

Postgraduate Diploma Grammatical and Lexical Assessment





Postgraduate Diploma Grammatical and Lexical Assessment

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 28 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-grammatical-lexical-assessment

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01

Introduction

Acquiring correct grammatical usage is the basis for learning any language. The quality of its use will also depend on the lexical level that the learner masters. These two skills and their teaching, supported by an appropriate methodology, are the focus of study of this complete program. A high quality course with which you will acquire the necessary skills to work correctly with grammar and vocabulary in the classroom.



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Master with this Postgraduate Diploma, the methodology and the most effective ways of working in the teaching of Spanish grammar and vocabulary for foreigners"

Any attempt at communication requires the speaker to have a complete command of their communicative abilities. In the case of complex Spanish grammar, teaching requires the use of a methodology and teaching strategies applied to this field in a particular way, to allow the student and teacher to achieve a process that leads to the most fluent results and maximum linguistic competence.

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.

This Postgraduate Diploma will provide teachers with the tools and knowledge necessary to practice their profession with confidence and efficiency, enabling them to help their students to understand and analyze messages effectively, and to develop non-verbal communication.

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

All of this, taking into consideration that teaching is a discipline that must advance at the same pace as technological advances. For that reason, this program has been designed for the teacher to be trained with the latest educational technology and to discover all aspects of digital learning.

This Postgraduate Diploma will allow students to develop and expand their knowledge and skills related to Spanish lexical competence in teaching. At the end of the Postgraduate Diploma, you will be able to detect common errors in Spanish teaching and will have acquired the necessary tools to prevent and correct them, so that you have the skills to work as a teacher of Spanish as a foreign language.

This **Postgraduate Diploma in Grammatical and Lexical Assessment** offers the characteristics of a high-level teaching and technological program. These are some of its most notable features:

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



Focused on the resolution of real situations, this Postgraduate Diploma will allow you to apply what you have learned in your daily teaching practice, immediately and with total confidence"

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With a training approach based on the resolution of real situations, this Postgraduate Diploma will allow you to apply what you have learned in your daily teaching practice, immediately and with total confidence"

Its teaching staff includes professionals belonging to the field of education, who contribute their work experience to this program, as well as renowned specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, 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 professional 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.

Expert teachers in the field have meticulously designed this program, applying all their experience and knowledge in the elaboration of this program.

Our innovative concept of telepractice will provide you a faster learning process and a much more realistic view of the content.



02 Objectives

The objective is to train highly qualified professionals for work experience. This objective is focused on helping education professionals reach a much higher level of expertise and control. A goal that, within a few months, you will be able to to achieve, with this high intensity and precision program.





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Include in your teaching skills the vision of a specialist in Grammatical and Lexical Assessment in the field of teaching Spanish as a foreign language"



General Objectives

- ♦ Develop communicative skills through activities and strategies that facilitate the learning of Spanish as a second language.
- ♦ Gain knowledge about the theoretical foundations of the process of foreign language acquisition
- ♦ Adjust teaching models according to the learner's needs based on their profile
- ♦ Develop student assessment skills, taking into account the student's level and skills
- ♦ Use intercultural studies in the teaching of Spanish as a foreign language
- ♦ Describe the significant linguistic, communicative and cultural aspects in the teaching-learning process of the Spanish as a foreign language system, at the phonetic-phonological level
- ♦ Develop teaching materials suitable for the teaching of written and oral skills in Spanish as a foreign language





Specific Objectives

Module 1. Introduction to Lexicon and Semantics

- ♦ Identify the main models of lexical semantic learning
- ♦ Apply to the current model of education the new linguistic and lexical language tools
- ♦ Develop tools to facilitate the teaching of the Spanish language
- ♦ Identify the role of writing and its importance in the teaching of Spanish
- ♦ Analyze the tools provided by Spanish to differentiate it from other languages

Module 2. Grammar and Pragmatics for Communication in Spanish as a Foreign Language

- ♦ Identify the main elements that make up the Spanish language in grammatical terms
- ♦ Delve into the specific elements that affect Spanish, such as accents, umlauts and others
- ♦ Analyze the role of literature in foreign language learning
- ♦ Identify unfamiliar terms and their categorization in the world of Spanish, such as specific characteristics of single words

