

Postgraduate Diploma

Methodology and Didactics
of Teaching Spanish
as a Foreign Language





Postgraduate Diploma Methodology and Didactics of Teaching Spanish as a Foreign Language

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

Official N° of Hours: **450 h.**

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-methodology-didactics-teaching-spanish-foreign-language

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01

Introduction

Conventional methods in teaching Spanish as a foreign language, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students, as confirmed by statistical data that reflect the failure of the system and traditional methodology.





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

The pedagogical proposal focuses on the adaptation of teacher training to social, pedagogical and technological changes. Just as students learn differently, teachers must also 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.



Update your knowledge through the program of Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Foreign Language"

The **Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Foreign Language** contains the most complete and up-to-date program on the market

The most important features include:

- ♦ practical cases presented by practising experts in methodology and didactics of teaching Spanish as a foreign language
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest updates on Methodology and Didactics of Teaching Spanish as a Foreign Language
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in methodology and didactics of teaching Spanish as a foreign language
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection

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This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Methodology and Didactics of Teaching Spanish as a Foreign Language, you will obtain a Postgraduate Diploma from TECH Technological University”

It includes in its faculty professionals belonging to the field of methodology and didactics of teaching Spanish as a foreign language, who bring their experience to this educational 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 an immersive training program to train in real situations.

This program is designed around Problem-Based Learning, by means of which the Teachers must try to solve the different situations of professional practice that arise during the educational program. For this purpose, the teacher will be assisted by an innovative interactive video system created by renowned experts in the field of Methodology and Didactics of Teaching Spanish as a Foreign Language with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in Methodology and Didactics of Teaching Spanish as a Foreign Language and improve the education of your students.



02

Objectives

The **Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Foreign Language** is aimed at facilitating the performance of teachers in order to provide them with the necessary skills to carry out quality bilingual education in the high school education environment.





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This Postgraduate Diploma is designed to help you update your knowledge of Methodology and Didactics of Teaching Spanish as a Foreign Language, with the use of the latest educational technology, to contribute with 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 teaching materials to facilitate and enrich the learning 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



Make the most of the opportunity and take the step to get up to date on the latest developments in Methodology and Didactics of Teaching Spanish as a Second Language”





Specific Objectives

Module 1. The Spanish Linguistic System

- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from the other languages
- ♦ Know how to develop activities for starting, developing, reinforcing and extending the teaching units

Module 2. Methodology and Didactics of Teaching Spanish as a Foreign Language

- ♦ Know how to program and develop teaching units
- ♦ Know how specific bilingual schools operate
- ♦ Follow complex story lines, within the teaching and educational environment

Module 3. The Spanish Linguistic System

- ♦ 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
- ♦ Learn about reading promotion programs: objectives, uses and activities

03

Course Management

The program's teaching staff includes leading experts in Methodology and Didactics of Teaching Spanish as a Foreign Language, who bring the experience of their work to this Postgraduate Diploma. In addition, other experts of renowned prestige participate in its design and planning, completing the program in an interdisciplinary manner.



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Learn from leading professionals the latest advances in the field of Methodology and Didactics of Teaching Spanish as a Foreign Language”

Management



Ms. Puertas Yáñez, Amaya

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



Ms. Jiménez Romero, Yolanda

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

Professors

Ms. Correa Bonito, Marta

- ♦ English teacher in secondary school, Colegio JABY
- ♦ Secondary school bilingualism coordinator, Colegio JABY

Ms. García Baumbach, Alba

- ♦ Degree in Spanish Language and Literature, Complutense University of Madrid (2014)
- ♦ Postgraduate Degree at the University of Alcalá and specializes in teaching Spanish as a foreign language (2015)
- ♦ Experience in teaching Spanish as a foreign language in a center accredited by the Instituto Cervantes in Madrid (2015)
- ♦ Collaborator in tasks of dissemination and communication for the internationalization of the Spanish language

