Postgraduate Diploma
Grammatical and Lexical Assessment

tech technological university

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Postgraduate Diploma
Grammatical and Lexical Assessment

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

Website: **www.techtitute.com/us/usschool-of-languages/postgraduate-diploma/postgraduate-diploma-grammatical-lexical-assessment**

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Structure and Content
p. 12

04
Methodology
p. 18

05
Certificate
p. 26

01

Introduction

The lexicon is one of the most dynamic and fundamental parts of the language. Throughout history, words have evolved and transformed their meaning and even their spelling. Words are of vital importance for learning and understanding a language and the idiosyncrasies of a country. With this program, you will learn the necessary skills to work correctly with grammar and vocabulary in the classroom.

Develop new communication skills and adapt your teaching methods to the digital age with this prestigious Postgraduate Diploma"

Any attempt at communication requires the speaker to have a complete command of their communicayion abilities. That is why this Postgraduate Diploma is based on 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.

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.

Additionally, it will enable the teacher to explain and resolve confusing questions regarding grammar or the evaluation process of their students. 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.

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 training will enable the professionals to develop and expand their knowledge and skills related to the lexical competence of Spanish in teaching. At the end of the Postgraduate Diploma, they will be able to detect common errors in Spanish teaching and will have acquired the necessary tools to prevent and correct them, so that they will 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-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
- Content that is accessible from any fixed or portable device with an internet connection
- Supplementary documentation databases are permanently available, even after the program

With a methodological design based on proven teaching techniques, this Postgraduate Diploma will take you through different teaching approaches to allow you to learn in a dynamic and effective way"

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"

Prominent experts in the field have meticulously designed this Postgraduate Diploma, bringing all their experience and knowledge to bear in its preparation.

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

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.

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 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.

02

Objectives

TECH aims to train highly qualified professionals for the workplace. This objective is aimed at helping education professionals reach a much higher level of expertise and control. A goal that, within a few months, they will be able to to achieve, with this high intensity and precision program.

With this Postgraduate Diploma you will learn to develop teaching materials adapted to new technologies, which will enhance the student's learning process"

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

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

Specific Objectives

Module 1. Planning, Creation and Evaluation of Materials in SFL

- Identify the most effective methods throughout history for learning a new language
- Plan new teaching models in SFL
- Develop new tools to promote the learning of Spanish
- Develop new tools in SFL based on oral and linguistic tools
- Develop student assessment skills, taking their level and competencies into account.
- Develop teaching materials suitable for the teaching of written and oral skills in Spanish as a foreign language.

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

03

Structure and Content

The contents of this program have been developed by different experts, with a clear purpose: to ensure that students acquire each and every one of the skills necessary to become true experts in this field.

A complete and well-structured program will take you to the highest standards of quality and success.

Get trained wherever and whenever you want, thanks to the online mode of this Postgraduate Diploma that allows you to take this training from any electronic device with an Internet connection"

Module 1. Planning, Creation and Evaluation of Materials in SFL

1.1. The Importance of Implementing a Plan with Estimation of Timings
- 1.1.1. The Direction of the Planning Process According to the Time Estimated
- 1.1.2. Specific, General Objectives in Line with the Plan
  - 1.1.2.1. Proposal of Objectives According to the Type of Action
  - 1.1.2.2. Respecting the Sequence in the Order of Action

1.2. Specific, General Objectives in Line with the Plan
- 1.2.1. Specific, General Objectives in Line with the Plan
- 1.2.2. Proposal of Objectives According to the Type of Action
- 1.2.3. Respecting the Sequence in the Order of Action

1.3. The Steps to Plan: When and Why?
- 1.3.1. Information Prior to Planning. The Search and Selection The Search and Selection
- 1.3.2. Reflection on the Order of Steps to Carry Out
- 1.3.3. Subsequent Modification

1.4. The Uniqueness of the Classroom Represented in the Detection of Levels
- 1.4.1. Exchange of Tasks and Other Group Work Techniques
- 1.4.2. Task Session
  - 1.4.2.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
    - 1.4.2.1.1. Understand the Student Body as an Entire Complex Entity
    - 1.4.2.1.2. Type of Task According to the Complexity of the Classroom
    - 1.4.2.1.3. Particularities of the Students Depending on the Cultural Context