Module 3. Lexical Proficiency in Learning Spanish as a Foreign Language

- ♦ Compare the Spanish language with other languages worldwide and identify the importance and advantages of Spanish
- ♦ Identify the basics of Spanish and its main characteristics
- ♦ Identify the different lexicons of Spanish-speaking countries and their cultural contribution to the Spanish language
- ♦ Analyze the correct use of words and their meaning in the different fields of Spanish
- ♦ Learn the meanings of words and their ramifications in Spanish
- ♦ Gain detailed knowledge of the lexical, syntactic and phonic aspects of oral presentation in class

Module 4. 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



Achieve your objectives by updating yourself in the latest techniques and teaching advances through a highly challenging Postgraduate Diploma"

03

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts of this program, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. A complete and well-structured program that will take you to the highest standards of quality and success.



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Study wherever and whenever you want, thanks to the online modality of this Postgraduate Diploma that allows you to advance from any electronic device with Internet connection"

Module 1. Introduction to Lexicon and Semantics

- 1.1. Introduction to Lexical Semantics
 - 1.1.1. Historical Precedents
 - 1.1.2. Significance
 - 1.1.3. Signs and Symbols
 - 1.1.4. Linguistic Communication
 - 1.1.5. The Linguistic Sign
- 1.2. Fundamentals
 - 1.2.1. What is Semantics?
 - 1.2.2. Semantics. Is it a Science?
 - 1.2.3. Structural Semantics
 - 1.2.4. Semantics and Society
- 1.3. Learning and Acquisition
 - 1.3.1. Basic Principles
 - 1.3.2. Pedagogical Methods
 - 1.3.3. Evolutionary Development
 - 1.3.4. Difficulties
- 1.4. Production and Creation
 - 1.4.1. Spanish Lexicon
 - 1.4.2. Classification of the Lexicon
 - 1.4.3. Word Formation
 - 1.4.4. Semantic Phenomena
- 1.5. Lexical/Semantic Application
 - 1.5.1. Need for Explicit Lexicon Teaching
 - 1.5.2. Lexematic
- 1.6. Active Learning
 - 1.6.1. What Is It?
 - 1.6.2. Pedagogical Model
 - 1.6.3. Importance of Active Learning
 - 1.6.4. Tools in the Classroom

- 1.7. Dictionaries
 - 1.7.1. Typology
 - 1.7.2. The Selection Process
 - 1.7.3. The Dictionary as a Pedagogical Resource
 - 1.7.4. Learning Tool
 - 1.7.5. Resources and Strategies

Module 2. Grammar and Pragmatics for Communication in Spanish as a Foreign Language

- 2.1. Basic Principles of Spanish Grammar
 - 2.1.1. Functional Grammar
 - 2.1.1.1. Nouns
 - 2.1.1.2. Adjectives
 - 2.1.1.3. Verbs
 - 2.1.1.4. Adverbs
 - 2.1.1.5. Pronouns
 - 2.1.1.6. Syntax: Subject and Predicate
 - 2.1.1.7. Agreement
 - 2.1.1.8. Grammar for Communication
- 2.2. The Value of Verbs in Relation to the Past
 - 2.2.1. Verb Tenses
 - 2.2.1.1. Action as the Core of the Message
- 2.3. Work Methodology for Explaining the Past in Spanish as a Foreign Language Classes
 - 2.3.1. Introduction on Ways to Work on the Past Tense in the Spanish as a Foreign Language Class
 - 2.3.2. Verb Semantics
 - 2.3.3. Explanation Using Primary and Secondary Values
 - 2.3.4. Delimited Dynamic Verbs

