Postgraduate Diploma

Teaching Spanish as a Foreign Language in Pre-School and Primary School

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Postgraduate Diploma

Teaching Spanish as a Foreign Language for Pre-School and Primary School

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

Website: **www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-teaching-spanish-foreign-language-pre-school-primary-school**

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01

Introduction

The program in Teaching Spanish as a Foreign Language for Pre-School and Primary School is a fundamental tool for all those teachers who wish to focus on teaching young people, since it takes into consideration relevant aspects such as the age of the students and their needs.

This Postgraduate Diploma in Teaching Spanish as a Foreign Language for Pre-School and Primary School will generate a sense of confidence in teaching, which will help you grow personally and professionally"

This program pays special attention to the teaching of Spanish as a Foreign Language (SFL), with one of the main objectives being to prepare educators to teach multicultural and multilingual groups.

Thus, different methodological approaches are presented to facilitate the teacher's work and help them create activities within this specific framework. Interaction is essential to minimize multicultural differences and enable the transformation of the classroom from a teaching space to a social space. The program also emphasizes the importance of information and communication technologies in the field of teaching.

The use of ICT in the classroom brings wide-ranging benefits and aids the presentation of content. The work of the teacher is a fundamental factor in its use since they must create a digital resource database that is reliable and appropriate for pre-school and primary teaching.

Given the above, it can be seen that the Postgraduate Diploma in Teaching Spanish as a Foreign Language for Pre-School and Primary School focuses on developing a range of competencies, as well as linguistic skills in both comprehension and oral and written production. The development of a teaching plan and its corresponding units must be geared towards achieving a series of objectives established at the beginning of the school year. Nowadays, educators are often expected to teach SFL in a multicultural group which has limited contact with the Spanish language, and so the theory related to this area and its practical application has been prioritised in this Postgraduate Diploma. The benefits of using a personal digital resource database containing practical and reliable contents are also explored.

This **Postgraduate Diploma in Teaching Spanish as a Foreign Language for Pre-School and Primary School** contains the most complete and up-to-date educational program on the market. The most important features include:

- Graphic, schematic, and practical contents which provide scientific and practical information on the disciplines that are essential for professional practice
- The latest developments on Teaching Spanish as a Foreign Language for Pre-School and Primary School
- Practical exercises where self-evaluation can be carried out to improve learning
- Special emphasis on innovative methodologies in Teaching Spanish as a Foreign Language for Pre-School and Primary School
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Update your knowledge with this Postgraduate Diploma in Teaching Spanish as a Foreign Language in Pre-School and Primary School"

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

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

Take this opportunity to learn about the latest advances in Teaching Spanish as a Foreign Language for Pre-School and Primary School and enhance your students' skills.

The program's teaching staff includes professionals from the field of Teaching Spanish as a Foreign Language for Pre-School and Primary School, who contribute their experience to this program, in addition to renowned specialists from leading societies and prestigious universities.

Multimedia content developed with the latest educational technology, will allow professionals a situated and contextual learning, that is to say, a simulated environment that will provide immersive learning designed to prepare them for 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 educator will be assisted by an innovative interactive video system developed by renowned experts in the field of Teaching Spanish as a Foreign Language for Pre-School and Primary School, with extensive teaching experience.

02

Objectives

This program in Teaching Spanish as a Foreign Language for Infants and Primary School is aimed at facilitating the performance of the professional dedicated to teaching multicultural and multilingual groups in the early childhood stage.

This Postgraduate Diploma is designed to help you expand your knowledge in Teaching Spanish as a Foreign Language in Pre-School and Primary,School with the use of the latest educational technology to contribute to excellent decision-making and aid the monitoring of student progress"

General Objectives

- The main objective is to provide future Pre-School and Primary teachers with essential knowledge about child development, learning and education, which allows them to enhance their teaching and adapt to the idiosyncrasies of the students

Take this opportunity and to get up to date on the latest developments in Teaching Spanish as a Foreign Language for Pre-School and Primary School"