1.5. Particularities of the Students in Terms of the Techniques for Creating Tasks
- 1.5.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
- 1.5.2. Understand the Student Body as an Entire Complex Entity
- 1.5.3. Type of Task According to the Complexity of the Classroom
- 1.5.4. Particularities of the Students Depending on the Cultural Context

1.6. Content Creation Based on Given Material
- 1.6.1. Adaptation of Material
  - 1.6.1.1. Study and Learning Guides
  - 1.6.1.2. Selection of Material in Relation to Support
  - 1.6.1.3. Transformation of Material

1.7. Virtual Environment as a Means of Developing the Syllabus
- 1.7.1. Media and the Internet: Influence on Learning
  - 1.7.1.1. Use of Standardized Platforms
  - 1.7.1.2. Interactive and Collaborative Environments
- 1.7.2. New Tools and Support for the Creation of Your Own Material
  - 1.7.2.1. Innovative Applications and Platforms

1.8. New Tools and Support for the Creation of Your Own Material
- 1.8.1. New Tools and Support for the Creation of Your Own Material
- 1.8.2. Innovative Applications and Platforms
- 1.8.3. Interactive and Collaborative Environments

1.9. Modes and Techniques to Develop to Improve our Material in the Evaluation Process
- 1.9.1. Contrast and Development Techniques
- 1.9.2. Benefits of Using Virtual Techniques for Certain Types of Evaluation Tasks

1.10. The Importance of External Evaluation and Third-Party Evaluation
- 1.10.1. Externalization of the Materials Made
- 1.10.2. Self-Evaluation Applications

1.11. Comparison between the Basic Idea and the Result in the Evaluation
- 1.11.1. Content Research in Relation to What's Been Evaluated
  - 1.11.1.1. The Search for Written and Contrasted Support
  - 1.11.1.2. The Degree of Evaluative Susceptibility
- 1.11.2. Peer Evaluation for Teachers
  - 1.11.2.1. Progression: The Ally of Evaluation
  - 1.11.2.2. How to Identify that our Evaluation isn't Following the Agreed Pattern
- 1.11.3. Content Research in Relation to What's Been Evaluated
- 1.11.4. Aspects to Consider When Carrying Out a Progressive Evaluation

1.12. Peer Assessment for Teachers
- 1.12.1. Peer Assessment for Teachers
- 1.12.2. Progression: The Ally of Evaluation
- 1.12.3. How to Identify that our Assessment isn't Following the Agreed Pattern

1.13. Content Research in Relation to What's Been Evaluated
- 1.13.1. Content Research in Relation to What's Been Evaluated
- 1.13.2. Data Representation

1.14. Aspects to Consider When Carrying Out a Progressive Evaluation

1.14.1. Aspects to Consider When Carrying Out a Progressive Evaluation
1.14.2. Expectations of Progressive Assessment
1.14.3. Systemization of Progressive Assessment
1.14.4. Assessment Analysis
1.15. What is Innovation in the Composition of Material? Development Strategies
1.15.1. Innovation in Education from a General Perspective
1.15.2. How to Ensure that Innovation is Well-Received by the Students
1.15.3. Reinvent and Other Forms of Innovation
1.15.4. Choosing References and Bibliographies in Innovation
1.15.4.1. General Reference Sources
1.15.4.2. Bibliographic Sources
1.16. Choosing References and Bibliographies in Innovation
1.16.1. Choosing References and Bibliographies in Innovation
Classification for Grammatical References
1.16.3. General Reference Sources
1.17. Complement the Institutional Design with Government Regulations, Guidelines and Norms
1.17.1. The Planning Rules Set Forth by the National and European Community
1.17.2. Complement the Institutional Design with Government Regulations, Guidelines and Norms
1.17.3. The Planning Rules Set Forth by the International Community
1.18. Complement the Institutional Design with Government Regulations, Guidelines and Norms
1.18.1. Objectives
1.18.2. Development
1.18.3. The Planning Rules Set Forth by the National and European Community

