Postgraduate Diploma

Linguistics and Communication

tech global university

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Postgraduate Diploma

Linguistics and Communication

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-linguistics-communication

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01

Introduction to the Program

Linguistics and Communication are fundamental in the Inclusive Education of patients with Language and Communication Disorders. In this sense, the physician plays a key role in the identification and treatment of linguistic difficulties, collaborating closely with teachers and families to design personalized intervention strategies. In fact, their intervention contributes to improving linguistic and communicative skills, favoring inclusion in the educational environment. In addition, collaboration with other health professionals is essential to address any need in a comprehensive manner. In this context, TECH has created a comprehensive 100% online program, which adapts flexibly to the personal and professional schedules of graduates, and is based on the revolutionary methodology Relearning.

With this 100% online program, you will deepen your understanding of linguistic phenomena affecting patients with language disorders, making it easier to identify and treat these conditions"

In the field of linguistics and communication, it is crucial for healthcare professionals to recognize how these skills impact the academic and social development of children, especially those with speech and language difficulties. In fact, early intervention is key to more effective care.

This program was created to help professionals develop essential analytical skills for understanding linguistic phenomena from various perspectives, such as phonetics, morphology, and semantics. This theoretical foundation will enable them to apply linguistic concepts in evaluating and treating language disorders—an essential component for accurate diagnosis and proper follow-up in the field of speech therapy.

In addition, the program trains medical professionals in the implementation of assertive communication strategies, which are crucial when interacting with patients, families, and other healthcare professionals. It also promotes the development of critical reading and writing skills, facilitating the evaluation of research and the drafting of professional reports and documents, so that academic knowledge can be applied effectively in daily practice.

Finally, the program addresses the importance of language and communication in inclusive educational settings, with an emphasis on adapting methods and content to meet the needs of students with language disorders. In this context, the experts trained through this qualification will gain the ability to identify assessment tools aimed at measuring communication skills in inclusive environments.

In this way, TECH has developed a comprehensive, fully online program, with high-quality materials and resources accessible from any electronic device with an Internet connection. This removes barriers such as the need to travel to a physical location or conform to fixed schedules. Additionally, it incorporates the innovative Relearning methodology, which is based on the continuous repetition of key concepts to ensure an effective and natural understanding of the content.

This **Postgraduate Diploma in Linguistics and Communication** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- The development of case studies presented by experts in Medicine and Speech Therapy
- 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 the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Linguistics and Communication
- 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

You will gain a multidisciplinary approach that integrates linguistic analysis with speech therapy intervention strategies, strengthening your ability to diagnose and treat language disorders in different contexts"

You will identify the linguistic bases underlying speech disorders, applying an analytical and practical approach that favors early and effective intervention. With all the TECH quality guarantees!"

This approach will enable professionals to collaborate more efficiently and guarantee high-quality, inclusive care for children with Language Disorders.

You will gain in-depth knowledge of the design of personalized speech therapy interventions that are tailored to the needs of each child, depending on the level of support.

The teaching staff includes professionals belonging to the fields of Medicine and Speech Therapy, who contribute their work experience to this program, as well as renowned specialists from reference 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 an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.

Study at the world's largest online university and guarantee your professional success. The future starts at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

Physicians will acquire fundamental knowledge of the various branches of linguistics, including phonetics, morphology, syntax and pragmatics, which will enable them to analyze language disorders more precisely and apply appropriate strategies in their diagnosis and treatment. Likewise, the development of essential communication skills will be promoted, such as assertive and effective communication, both oral and written, which will improve interaction with patients, families and other health professionals. In addition, emphasis will be placed on the context of inclusive education, providing doctors with the necessary tools to intervene effectively in educational settings.

You will design strategies adapted to different levels of educational support, reflecting on the role of the speech therapist in collaboration with other education professionals, to achieve effective inclusion in schools"

Module 1. General Linguistics

1.1. Language, Speech, Communication
- 1.1.1. Definition of Language
  - 1.1.1.1. The Concept of Language as an Innate Skill
  - 1.1.1.2. Human Language vs. Animal Communication
- 1.1.2. Difference between Language and Speech
  - 1.1.2.1. Language as a Social System
  - 1.1.2.2. Speech as an Individual Manifestation
- 1.1.3. Human Communication Process
  - 1.1.3.1. Elements of Communication
  - 1.1.3.2. Types of Communication (Verbal and Non-Verbal)
- 1.1.4. Language Functions
  - 1.1.4.1. Referential Function
  - 1.1.4.2. Emotive Function
  - 1.1.4.3. Conative Function
  - 1.1.4.4. Phatic, Metalinguistic and Poetic Function
- 1.1.5. Relationship Between Thought and Language
  - 1.1.5.1. Theories on the Thought-Language Relationship
  - 1.1.5.2. Sapir-Whorf Hypothesis
  - 1.1.5.3. Influence of Language on the Perception of the World