- 2.4. Imperative and Subjunctive: Verb Modes
 - 2.4.1. Subjunctive and Imperative
 - 2.4.1.1. Semantic Factors
 - 2.4.1.2. The Subjunctive in Subordinate Noun Clauses
 - 2.4.1.3. The Subjunctive in Subordinate Adjective Clauses
 - 2.4.1.4. The Subjunctive in Subordinate Adverbial Clauses
 - 2.4.1.5. Use of the Imperative in Formal Speech
 - 2.4.1.6. The Importance of the Imperative in Spanish Speech
- 2.5. Classification and Prepositional Use of Verbal Periphrasis
 - 2.5.1. Aspectual Verb Combinations
 - 2.5.1.1. Aspectual Verb Combinations
 - 2.5.1.2. The Difference Between Periphrasis and Locution
- 2.6. Ways of Introducing and Explaining the Verbs; 'Ser' and 'Estar' in the Spanish as a Foreign Language Class
 - 2.6.1. 'Ser' as a Nominative Verb
 - 2.6.2. 'Estar' as Auxiliary and Locative Verb
 - 2.6.3. Using 'Ser' and 'Estar' with Adjectives
 - 2.6.4. 'Ser' and 'Estar' as Copulative Verbs
 - 2.6.5. On Generalizations in Relation to the Verbs; 'Ser' and 'Estar'
- 2.7. Comparing the Traditional Explanation with the Evolution of the Verbs; 'Ser' and 'Estar'
 - 2.7.1. Historical Framework of Verbal Explanation for 'Ser' and 'Estar'
 - 2.7.2. Evolution in the Use of Verbs and Approximation to the Present Day
- 2.8. Types and Uses in Colloquial and Formal Language According to Connectors and Nexuses
 - 2.8.1. Connectors for Exploratory Activity
 - 2.8.1.1. Connectors for Descriptive Activity
 - 2.8.1.2. Connectors for Explanatory Activity
 - 2.8.1.3. Colloquialisms and Connectors
 - 2.8.1.4. Formalism and Connectors
 - 2.8.1.5. Differentiating Between Nexuses and Connectors
- 2.9. Types, Classification and Use of Pronouns
 - 2.9.1. Object Pronouns
 - 2.9.2. Subject Pronouns
 - 2.9.3. 'Laísmo'/'Loísmo'/'Leísmo'
- 2.10. The Passive Voice
 - 2.10.1. Preposition 'Por' as Antecedent
 - 2.10.2. Cases in Which the Passive Voice Cannot be Used
- 2.11. Teaching Innovation
 - 2.11.1. Reflection on the Role of Teachers in Today's Classrooms
 - 2.11.2. Research Because of Innovation or Innovation Because of Research?
 - 2.11.3. Paradigm Shifts: Learning-Centered Teaching and its Changes
- 2.12. Writing and Speaking Preparation in the Spanish as a Foreign Language Class
 - 2.12.1. Writing or Speaking?
 - 2.12.1.1. Grading of Contents During Preparation
- 2.13. Presentation and Speaking Techniques in the Spanish as a Foreign Language Class
 - 2.13.1. Lexical Proficiency
 - 2.13.2. Syntactic Proficiency
 - 2.13.3. Phonic Proficiency
 - 2.13.4. Conversation Class Techniques
 - 2.13.5. From Speaking Presentation to Interactive Activity
 - 2.13.6. Purposes for Teaching Using Presentation and Speaking Methods
 - 2.13.7. Change of Perspective: Moving Away from the Faculty's 'Spiel' to Developing a Presentation.
 - 2.13.8. 'Spaced' Presentations or Presentations by Segments
- 2.14. Grammatical Assessment Timing and Follow-up
 - 2.14.1. Initial/Diagnostic Assessment
 - 2.14.1.1. Summative Assessment
 - 2.14.1.2. Formative Assessment
 - 2.14.1.3. What Needs Assessing?