Mr. Díaz Lima, Tomás

- ♦ Researcher/Doctoral Fellow, Pablo de Olavide University

Ms. García-Vao Bel, María José

- ♦ Degree in Early Childhood Education
- ♦ Master's Degree in SEN
- ♦ Member of SUCAM (University Sub-network of Learning Communities of Madrid)

Ms. León Campos, Adriana

- ♦ Degree in English Studies from the Autonomous University of Madrid (2015.)
- ♦ Master's Degree in Teacher Training
- ♦ Specialization in the field of Spanish as a Foreign Language (ELE) at the University of Alcalá (2016)
- ♦ Teaching experience in ELE, University of Alcalá and in a center accredited by the Instituto Cervantes
- ♦ Collaborator in activities to bring different cultures and languages together

04

Structure and Content

The objectives of this Postgraduate Diploma are a response to the urgent need for ongoing learning of qualified professionals in the early stages of education who, in accordance with the principle of lifelong learning, need to recycle their knowledge and adapt their professional activity to new social demands, and who are massively aspiring to integrate their centers into the bilingual networks created by the administration.

A close-up photograph of several blue, textured keyboard keys. The key in the foreground on the right has the word "Learn" printed on it in white, bold, sans-serif font. To its left, another key is partially visible, showing a yellow and red graphic. The background is a soft-focus grey surface. The image is partially obscured by large, overlapping geometric shapes in red, dark red, and blue that create a dynamic, abstract composition on the left and bottom of the page.

Lea

Learn Spanish

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The Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Foreign Language contains the most complete and up-to-date program on the market”

Module 1. The Spanish Linguistic System

- 1.1. Linguistic Variety of Spanish: Geographic or Diatopic Variety
 - 1.1.1 General Principles
 - 1.1.2 Geographic or Diatopic Variety
 - 1.1.2.1. Language, Dialect, Speech and Accent
 - 1.1.2.2. Spanish Dialects in Spain and Latin America
 - 1.1.2.3. Spanish Dialects in Spain
 - 1.1.2.3.1. Castilian or Castilian Spanish
 - 1.1.2.3.2. Andalusian Spanish
 - 1.1.2.3.2. Canary Islands Spanish
- 1.2. Spanish Dialects in Latin America
 - 1.2.1 Caribbean Spanish
 - 1.2.2 Mexican and Central American Spanish
 - 1.2.3 Andean Spanish
 - 1.2.4 Southern Spanish
 - 1.2.5 Chilean Spanish
 - 1.2.6 American Spanish
- 1.3. Linguistic Variety of Spanish: Situational Variety, Sociocultural or Diachronic Variety and Historical or Diachronic Variety
 - 1.3.1 Languages in Contact
 - 1.3.2 Situational or Diaphasic Variety
 - 1.3.2.1. Language Registers
 - 1.3.2.2. Slang and Jargon
 - 1.3.3 Sociocultural or Diastratic Variety
 - 1.3.3.1. Social Levels of language
 - 1.3.4 Historical or Diachronic Variety
 - 1.3.4.1. A Journey from Medieval to Modern Spanish: Phonic and Morphosyntactic Features of Medieval Spanish.
- 1.4. Classic Spanish
 - 1.4.1 Lexical Features of Medieval Spanish
 - 1.4.2 Classical Spanish
- 1.5. Modern Spanish and Model of Spanish in the Classroom
 - 1.5.1 Modern Spanish Spelling, Phonetics, Grammar and Lexicon
 - 1.5.2 What Is Model Spanish in The ELE Classroom? (I)
 - 1.5.2.1. The Varilex Project
- 1.6. Web Resources for Lexical Instruction and The Study and Teaching of Phonology and Phonetics
 - 1.6.1 What Is Model Spanish in The ELE Classroom? (II)
 - 1.6.1.1. CORDE, CREA, CORPES XXI, Educalingo and Audiolingua
 - 1.6.2 Study and Teaching of Phonology and Phonetics
 - 1.6.2.1. General Fundamentals of Phonetics and Phonology
 - 1.6.2.2. Teaching Pronunciation
 - 1.6.2.3. Determining Elements for Learning
 - 1.6.2.4. Teaching Methods
- 1.7. Teaching Pronunciation and Teaching Spelling: Punctuation Marks
 - 1.7.1 Adequate Pronunciation in the ELE Classroom
 - 1.7.2 Using ICTs for Teaching Pronunciation in the Spanish as a Foreign Language Classroom
 - 1.7.3 Orthography
 - 1.7.3.1. Orthographic Signs: The Umlaut and The Prosodic Function of The Tilde
- 1.8. Teaching Spelling (I)
 - 1.8.1 Diphthongs, Triphthongs and Hiatus Spelling
 - 1.8.2 The Diacritical Function of The Tilde
 - 1.8.3 Punctuation Marks
 - 1.8.3.1. Speech Delimiters (I): Period, Comma and Semicolon
- 1.9. Teaching Spelling (II)
 - 1.9.1 Discourse Delimiters (II): Colon
 - 1.9.2 Delimiters of The Second Speech
 - 1.9.3 Indicators of Modality or Omission of Statements
 - 1.9.4 Auxiliary Signs: Hyphen, Slash and Apostrophe
 - 1.9.5 Use of Uppercase and Lowercase Letters
 - 1.9.6 Word Composition
 - 1.9.7 Acronyms and Abbreviations
 - 1.9.8 Foreign and Borrowed Words

