

Postgraduate Diploma
English in the Bilingual Classroom

English



Postgraduate Diploma English in a Bilingual Classroom

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 19 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-english-bilingual-classroom

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01

Introduction

The incorporation of English into Pre-School Education and Primary Education classrooms is becoming an increasingly common reality in today's educational environment. This integration has made it possible to enhance children's cognitive control by promoting a second language in addition to their native tongue, allowing them to develop communication skills in both languages. However, implementing a curriculum adaptation for a bilingual curriculum requires specific knowledge tailored to the principles of language teaching at these levels, an area where educators can work through this program. Thanks to its multidisciplinary approach, teachers will have access to a 100% online experience where they can thoroughly explore the principles of L2 literacy, focusing on designing a diverse classroom through the implementation of English alongside the primary language of instruction.





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Would you like to design a bilingual project for your Pre-School and Primary students? Enroll in this Postgraduate Diploma and achieve it after 6 months of top-tier 100% online education”

The early mastery of English by new generations has encouraged the inclusion of this language in the academic curriculum of the various subjects within Pre-School and Primary Education. In this way, the development of a second language, in addition to the primary language of instruction, is promoted from an early age, leveraging children's neurocognitive abilities to learn new languages. Trends such as ELF (English as a Lingua Franca) advocate for the supremacy of communication through language, beyond perfect pronunciation, enhancing language skills through games and innovative, dynamic didactic strategies that engage children in learning and make it enjoyable.

This is precisely the area on which the Postgraduate Diploma in English in the Bilingual Classroom is based—an interdisciplinary program designed by TECH Global University and a team of education experts, aimed at sharing with educators the key principles for developing academic projects that promote the English language alongside the native language. Through 570 hours of 100% online training, the teacher will delve into the principles and strategies of bilingualism and L2 literacy, as well as the best practices for integrating English into the Pre-School and Primary Education curriculum. Furthermore, the program focuses intensively on fostering the four communicative skills (Reading, Writing, Speaking, and Listening) through the most effective and innovative didactic strategies available today.

Throughout 6 months, participants will have unlimited access to a state-of-the-art Virtual Campus, where they will find not only the course content but also practical case studies to enhance their skills and additional diverse materials presented in various audiovisual formats. This will allow them to expand each area in a personalized way, adapting the academic experience to their needs and requirements. It is, therefore, a unique opportunity to elevate your teaching quality to the highest level through the design of innovative bilingual projects, staying at the forefront of English teaching in today's school environment. As the saying goes, "A different language is a different vision of life."

This **Postgraduate Diploma in English in the Bilingual Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in bilingual education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



The best program on the current academic market to excel in your role as a bilingual educator and enhance your competencies for interculturality”

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The program delves into the best didactic strategies for establishing smooth relationships between L1 and L2 through the involvement of families in the bilingual project”

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 experts.

You will be able to refine your phonetic skills through a variety of practical exercises, both for your pronunciation and to work with children.

Do you know the Phonics method? Would you like to implement it in your classes? Then, opt for a program like this one, which provides the keys to developing the five communicative skills in a dynamic way.

LEARN
ENGLISH

02

Objectives

Bilingual projects are increasingly being established in schools, especially at the early levels, taking advantage of the cognitive benefits provided by the neurodevelopment of children. For this reason, the objective of this Postgraduate Diploma is precisely to provide educators with the most up-to-date and comprehensive information related to the inclusion of English as a second language in Pre-School and Primary Education classrooms. It aims to introduce the latest theories, guidelines, and effective didactic strategies to foster the learning of the English language in a dynamic and fun way, while ensuring the best results.



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A program thanks to which you will be able to design dynamic and entertaining days for teaching English through games and communication”



General Objectives

- Know and plan strategies to develop both communicative and cognitive objectives in the bilingual classroom
- Fostering attitudes of respect for other cultures
- Know strategies and activities to transmit the culture of English-speaking countries in a motivating way



You will work on the early teaching of English as a second language through the knowledge of the best didactic strategies adapted to the education of children aged 0 to 6 years”

A dark, textured background resembling a chalkboard. The words "I learn" are written in white, hand-drawn chalk letters. The "I" is a simple vertical line, and "learn" is written in a cursive, lowercase font. The rest of the text is cut off on the right side of the image.

A woman with long dark hair in a ponytail, wearing a white shirt, is seen from behind, writing the word "English" in white chalk on a dark chalkboard. The word is written in a large, cursive font. She is holding a piece of chalk in her right hand, positioned at the end of the word.

