

# Postgraduate Diploma

Foreign Language (English)

Teacher Training in High

School Education



## Postgraduate Diploma

### Foreign Language (English) Teacher Training in High School Education

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

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-foreign-language-english-teacher-training-high-school-education](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-foreign-language-english-teacher-training-high-school-education)

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# 01

# Introduction

Shakespeare's language survives with great force thanks to its widespread use in the commercial, scientific and technological fields. These determining factors have led to their learning being included in educational teaching. However, the difficulties of acquiring a new language and the diversity in the classroom mean that professional teachers of English must have in-depth knowledge of the language and of the most effective methodologies. To this end, TECH has designed this 100% online program, which will lead high school students to create a complete program for their subject, applying the most successful resources, techniques and tools. All this, with an advanced syllabus prepared by a teaching team with extensive experience in the Education sector.





“

*This 100% online Postgraduate Diploma will give you the competencies and skills you need to be an excellent teacher of Foreign Languages”*

Nowadays, new pedagogical approaches facilitate the learning of a foreign language, applying learning systems based on the use of new technologies, and work methods inside and outside the classroom.

However, there continues to be some difficulty among High School Education students in understanding and communicating in another language. A barrier that is a challenge for the teaching professional, who takes on the challenge with optimism and involvement. In this line, TECH has created this university program, which offers the teacher the most effective tools, techniques, and methods to become an excellent teacher of Foreign Languages (English) at this educational stage.

To do this, it has a comprehensive syllabus that will take you on an educational journey through the history of teaching English as a foreign language, English culture, and literature, therefore all the materials and activities necessary to transfer this language to young learners. Video summaries of each topic, multimedia pills, specialized readings and case studies that you can access at any time of the day complement this program.

In addition, the high school students who enter this program will consolidate their knowledge and reduce their study hours, thanks to the Relearning system used by TECH. A unique opportunity to advance as a teaching professional through a flexible and convenient Postgraduate Diploma.

Graduates of this program only need an electronic device (cell phone, tablet or, computer) with an Internet connection to view the content hosted on the virtual platform. Therefore, without classes with fixed schedules and distributing the teaching load according to your needs, you will be able to complete a cutting-edge program that is compatible with your daily responsibilities.

This **Postgraduate Diploma in Foreign Language (English) Teacher Training in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in teaching in High School 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 self-assessment can be used 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



*This program will lead you to use teaching resources for teaching English, attending to diversity in the classroom"*

“

*Incorporate to your English lessons the latest digital tools to improve your high school students' pronunciation and comprehension of the language"*

*Creates teaching programs that adapt to the bilingual system in High School Education.*

*Enroll now in a 100% online university program that will allow you to expand your professional aspirations as a foreign language teacher.*

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 educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

# Objectives

The high school students who take this high school program will be able to design, plan and carry out the program of the Foreign Language (English) subject applying the most effective techniques and methods. You will be able to achieve these goals thanks to a comprehensive syllabus and a team of teachers who will accompany you at all times so that you can successfully progress in the teaching sector.





→ **now**

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*Advance your career in the education sector through a program that provides you with the best methodological strategies to teach English to high school students"*



## General Objectives

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- ♦ Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- ♦ Know the new tools and technologies applied to teaching
- ♦ Show the different options and ways the teacher can work in their post
- ♦ Promote the acquisition of communication and knowledge transmission skills and abilities
- ♦ Encourage continuing education for students

“

*Break through the difficulties of Foreign Language learning through this Postgraduate Diploma oriented to teachers of High School Education”*



British spelling

ices

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organise  
organize

or / - our



## Specific Objectives

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### Module 1. Complements for the Disciplinary Training of Foreign Languages (English)

- ♦ Recognize important aspects of the historical process of language teaching in Europe
- ♦ Highlight changes that have occurred in English language teaching over time
- ♦ Provide a summary approach to the grammar teaching method
- ♦ Provide a summary approach to the direct teaching method

### Module 2. Foreign Language (English) Syllabus Design

- ♦ Develop the idea of syllabus structure
- ♦ Recognize the levels and approaches represented by the school syllabus
- ♦ Provide guidance on classroom programming, the center's project and educational legislation
- ♦ Approach to the different syllabus models through current pedagogical conceptions