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
2.2.2. Work Methodology for Explaining the Past in Spanish as a Foreign Language Classes
2.2.2.1. Introduction on Ways to Work on the Past Tense in the Spanish as a Foreign Language Class
2.2.2.2. Verb Semantics
2.2.2.3. Explanation Using Primary and Secondary Values
2.2.2.4. Delimited Dynamic Verbs
2.3. Imperative and Subjunctive: Verb Modes
2.3.1. Subjunctive and Imperative
2.3.2. Semantic Factors
2.3.3. The Subjunctive in Subordinate Noun Clauses
2.3.4. The Subjunctive in Subordinate Adjective Clauses
2.3.5. The Subjunctive in Subordinate Adverbial Clauses
2.3.6. Use of the Imperative in Formal Speech
2.3.7. The Importance of the Imperative in Spanish Speech
2.4. Classification and Prepositional Use of Verbal Periphrasis
2.4.1. Aspectual Verb Combinations

2.4.2. Aspectual Verb Combinations
2.4.3. The Difference Between Periphrasis and Locution
2.5. Ways of Introducing and Explaining the Verbs; 'Ser' and 'Estar' in the Spanish as a Foreign Language Class
2.5.1. 'Ser' as a Nominative Verb
2.5.2. 'Estar' as Auxiliary and Locative Verb
2.5.3. Using 'Ser' and 'Estar' with Adjectives
2.5.4. 'Ser' and 'Estar' as Copulative Verbs
2.5.5. On Generalizations in Relation to the Verbs; 'Ser' and 'Estar'
2.6 Comparing the Traditional Explanation with the Evolution of the Verbs; 'Ser' and 'Estar'
2.6.1. Historical Framework of Verbal Explanation for 'Ser' and 'Estar'
2.6.2. Evolution in the Use of Verbs and Approximation to the Present Day
2.7. Types and Uses in Colloquial and Formal Language According to Connectors and Nexuses
2.7.1. Connectors for Exploratory Activity
2.7.1.1. Connectors for Descriptive Activity
2.7.1.2. Connectors for Explanatory Activity
2.7.1.3. Colloquialisms and Connectors
2.7.1.4. Formalism and Connectors
2.7.1.5. Differentiating Between Nexuses and Connectors
2.8. Types, Classification and Use of Pronouns
2.8.1. Object Pronouns
2.8.2. Subject Pronouns
2.8.3. 'Laísmo'/ 'Loísmo'/ 'Leísmo'
2.9. The Passive Voice
2.9.1. Preposition 'Por' as Antecedent
2.9.2. Cases in Which the Passive Voice Cannot be Used
2.10. Teaching Innovation
2.10.1. Reflection on the Role of Teachers in Today's Classrooms
2.10.2. Research Because of Innovation and Innovation Because of Research?
2.10.3. Paradigm Sifts: Learning-Centered Teaching and its Changes
2.11. Writing and Speaking Preparation in the Spanish as a Foreign Language Class
2.11.1. Writing or Speaking?
2.11.2. Grading of Contents During Preparation
2.12. Presentation and Speaking Techniques in the Spanish as a Foreign Language Class
2.12.1. Lexical Proficiency
2.12.2. Syntactic Proficiency
2.12.3. Phonic Proficiency
2.12.4. Conversation Class Techniques
2.12.5. From Speaking Presentation to Interactive Activity
2.12.6. Purposes for Teaching Using Presentation and Speaking Methods
2.12.7. Change of Perspective: Moving Away from the Faculty's 'Spiel' to Developing a Presentation
2.12.8. 'Spaced' Presentations or Presentations by Segments
2.13. Grammatical Assessment Timing and Follow-up
2.13.1. Initial/Diagnostic Assessment
2.13.2. Summative Assessment
2.13.3. Formative Assessment
2.13.4. What Needs Assessing?
2.14. Grammar Assessment Techniques.
2.14.1. How to Assess. Selection Criteria
2.14.2. Approaches to Correcting According to Test Type
2.14.3. 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. Lexical Networks, the Connection of Meaning According to the Common European Framework of Reference for Languages (CEFR)
3.2.2. Set Grammatical Expressions and Words According to the Common European Framework of Reference for Languages (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
3.8.1.1. Syntagmatic Composition
3.8.1.2. Phonetic Association
3.8.1.3. Categorisation, Coordination, Functional Association
3.9. Syntagms and Paradigms: Matching Lexicon to the Learning Context
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
3.10.2. Selection of Thematic Areas
3.10.3. Selection of Texts and Communicative Elements
3.10.4. Planning in Response to Student Demand
3.11. Connecting Ideas in Coordinating Lexis for Teaching
3.11.1. Semantic Support
3.11.2. Dictionary Searches
3.11.3. Word Exhibition
3.11.4. Explanation of Lexical Structures
3.11.5. 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
3.13.2. Selection of Material Available Online
3.13.3. Selection of Dictionaries for Spanish as a Foreign Language Classes
3.13.4. 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