Specific Objectives

Module 1. Education and Development

- Place human development in its biopsychosocial context and understand the relationships between development, learning, culture, and education
- Define the main theoretical paradigms of human development and learning
- Describe the characteristics and special considerations for the human growth period and understand the perceptual, cognitive and emotional correlates of brain development
- Compare the different theoretical perspectives on perceptual-motor development
- Understand how the interaction between experience and the physical and social environment influences physical and perceptual-motor development
- Understand the strengths and limitations of different constructivist perspectives on cognitive development
- Know how attention, memory, thinking, and executive functions develop from an information processing perspective

Module 2. Teaching Fundamentals

- Reflect on the contribution of sociology to teaching in pre-school and primary school and what factors influence the teaching-learning process
- Indicate the degree of involvement and influence of the teaching space in the teaching-learning process
- Reflect on the contribution of psycholinguistics to teaching in pre-school and primary school and what factors influence the teaching-learning process
- Highlight and define the elements that make up teaching skills and the role they play

Module 3. Teaching Spanish as a Foreign Language for Preschool and Primary School

- Decide what cultural content should be included in the teaching units to improve students' social interaction in the context of Spanish as a Foreign Language
- Reflect on the role of new technologies in the Spanish as a Foreign Language pedagogical space
- Analyze the possible digital resources that can be included in the teaching of language
- Use different online resources for the creation of educational material
- Reflect on the past and present educational context in relation to the use of new technologies in education
- Determine the presence of metalinguistic awareness in children and its influence on learning Spanish as a Foreign Language

03

Course Management

The teaching staff is made up of leading experts in Teaching Spanish as a Foreign Language for Pre-School and Primary School, who pour their professional experience into this program. In addition, other renowned experts participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn about the latest advances in Teaching Spanish as a Foreign Language for Pre-School and Primary School, from leading professionals"

Management

Mr. Arroyo Fernández, Alejandro

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

Ms. Jiménez Romero, Yolanda

- Psychopedagogist and Primary School Teacher with a major in English
- Director of the University Teaching and Educational Coaching programs at TECH Technological University
- Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- Co-director and Professor of the Neurosciences Program at TECH Technological University in the programs in Emotional Intelligence and Career Guidance at TECH Technological University
- Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- Teacher in the High Abilities and Inclusive Education program
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Coordinators

Mr. Velasco Rico, Guillermo

- Academic Coordinator of the Center for Hispanic Studies in Sarajevo
- Degree in Hispanic Philology from the Complutense University of Madrid
- Master's Degree in teaching SFL, Complutense University of Madrid

Ms. Azcunaga Hernández, Amaia

- Professor of Foreign Languages
- Professional Master's Degree in Teaching Spanish as a Foreign Language, Complutense University of Madrid

Professors

Mr. Gris Ramos, Alejandro

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

Ms. Puertas Yáñez, Amaya

- Primary School Teacher
- Bilingualism and Internationalization Coordinator at JABY College
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)
- Bachelor's Degree in Information Sciences (UCM)
- Postgraduate Diploma in English as a Foreign Language (UAM)
- Master's Degree in Bilingual Education (UAH)
- Master's Degree in Attention to SEN in Pre-school and Primary Education

Ms. Mejías, María José

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

Ms. Panameño, Claudia Lissette

- Graduated with honors in Modern Languages, University of San Salvador
- Second Year as a Spanish Teacher in French National Education
- Spanish Lecturer, University of Lille
- Examiner for the official foreign Language exams of the French Ministry of National Education (CLES) at all levels
- Teacher in an innovative French-Spanish telematic exchange project between the University of Lille and the University of El Salvador
- More than 5 years of experience in teaching English and French, working for the Alliance Fraçaise de San Salvador, the British Institute, and the United Nations Development Program (UNDP)

04

Structure and Content

The syllabus 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 education and are committed to excellent teaching using new educational technologies.