### Module 3. Foreign Language (English) Teaching

- ♦ Know the new scenarios of the global and local context
- ♦ Explain the concepts of educational innovation, change, reform and educational improvement
- ♦ Expose the educational paradigms and innovation purposes
- ♦ Understand why it is necessary to innovate and its meaning
- ♦ Show the process models to generate educational innovation
- ♦ Comprehend the importance of a strategic approach to incorporate educational innovations
- ♦ Discover the reasons for the need for a paradigm shift
- ♦ Learn about the role of research for educational improvement

03

# Course Management

This educational institution maintains a philosophy based on offering high school students a first-class educational experience. That is why it carries out a rigorous selection process for each and every one of the teachers that make up the programs. In this way, students taking this program will have access to the most relevant and current information, prepared by a team of teachers with extensive experience in teaching High School Education, especially in the subject of English.



“

*A faculty member with extensive experience in the practice of teaching in High School Education will be in charge of guiding you throughout the 6 months of this Postgraduate Diploma"*

## Management



### Dr. Barboyón Combey, Laura

- ♦ Teacher of Primary Education and Postgraduate Studies
- ♦ Teacher in Postgraduate University Studies of High School Teacher Formation
- ♦ Teacher of Primary Education in several schools
- ♦ Doctor in Education from the University of Valencia
- ♦ Master's Degree in Psychopedagogy from the University of Valencia
- ♦ Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir

# KEY SPELLING DIFFERENCES



British English

COLOUR  
travelled  
dialogue  
theatre

x  
x  
x  
x



American English

COLOR  
traveled  
dialog  
theater



# 04

## Structure and Content

The syllabus of this university program has been created by an excellent team of teachers with extensive experience in teaching High School Education. Their extensive knowledge is reflected in the advanced syllabus that will lead the teacher to design a program that facilitates the learning of English and breaks down language barriers. For this purpose, it also has multimedia resources that can be accessed at any time of the day, from an electronic device with an Internet connection.





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*A syllabus with a theoretical-practical perspective that will allow you to integrate the most effective learning techniques and methodologies in your English lessons”*

## Module 1. Complements for the Disciplinary Training of Foreign Languages (English)

- 1.1. History of the English Language Teaching as a Foreign Language
  - 1.1.1. Origins and History of Englishes
  - 1.1.2. History of the English Language Teaching as a Foreign Language
  - 1.1.3. External and Internal Change
  - 1.1.4. Introduction to the History of Language Teaching
  - 1.1.5. Grammar-Translation Method
  - 1.1.6. Language Teaching Innovations in the 19th Century
  - 1.1.7. Reform Movement
  - 1.1.8. The Direct Method
- 1.2. Bilingualism and Multilingualism
  - 1.2.1. Introduction to Bilingualism
  - 1.2.2. Bilingualism: Definitions and Dimensions
  - 1.2.3. Code Choice: Code-Switching and Code-Mixing
  - 1.2.4. Code-Switching in Bilingual Children
  - 1.2.5. Diglossia
  - 1.2.6. Diglossia and Bilingualism
  - 1.2.7. Multilingualism
  - 1.2.8. Language Contact
- 1.3. English as a Global Language: Its Historical Past and Future English as Business Lingua Franca
  - 1.3.1. English as a Global Language
  - 1.3.2. Historical Background
  - 1.3.3. What Does the Global Language Do?
  - 1.3.4. Future Trends of English
  - 1.3.5. Historical Background
  - 1.3.6. English as Lingua Franca (ELF)
  - 1.3.7. English as Business Lingua Franca
- 1.4. Sociocultural Perspective on Language and Culture
  - 1.4.1. Introduction
  - 1.4.2. Language as Sociocultural Resource
  - 1.4.3. Culture as Sociocultural Practice
  - 1.4.4. Linguistic Relativity
  - 1.4.5. Socially Constituted Linguistics
  - 1.4.6. Systemic Functional Linguistics
- 1.5. The Presence of English in Mass Media and Communication Technologies
  - 1.5.1. The Media: the Press, Advertising, Broadcasting, Cinema, Popular Music
  - 1.5.2. International Travel
  - 1.5.3. Communications
- 1.6. History, Geography and Culture of English Speaking Countries British Cultural Identities
  - 1.6.1. Language Learning and Socio-Cultural Awareness
  - 1.6.2. United Kingdom and Ireland
  - 1.6.3. United States of America
  - 1.6.4. Canada
  - 1.6.5. Australia
  - 1.6.6. British Cultural Identities
  - 1.6.7. Traditional Britain
  - 1.6.8. The English Countryside
  - 1.6.9. Character and Accent
  - 1.6.10. An Island Race
- 1.7. Culture in Language Learning and Teaching
  - 1.7.1. Culture and Language Teaching
  - 1.7.2. Rediscovering Culture in the Context of Language Teaching
  - 1.7.3. Culture in the Classroom
  - 1.7.4. "English" and "Literature": the Subject in Question
  - 1.7.5. The Uses of Literature
  - 1.7.6. The Great Books and "Trash": the Canon Wars
  - 1.7.7. Literary History, Periods, and Movements: Four Approaches to the Past