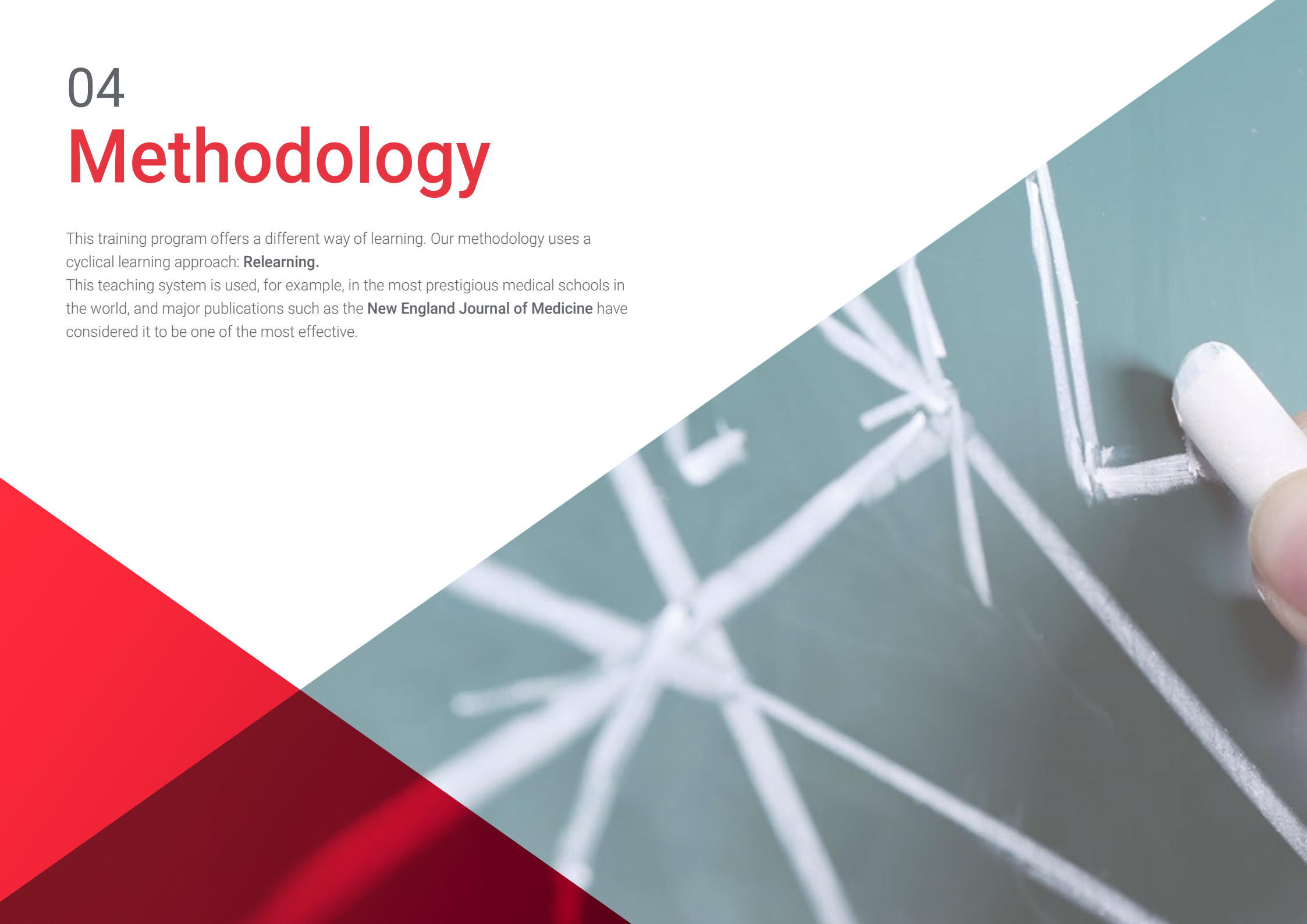
This will provide key training to advance your career"

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.