This Postgraduate Diploma in Teaching Spanish as a Foreign Language for Pre-School and Primary School contains the most complete and up to date educational program on the market"

Module 1. Education and Development

1.1. Language and the Brain
- 1.1.1. Brain and Language
- 1.1.2. Communicative Processes of the Brain
- 1.1.3. The Brain and Speech: Acquisition and Development of Language and Communication

1.2. Psycholinguistics
- 1.2.1. Scientific Framework of Psycholinguistics
- 1.2.2. Objectives of Psycholinguistics
- 1.2.3. Language Processing System
- 1.2.4. Theories on the Development of Language Learning
- 1.2.5. The Information Processing System
  - 1.2.5.1. Levels of Processing
- 1.2.6. Functional Architecture of the Language Processing System: Fodor's Modularist Theory

1.3. Language Development vs. Neural Development
- 1.3.1. Genetics and Language
  - 1.3.1.1. Foxp2 (Forkhead Box P2)
- 1.3.2. Neurological Foundations of Language
- 1.3.3. Developmental Dyslexia
- 1.3.4. Specific Language Impairment (SLI)

1.4. Spoken Language and Written Language
- 1.4.1. Language
- 1.4.2. Comprehensive Language
- 1.4.3. Spoken Language
- 1.4.4. Reading Language
- 1.4.5. Dyslexia
- 1.4.6. Written Language
- 1.4.7. Dysgraphia

1.5. The Bilingual Brain
- 1.5.1. Concept of Bilingualism
- 1.5.2. Bilingual Brain
  - 1.5.2.1. Critical and Sensitive Periods
  - 1.5.2.2. Positive and Negative Effects of Bilingualism
- 1.5.3. Brain of the Early Bilingual vs. Late Bilingual
- 1.5.4. Changes in Neural Circuits in Bilingual Brains
- 1.5.5. Learning Factors in the Acquisition of One or More Languages
  - 1.5.5.1. Window of Opportunity
  - 1.5.5.2. Aptitude
  - 1.5.5.3. Motivation
  - 1.5.5.4. Strategy
  - 1.5.5.5. Consistency
  - 1.5.5.6. Opportunity and Support
  - 1.5.5.7. Linguistic Relationship Between Languages
  - 1.5.5.8. Siblings
  - 1.5.5.9. Gender
  - 1.5.5.10. Right or Left-Handedness
- 1.5.6. Bilingualism: Cognitive and Executive Functions

1.6. Speech and Language Development Disorders
- 1.6.1. The Architecture of the Mind
- 1.6.2. Language
  - 1.6.2.1. Language Development
- 1.6.3. Communication Disorders
- 1.6.4. Specific Speech and Language Development Disorders
  - 1.6.4.1. Specific Language Impairment
  - 1.6.4.2. Speech Development Disorders

1.7. Childhood Language Development
- 1.7.1. Language Components
- 1.7.2. Errors in Language Development
  - 1.7.2.1. Errors in Content or Semantics
  - 1.7.2.2. Errors in the Form Component
- 1.7.3. Communicative Contexts
  - 1.7.3.1. The Influence of Context and Interaction on Language Development
- 1.7.4. The Relationship Between Gestures and Language Development

1.8. The Adolescent Brain
- 1.8.1. Adolescent Brain Mechanisms of Maturing
- 1.8.2. Studies on the Adolescent Brain
- 1.8.3. Neurosciences and Adolescence

Module 2. Teaching Fundamentals

2.1. Special Considerations for Pre-School and Primary Education
- 2.1.1. The Concept of Pre-School and Primary Education
- 2.1.2. Schooling
- 2.1.3. Age
- 2.1.4. Pre-School Education versus Primary Education
- 2.1.5. Functions of Pre-School and Primary Education
- 2.1.6. Formal Education
- 2.1.7. Social History of Education
- 2.1.8. Social Ethics of Pre-School and Primary Education

2.2. Foundations for Language Teaching
- 2.2.1. The Contribution of Sociology
  - 2.2.1.1. The Influence of the Environment
- 2.2.2. The Role of the School
- 2.2.3. Social Relations
- 2.2.4. Self-Definition and Self-Esteem
- 2.2.5. The Contribution of Psycholinguistics
  - 2.2.5.1. Foundations of Language Learning
  - 2.2.5.2. Language Development
- 2.2.6. Stages of Language Development

2.3. Language Teaching
- 2.3.1. Key concepts: Language and Speech
- 2.3.2. Language Functions
- 2.3.3. Language Acquisition
  - 2.3.3.1. Different Theories of Acquisition
- 2.3.4. Language Levels
- 2.3.5. Literacy: Concept and Skills
- 2.3.6. Literacy: Stages of Development
- 2.3.7. Communicative Competence: Concept of Competence
- 2.3.8. Communicative Competence: The Linguistic Component
- 2.3.9. The Sociolinguistic and Pragmatic Component