- 2.15. Grammar Assessment Techniques.
 - 2.15.1. How to Assess. Selection Criteria
 - 2.15.2. Approaches to Correcting According to Test Type
 - 2.15.3. Assessment Rubric: Observation, Diary, Portfolio, Concept Map

Module 3. Lexical Proficiency in Learning Spanish as a Foreign Language

- 3.1. The Lexical Form in Current Linguistics
 - 3.1.1. The Lexical Unit
 - 3.1.2. The Lexical Methodology
- 3.2. Lexical Competences According to CEFR
 - 3.2.1. 1.1.3.1. Lexical Networks, the Connection of Meaning According to the Common European Framework of Reference for Languages (CEFR)
 - 3.2.2. Expressions and Grammatical Words According to CEFR
- 3.3. Frequent, Formal and Standard Vocabulary in Spanish lexicon
 - 3.3.1. Differentiation and Use of Vocabulary Types
 - 3.3.2. Communication Barriers, Shared Words
 - 3.3.3. Difference Between Lexemes and Lexicons
- 3.4. Foreign Words in Spanish as a Foreign Language Classes
 - 3.4.1. Necessary/Unnecessary Foreign Words
 - 3.4.2. False Friends
 - 3.4.3. The Importance of Good Pronunciation in the Inclusion of Foreign Idioms
- 3.5. Adapting the Lexicon for Cohesion in Didactics
 - 3.5.1. The Inherited Lexicon
 - 3.5.2. The Acquired Lexicon
 - 3.5.3. The Lexicon Multiplied
- 3.6. Traditional Lexicon and its Development
 - 3.6.1. Heritage Voices, Cultisms and Latinisms
 - 3.6.2. The Wear and Tear of Words: Archaism
- 3.7. Differentiating Between Lexicon Types According to the Task
 - 3.7.1. The Speciality Lexicon. Inclusion of Latin
 - 3.7.2. Legal and Medical Lexicon
 - 3.7.3. The Dictionary Lexicon
- 3.8. Techniques of Lexicon Retention
 - 3.8.1. The Process of Vocabulary Acquisition Through Empirical Studies
 - 3.8.1.2. Syntagmatic Composition
 - 3.8.1.3. Phonetic Association
 - 3.8.1.4. Categorisation, Coordination, Functional Association
- 3.9. Syntagms and Paradigms: Matching Lexicon to the Learning Context
 - 3.9.1. Intonation Patterns
 - 3.9.2. Interferences of the Mother Tongue
 - 3.9.3. Phraseological Unit
 - 3.9.4. Learning Expectations According to the Linguistic Vision
- 3.10. Types of Materials for Lexical Teaching
 - 3.10.1. Keyword Selection
 - 3.10.1.1. Selection of Thematic Areas
 - 3.10.1.2. Selection of Texts and Communicative Elements
 - 3.10.1.3. Planning in Response to Student Demand
- 3.11. Connecting Ideas in Coordinating Lexis for Teaching
 - 3.11.1. Semantic Support
 - 3.11.1.1. Dictionary Searches
 - 3.11.1.2. Word Exhibition
 - 3.11.1.3. Explanation of Lexical Structures
 - 3.11.1.4. Richness, Range and Control of Vocabulary by the Learner in the Classroom
- 3.12. Sayings, Idioms
 - 3.12.1. Expressions and Idioms Relating to the Human Body
 - 3.12.2. Expressions with Food
 - 3.12.3. Expressions with Animals
 - 3.12.4. Expressions with Colours
 - 3.12.5. Expressions with "to be"
 - 3.12.6. Examples of Spanish Proverbs
 - 3.12.7. Fillers