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:

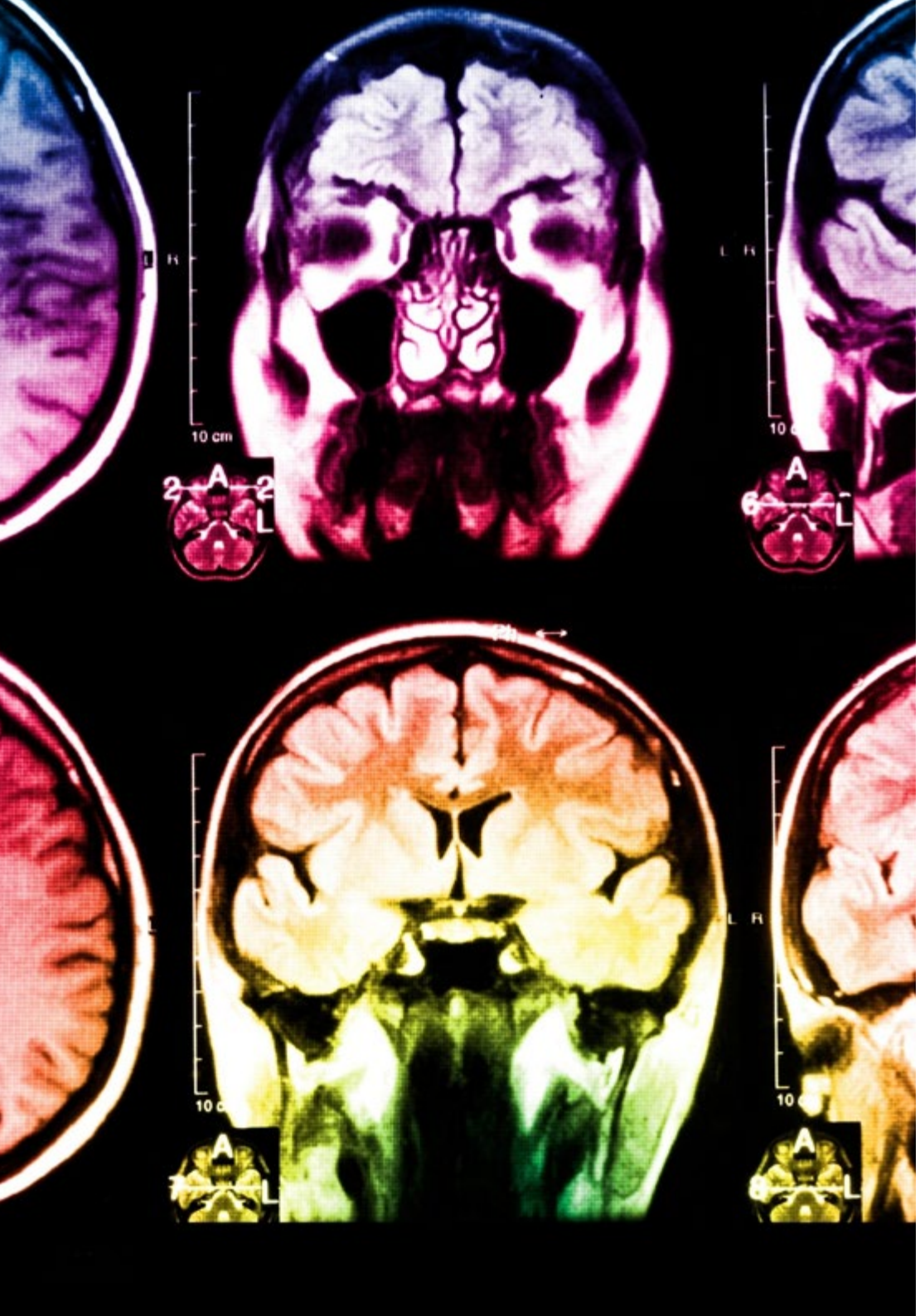
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