1.2. What is Linguistics?
- 1.2.1. Definition and Objectives of Linguistics
  - 1.2.1.1. Linguistics as the Science of Language
  - 1.2.1.2. Difference between Descriptive and Prescriptive Linguistics
- 1.2.2. Main Branches of Linguistics
  - 1.2.2.1. Theoretical Linguistics (Phonology, Morphology, Syntax, Semantics, Pragmatics)
  - 1.2.2.2. Applied Linguistics (Language Teaching, Speech Therapy)
  - 1.2.2.3. Historical and Comparative Linguistics
- 1.2.3. Methods of Study in Linguistics
  - 1.2.3.1. Synchronic and Diachronic Analysis
  - 1.2.3.2. Qualitative and Quantitative Methods

1.2.4. Relationship of Linguistics with Other Disciplines
1.2.4.1. Psychology and Neuroscience of Language
1.2.4.2. Linguistic Anthropology
1.2.4.3. Sociolinguistics

1.3. Articulatory Phonetics
1.3.1. Definition of Articulatory Phonetics
1.3.1.1. Differences with Phonology
1.3.1.2. Importance in Linguistic Analysis
1.3.2. Organs of Speech and their Function
1.3.2.1. Respiratory System (Lungs, Diaphragm)
1.3.2.2. Phonatory System (Larynx, Vocal Cords)
1.3.2.3. Articulatory System (Tongue, Lips, Palate)
1.3.3. Classification of Speech Sounds According to Mode and Place of Articulation
1.3.3.1. Modes of Articulation (Occlusive, Fricative, Affricate, Nasal, etc.)
1.3.3.2. Places of Articulation (Bilabial, Alveolar, Velar, etc.)
1.3.4. Types of Articulators
1.3.4.1. Active (Tongue, Lips)
1.3.4.2. Passive (Palate, Teeth)

1.4. Acoustic and Perceptual Phonetics
1.4.1. Definition of Acoustic Phonetics
1.4.1.1. Physical Properties of Sound
1.4.1.2. Graphical Representation of Sound
1.4.2. Physical Properties of Sound: Frequency, Intensity and Duration
1.4.2.1. Fundamental Frequency and Harmonics
1.4.2.2. Intensity and Perception of Volume
1.4.3. Graphical Representation: Spectrograms
1.4.3.1. Components of a Spectrogram
1.4.3.2. Analysis of Vowels and Consonants
1.4.4. Definition of Perceptual Phonetics
1.4.4.1. Difference between Perception and Production
1.4.4.2. Cognitive Processes in Speech Perception

1.5. Phonology
- 1.5.1. Difference between Phonetics and Phonology
- 1.5.2. Concept of Phoneme and Allophone
  - 1.5.2.1. Definition of Phoneme as the Minimal Unit of Language
  - 1.5.2.2. Types of Allophones (Contextual, Free)
- 1.5.3. Distinctive Features of Phonemes
  - 1.5.3.1. Jakobson's System of Distinctive Features
  - 1.5.3.2. Classification According to Sonority, Nasality, etc.
- 1.5.4. Phonological Processes
  - 1.5.4.1. Assimilation (Partial, Total, Regressive, Progressive)
  - 1.5.4.2. Elision (Loss of Sounds in Fast Contexts)
  - 1.5.4.3. Neutralization and Archiphonemes

1.6. Morphology
- 1.6.1. Definition of Morphology
  - 1.6.1.1. Difference between Lexical and Inflectional Morphology
  - 1.6.1.2. Importance of Morphology in Linguistic Analysis
- 1.6.2. Types of Morphemes
  - 1.6.2.1. Free and Bound Morphemes
  - 1.6.2.2. Derivational and Inflectional Morphemes
- 1.6.3. Word Formation
  - 1.6.3.1. Derivation: Prefixes, Suffixes and Infixes
  - 1.6.3.2. Compounding: Endocentric and Exocentric Compound Words
  - 1.6.3.3. Parasyntesis: Complex Cases of Lexical Formation
- 1.6.4. Morphological Structure of Words
  - 1.6.4.1. Root, Base and Affixes
  - 1.6.4.2. Morphological Analysis

1.7. Syntax
- 1.7.1. Definition of Syntax
  - 1.7.1.1. Difference between Grammar and Syntax
  - 1.7.1.2. Importance of Syntax in Meaning
- 1.7.2. Sentence Structure
  - 1.7.2.1. Subject and Predicate
  - 1.7.2.2. Verb Core and Complements
- 1.7.3. Types of Sentences
  - 1.7.3.1. Simple Sentences: Transitive, Intransitive, Copulative
  - 1.7.3.2. Compound Sentences: Coordinated and Subordinate
  - 1.7.3.3. Types According to Communicative Intention: Affirmative, Negative, Interrogative
- 1.7.4. Syntactic Rules and Grammaticality
  - 1.7.4.1. Hierarchical Atructure of Sentences
  - 1.7.4.2. Syntactic Transformations