- 3.13. List of Printed and Virtual Material According to the Lexicon Through Dictionaries.
 - 3.13.1. Selection of Bilingual, Monolingual and Monolingual Material
 - 3.13.1.1. Selection of Material Available Online
 - 3.13.2. Selection of Dictionaries for Spanish as a Foreign Language Classes
 - 3.13.2.1. Editions and Their Combination According to the Task
 - 3.14. Selection of Dictionaries for Spanish as a Foreign Language Classes
 - 3.14.1. Selection of Dictionaries for Spanish as a Foreign Language Classes
 - 3.14.2. Editions and Their Combination According to the Task
 - 3.15. Spanish Speakers and the Lexicon According to Region
 - 3.15.1. Geographical Variations of Lexical Variants
 - 3.15.2. Contextual, Historical and Social Variations
 - 3.16. Ways of Assessing Lexical Knowledge
 - 3.16.1. Assessing Implicit Learning
 - 3.16.2. Assessing Explicit Learning
 - 3.16.3. Assessment of Dynamism in Forms of Use
 - 3.16.4. Concordance of Evaluative Descriptors
- Module 4. Intercultural Communicative Competence and Mediation in the Spanish as a Foreign Language Classroom**
- 4.1. The Adaptation of Material: Determinant Factors in Writing Spanish as L2
 - 4.1.1. Writing and the Cognitive Process
 - 4.1.2. Reflecting on Basic Matters
 - 4.2. Paradigm Types and Classification in Relation to Key Teaching Elements
 - 4.2.1. Behaviorism
 - 4.2.2. Mentalism
 - 4.2.3. Model of the Monitor
 - 4.2.4. Constructivism
 - 4.3. Choice of Paradigms According to Context
 - 4.3.1. The Influence of Context in the Application of a Teaching and Learning Paradigm
 - 4.4. Using Metaphors to Explain Concepts
 - 4.4.1. Comparing Metaphors with Other Literary Resources
 - 4.4.2. Metaphors for Students
 - 4.5. The Conditioning Factors of Metaphors
 - 4.5.1. How Does a Metaphor Mark the Knowledge of a Task/Learning?
 - 4.6. Gender Patterns in Teaching: Increase of the Female Figure in the Spanish as a Second Language Classroom
 - 4.6.1. Influence of the Female Figure in the Historical Teaching Framework
 - 4.6.2. Commitment to Gender Impartiality in Schools
 - 4.7. Values and Social Commitment to Education
 - 4.7.1. Society and the Values Attributed to Teachers
 - 4.8. Communication as a Means of Understanding the Educational Environment
 - 4.8.1. Strategies Focused on How to Communicate
 - 4.8.2. The School Environment as a Whole
 - 4.9. Difference Between Translation and Mediation
 - 4.9.1. Literal Translation/Interpreted Translation
 - 4.9.2. Forms of Mediation for Understanding Content
 - 4.9.3. Translation as a Means of Content Reduction or Augmentation
 - 4.10. Facilitation of Mediations in Different Educational Environments
 - 4.10.1. Tools for Facilitation
 - 4.11. The Relationship Between Language-Culture Binomial: Producing Material in Relation to Culture
 - 4.11.1. Valuation of Mediation by Members of Foreign Cultures
 - 4.12. Adapting Curricular Material to the Cultural Environment
 - 4.12.1. Educational Programming Around Cultural Diversity
 - 4.12.2. Syllabus Richness in a Multicultural Class



This will provide key training to advance your career"

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.





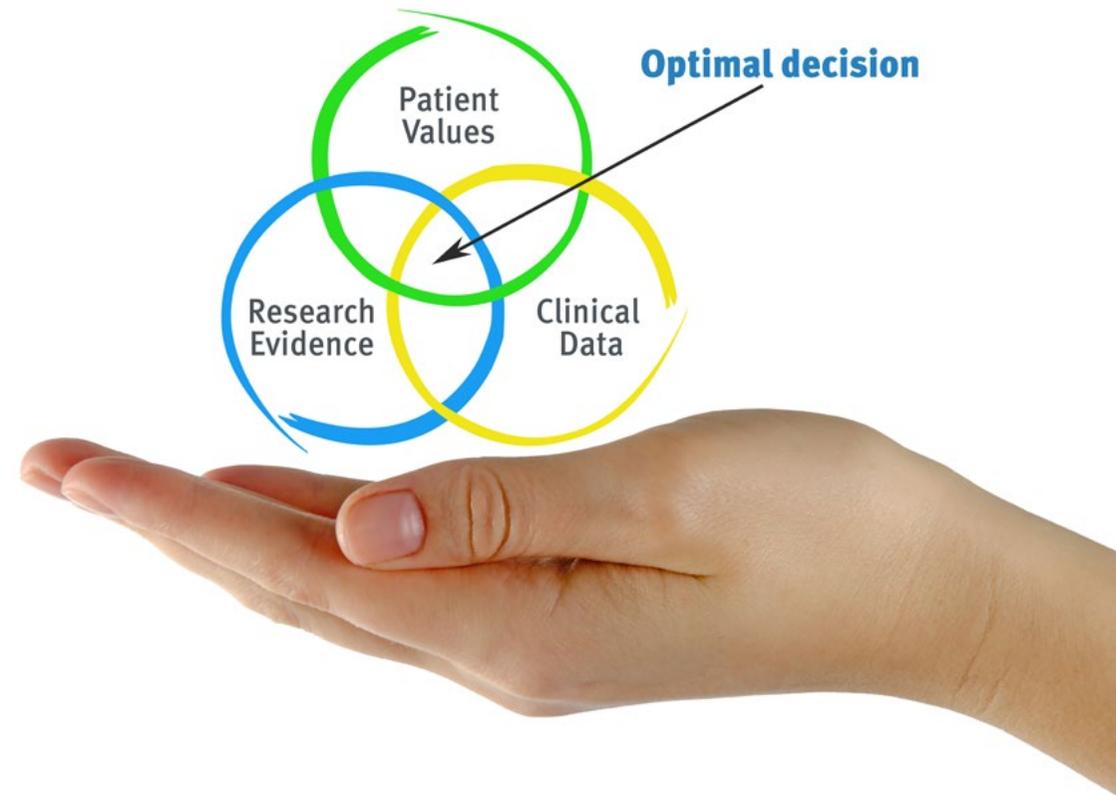
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.