- 1.10. Morphology (I)
 - 1.10.1 Word Formation
 - 1.10.2 Grammatical Categories (I)
 - 1.10.2.1. The Noun
 - 1.10.2.2. The Verb
 - 1.10.2.3. The Adjective
 - 1.10.2.4. The Adverb
 - 1.11. Spanish Morphology (II) and Syntax
 - 1.11.1 Grammatical Categories (II)
 - 1.11.1.1. The Article and Personal Pronouns
 - 1.11.1.2. Possessives
 - 1.11.1.3. Demonstratives
 - 1.11.1.4. Relatives, Interrogatives and Exclamatives
 - 1.11.1.5. Indefinite and Numerical Quantifiers
 - 1.11.1.6. Prepositions
 - 1.11.1.7. Conjunctions
 - 1.11.2 Syntax
 - 1.11.2.1. The Spoken Voice
 - 1.11.2.2. Sentence Classification
- Module 2. Methodology and Didactics of Teaching Spanish as a Foreign Language**
- 2.1. Skill-Based Learning of Spanish
 - 2.1.1 General Skills
 - 2.1.2 Linguistic Communication Skills
 - 2.1.3 Programming Teaching Units According to Skills
 - 2.1.4 Skills Evaluation
 - 2.1.5 Rubrics to Assess Skills
 - 2.1.6 Portfolio and Skills
 - 2.1.7 Teaching Implications for the Spanish a Foreign Language Classroom
 - 2.2. Planning of a Spanish Course
 - 2.2.1 Common European Framework of Reference for Languages
 - 2.2.2 Language Programs
 - 2.2.3 Needs Analysis
 - 2.2.4 Objectives
 - 2.2.5 Assessment
 - 2.2.6 Contents
 - 2.2.7 Material and Manual Analysis
 - 2.3. L2 Learning. Methods and Approaches
 - 2.3.1 Methods and Approaches
 - 2.3.2 Communicative Approach
 - 2.3.3 L2 and Interaction
 - 2.3.4 The Role of Emotions in L2 Learning
 - 2.3.5 Problem-Based Learning
 - 2.3.6 *The Flipped Classroom.*
 - 2.3.7 Gamification
 - 2.3.8 Cooperative Learning
 - 2.4. Literature in the Teaching of Spanish
 - 2.4.1 The Role of Literature in the Spanish Classroom
 - 2.4.2 Objectives of the Teaching of Literature
 - 2.4.3 Literary Genres in Spanish Class
 - 2.4.4 Dialogic Reading and Spanish as Foreign Language
 - 2.4.5 Dialogical Literary Tertulias in the Spanish as a Foreign Language Classroom
 - 2.5. Dialogic Learning in the Spanish as a Foreign Language Classroom Interactive Groups
 - 2.5.1 Managing the Classroom
 - 2.5.2 Group Dynamics and Their Phases
 - 2.5.3 Group Dynamics in the Spanish a Foreign Language Classroom
 - 2.5.4 Didactic Techniques in the Spanish a Foreign Language Classroom
 - 2.5.5 Dialogic Learning
 - 2.5.6 Interactive Groups