1.8. Lexicon
- 1.8.1. Definition of Lexicon
  - 1.8.1.1. Difference between Lexicon and Vocabulary
  - 1.8.1.2. Relevance of Lexicon in Language
- 1.8.2. Relationship between Lexicon and Vocabulary
  - 1.8.2.1. Active and Passive Lexicon
  - 1.8.2.2. Strategies for Expanding the Lexicon
- 1.8.3. Classification of Words According to Meaning and Function
  - 1.8.3.1. Lexical Words vs. Grammatical Words
  - 1.8.3.2. Lexical Categories: Nouns, Verbs, Adjectives, etc.
- 1.8.4. Neologisms and Loanwords
  - 1.8.4.1. Formation of Neologisms
  - 1.8.4.2. Adaptation of Loanwords from Other Languages
- 1.8.5. Active and Passive Lexicon
  - 1.8.5.1. Factors Determining the Use of Active and Passive Lexicon

1.9. Semantics
- 1.9.1. Definition of Semantics
  - 1.9.1.1. Concepts of Meaning and Reference
  - 1.9.1.2. Difference between Lexical and Compositional Semantics
- 1.9.2. Types of Meaning
  - 1.9.2.1. Denotative and Connotative Meaning
  - 1.9.2.2. Literal and Figurative Meaning
- 1.9.3. Relationship between Signifier and Signified
  - 1.9.3.1. Saussure's Theory of the Linguistic Sign
  - 1.9.3.2. Icons, Indexes and Symbols
- 1.9.4. Semantic Relations
  - 1.9.4.1. Synonymy and Antonymy
  - 1.9.4.2. Polysemy and Homonymy
  - 1.9.4.3. Hyponymy and Hypernym

1.10. Pragmatics
- 1.10.1. Definition of Pragmatics
  - 1.10.1.1. Difference between Semantics and Pragmatics
  - 1.10.1.2. Importance of Context in the Interpretation of Language
- 1.10.2. Context in the Use of Language
  - 1.10.2.1. Linguistic and Extralinguistic Context
  - 1.10.2.2. Social and Cultural Variables in Pragmatics
- 1.10.3. Speech Acts
  - 1.10.3.1. Locutionary, Illocutionary and Perlocutionary Acts
  - 1.10.3.2. Classification of Speech Acts: Direct and Indirect
- 1.10.4. Principle of Cooperation and Conversational Maxims (Grice)
  - 1.10.4.1. Maxims of Quantity, Quality, Relevance and Manner
  - 1.10.4.2. Conversational Implicatures

Module 2. Communication Skills

2.1. Theoretical Foundations of Oral and Written Communication
- 2.1.1. Communication Theory: Models and Approaches
  - 2.1.1.1. Classical Models of Communication (Shannon-Weaver, Berlo)
  - 2.1.1.2. Contemporary Approaches to Professional Communication
- 2.1.2. Challenges in Professional Communication
  - 2.1.2.1. Physical and Environmental Barriers
  - 2.1.2.2. Psychological and Emotional Barriers
- 2.1.3. Assertive and Effective Communication
  - 2.1.3.1. Assertive Communication
  - 2.1.3.2. Effective Communication

2.2. The Importance of Effective Communication in the Professional Environment
- 2.2.1. Impact of Communication on Decision Making
  - 2.2.1.1. The Role of Communication in Clinical Decision Making
  - 2.2.1.2. The Influence of Communication on Conflict Resolution
  - 2.2.1.3. Communication and Teamwork
- 2.2.2. Communication in the Therapeutic Relationship
  - 2.2.2.1. Establishing Trust and Empathy
  - 2.2.2.2. Effective Communication for Treatment Compliance
- 2.2.3. Interprofessional Communication
  - 2.2.3.1. Professional Image
  - 2.2.3.2. The Communicative Style of the Professional

2.3. Principles of Assertive Oral Communication
- 2.3.1. Definition and Characteristics of Assertive Communication
  - 2.3.1.1. Difference between Assertive, Passive and Aggressive Communication
  - 2.3.1.2. Benefits of Assertive Communication in the Professional Environment
- 2.3.2. The Use of Active Listening in Oral Communication
  - 2.3.2.1. Active Listening Techniques (Paraphrasing, Open-ended Questions)
  - 2.3.2.2. The Importance of Feedback in Effective Communication

