

# Postgraduate Diploma

## Methodology and Didactics of Teaching Spanish as a Second Language





## Postgraduate Diploma Methodology and Didactics of Teaching Spanish as a Second Language

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 22 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/school-of-languages/postgraduate-diploma/methodology-didactics-teaching-spanish-second-language](http://www.techtitute.com/us/school-of-languages/postgraduate-diploma/methodology-didactics-teaching-spanish-second-language)

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# 01

# Introduction

It is essential, for the teaching of Spanish as a foreign language, to know all the skills to be developed by the student and their different learning stages, in order to develop different methodologies adapted to their educational needs. This intensive program will provide teachers with the tools and knowledge necessary to practice the profession with confidence and efficiency, enabling them to help their students to understand and analyze messages effectively, and to develop non-verbal communication skills. This specialization, conceived as a complete study of the Spanish language, will provide the student, in a short period of time, with the linguistic, sociolinguistic and pragmatic skills required for teaching Spanish.





“

*A high-level training process that also includes the study of the didactic tools necessary to materialize this knowledge in teaching practice, as a high-level specialist"*

This intensive program is based on knowledge of the linguistic, sociolinguistic and pragmatic skills of the Spanish language. Spanish is the second most spoken language in the world. This means that field of teaching Spanish has gained in potential. It is, however, a highly complex language, which requires teachers to have a broad command of grammar, spelling and the different uses of the language.

Conventional methods in language teaching, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students, as confirmed by statistical data reflecting the failure of the system and traditional methodology. TECH Global University's educational program is committed to the adaptation of teacher education to social, pedagogical and technological changes. Just as students learn differently, teachers must also teach differently. That is why we intend future teachers to be trained for teaching, experimenting with the methods they will later use.

Foreign language teachers play an important role in bilingual programs, because the language they teach is now useful in other subjects or professional modules within the syllabus. A unique opportunity for professionals who wish to acquire the latest teaching methods and strategies in bilingual education and would like to incorporate them into their daily professional practice.

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

The most important features include:

- ♦ Practical case studies presented by expert linguists
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies for teaching languages
- ♦ 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



*Leading professionals in the field have come together to teach you the latest advances in Methodology and Didactics in Teaching Spanish as a Foreign Language"*

“

*This Postgraduate Diploma will allow you to update your knowledge with the use of the latest educational technology, to contribute with quality and security to decision-making"*

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn 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 during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Incorporate to your skills new and effective methodological and pedagogical tools that will boost your teaching in Methodology and Didactics in Teaching Spanish as a Second Language.*

*If your desire is to work in the field of education, do not think twice and specialize with us in communicative strategies in the English classroom, it is the best way to train you for success.*



# 02

# Objectives

The program in Methodology and Didactics in Teaching Spanish as a Second Language is oriented to facilitate the performance of the professional dedicated to working with children who want to learn a foreign language. This program's design will allow students to learn the skills required to update their knowledge in the profession after deepening their knowledge of the key aspects of bilingual education. To this end, TECH establishes a series of general and specific objectives to fulfill future graduates' expectations.







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*Join the pioneers in the field of education with a competitive program in terms of quality and prestige: a unique opportunity to distinguish yourself as a professional”*



## General Objectives

- Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials to facilitate and enrich the learning of a second language.
- Develop learning strategies through directed play and total physical response strategies.
- Propose tools and techniques for the evaluation, selection and analysis of literary works for young people and their use as a resource in teaching a second language.
- Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people.
- Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language.
- Establish playful activities to be used in the classroom according to students' current situation and level.
- Know the psychological processes and factors involved in L2 learning.
- Understand the difference between learning and acquisition and between language proficiency and language performance.
- Acquire specialized terminology in the field of second language acquisition.
- Know and understand the main linguistic policies promoted at regional, national and international levels and their influence on educational legislation.
- Know and understand the main theories and models concerning bilingualism and multilingualism.
- Learn to distinguish the sociocultural factors that differentiate the English language from other languages.
- Know and be able to apply current trends in foreign language teaching methodologies.





03

# Course Management

The teaching staff for this University Expert, is constituted by distinguished professionals in the field of education and psychopedagogy in foreign languages. Thanks to their extensive experience, they will provide students with the tools they need to develop their skills throughout the program.