English



Specific Objectives

Module 1. Principles of Bilingualism

- ♦ Analyze the main aspects related to the methodology of teaching a foreign language
- ♦ Define the characteristics of written language
- ♦ Define the main effective English language teaching techniques and strategies

Module 2. Literacy in L2

- ♦ Identify the main literacy tools in the first stage of education
- ♦ Establish the study path for children under 5 years of age
- ♦ Interact with the English language for its easy teaching

Module 3. English in the Bilingual Classroom

- ♦ Identify the most common difficulties presented by students in the different educational stages
- ♦ Acquire strategies for motivation and conflict management in the classroom

03

Course Management

A program based on teaching must have a specialized teaching staff. Therefore, for this Postgraduate Diploma, TECH has selected a teaching team versed in education and educational pedagogy of the highest level and with extensive experience in the design and coordination of bilingual projects in various schools of pre-school and primary school. As a result, the graduate will be able to learn firsthand the most effective strategies for implementing curricula focused on promoting a second language through practice, play, and communication.





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The teaching team has included in the program case studies drawn from their own academic environment so that you can put your skills into practice, as well as improve your teaching skills”

Management



Ms. Puertas Yáñez, Amaya

- ♦ Primary School Teacher
- ♦ Bilingualism and Internationalization Coordinator at JABY School
- ♦ Bachelor's Degree in Information Sciences from the Complutense University of Madrid
- ♦ Specialist in English as a Foreign Language, Autonomous University of Madrid
- ♦ Master's Degree in Bilingual Education from the University of Alcalá de Henares
- ♦ Master's Degree in Attention to SEN in Pre-School and Primary Education
- ♦ Member of: University Sub-network of Learning Communities of Madrid (SUCAM)

Teachers

Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, TECH Global University
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business

Mr. Moreno Amores, Jose Francisco

- ♦ Professor of Foreign Languages

Mr. Moreno Amores, Jose Francisco

- ♦ Advisor and Trainer in Educational Actions based on Scientific Evidence
- ♦ Specialist in Dialogic Learning and in Successful Educational Actions for Inclusive Organization in educational centers
- ♦ Coordination, Counseling and Intervention in educational centers in the ARAMBO Association
- ♦ Degree in Early Childhood Education
- ♦ Master's Degree in Attention to Special Educational Needs in Early Childhood and Elementary Education
- ♦ Course for Directors of Social Services Centers
- ♦ Member of: University Sub-Network of Learning Communities of Madrid (SUCAM) and Multidisciplinary Association of Educational Research (AMIE)

04

Structure and Content

TECH Global University has included in the curriculum of this program 570 hours of the best theoretical, practical, and supplementary content, designed by the teaching team, following the quality and comprehensiveness standards that define and set this university apart from the rest. As a result, it has been possible to create a Postgraduate Diploma of the highest level, based on the most innovative guidelines for Bilingual Education in Pre-School and Primary Education. As such, the educator will be able to work 100% online to enhance their skills in multidisciplinary education through the knowledge of the most innovative didactic strategies in today's academic environment.



“

In the Virtual Campus, you will find diverse supplementary materials, including didactic content that you can use with students in the bilingual classes you will be able to design after completing this program”