2.3.3. Conflict Management
2.3.3.1. Emotionality and Communication
2.3.3.2. Non-Verbal Language
2.3.3.3. Group Communication
2.4. Oral Communication Strategies in Interdisciplinary Work
2.4.1. Techniques for Effective Collaboration Between Professionals
2.4.1.1. Use of Team Meetings and Discussions to Improve Communication
2.4.1.2. Intercultural Communication Techniques in Multidisciplinary Teams
2.4.2. Strategies for Constructive Conflict Resolution
2.4.2.1. Identification and Management of Conflicts in Interdisciplinary Teams
2.4.2.2. Tools for Mediation and Dispute Resolution
2.4.3. Use of Speech and Vocabulary
2.4.3.1. Empowered Speech
2.4.3.2. Professional Terminology
2.5. Dealing with Patients: Assertive and Empathetic Communication
2.5.1. Techniques for Establishing Rapport and Trust with Patients
2.5.1.1. Use of Positive Body Language
2.5.1.2. Strategies for Creating an Environment of Openness and Security
2.5.2. Non-Verbal Communication in Interaction with Patients
2.5.2.1. Interpretation of Non-Verbal Signals (Gestures, Facial Expressions)
2.5.2.2. Congruence Between Verbal and Non-Verbal Communication
2.5.3. Use of Speech and Vocabulary
2.5.3.1. Adaptation of Speech
2.5.3.2. Adaptation of Medical Terminology
2.6. Key Elements of Professional Written Communication
2.6.1. Principles of Clear and Coherent Writing
2.6.1.1. Proper Use of Grammar and Syntax
2.6.1.2. Construction of Clear and Concise Paragraphs
2.6.2. The Proper Structure and Format of Professional Documents
2.6.2.1. Essential Elements of a Professional Report
2.6.2.2. Standards for the Presentation of Written Documents in Medical Contexts
2.6.3. The Medical Record as a Communication Document
2.6.3.1. Confidentiality and Accuracy of the Medical Record
2.6.3.2. Writing Effective Clinical Notes
2.7. Written Communication with Patients and Families
2.7.1. How to Adapt Writing to the Needs of the Public
2.7.1.1. Accessible Writing for Patients with a Low Level of Education
2.7.1.2. Techniques for Simplifying Language without Losing Accuracy
2.7.2. The Importance of Written Communication in Informed Consent
2.7.2.1. Keys to Writing Clear and Understandable Consent Documents
2.7.2.2. Legal and Ethical Aspects of Writing Informed Consent
2.7.3. Professionals' Written Reports for Patients and Families
2.7.3.1. Considerations in the School Setting
2.7.3.2. Considerations in the Clinical Setting
2.8. Critical Reading of Scientific Articles
2.8.1. Techniques for Identify the Quality and Reliability of a Study
2.8.1.1. Assessment of the Study Design (Experimental, Observational)
2.8.1.2. Analysis of the Sample and the Statistical Methods Used
2.8.2. Assessment of the Results and Conclusions of an Academic Article
2.8.2.1. Identification of Biases and Limitations in the Results
2.8.2.2. Relevance and Applicability of the Results to Professional Practice
2.8.3. Assessment of the Provenance of the Study
2.8.3.1. Peer Review
2.8.3.2. Assessment of the Impact of the Journal
2.9. Techniques for Academic and Professional Writing
2.9.1. Structuring Research Papers and Essays
2.9.1.1. Introduction, Development and Conclusion in Academic Research
2.9.1.2. Organization and Hierarchy of Information
2.9.2. Proper Use of Citations, References and Bibliography
2.9.2.1. Citation Standards (APA, Vancouver, MLA)
2.9.2.2. How to Avoid Plagiarism through Proper Use of References
2.9.3. Style and Clarity of Academic Writing
2.9.3.1. Use of Clear and Precise Language
2.9.3.2. Revision and Editing

2.10. Integrating Critical Reading and Professional Writing
- 2.10.1. Applying Critical Reading in Research Writing
  - 2.10.1.1. Incorporating Scientific Evidence in Writing
  - 2.10.1.2. How to Justify Professional Decisions Based on the Literature
- 2.10.2. Improving the Quality of Academic Writing through Critical Reading
  - 2.10.2.1. Feedback Strategies and Draft Revision
  - 2.10.2.2. The Importance of Self-Assessment in Improving Academic Writing
- 2.10.3. Continuous Integration between Critical Reading and Professional Writing
  - 2.10.3.1. The Habit of Critical Scientific Reading
  - 2.10.3.2. Developing Critical Thinking Skills for Reflective Writing