- 2.6. Teaching Written Language
 - 2.6.1 Language Skills/Language Activities
 - 2.6.2 Reading Comprehension Didactics
 - 2.6.3 Activities to Develop Reading Comprehension
 - 2.6.4 Teaching Didactics for Written Expression and Interaction
 - 2.6.5 Activities to Develop Written Expression
 - 2.6.6 Criteria to Evaluate Written Comprehension
 - 2.6.7 Criteria to Evaluate Oral Comprehension
- 2.7. Oral Language Teaching
 - 2.7.1 Listening Comprehension Didactics
 - 2.7.2 Activities to Develop Listening Comprehension
 - 2.7.3 Oral Expression and Interaction Didactics
 - 2.7.4 Activities to Develop Oral Expression and Interaction
 - 2.7.5 Criteria to Evaluate Oral Comprehension
 - 2.7.6 Criteria to Evaluate Oral Expression
- 2.8. Lexicon Didactics
 - 2.8.1 What is the Lexicon?
 - 2.8.2 Lexicon Learning
 - 2.8.3 Lexical Approaches and Communicative Teaching
 - 2.8.4 Lexical Approach in Spanish as a Foreign Language Textbooks
 - 2.8.5 Lexicon and Skills
- 2.9. Didactics of Linguistic Mediation
 - 2.9.1 What Is Linguistic Mediation?
 - 2.9.2 Background on Linguistic Mediation
 - 2.9.3 Linguistic Mediation and Cultural Mediation
 - 2.9.4 Typologies of Linguistic Mediation
 - 2.9.5 Types of Linguistic Mediation in the Spanish as a Foreign Language Classroom
 - 2.9.6 Mediator Skills
 - 2.9.7 Activities for Linguistic Mediation in the Spanish as a Foreign Language Classroom



- 2.10. Content Research and Creation Through the iPad/ Tablet
 - 2.10.1 Tools for Searching for Information
 - 2.10.2 Tools for Collaborative Work
 - 2.10.3 Tools to Create, Edit and Transform
 - 2.10.4 Tools to Develop Linguistic Skills
 - 2.10.5 Tools for Evaluating
 - 2.10.6 Apps for the Spanish a Foreign Language Classroom
 - 2.10.7 Tools for the Inverted Spanish a Foreign Language Classroom