- 1.8. Literature in the EFL Classroom
    - 1.8.1. Literature and Language Teaching
    - 1.8.2. A Brief Historical Overview
    - 1.8.3. Advantages of Using Literature in the Language Classroom
    - 1.8.4. Difficulties of Using Literature in the Language Classroom
    - 1.8.5. Methodological Approaches to Teaching Literature
    - 1.8.6. Literature and Language Teaching: Some Empirical Research
  - 1.9. Literature for Young Adults
    - 1.9.1. Defining Literature for Young Adults
    - 1.9.2. Changing Literature for Young Adults
    - 1.9.3. New Forms and Topics
    - 1.9.4. Changing Readers
    - 1.9.5. Changing Classrooms
  - 1.10. English for Specific Purposes
    - 1.10.1. The Origins of ESP
    - 1.10.2. The Development of ESP
    - 1.10.3. ESP: Approach not A Product
- Module 2. Foreign Language (English) Syllabus Design**
- 2.1. Syllabus and its Structure
    - 2.1.1. School Syllabus: Concept and Components
    - 2.1.2. Syllabus Design: Concept, Structure and Functioning
    - 2.1.3. Levels of Syllabus Specification
    - 2.1.4. Syllabus Model
    - 2.1.5. Educational Programming as a Working Tool in the Classroom
  - 2.2. Legislation as a Guide to Syllabus Design and Key Competencies
    - 2.2.1. Review of Current National Educational Legislation
    - 2.2.2. What are Competencies?
    - 2.2.3. Types of Skills
    - 2.2.4. Key Competencies
    - 2.2.5. Description and Components of Key Competencies
  - 2.3. The Spanish Education System Teaching Levels and Modalities
    - 2.3.1. Education System: Interaction between Society, Education and the School System
    - 2.3.2. The Educational System: Factors and Elements
    - 2.3.3. General Characteristics of the Spanish Educational System
    - 2.3.4. Configuration of the Spanish Educational System
    - 2.3.5. High School Education
    - 2.3.6. Baccalaureate
    - 2.3.7. Vocational Training
    - 2.3.8. Artistic Education
    - 2.3.9. Language Teaching
    - 2.3.10. Sports Education
    - 2.3.11. Adult Education
  - 2.4. Analysis of Syllabus for the Specialty of English
    - 2.4.1. Sorting Syllabus in the Specialty of English
    - 2.4.2. Official Syllabus of the English area in ESO, High School and VT
    - 2.4.3. Official Syllabus of Language Education
    - 2.4.4. Vocational Training and their Arrangement
  - 2.5. Teaching Programming I: What and How to Teach
    - 2.5.1. What is a Didactic Program: Justification, Characteristics and Functions
    - 2.5.2. The Importance of the Context: Educational Center, Students and Social Environment
    - 2.5.3. Elements that Should be Part of Programming: Objectives, Methodology, Skills and Contents
    - 2.5.4. Skill Based Programming
    - 2.5.5. The Use of ICTs to Support Teaching Work
    - 2.5.6. Methods, Principles and Methodological Strategies
    - 2.5.7. Evaluation Criteria and Evaluable Learning Standards
  - 2.6. Teaching Programming II: What, How and When to Assess the Process
    - 2.6.1. Elements that Should Be Part of Programming: The Evaluation
    - 2.6.2. Assessment Procedures, Criteria and Instruments
    - 2.6.3. Attention to Diversity
    - 2.6.4. What is to Evaluate?
    - 2.6.5. Evaluation Processes Competency-Based Assessment
    - 2.6.6. Assessment Criteria vs. Assessment Tools