Module 3. Communication and Oral Language in the Inclusive School

3.1. The Inclusive School
- 3.1.1. Definitions and Principles of the Inclusive School
  - 3.1.1.1. Concept of Educational Inclusion
  - 3.1.1.2. Fundamental Principles: Equality, Participation and Accessibility
  - 3.1.1.3. Difference between Integration and Inclusion in School
- 3.1.2. Diversity in the Classroom: Types of Educational Needs
  - 3.1.2.1. Cultural and Linguistic Diversity
  - 3.1.2.2. Diversity in Cognitive and Motor Abilities
  - 3.1.2.3. Educational Needs Arising from Emotional and Social Disabilities
- 3.1.3. Benefits and Challenges of Inclusion in Schools
  - 3.1.3.1. Benefits for Students with Special Educational Needs
  - 3.1.3.2. Challenges for Teachers and Students
  - 3.1.3.3. Impact on the Educational Community in General
- 3.1.4. Regulatory Framework for Inclusive Schools in Different Contexts
  - 3.1.4.1. International Regulations: The Convention on the Rights of Persons with Disabilities
  - 3.1.4.2. Local Legislative Framework: School Inclusion Laws
  - 3.1.4.3. Adapting Regulations to Educational Practice
- 3.1.5. The Role of Teachers in School Inclusion
  - 3.1.5.1. Teacher Training in Inclusive Education
  - 3.1.5.2. Inclusive Teaching Strategies
  - 3.1.5.3. Attitudes and Competencies Necessary for Inclusion

3.2. Inclusive School Systems and Models
- 3.2.1. Models of Inclusion: Medical and Social Approaches
  - 3.2.1.1. Medical Approach: Intervention Focused on the Disability
  - 3.2.1.2. Social Approach: Adaptation of the Educational Environment
- 3.2.2. Educational Approach: Modifications to the Curriculum and Methodologies
  - 3.2.2.1. Access to the Curriculum for Students with Special Educational Needs
  - 3.2.2.2. Adaptation of Curriculum Materials and Content
- 3.2.3. Inclusive Assessment Adapted to Student Needs
  - 3.2.3.1. Diversified Methodological Strategies to Encourage Active Participation
  - 3.2.3.2. Teaching Collaboration for an Inclusive Pedagogical Approach
  - 3.2.3.3. Intervention Strategies in Inclusive Models
- 3.2.4. Intervention Strategies in Inclusive Models
  - 3.2.4.1. Interventions Based on Interdisciplinary Collaboration
  - 3.2.4.2. Strategies for Managing Diversity in the Classroom
  - 3.2.4.3. Adaptation of Assessments for All Students
- 3.2.5. Main Barriers and Facilitators for Inclusion
  - 3.2.5.1. Identification of Structural and Attitudinal Barriers
  - 3.2.5.2. Facilitating Factors in the Implementation of Inclusion
  - 3.2.5.3. Proposals to Overcome Obstacles and Promote Effective Inclusion

3.3. Intervention Systems in the Inclusive School
- 3.3.1. Types Of Intervention: Universal, Additional, And Intensive
  - 3.3.1.1. Universal Intervention: General Strategies For All Students
  - 3.3.1.2. Additional Intervention: Extra Support For Students With Some Difficulties
  - 3.3.1.3. Intensive Intervention: Specific And Ongoing Support For Students With Severe Needs
- 3.3.2. Principles Of Intervention In The Inclusive School
  - 3.3.2.1. Student-Centered Approach
  - 3.3.2.2. Interdisciplinary Collaboration
  - 3.3.2.3. Continuous Adaptation Of Interventions
- 3.3.3. Curriculum-Based Intervention Strategies
  - 3.3.3.1. Modifications In Teaching Methods
  - 3.3.3.2. Use Of Technologies And Adaptive Resources
  - 3.3.3.3. Evaluation Of The Impact Of Intervention Strategies