Module 3. Educational Resources for Teaching Spanish as a Foreign Language

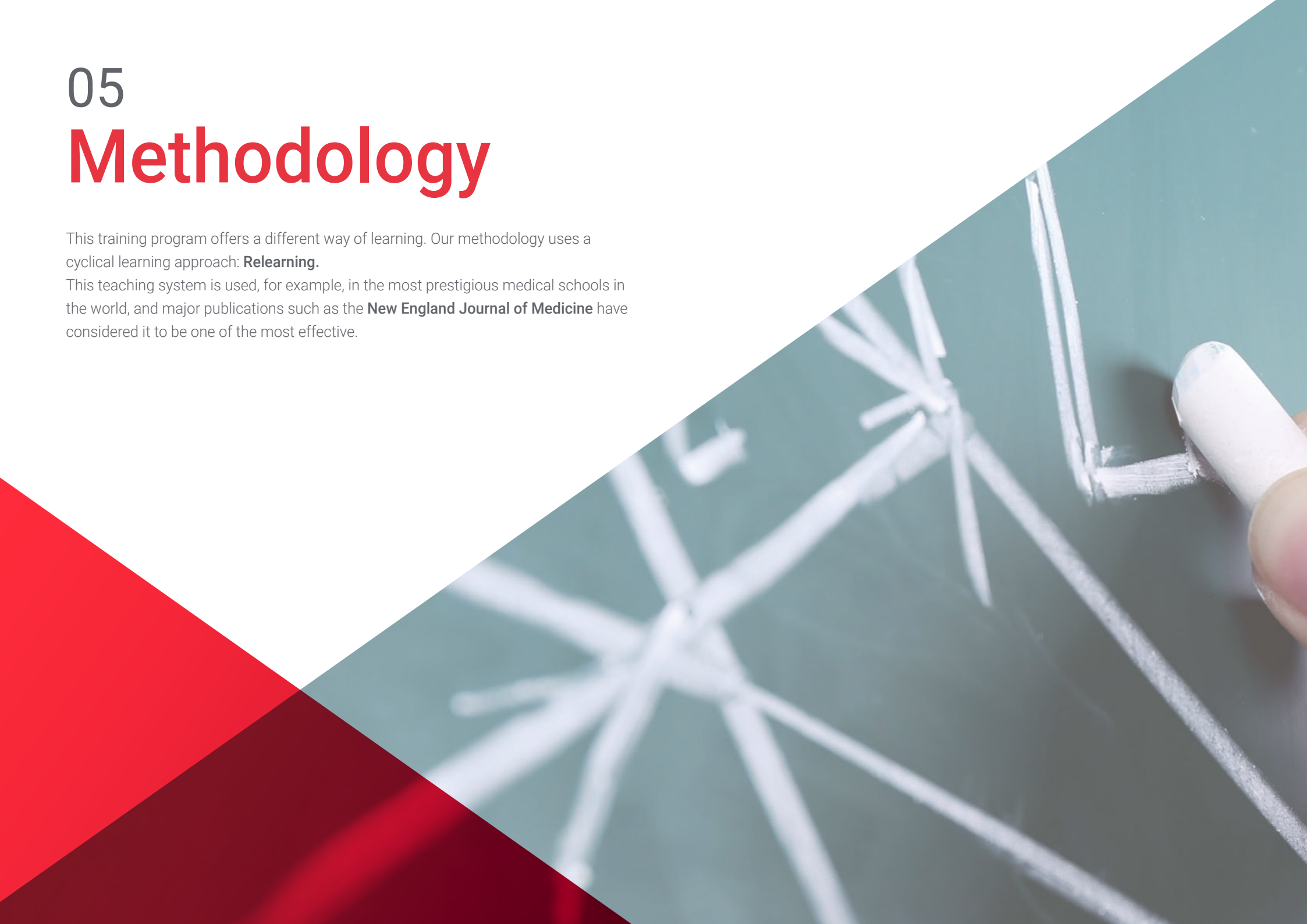
- 3.1. Identification, Selection and Adaptation of Resources for Teaching Spanish as an L2
 - 3.1.1 What Are Didactic Materials?
 - 3.1.2 Types of Didactic Materials
 - 3.1.3 Keys to Developing Materials
 - 3.1.4 Adapting Didactic Materials
- 3.2. Didactic Resources: Flashcards and Pictures
 - 3.2.1 Why Use Images?
 - 3.2.2 How to Use Images in the Spanish as Foreign Language Classroom?
 - 3.2.3 Types of Flashcards
 - 3.2.4 Flashcard with Activities
- 3.3. Working with Graded Readings
 - 3.3.1 Definition of Graded Reading and Characteristics
 - 3.3.2 Advantages of Extensive Reading
 - 3.3.3 Strategies for using Graded Reading in the Classroom
 - 3.3.4 Activities with Graded Reading in the Classroom
- 3.4. Games, Activities and Board Games
 - 3.4.1 Play
 - 3.4.2 Games in Learning
 - 3.4.3 Play in the Classroom
 - 3.4.4 Gamification
 - 3.4.5 Types of Games
- 3.5. Drama and Role Plays
 - 3.5.1 Drama and Dramatic Play
 - 3.5.2 Using Drama for Learning English
 - 3.5.3 Differences Between Theatre and Dramatic Play
- 3.6. Poems, Rhymes, and Tongue Twisters
 - 3.6.1 Why Use Poetry for Teaching L2 in the Classroom?
 - 3.6.2 Rhymes