MODULE 1. Principles of Bilingualism

- 1.1. Definition and History of Bilingualism
 - 1.1.1. Definition of Bilingualism
 - 1.1.2. Languages in Contact
 - 1.1.3. Definition of Multilingualism
 - 1.1.4. Multilingualism in The World
 - 1.1.5. Types of Multilingualism
- 1.2. Models of Bilingualism in Education
 - 1.2.1. Bilingualism in Education
 - 1.2.2. Models of Bilingual Education
 - 1.2.3. Models of Bilingualism in the World
 - 1.2.4. Bilingualism in Canada
 - 1.2.5. Bilingualism in USA
 - 1.2.6. Bilingualism in Spain
 - 1.2.7. Bilingualism in Latin America
- 1.3. The Cultural Dimension of Bilingualism
 - 1.3.1. Intercultural Bilingual Education (IBE)
 - 1.3.2. The History of the IBE
 - 1.3.3. Bilingualism and Cultural Diversity in the Classroom
 - 1.3.4. Bilingualism and Cultural Identity
- 1.4. The Role of Native Language in Bilingual Education
 - 1.4.1. Language Acquisition in a Bilingual Context
 - 1.4.2. Late Bilingualism and The Mother Tongue
 - 1.4.3. The Mother Tongue and Emotions
 - 1.4.4. The Mother Tongue in the Classroom
 - 1.4.5. Use of Mother Tongue in the Foreign Language Classroom
- 1.5. Neuroeducation and Bilingualism
 - 1.5.1. Bilingual Brain
 - 1.5.2. The Age Factor
 - 1.5.3. The Quality Factor
 - 1.5.4. The Method Factor
 - 1.5.5. The Language Factor
 - 1.5.6. The Number Factor
- 1.6. Cummins' Theories on Bilingualism
 - 1.6.1. Introduction
 - 1.6.2. Linguistic Interdependence Theory
 - 1.6.3. The Threshold Hypothesis
 - 1.6.4. Additive and Subtractive Bilingualism
 - 1.6.5. The Importance of the Mother Tongue
 - 1.6.6. Language Immersion Programs
- 1.7. BICS and CALP
 - 1.7.1. General Framework
 - 1.7.2. Initial Theory
 - 1.7.3. Definition of BICS
 - 1.7.4. Definition of CALP
 - 1.7.5. The Relationship between BICS and CALP
 - 1.7.6. Contributions of the Theory
 - 1.7.7. Criticisms of the Theory
- 1.8. Bilingualism in Pre-School
 - 1.8.1. Languages in the Pre-School Curriculum
 - 1.8.2. Myths about Bilingualism in Early Ages
 - 1.8.3. The Place of the Second Language in the Pre-School Classroom
 - 1.8.4. Routines
 - 1.8.5. Working in Corners
 - 1.8.6. Materials and Resources for Teaching English in Pre-School
- 1.9. Bilingualism in Primary School
 - 1.9.1. Languages in the Primary School Curriculum
 - 1.9.2. Objectives of Bilingualism in Primary School
 - 1.9.3. Bilingual Models in Primary School
 - 1.9.4. Pros and Cons of Bilingualism in Primary School
 - 1.9.5. The Role of the Environment in Success
- 1.10. The Role of the Bilingual Teacher
 - 1.10.1. The Role of the Bilingual Teacher
 - 1.10.2. The Bilingual Teacher as Intercultural Educator
 - 1.10.3. Languages and the Bilingual Teacher
 - 1.10.4. Training Needs



ENGLISH

Module 2. Literacy in L2

- 2.1. Early Literacy in Bilingual Children
 - 2.1.1. Definition of Initial Literacy: Growing Up in a Bilingual Family
 - 2.1.2. Reading Stories in the Mother Tongue
 - 2.1.3. Literacy in L2 as a Literate and Majority Language
 - 2.1.4. Literacy in L2 as a Foreign Language
- 2.2. Influential Relationships between L1 and L2
 - 2.2.1. Family Literacy
 - 2.2.2. Mother Tongue Literacy in Schools
 - 2.2.3. Impact of L1 Literacy on L2
 - 2.2.4. Advantages of Using the Mother Tongue in the Bilingual Classroom
 - 2.2.5. The Mother Tongue in Teaching English
- 2.3. Approaches to Literacy in English
 - 2.3.1. Theories of Written Language Acquisition
 - 2.3.2. Theories about Literacy in L2
 - 2.3.3. Multiple Literacies
 - 2.3.4. English as L2 Literacy Methods
- 2.4. English Phonetics
 - 2.4.1. What is Phonetics?
 - 2.4.2. The Role of Phonics in L2 Learning
 - 2.4.3. Characteristics of English Phonetics
 - 2.4.4. Phonetics or Phonology for the English Classroom
- 2.5. Synthetic Method: phonemic awareness
 - 2.5.1. Definition of Phonological and Phonemic Awareness
 - 2.5.2. Phonemic Awareness and the Learning of English as a L2
 - 2.5.3. How to Work at Home
 - 2.5.4. How to Work in the Classroom
- 2.6. Synthetic Method: *Phonics*
 - 2.6.1. Characteristics of the Phonics Method
 - 2.6.2. Introduction to Jolly Phonics Method
 - 2.6.3. The Five Skills that are Worked on
 - 2.6.4. Materials and Resources
 - 2.6.5. Other Resources: Phonics Readers, Videos, Songs, etc