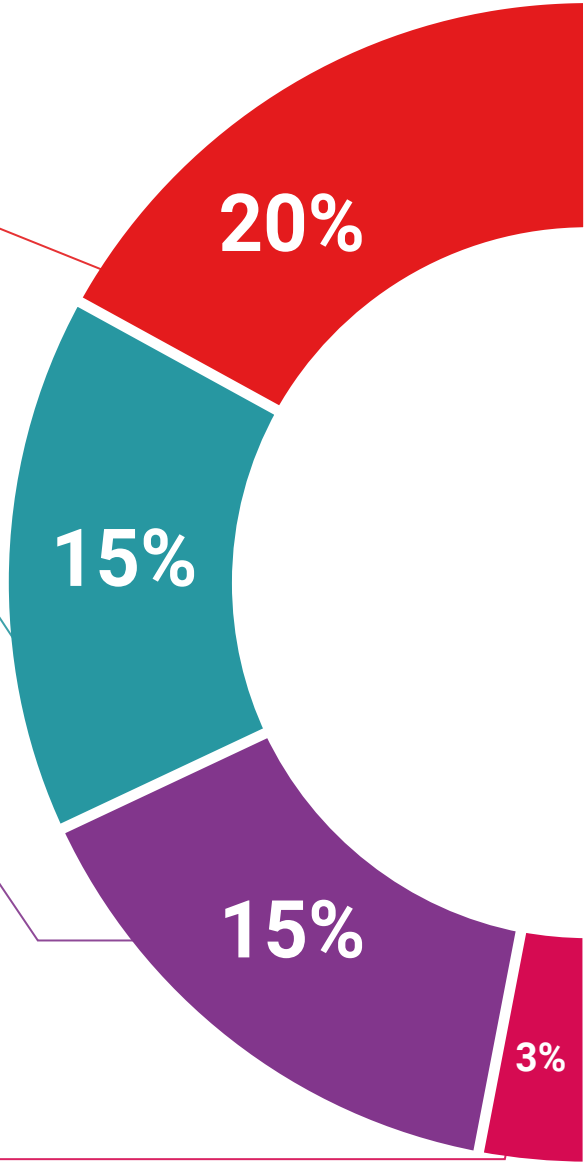
Interactive Summaries

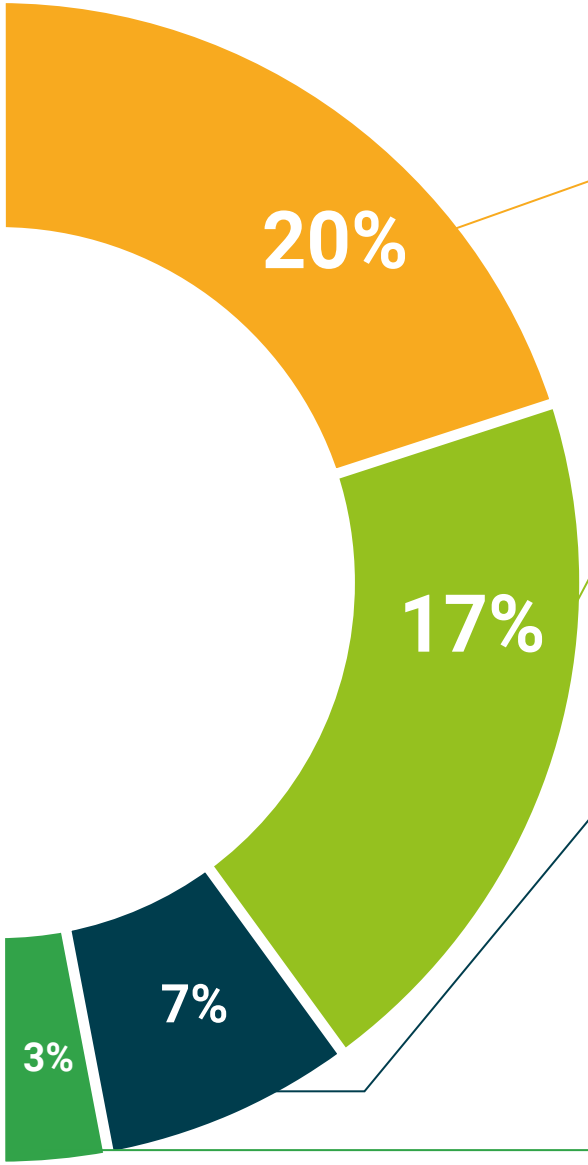
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

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 Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Grammatical and Lexical Assessment** 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 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 Grammatical and Lexical Assessment**

Official Nº of Hours: **600 h.**

tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Grammatical and Lexical Assessment

This is a qualification awarded by this University, equivalent to 600 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

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech technological university

Postgraduate Diploma
Grammatical and Lexical Assessment

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

Postgraduate Diploma
Grammatical and Lexical Assessment

tech technological university