 - 3.6.3 Tongue Twisters
- 3.7. Blogs and Wikis for Teaching Spanish as a Foreign Language
 - 3.7.1 What Is a Blog?
 - 3.7.2 Possibilities of Blogs in the Spanish as Foreign Language Classroom
 - 3.7.3 Keys for Organizing and Designing a Blog
 - 3.7.4 Examples of Blogs for Teaching Spanish as a Foreign Language
 - 3.7.5 What Is a Wiki?
 - 3.7.6 Uses of Wikis in the Spanish as Foreign Language Classroom
 - 3.7.7 Examples of Wikis for Teaching Spanish as a Foreign Language
- 3.8. Didactic Worksheets in the Spanish as Foreign Language Classroom
 - 3.8.1 What Are Didactic Worksheets?
 - 3.8.2 Why Use Worksheets?
 - 3.8.3 How to Use Worksheets in the Spanish as a Foreign Language Classroom?
 - 3.8.4 Types of Worksheets
 - 3.8.5 Adaptation, Design and Creating Worksheets
- 3.9. Didactic Resources: iPads and Tablets to Teach Spanish as a Foreign Language
 - 3.9.1 iPads/Tablets in a Language Classroom
 - 3.9.2 Apps for the Classroom
 - 3.9.3 Specific Apps to Learn Spanish
 - 3.9.4 Online Resources
- 3.10. Didactic Resources: Videos and Films
 - 3.10.1 Why Use Short Animation Films?
 - 3.10.2 Keys to Using Short Films in the English Classroom?
 - 3.10.3 How to Choose a Short Film?
 - 3.10.4 Activities to do Before, During, and After the Viewing