2.4. Definition of Objectives
- 2.4.1. The Concept and Types of Objectives
- 2.4.2. The Development of Objectives
- 2.4.3. Specification of Objectives
- 2.4.4. Keys Points on the Design of Objectives
- 2.4.5. Curriculum Design through Competencies
- 2.4.6. Typology of Consequences
- 2.4.7. The Hidden Curriculum
- 2.4.8. The Concept of Difficulty
- 2.4.9. Learning Difficulties
- 2.4.10. Complexity

2.5. Definition of Levels
- 2.5.1. Concept of Levels
- 2.5.2. Concept of Systematization and Graduation
- 2.5.3. Evaluation
- 2.5.4. Relationship between Development and Educational Level
- 2.5.5. The Role of the Initial Levels
- 2.5.6. The Role of Higher Levels

2.6. The Language Curriculum in Pre-School and Primary Education
- 2.6.1. Competences and Language Teaching
- 2.6.2. Language Evaluation
- 2.6.3. Evaluation in Pre-school Education
- 2.6.4. Assessment in Primary Education
- 2.6.5. Pedagogical and Didactic References
- 2.6.6. Interaction and Integration
- 2.6.7. Development With Respect To Training
- 2.6.8. Individuality versus Collectivist
- 2.6.9. Principle of Knowledge Application

2.7. The Concept of Literacy
- 2.7.1. Definition of Literacy
- 2.7.2. Teaching and Learning Reading and Writing
- 2.7.3. Academic Achievement and Reading and Writing
- 2.7.4. Literacy in Pre-School Education
  - 2.7.4.1. Early Learning
- 2.7.5. Methods of Teaching Reading and Writing
- 2.7.6. Reading and Writing from Pre-School to Primary School

2.8. Educational Approaches in Pre-School and Primary Education
- 2.8.1. The Concept of Educational Approach
- 2.8.2. Functions of the Educational Approach
- 2.8.3. History of the Different Educational Approaches
- 2.8.4. Scientific Approach to Pre-School and Primary Education: Behaviorism
- 2.8.5. Scientific Approach to Pre-School and Primary Education: Cognitivism
- 2.8.6. Scientific Approach to Pre-School and Primary Education: Constructivism
- 2.8.7. General Characteristics of the Dichotomy between Classical and Modern Approaches
- 2.8.8. Changes and Permanence

2.9. Introduction to the Concept of Play
- 2.9.1. Definition and Importance of Games
- 2.9.2. Types of Games
- 2.9.3. Approach from Psychological and Psychosocial Theories of Play
- 2.9.4. Play and Language Development
- 2.9.5. Play as a Pedagogical Element
- 2.9.6. The Role of the Teacher in Games

2.10. Group Language Teaching
- 2.10.1. Cooperative Work
- 2.10.2. The Group
- 2.10.3. Working in Groups
- 2.10.4. General Strategies
- 2.10.5. Group Language Teaching
- 2.10.6. Strategies for Pre-School Education
- 2.10.7. Strategies for Primary Education

Module 3. Teaching Spanish as a Foreign Language in Preschool and Primary School

3.1. L2 Learning. Methods and Approaches
- 3.1.1. Aspects to be Taken into Account when Teaching
- 3.1.2. Difference between Language Learning and Language Acquisition
- 3.1.3. Optimal Conditions for Learning a Foreign Language
- 3.1.4. Approaches and Methods

3.2. Neuroeducation and Bilingualism
- 3.2.1. Bilingual Brain
- 3.2.2. The Age Factor
- 3.2.3. The Quality Factor
- 3.2.4. The Method Factor
- 3.2.5. The Language Factor
- 3.2.6. The Number Factor

3.3. Cummins BICS and CALP Theories
- 3.3.1. Introduction
- 3.3.2. Linguistic Interdependence Theory
- 3.3.3. The Threshold Hypothesis
- 3.3.4. Additive and Subtractive Bilingualism
- 3.3.5. The importance of the Mother Tongue
- 3.3.6. Language Immersion Programs