3.3.4. Coordination With Other Professionals: Psychologists, Educators, And Therapists
3.3.4.1. Teamwork In The Inclusive School Context
3.3.4.2. Role Of The Educational Psychologist In Intervention
3.3.4.3. Collaboration With Other Professionals For Designing Comprehensive Interventions
3.3.5. Intervention Models Based On Levels Of Support
3.3.5.1. Response To Intervention (RTI) Model
3.3.5.2. Multidisciplinary Support Model
3.3.5.3. Inclusion Model Based On Universal Design For Learning (UDL)
3.4. Speech Therapy In The Inclusive School: Roles, Professional Profiles, And Teamwork
3.4.1. Role Of The Speech Therapist In The Inclusive School Context
3.4.1.1. Diagnosis And Evaluation Of Communication Needs
3.4.1.2. Design And Implementation Of Therapeutic Interventions
3.4.1.3. Monitoring and Adjustments of Interventions
3.4.2. Professional Profiles In Inclusive Support Teams
3.4.2.1. Speech Therapist And Their Collaboration With Teachers
3.4.2.2. Other Professionals In The Team: Psychopedagogues And Guidance Counselors
3.4.2.3. Training And Competencies Of The Inclusion Team Members
3.4.3. Collaborative Work With Teachers And Other Specialists
3.4.3.1. Coordination Strategies Between Speech Therapists And Teachers
3.4.3.2. Joint Work In Designing Curriculum Adaptations
3.4.3.3. Supervision And Evaluation Of Teamwork
3.4.4. Definition Of Therapeutic Goals In The Educational Setting
3.4.4.1. Short-Term And Long-Term Communication And Language Goals
3.4.4.2. Intervention Methodology Based On The Goals
3.4.4.3. Evaluation Of The Effectiveness Of Established Goals
3.4.5. Training and Continuing Education of the Speech Therapist in the Inclusive School
3.4.5.1. Specific Training Programs In Inclusive Education
3.4.5.2. The Importance Of Ongoing Professional Updates
3.4.5.3. Training In The Use Of New Technologies And Educational Resources
3.5. Evaluation Of Communication And Oral Language In The Inclusive School At The Universal Level
3.5.1. Evaluation Methods And Tools For Diagnosing Communication
3.5.1.1. Diagnostic Evaluation Of Oral Communication
3.5.1.2. Standardized Tools For Diagnosing Language Difficulties
3.5.1.3. Language Assessment in Early Childhood
3.5.2. Strategies for Evaluating Oral Language in Inclusive Contexts
3.5.2.1. Evaluation Of Oral Expression And Comprehension
3.5.2.2. Participant Observation In The Classroom
3.5.2.3. Evaluation Of Interaction And Communication Between Peers
3.5.3. Evaluation Of Language Development In Children With Educational Needs
3.5.3.1. Characteristics Of Normal Language Development
3.5.3.2. Identification Of Deviations In Language Development
3.5.3.3. Use Of Adapted Tools For Evaluating Students With Disabilities
3.5.4. Observation As A Tool For Classroom Evaluation
3.5.4.1. Direct Observation Techniques In The Classroom
3.5.4.2. Analysis Of Interactions Between Students
3.5.4.3. Recording and Analysis Of Communication Behaviors
3.5.5. Evaluation Tools For Teachers And Speech Therapists
3.5.5.1. Questionnaires And Interviews With Teachers And Parents
3.5.5.2. Informal And Formal Language Tests
3.5.5.3. Continuous And Adaptive Evaluation Throughout The School Year
3.6. Evaluation Of Communication and Oral Language In The Inclusive School at The Additional and Intensive Levels
3.6.1. Evaluation Tools For Students With Additional Support
3.6.1.1. Evaluation Of Oral Comprehension And Expression In Children With Moderate Difficulties
3.6.1.2. Adaptive Tools For Children With Specific Language Needs
3.6.1.3. Long-Term Progress Evaluation Techniques
3.6.2. Assessment of Students with More Severe Oral Language Difficulties
3.6.2.1. Assessment Tools For Students With Language Disorders
3.6.2.2. Methods For Evaluating Communication Skills In Children With Severe Disabilities
3.6.2.3. Comprehensive Evaluation: Cognitive, Emotional, And Social Aspects

3.6.3. Observation Techniques And Interviews With Families And Teachers
3.6.3.1. Structured Interviews With Parents To Collect Relevant Information
3.6.3.2. Clinical And Social Observation Within The School Context
3.6.3.3. Recording Qualitative Data To Improve Intervention
3.6.4. Psychopedagogical Evaluation In The Inclusive Context
3.6.4.1. Evaluation Of Linguistic And Cognitive Competencies
3.6.4.2. Use Of Psychopedagogical Instruments To Identify Needs
3.6.4.3. Evaluation Of The Impact Of Previous Interventions
3.6.5. Analysis Of Results And Planning Of Specific Interventions
3.6.5.1. Interpretation Of Evaluation Results
3.6.5.2. Planning Of Personalized Interventions
3.6.5.3. Adjustment Of Intervention Strategies Based On The Results Obtained

3.7. Communication And Oral Language Intervention In The Inclusive School: Universal Supports
3.7.1. Universal Strategies For Oral Language Development
3.7.1.1. Alternative And Augmentative Communication Techniques
3.7.1.2. Use Of Playful Activities To Promote Oral Expression
3.7.1.3. Visual And Auditory Methods To Support Comprehension And Expression
3.7.2. Curricular And Methodological Adaptations For Inclusion
3.7.2.1. Modification Of Curriculum Goals And Content
3.7.2.2. Teaching Methods Centered On Diversity
3.7.2.3. Use Of Multimedia Resources To Support Language Teaching
3.7.3. Use Of Technologies And Educational Resources In Intervention
3.7.3.1. Educational Applications And Software For Communication And Language
3.7.3.2. Accessible Digital Tools For Students With Special Educational Needs
3.7.3.3. Integration Of Technological Devices in The Inclusive Classroom
3.7.4. The Role Of Peers In Improving Communication
3.7.4.1. Fostering Cooperation Between Peers To Improve Oral Expression
3.7.4.2. Creating Collaborative Learning Environments
3.7.4.3. Group Activities To Develop Language Skills
3.7.5. Promotion Of Communication in The Classroom For All Students
3.7.5.1. Class Participation Techniques
3.7.5.2. Use Of Inclusive Communication Strategies in The Classroom
3.7.5.3. Activities For Integrating Oral Language Across All Modules