- 2.7. Teaching Unit I: Objectives, Contents, Basic Competences, Activities, and Didactic Resources
  - 2.7.1. From the Syllabus Programming to the Teaching Unit
  - 2.7.2. The Teaching Unit: Approaches to its Development
  - 2.7.3. Objectives, Contents, and Competencies as Components of the Teaching Unit Design
  - 2.7.4. Learning of Teaching Values
  - 2.7.5. Specification of Activities and Material Resources for the Teaching-Learning Process
  - 2.7.6. Didactic Activities and Resources as Components of the Teaching Unit Design
  - 2.7.7. Sequencing of Activities and Choice of Methodological Resources
  - 2.7.8. Classroom Organization and Management: Working Guidelines
- 2.8. Teaching Unit II: Methodology vs. Motivation
  - 2.8.1. Concretization of Methodology for the Teaching-Learning Process
  - 2.8.2. Methodology as a Component of the Design of the Teaching Unit: Methodological Strategies
  - 2.8.3. Principles and Strategies of Teaching Methodology
  - 2.8.4. Didactics of Learning Motivation
- 2.9. Teaching unit III: Assessment for Learning
  - 2.9.1. Concretization of Assessment for the Teaching-Learning Process
  - 2.9.2. Assessment as a Component of the Design of the Teaching Unit
  - 2.9.3. Criteria and Procedures for the Evaluation Phases
  - 2.9.4. Attention to Diversity: Inclusive Education
- 2.10. Example of a Teaching Unit for High School Education in the Specialty of English
  - 2.10.1. Identification-Justification
  - 2.10.2. Contextualization
  - 2.10.3. Competencies
  - 2.10.4. Objectives
  - 2.10.5. Educational Content
  - 2.10.6. Methodology
  - 2.10.7. Learning Activities
  - 2.10.8. Resources
  - 2.10.9. Assessment

### Module 3. Foreign Language (English) Teaching

- 3.1. Teaching Language and Literature
  - 3.1.1. Introduction to the Concept of Teaching
  - 3.1.2. Teaching Language
  - 3.1.3. The Specific Teaching of Literature
  - 3.1.4. Teaching from a Cultural Perspective
- 3.2. Foundations of Teaching and Learning Second Languages
  - 3.2.1. General Theories on Learning and Acquisition of Foreign Languages
  - 3.2.2. Variables in Teaching Foreign Languages
- 3.3. Foreign Language Learning Techniques and Strategies: Definition, Classification and Research Individual and Autonomous Learning
  - 3.3.1. Learning Strategies: Definition and Characterization
  - 3.3.2. Learning Strategies: Classification
  - 3.3.3. Learning Strategies. Research
  - 3.3.4. Teaching Strategies and Learning to Learn Classroom Applications
  - 3.3.5. Examples of Concrete Activities Related to Strategy Teaching
  - 3.3.6. Examples of Awareness-Raising Activities in the Use of EA
  - 3.3.7. Examples of Activities for the Practice of Cognitive Strategies
  - 3.3.8. Examples of Activities for Metacognitive Strategies Training
  - 3.3.9. PEL and Learning to Learn
- 3.4. Teaching Methodology for Teaching the English Language Bilingualism, Content-Integrated Learning and Cooperative Learning
  - 3.4.1. Bilingualism
  - 3.4.2. What is the Content and Language Integrated Learning Program (CLIL)?
  - 3.4.3. CLIL and Cooperative Learning
  - 3.4.4. Cooperative Learning: Definition, Types of Learning and Implementation
  - 3.4.5. Increased Exposure to the Foreign Language
  - 3.4.6. Changes in the Methodology of English Teaching