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*A high-level teaching staff will be in charge of teaching each online class of this Postgraduate Diploma"*

## Management



### **Ms. Puertas Yáñez, Amaya**

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



### **Ms. Jiménez Romero, Yolanda**

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

## Professors

### Ms. Correa Bonito, Marta

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

### Ms. García Baumbach, Alba

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

### D. Díaz Lima, Tomás

- ♦ Researcher/Doctoral Fellow, Pablo de Olavide University

### Ms. García-Vao Bel, María José

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

### Ms. León Campos, Adriana

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

# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from leading educational centers and universities, aware of the current relevance of innovative instruction, and committed to quality teaching through new educational technologies. TECH Global University guarantees students a quality content according to their expectations, giving them the opportunity to excel in their area of work. Be able to perform the various functions related to this Postgraduate Diploma, together with the most innovative proposals in this field of action, thereby guiding you towards excellence.







“

*Advance your academic career with top professionals and acquire the knowledge and skills you need to thrive in the language teaching industry.”*

## Module 1. The Spanish Linguistic System

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

- 1.10. Morphology (I)
  - 1.10.1. Word Formation
  - 1.10.2. Grammatical Categories (I)
    - 1.10.2.1. The Noun
    - 1.10.2.2. The Verb
    - 1.10.2.3. Adjectives
    - 1.10.2.4. Adverbs
- 1.11. Spanish Morphology (II) and Syntax
  - 1.11.1. Grammatical Categories (II)
    - 1.11.1.1. The Article and Personal Pronouns
    - 1.11.1.2. Possessives
    - 1.11.1.3. Demonstratives
    - 1.11.1.4. Relatives, Interrogatives and Exclamatives
    - 1.11.1.5. Indefinite and Numerical Quantifiers
    - 1.11.1.6. Prepositions
    - 1.11.1.7. Conjunctions
  - 1.11.2. Syntax
    - 1.11.2.1. Voices in a Sentence
    - 1.11.2.2. Sentence Classification

## Module 2. Methodology and Didactics in Teaching Spanish as a Second Language

- 2.1. Competency-Based Learning of Spanish
  - 2.1.1. General Skills
  - 2.1.2. Linguistic Communication Competency
  - 2.1.3. Programming Didactic Units by Competence
  - 2.1.4. Skills Evaluation
  - 2.1.5. Rubrics to Evaluate Competencies
  - 2.1.6. Portfolio and Skills
  - 2.1.7. Teaching Implications for the Spanish as a Foreign Language Classroom
- 2.2. Planning of a Spanish Course
  - 2.2.1. Common European Framework of Reference for Languages
  - 2.2.2. Language Programs
  - 2.2.3. Needs Analysis
  - 2.2.4. Objectives
  - 2.2.5. Assessment
  - 2.2.6. Contents
  - 2.2.7. Material and Manual Analysis
- 2.3. L2 Learning. Methods and Approaches
  - 2.3.1. Methods and Approaches
  - 2.3.2. Communicative Approach
  - 2.3.3. L2 and Interaction
  - 2.3.4. The Role of Emotions in L2 Learning
  - 2.3.5. Problem-based Learning
  - 2.3.6. *The Flipped Classroom.*
  - 2.3.7. Gamification
  - 2.3.8. Cooperative Learning
- 2.4. Literature in the Didactics of Spanish
  - 2.4.1. The role of Literature in the Spanish Classroom
  - 2.4.2. Objectives of the Teaching of Literature
  - 2.4.3. Literary Genres in Spanish Class
  - 2.4.4. Dialogic Reading and Spanish as Foreign Language
  - 2.4.5. Dialogical Literary Gatherings in the Spanish as a Foreign Language Classroom
- 2.5. Dialogic Learning in the Spanish as a Foreign Language Classroom. Interactive Groups
  - 2.5.1. Managing the Classroom
  - 2.5.2. Group Dynamics and Their Phases
  - 2.5.3. Group Dynamics in the Spanish a Foreign Language Classroom
  - 2.5.4. Educational Techniques in the Spanish a Foreign Language Classroom
  - 2.5.5. Dialogic Learning
  - 2.5.6. Interactive Groups