- 2.7. Globalized Reading “Whole Language”
 - 2.7.1. Principles of a Globalized Approach
 - 2.7.2. *Chomsky and Goodman*
 - 2.7.3. Implications for Teaching English as an L2
 - 2.7.4. Activities and Resources
 - 2.7.5. The Concept of “Integrated Literacy”, Balanced Literacy
- 2.8. Working with Readers/Graded Readings
 - 2.8.1. Definition of Reader and Characteristics
 - 2.8.2. Advantages of Extensive Reading
 - 2.8.3. Strategies for the Use of Readers in the Classroom
 - 2.8.4. Activities with Readers in the Classroom
- 2.9. Picture Books
 - 2.9.1. Reasons for Using Storytelling in the Classroom
 - 2.9.2. Definition and Characteristics of an Illustrated Album
 - 2.9.3. Selection Criteria
 - 2.9.4. Activities and Strategies of Use
 - 2.9.5. Classic Picture Books of English Literature
- 2.10. Storytelling. Oral Narration
 - 2.10.1. Oral Narration in the Classroom
 - 2.10.2. Reading or Telling a Story
 - 2.10.3. Oral Narration as an L2 Teaching Tool
 - 2.10.4. Keys to Oral Narration
 - 2.10.5. Activities for Before, During, and After the Oral Narration
 - 2.10.6. Collective Oral Narration



Module 3. English in a Bilingual Classroom

- 3.1. L2 Learning. Methods and Approaches
 - 3.1.1. From Grammar to Communication
 - 3.1.2. Grammar-Translation Method
 - 3.1.3. Natural Method
 - 3.1.4. *Total Physical Response*
 - 3.1.5. Audio-Lingual Method
 - 3.1.6. Suggestopedia
 - 3.1.7. Communicative Approach
- 3.2. L2 Learning at an Early Age (0-6)
 - 3.2.1. Myths and Facts about Early L2 Learning
 - 3.2.2. The Age Factor in L2 Learning
 - 3.2.3. Benefits of Early L2 Acquisition
 - 3.2.4. Stages of the Early L2 Acquisition
 - 3.2.5. Relations with Families
 - 3.2.6. Benefits of Early L2 Acquisition
- 3.3. L2 and Interaction
 - 3.3.1. The Role of Interaction in Learning
 - 3.3.2. Interaction in Native Language Learning
 - 3.3.3. Interaction in L2 Learning
 - 3.3.4. Types of Interaction in the Foreign Language Classroom
 - 3.3.5. *Teacher Talking Time*
- 3.4. The Role of Emotions in L2 Learning
 - 3.4.1. Emotions and Learning
 - 3.4.2. The Theory of Output
 - 3.4.3. How Anxiety Affects
 - 3.4.4. Emotions and Trust
 - 3.4.5. Motivation
- 3.5. English Communication Skills
 - 3.5.1. The Integration of Communicative Skills
 - 3.5.2. CEFR. Common European Framework of Reference for Languages
 - 3.5.3. Levels of Reference

- 3.6. *Listening*
 - 3.6.1. Definition of Listening
 - 3.6.2. Techniques and Tools for Teaching Listening
 - 3.6.3. Activity Examples
 - 3.6.4. Before the Activity
 - 3.6.5. During the Activity
 - 3.6.6. After the Activity
- 3.7. *Reading*
 - 3.7.1. Definition of Reading
 - 3.7.2. Techniques and Tools for Teaching Reading
 - 3.7.3. Activity Examples
 - 3.7.4. Before the Activity
 - 3.7.5. During the Activity
 - 3.7.6. After the Activity
- 3.8. *Speaking*
 - 3.8.1. Definition of Speaking
 - 3.8.2. Techniques and Tools for Teaching Speaking
 - 3.8.3. Activity Examples
 - 3.8.4. Before the Activity
 - 3.8.5. During the Activity
 - 3.8.6. After the Activity
- 3.9. *Writing*
 - 3.9.1. Definition of Writing
 - 3.9.2. Techniques and Tools for Teaching Writing
 - 3.9.3. Activity Examples
 - 3.9.4. Before the Activity
 - 3.9.5. During the Activity
 - 3.9.6. After the Activity
- 3.10. Evaluation
 - 3.10.1. How to Evaluate Listening
 - 3.10.2. How to Evaluate Reading
 - 3.10.3. How to Evaluate Speaking
 - 3.10.4. How to Evaluate Writing

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.