- 3.5. Learning Difficulties and English Language
  - 3.5.1. Learning Difficulties
  - 3.5.2. Symptoms of Learning Disabilities
  - 3.5.3. Dyslexia
  - 3.5.4. Dysgraphia
  - 3.5.5. Dysorthografia
  - 3.5.6. English Teaching Principles
  - 3.5.7. Methodological approaches
  - 3.5.8. Recommendations
  - 3.5.9. Assessment
- 3.6. Language Learning Activities: Tasks and Level La Diversity
  - 3.6.1. Tasks Description
  - 3.6.2. Task Performance
  - 3.6.3. Task Difficulty Student Competencies and Characteristics
  - 3.6.4. Task Difficulty Task Conditions and Restrictions
  - 3.6.5. Levels Diversity
  - 3.6.6. Students
  - 3.6.7. Groups
  - 3.6.8. Professors
  - 3.6.9. Materials
  - 3.6.10. Practical Example
  - 3.6.11. Support Activities at Different Levels
  - 3.6.12. Degree of Difficulty and Diversity of Activities
- 3.7. Teaching Resources for English and Diversity in the Classroom
  - 3.7.1. Choose and Change Materials: Choosing a Textbook
  - 3.7.2. Make a Must-Have List: General or Detailed
  - 3.7.3. Target Audience: a Real and Official Level of the Students
  - 3.7.4. Education and Teaching
  - 3.7.5. More Important Features: Evaluate the Book
  - 3.7.6. Complementary Materials and New Technologies
  - 3.7.7. Without Book
  - 3.7.8. Introduction to Diversity
  - 3.7.9. Attention to Diversity: Student Typology
  - 3.7.10. Attention to Diversity in the English Classroom
  - 3.7.11. The Role of the Teacher in the English Classroom
- 3.8. the New Digital Communication Scenario
  - 3.8.1. The Use of TIC in Language Teaching: Historical Perspective
  - 3.8.2. A Scientific Discipline in Itself: Teaching vs. Technology
  - 3.8.3. Position and Classify Applications
  - 3.8.4. Contribution and Practice of Content
  - 3.8.5. TIC for Skills Practice
  - 3.8.6. Proofreading and Annotating: Language Assessment and Testing
  - 3.8.7. Learner Management and TIC as a Means of Foreign Language Teacher Development
- 3.9. Evaluation of Language Skills
  - 3.9.1. Introduction to Oral Evaluation
  - 3.9.2. Oral Expression Evaluation Techniques
  - 3.9.3. The Interview
  - 3.9.4. Written Expression: Objective and Motivations
  - 3.9.5. Written Expression: Tasks Design and Scales Subjectivity
  - 3.9.6. Listening and Reading Comprehension
  - 3.9.7. Listening and Reading Comprehension Test Validation
- 3.10. The Role of the Teacher and the Students in the Context of the English Classroom
  - 3.10.1. Classroom, Space, Student and Locker Room Management
  - 3.10.2. Visually Think and Teach
  - 3.10.3. Work in Couples
  - 3.10.4. Teacher-Monitor: Observer and Supervisor
  - 3.10.5. Languages Use
  - 3.10.6. Give Examples
  - 3.10.7. Routines and Variety
  - 3.10.8. Timing and Flexibility

05

# Methodology

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

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





“

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

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



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



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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



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

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

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

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

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

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



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



#### Study Material

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

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



#### Educational Techniques and Procedures on Video

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



#### Interactive Summaries

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

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



#### Additional Reading

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





#### Expert-Led Case Studies and Case Analysis

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



#### Testing & Retesting

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



#### Classes

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

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



#### Quick Action Guides

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



06

# Certificate

The Postgraduate Diploma in Foreign Language (English) Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Foreign Language (English) Teacher Training in High School Education** contains the most complete and up-to-date scientific 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 Foreign Language (English) Teacher Training in High School Education**

Official N° of hours: **450 h.**



\*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.





## Postgraduate Diploma

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- » Dedication: 16h/week
- » Schedule: at your own pace
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# Postgraduate Diploma

Foreign Language (English)  
Teacher Training in High  
School Education

