minors"

Module 1. Fundamentals of the Teaching Language

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

Module 2. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom

- 2.1. The Adaptation of Material: Determinant Actors in Writing Spanish as L2
 - 2.1.1. Writing and the Cognitive Process
 - 2.1.2. Reflecting on Basic Matters
- 2.2. Types of Paradigm and Classification in Relation to the Key Elements of Teaching
 - 2.2.1. Behaviorism
 - 2.2.2. Mentalism
 - 2.2.3. Model of the Monitor
 - 2.2.4. Constructivism
- 2.3. Choice of Paradigms According to the Context
 - 2.3.1. The Influence of Context in the Application of Teaching and Learning Paradigm
- 2.4. Using Metaphors to Explain Concepts
 - 2.4.1. Comparing Metaphors with Other Literary Resources
 - 2.4.2. Metaphors for Students
- 2.5. The Conditioning Factors of Metaphors
 - 2.5.1. How Does a Metaphor Mark the Knowledge of a Task/Learning?
- 2.6. Gender Patterns in Teaching: Increase of the Female Figure in the Spanish as a Second Language Classroom
 - 2.6.1. Influence of the Female Figure in the Historical Framework of Education
 - 2.6.2. Commitment to Gender Impartiality in Schools
- 2.7. Values and Social Commitment to Education
 - 2.7.1. Society and the Values Attributed to Teachers
- 2.8. Communication as a Means to Understand the Educational Environment
 - 2.8.1. Strategies Focused on How to Communicate
 - 2.8.2. The School Environment as a Whole
- 2.9. Difference Between Translation and Mediation
 - 2.9.1. Literal Translation/Interpreted Translation
 - 2.9.2. Ways of Mediating to Understand the Content
 - 2.9.3. Translation as a Means of Content Reduction or Augmentation
- 2.10. Facilitation of Mediations in Different Educational Environments
 - 2.10.1. Tools for Facilitation

- 2.11. Relationship Between Language-Culture Pairing: Production of Material in Relation to Culture
 - 2.11.1. Valuation of Mediation by Members of Foreign Cultures
 - 2.11.2. Adapting Curricular Material to the Cultural Environment
 - 2.11.3. Educational Programming Around Cultural Diversity
 - 2.11.4. Syllabus Richness in a Multicultural Class

Module 3. Teaching Spanish as a Foreign Language to Immigrant Children and Adolescents

- 3.1. Approach and Activities of Syllabus Adaptation
 - 3.1.1. Types of Approach by Adaptation
 - 3.1.2. How to Adapt the Syllabus Without Affecting the Variation of Basic Competencies
- 3.2. Content Validation in Syllabus Adaptation
 - 3.2.1. Validation for Improving
 - 3.2.2. Close Relationship Between Validation and Social Support
- 3.3. Educative Models Adapted to the Mother Tongue
 - 3.3.1. Psycholinguistics
- 3.4. Creating Material to Motivate Children and Adolescents in the Spanish as a Second Language Classroom
 - 3.4.1. New Trends of Social and Personal Interest for Children and Adolescents
 - 3.4.2. Apply Traditional Motivational Techniques
 - 3.4.3. Comparing the Results of using Both Techniques
- 3.5. Development of Language Skills in Relation to Multiculturalism in the Classroom
 - 3.5.1. Language from Different Points of View
 - 3.5.2. The Value of Differences in Learning Skills
- 3.6. Dealing with Conflicts in the Classroom: Intercultural Particularities
 - 3.6.1. Interviews, Assemblies and Mediations
- 3.7. Rules and Routines in the Classroom. Patterns of Behavior
 - 3.7.1. Routine for Solving Conflicts
 - 3.7.1.1. Communication and Negotiation Abilities
- 3.8. Self-Evaluation and Evaluating Peers
 - 3.8.1. The Student as Protagonist
 - 3.8.2. Realistic Guidance
- 3.9. Social Identity. Self-Concept and Acculturation
 - 3.9.1. Developmental Stages in the Learning of a Target Language
 - 3.9.2. Interlanguage and Social-Affective Resistance
- 3.10. Emotional Intelligence and Empathy
 - 3.10.1. Approach to the Theory of Feelings
 - 3.10.2. Empathizing Process: Development and Consolidation
- 3.11. Evaluating the Integrating Content
 - 3.11.1. To What Extent Does Change Favor the Integration of Individuals to the Whole?
- 3.12. Overview of Diversity: The Influence of Multiculturalism on the Creation of Material
 - 3.12.1. Guidelines for Monitoring Congruence in the Overall Vision
 - 3.12.2. Diversity as a Means of Developing an Overall Vision
- 3.13. Reception and Production
 - 3.13.1. Classroom Productivity Tools
- 3.14. Creating Content for Heterogenic Groups
 - 3.14.1. Differences Between Group Members and Their Particular Contributions
 - 3.14.2. Positive Interdependence
 - 3.14.3. Simultaneous Face-to-Face Interaction
 - 3.14.4. Cooperative Learning Dynamics



This will provide key training to advance your career”

04

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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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.



05

Certificate

The Postgraduate Diploma in Teaching Spanish as a Foreign Language for Immigrant Children and Adolescents 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 for Immigrant Children and Adolescents** contains the most complete and up-to-date educational 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 for Immigrant Children and Adolescents**

Official N° of Hours: **450 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.

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knowledge present

online training

development languages

virtual classroom

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