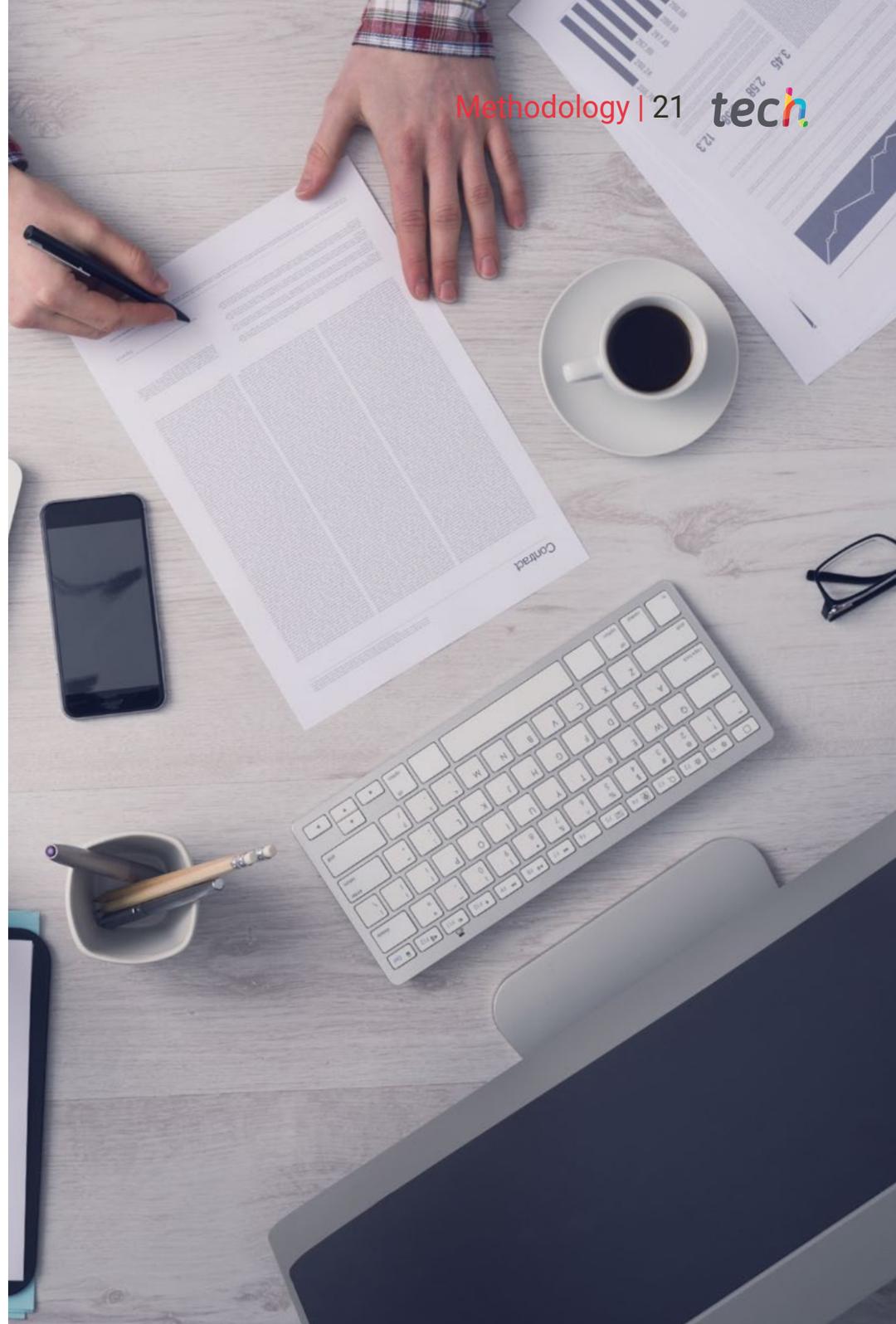
It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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.