3.8. Communication And Oral Language Intervention in The Inclusive School: Additional Support
3.8.1. Specific Interventions For Students With Moderate Needs
3.8.1.1. Individual Adaptations In The Classroom
3.8.1.2. Specific Programs For Oral Language Support
3.8.1.3. Use Of Small Groups To Foster Verbal Interaction
3.8.2. Additional Adaptations In Oral Language Teaching
3.8.2.1. Modification Of Communication Activities For Students With Difficulties
3.8.2.2. Supplementary Resources For Language Learning
3.8.2.3. Oral Language Modeling Techniques
3.8.3. Individualized Support Techniques In The Inclusive Classroom
3.8.3.1. Individualized Support Plans (ISP) For Students With Needs
3.8.3.2. Individualized Speech Therapy Sessions In The Classroom
3.8.3.3. Direct Collaboration With Teachers In Language Intervention
3.8.4. Joint Work With Families And Other Professionals
3.8.4.1. Collaboration With Psychologists And Educators In Designing Support Plans
3.8.4.2. Ongoing Communication With Families For Progress Monitoring
3.8.4.3. Creation Of A Holistic Intervention Plan For The Student
3.8.5. Strategies For Strengthening Language Skills
3.8.5.1. Language Reinforcement Activities Outside The Classroom
3.8.5.2. Use Of Games And Interactive Resources To Improve Oral Expression
3.8.5.3. Setting Progressive Goals In Language Intervention

3.9. Communication And Oral Language Intervention In The Inclusive School: Intensive Support
3.9.1. Intensive Programs For Students With Significant Language Difficulties
3.9.1.1. Intensive Intervention Programs For Oral Language
3.9.1.2. Therapeutic Techniques And Approaches For Severe Language Disorders
3.9.1.3. Personalization Of Intervention Based On The Student's Needs

3.9.2. Intervention Methods Based On Individualization And Intensity
3.9.2.1. Intensive Therapies And Ongoing Monitoring
3.9.2.2. Use Of Specific Techniques For Students With Severe Disorders
3.9.2.3. Real-Time Monitoring And Adjustment Of Interventions
3.9.3. Speech Therapy Interventions For Students With Severe Language Disorders
3.9.3.1. Planning Of Interventions For Students With Dysarthria Or Aphasia
3.9.3.2. Intensive Language Stimulation Techniques
3.9.3.3. Integration Of Therapeutic And Educational Supports
3.9.4. Collaboration With Specialists In Special Educational Needs
3.9.4.1. Coordination With Occupational Therapists And Psychologists
3.9.4.2. Interdisciplinary Work For Planning Comprehensive Interventions
3.9.4.3. Implementation Of Coordinated Intervention Plans
3.9.5. Continuous Evaluation Of Progress And Adjustments In Intervention
3.9.5.1. Constant Monitoring Of Language Development Progress
3.9.5.2. Continuous Evaluation Tools In The Intensive Context
3.9.5.3. Methodological Adjustments Based On The Results Obtained
3.10. Oral Language Activities And Intervention Programs Based On The Curriculum
3.10.1. Design Of Communicative Activities Within The Inclusive Curriculum
3.10.1.1. Oral Expression Activities Integrated In The Modules
3.10.1.2. Design Of Accessible Oral Comprehension Activities
3.10.1.3. Interactive Activities To Encourage Participation From All Students
3.10.2. Integration Of Oral Language Across All Areas Of Knowledge
3.10.2.1. Strategies For Integrating Language Into The General Curriculum
3.10.2.2. Oral Communication As A Tool For Interdisciplinary Learning
3.10.2.3. Specific Language Adaptations In Areas Like Mathematics, Science, And Language
3.10.3. Evaluation Of Curriculum-Based Intervention Programs
3.10.3.1. Measuring The Results Of Intervention Activities
3.10.3.2. Tools For Evaluating The Impact Of Language Activities
3.10.3.3. Adjusting Activities Based On The Results From The Evaluation

You will acquire skills to improve your communication, both oral and written, enabling assertive and effective interaction with other professionals, patients and families. What are you waiting for to enroll?"

04

Teaching Objectives

Through this program, doctors will develop skills to analyze linguistic phenomena from different perspectives, strengthening their ability to diagnose and treat language difficulties. In addition, both oral and written communication skills will be reinforced to promote more effective interaction with patients, families and professionals. Professionals will also be able to design speech therapy interventions adapted to the needs of children in inclusive educational contexts, promoting their integration and participation in the classroom.