05

Methodology

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

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





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

At TECH Education School we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

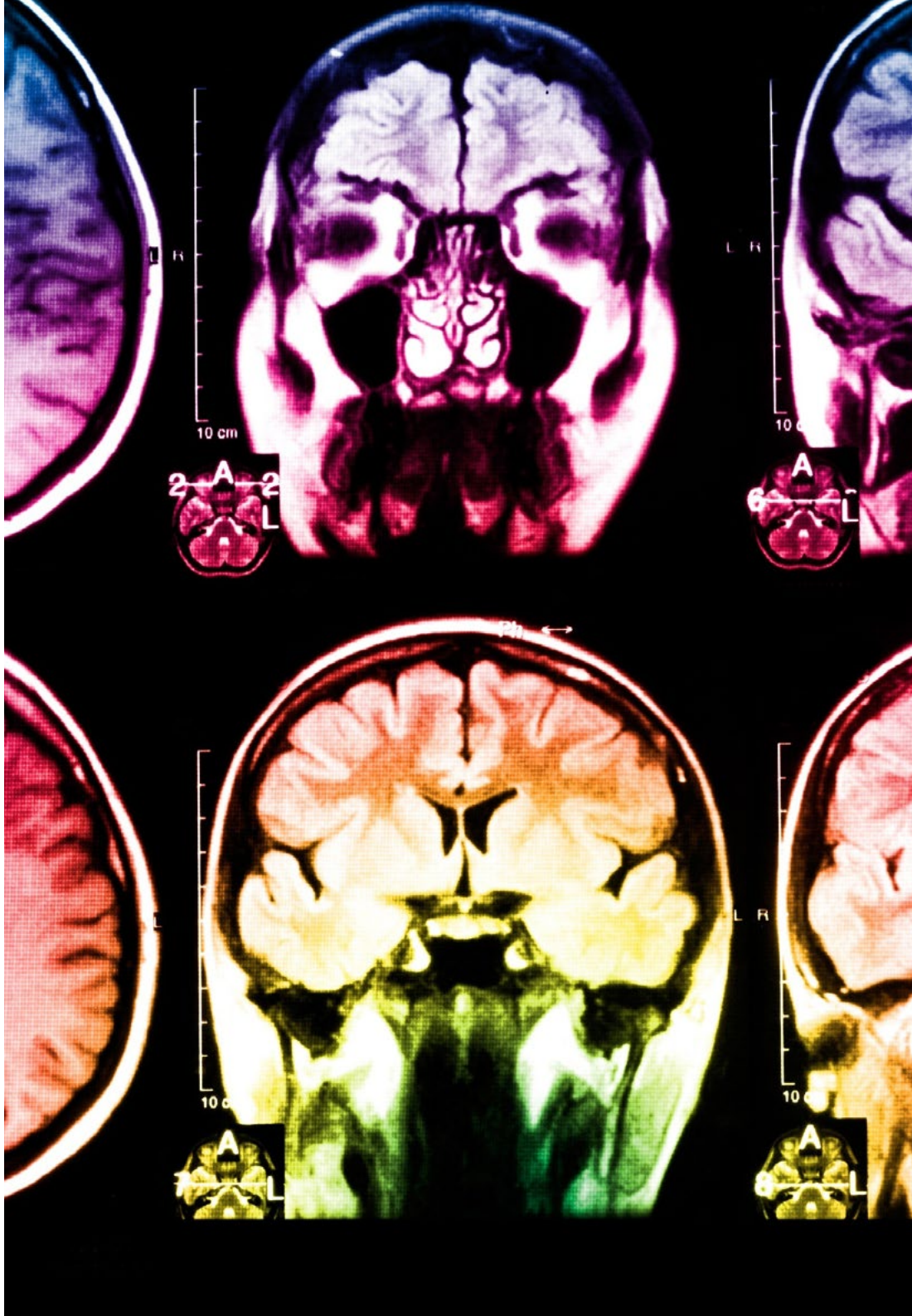
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

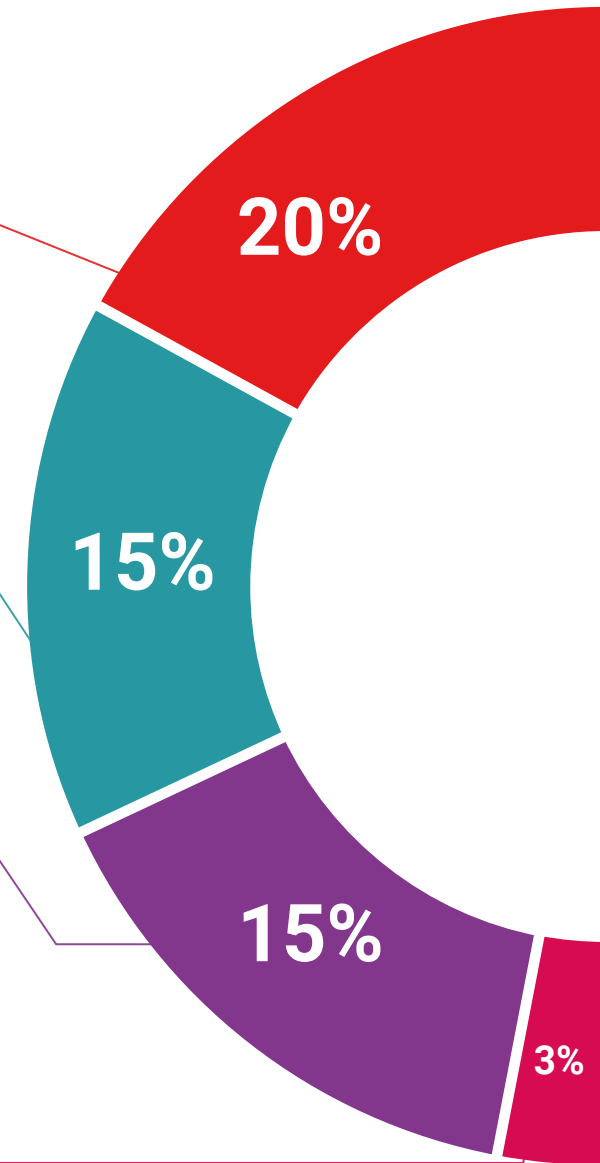
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