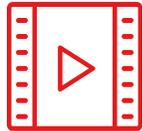
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

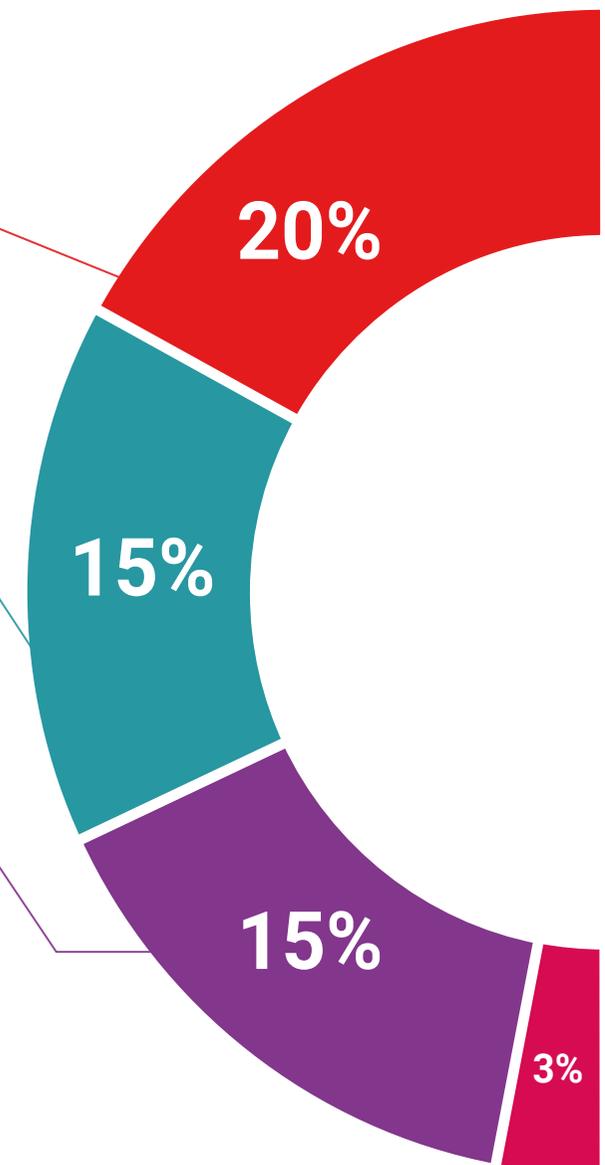
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