3.4. L2 and Interaction
- 3.4.1. The Role of Interaction in Learning
- 3.4.2. Interaction in Native Language Learning
- 3.4.3. Interaction in L2 Learning
- 3.4.4. Types of Interaction in the Foreign Language Classroom
- 3.4.5. Communicative Approach in Second Language Teaching

3.5. The Role of Emotions in L2 Learning
- 3.5.1. Emotional Intelligence
- 3.5.2. Motivation in the Spanish as a Foreign Language Classroom
  - 3.5.2.1. What is Motivation?
  - 3.5.2.2. Type of Motivation
  - 3.5.2.3. Motivation Factors
- 3.5.3. Theories of Motivation
- 3.5.4. Motivation Techniques in the Spanish as a Foreign Language Classroom

3.6. Working with Graded Readings
- 3.6.1. Definition of Graded Reading and Characteristics
- 3.6.2. Advantages of Extensive Reading
- 3.6.3. Strategies for using Graded Reading in the Classroom
- 3.6.4. Activities with Graded Readings in the Classroom

3.7. Teaching Resources: Poems, Rhymes and Tongue Twisters
- 3.7.1. Why use Poetry in the Spanish as a Foreign Language Classroom?
  - 3.7.1.1. What kind of Texts?
  - 3.7.1.2. The Poem as an Activity in the Spanish as a Foreign Language Classroom
- 3.7.2. Rhymes
  - 3.7.2.1. Activities and Games for Initiation and Motivation
- 3.7.3. Tongue Twisters
  - 3.7.3.1. Origin of Tongue Twisters
  - 3.7.3.2. Features
  - 3.7.3.3. Why use Tongue Twisters in Spanish?

3.8. Teaching Resources: Flashcards and Pictures
- 3.8.1. Why use Flashcards?
- 3.8.2. How to use Flashcards in the Spanish Classroom?
- 3.8.3. Types of Flashcards
- 3.8.4. Activities with Flashcards

3.9. Didactic Resources: Videos and Animated Short Films
- 3.9.1. Why use Short Animation Films?
- 3.9.2. How to use Short Films in the Spanish as a Foreign Language Classroom?
- 3.9.3. How to Choose a Short Film?
- 3.9.4. Activities to do Before, During, and After the Viewing
- 3.9.5. Short Films for the Spanish as a Foreign Language (ELE) Classroom

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

05

Methodology

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

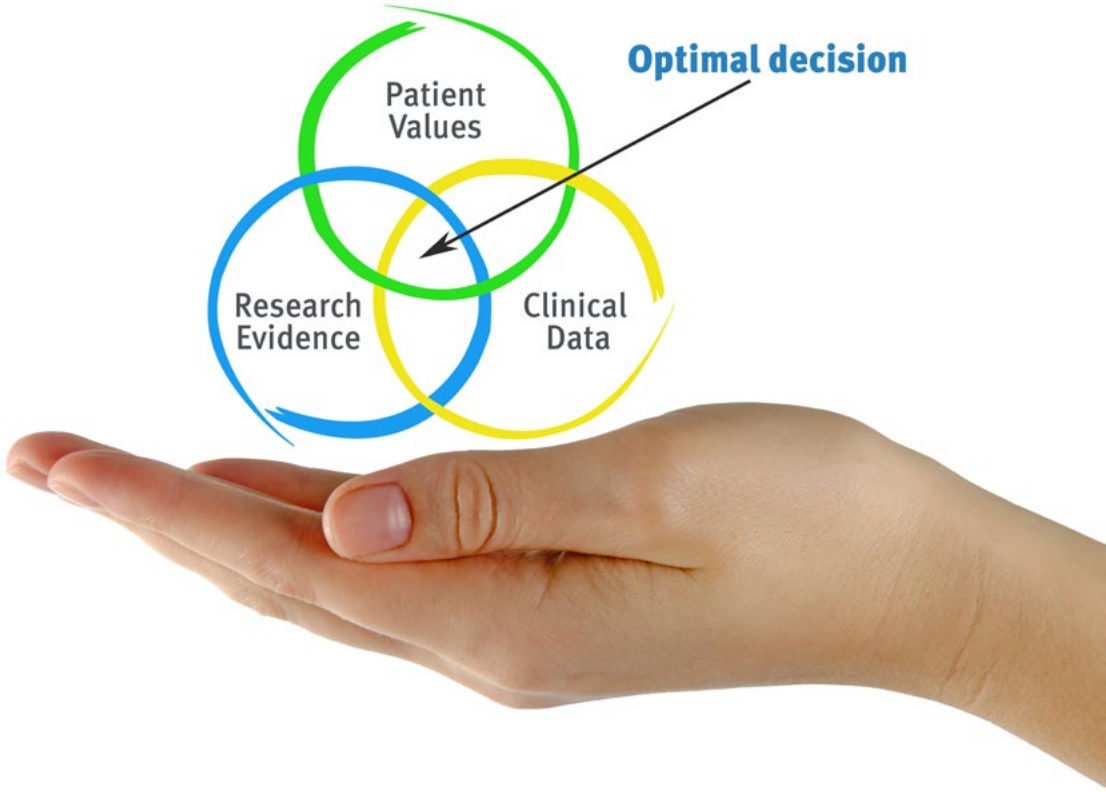
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