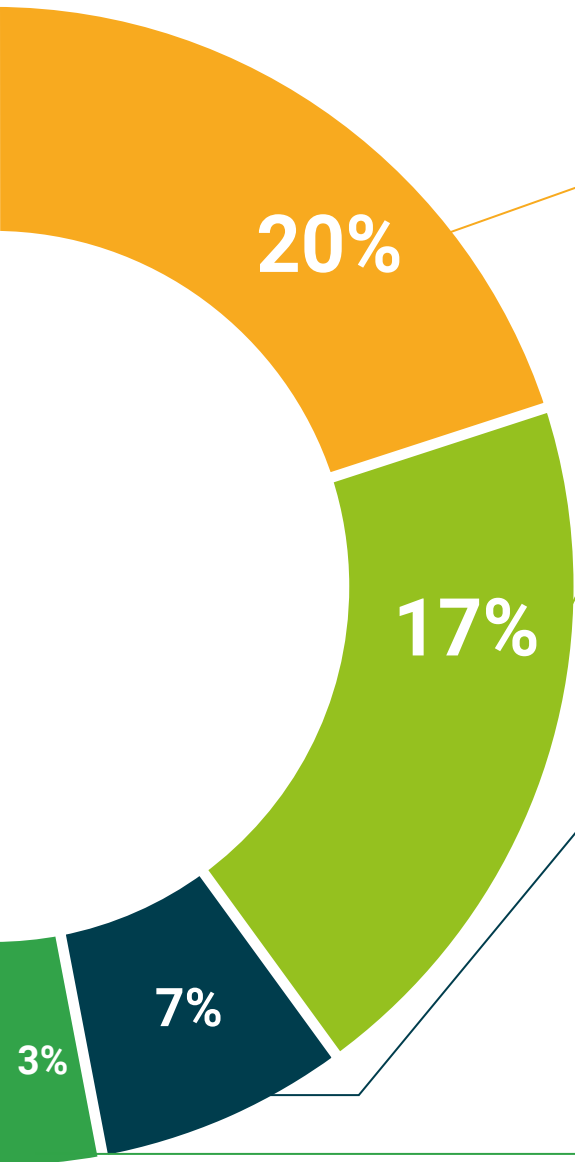
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Foreign Language 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 Methodology and Didactics of Teaching Spanish as a Foreign Language** contains the most complete and up-to-date 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 certificate 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 Methodology and Didactics of Teaching Spanish as a Second Language**

Official N° of Hours: **450 h.**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online teaching languages

development

virtual classroom

tech technological
university

Postgraduate Diploma

Methodology and
Didactics of Teaching
Spanish as a Foreign
Language

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

Official N° of Hours: 450 h.

Postgraduate Diploma

Methodology and Didactics of Teaching Spanish as a Foreign Language