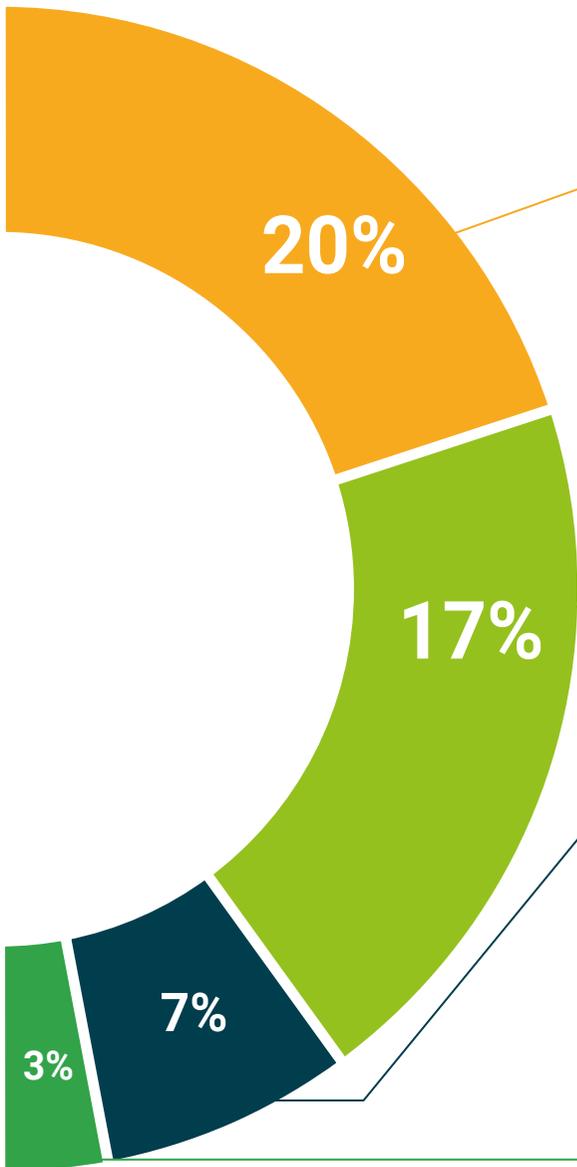
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Grammatical and Lexical Assessment guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*Successfully complete this program
and receive your university qualification
without having to travel or fill out laborious
paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Nombre del Programa** endorsed by **TECH Global University**, the world's largest online university.

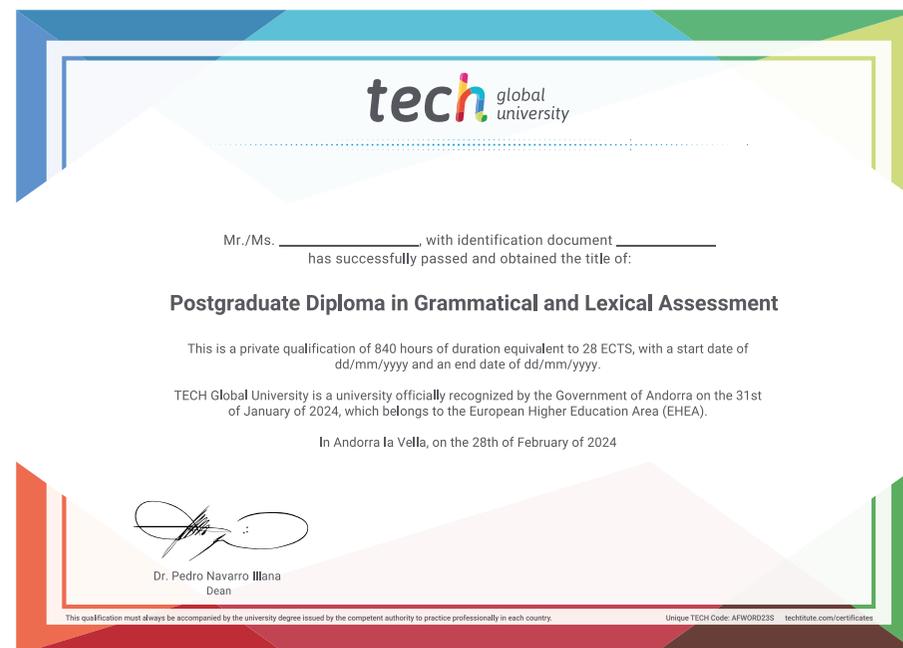
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Grammatical and Lexical Assessment**

Modality: **online**

Duration: **6 months**

Accreditation: **28 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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 quality

online training

development languages

virtual classroom

tech global
university

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