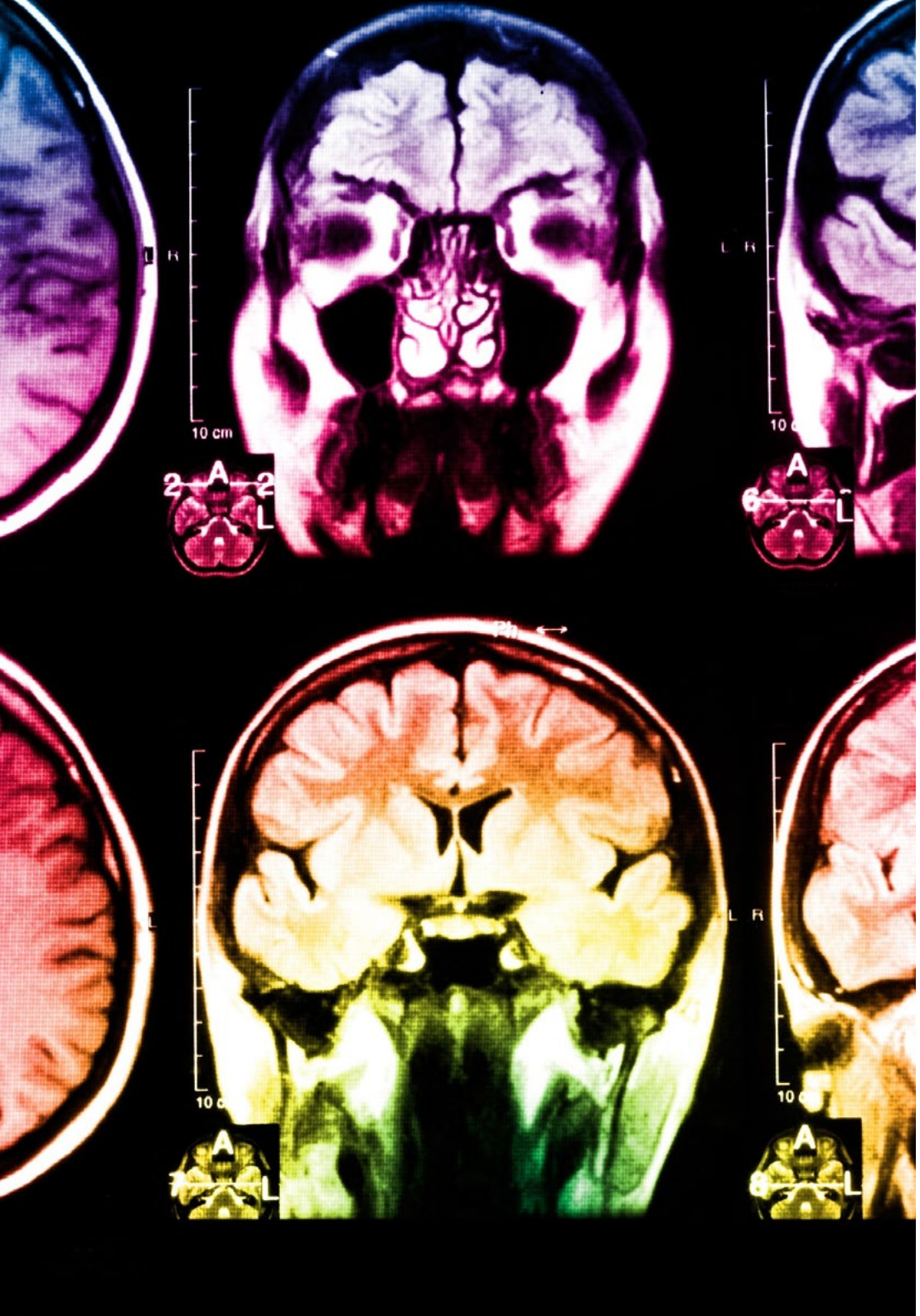
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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 Harvard case method with the best 100% online teaching methodology available: Relearning.