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



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

### Module 3. Didactic Resources for Teaching Spanish as a Second Language

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

05

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

### The student: the priority of all TECH programs

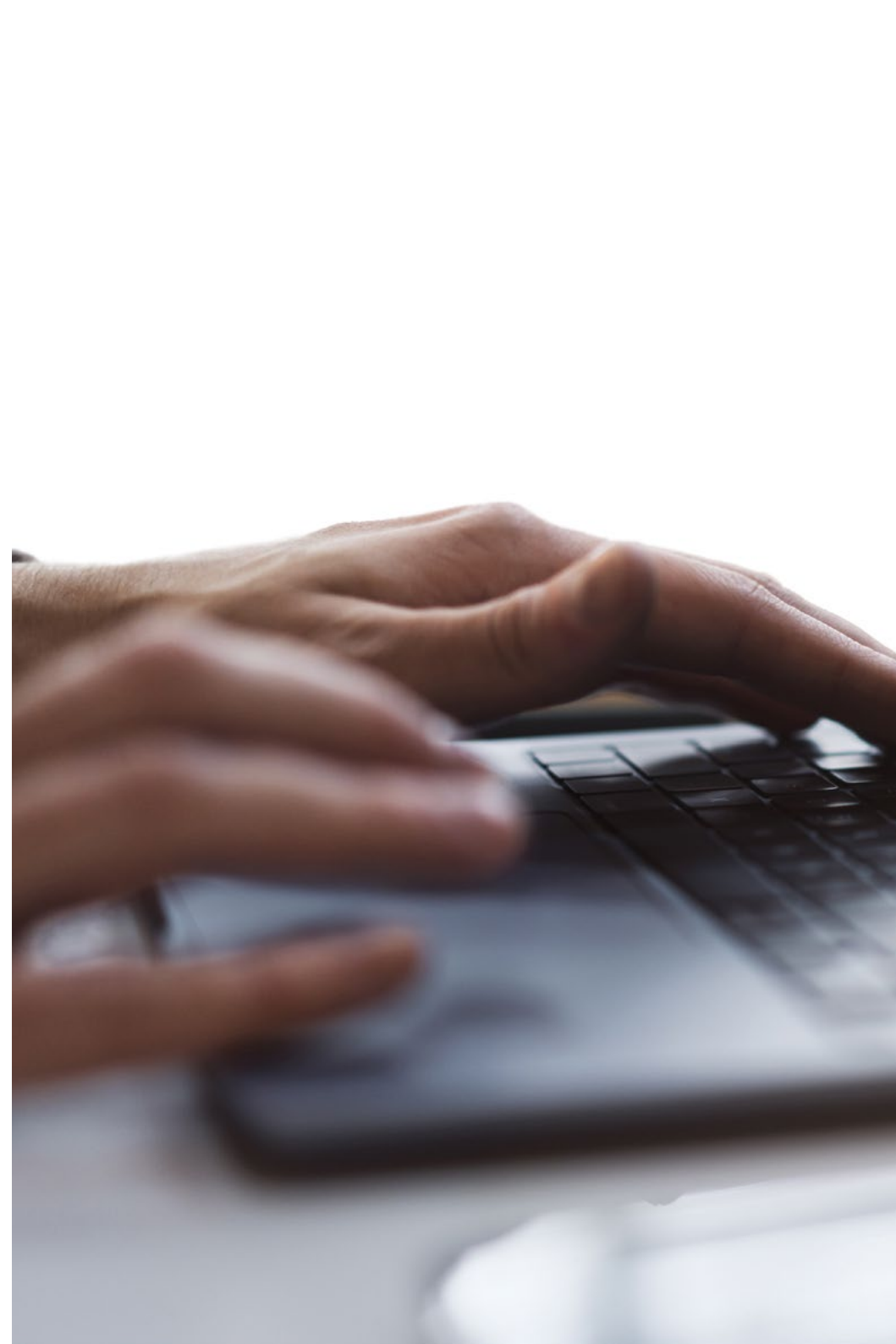
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

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*At TECH you will NOT have live classes  
(which you might not be able to attend)”*





### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

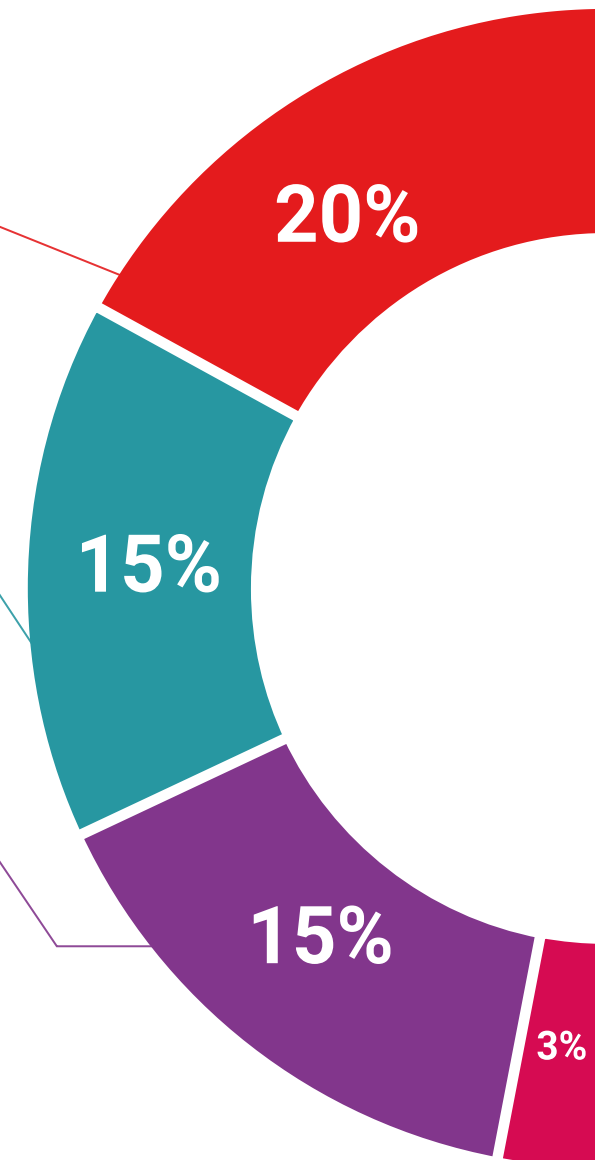
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

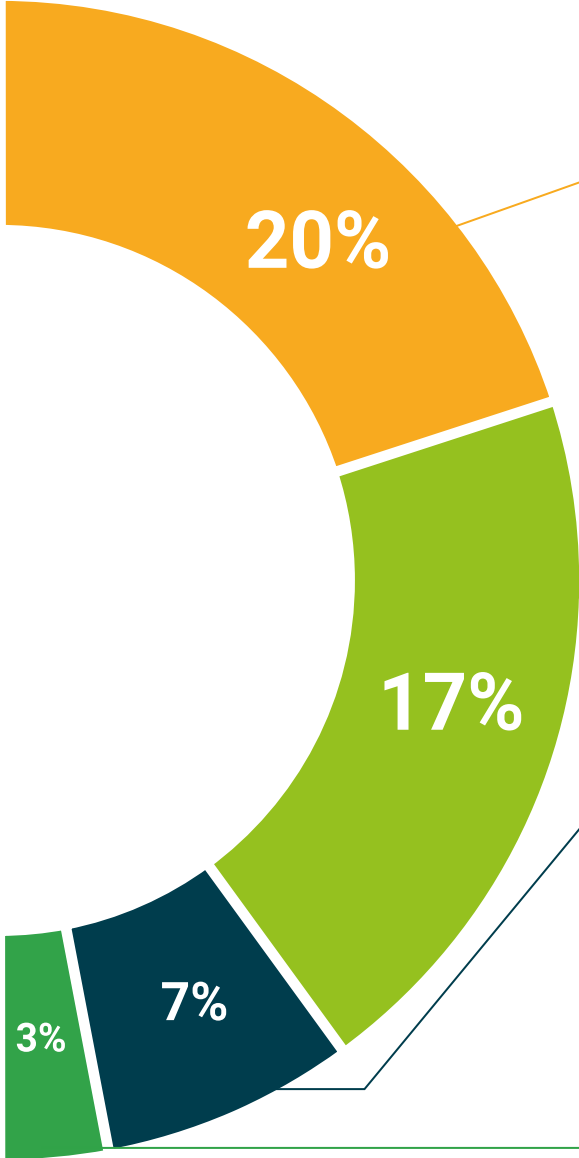
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for future difficult decisions.



**Quick Action Guides**

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



06

# Certificate

The Postgraduate Diploma in Methodology and Didactics of Teaching Spanish as a Second Language guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Methodology and Didactics of Teaching Spanish as a Second Language** endorsed by TECH Global University, the world's largest online university.

**TECH Global University**, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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 Methodology and Didactics of Teaching Spanish as a Second Language**

Modality: **online**

Duration: **6 months**

Accreditation: **22 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.



**Postgraduate Diploma**  
Methodology and Didactics  
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as a Second Language

- » Modality: **online**
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- » Schedule: **at your own pace**
- » Exams: **online**

# Postgraduate Diploma

Methodology and Didactics  
of Teaching Spanish as a  
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