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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 teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, 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

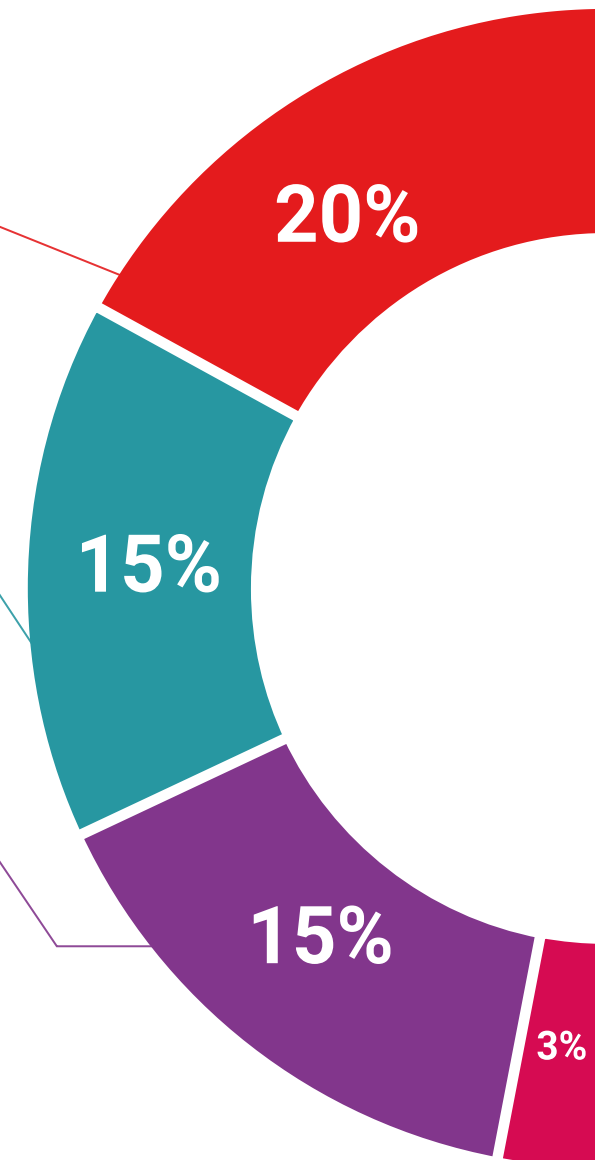
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

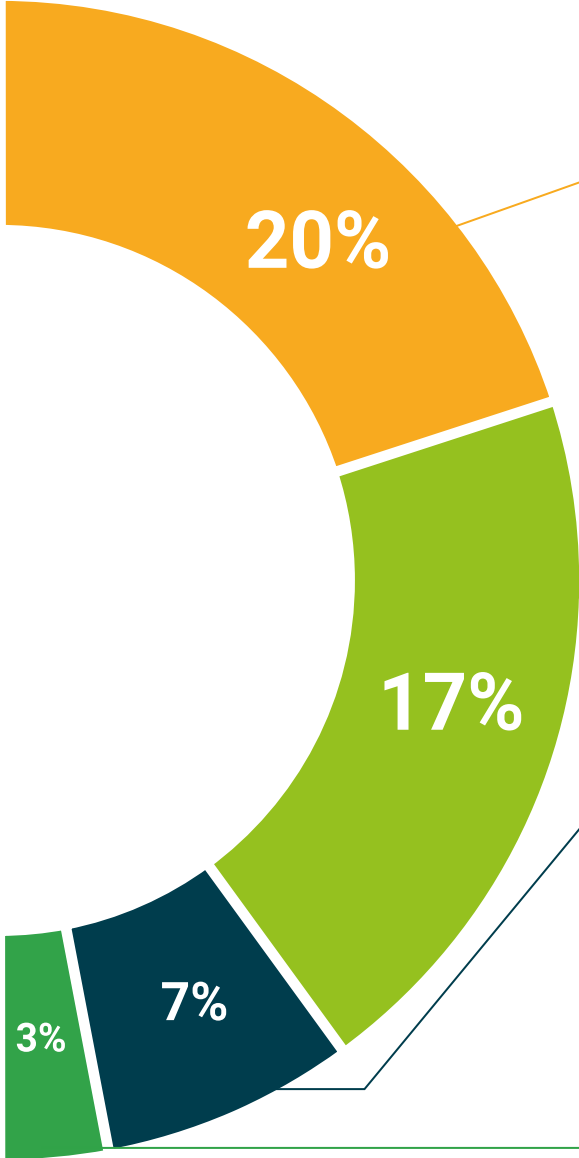
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 English in the Bilingual Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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*Successfully complete this program
and receive your university qualification
without having to travel and without the
hassle of paperwork”*

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in English in the Bilingual Classroom** 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 English in the Bilingual Classroom**

Modality: **online**

Duration: **6 months**

Accreditation: **19 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 English in a Bilingual Classroom

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

Postgraduate Diploma

English in the Bilingual Classroom