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

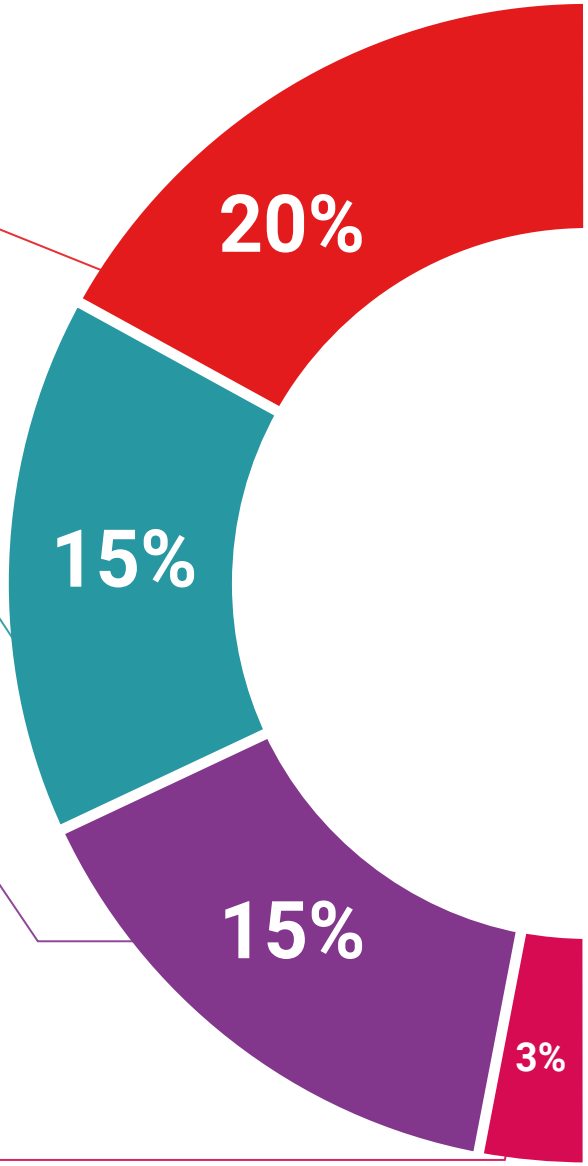
Interactive Summaries

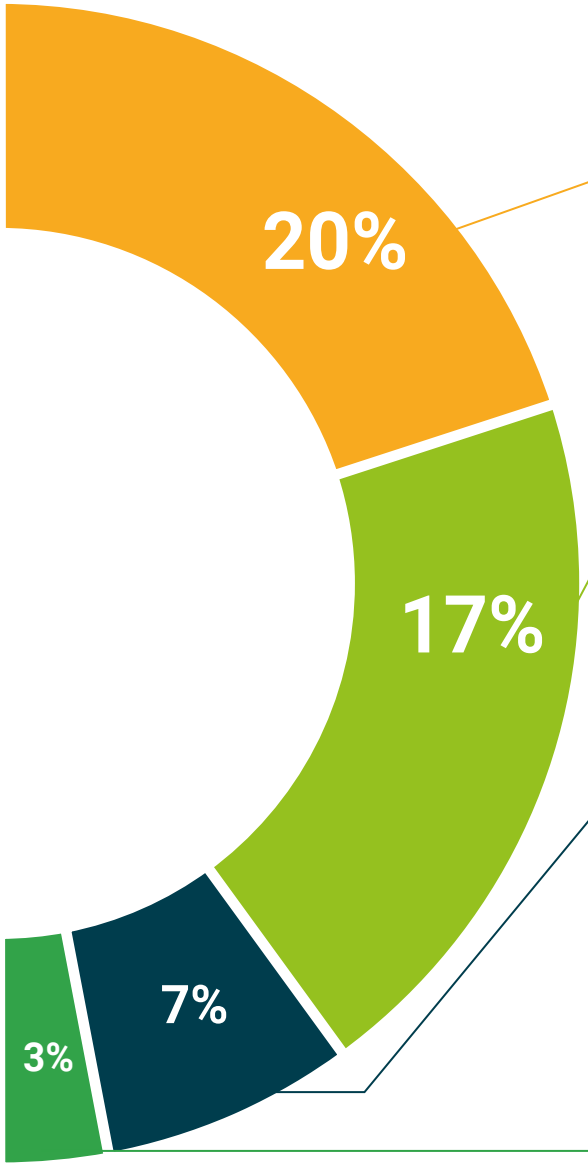
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

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

Successfully complete this program and receive your Postgraduate Diploma without having to travel or fill out laborious paperwork"

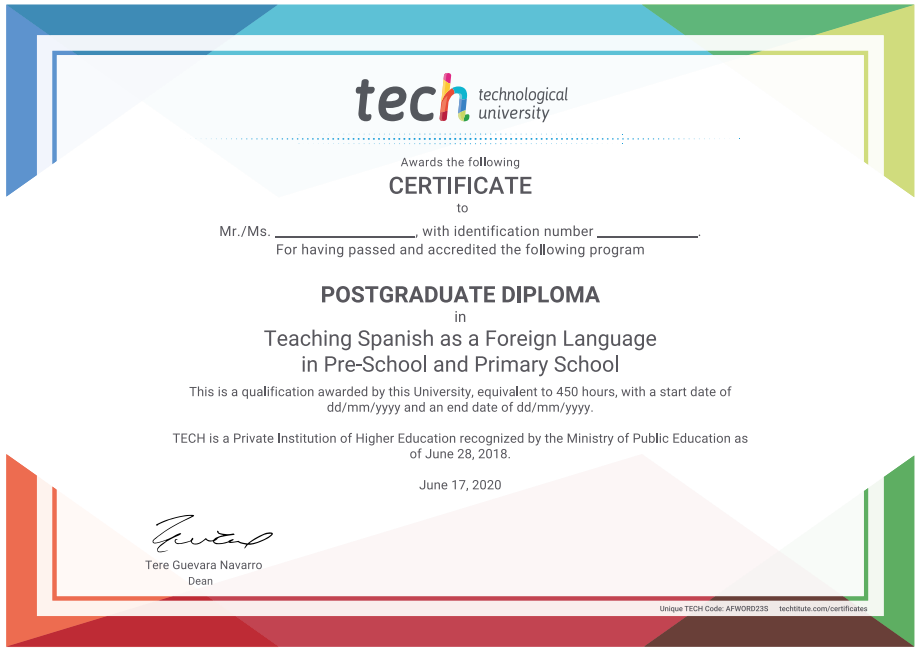
This **Postgraduate Diploma in Teaching Spanish as a Foreign Language for Pre-School and Primary School** contains the most complete and up-to-date program on the market.

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 Teaching Spanish as a Foreign Language for Pre-School and Primary School**

Official Nº of hours: **450 h.**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Teaching Spanish as a Foreign Language in Pre-School and Primary School

This is a qualification awarded by this University, equivalent to 450 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

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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Postgraduate Diploma

Teaching Spanish as a Foreign Language for Pre-School and Primary School

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

Postgraduate Diploma

Teaching Spanish as a Foreign Language for Pre-School and Primary School

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