Bet on TECH! You will undertake a critical reading of academic research, facilitating the integration of new scientific evidence into your clinical practice and optimizing speech therapy intervention processes"

General Objectives

- Understand the structure and functioning of human language by analyzing its fundamental components and linguistic theories
- Understand the theoretical foundations of oral and written communication, as well as their importance in professional performance, especially in interdisciplinary work
- Understand the key concepts of inclusive schooling and their application in improving communication and oral language skills

You will be equipped with the tools to evaluate oral language and communication in children with special needs, designing personalized interventions thanks to an extensive library of multimedia resources"

Specific Objectives

Module 1. General Linguistics

- Develop analytical skills for the description of linguistic phenomena from phonetic, phonological, morphological, syntactic, semantic and pragmatic perspectives
- Apply linguistic concepts and methods to the analysis of language in the practice of speech therapy

Module 2. Communication Skills

- Implement assertive oral communication strategies in various areas of professional performance
- Develop skills for effective professional written communication with other professionals, patients and families
- Develop critical reading skills that enable the analysis and evaluation of academic research, in order to apply the knowledge acquired in professional practice
- Develop critical and academic writing skills that enable the writing of clear and coherent research, reports and professional documents

Module 3. Communication and Oral Language in the Inclusive School

- Analyze the educational curriculum to adapt content and teaching methods that favor inclusion
- Identify and apply assessment tools to evaluate communication skills and oral language in an inclusive context
- Design speech therapy interventions adapted to the different levels of support in the inclusive school
- Reflect on the role of the speech therapist in the inclusive school and their collaboration with other educational professionals

05

Career Opportunities

Professionals will be able to work in educational centers, working together with speech therapists, psychologists and teachers to design and implement inclusive strategies that favor the integration of children with language difficulties. In addition, they will have the option of practicing in clinics and hospitals, offering a comprehensive approach to the diagnosis and treatment of speech and language disorders. They will also be able to collaborate with multidisciplinary teams in the creation of early intervention programs, contributing to the improvement of patients' quality of life.

This program in Linguistics and Communication will open up various professional opportunities for doctors who wish to specialize in the treatment and intervention of Language Disorders"

Graduate Profile

Graduates will be highly trained professionals capable of comprehensively addressing language disorders in various areas, especially in inclusive educational environments. They will also have a solid understanding of linguistic phenomena and their clinical application, which will enable them to diagnose, treat and design personalized speech therapy interventions for patients with communication difficulties. In addition, their preparation in communication skills, both oral and written, will enable them to interact effectively with patients, families and other healthcare professionals.

Their inclusive approach will allow them to adapt intervention strategies to the needs of students in the school environment, favoring their integration and participation in the educational process.

- **Interdisciplinary Work:** Collaborate with professionals from different disciplines, such as speech therapists, educators and psychologists, to design and apply personalized interventions that address the linguistic and communicative needs of patients
- **Effective Communication:** Communicate clearly and assertively with patients, their families and other health and education professionals, improving the coordination of treatments and the understanding of patient needs
- **Critical Assessment and Evidence-Based Decision Making:** Analyze and interpret academic research and clinical data, applying evidence-based approaches to diagnose, evaluate and treat language disorders
- **Professional Ethics and Commitment to Inclusion:** Ethical and responsible attitude in professional practice, promoting gender equality, attention to diversity and sustainability, to ensure that patients receive inclusive and respectful care

After completing the program, you will be able to use your knowledge and skills in the following positions:

1. **Speech Therapist in Inclusive Educational Centers:** Professional responsible for intervening in the school environment to support students with language difficulties, adapting inclusive pedagogical strategies.
2. **Physician in Early Intervention Teams:** Specialist in the detection and early treatment of language disorders in young children, collaborating with other specialists.
3. **Language Disorder Specialist in Private Clinics:** Physician working in a private clinic, providing diagnosis and treatment for adults and children with language disorders.
4. **Consultant in Educational Inclusion Programs:** Professional who advises institutions on how to integrate students with language difficulties into an inclusive environment.
5. **Language Intervention Program Coordinator:** Program coordinator in educational institutions or clinics, focused on the intervention and monitoring of children with language difficulties.
6. **Speech Therapy and Inclusive Education Researcher:** Researcher dedicated to studying the effects of educational inclusion on language development, working in universities or research centers.
7. **Advisor in Diversity Care Centers:** Physician who advises in centers specialized in diversity care, providing guidance on best practices for treating Language Disorders.
8. **Speech Therapy Teacher:** Professional responsible for providing training in Speech Therapy and Inclusive Education to other Health and Education professionals, as part of academic programs or refresher courses.

06

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.

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.

"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.

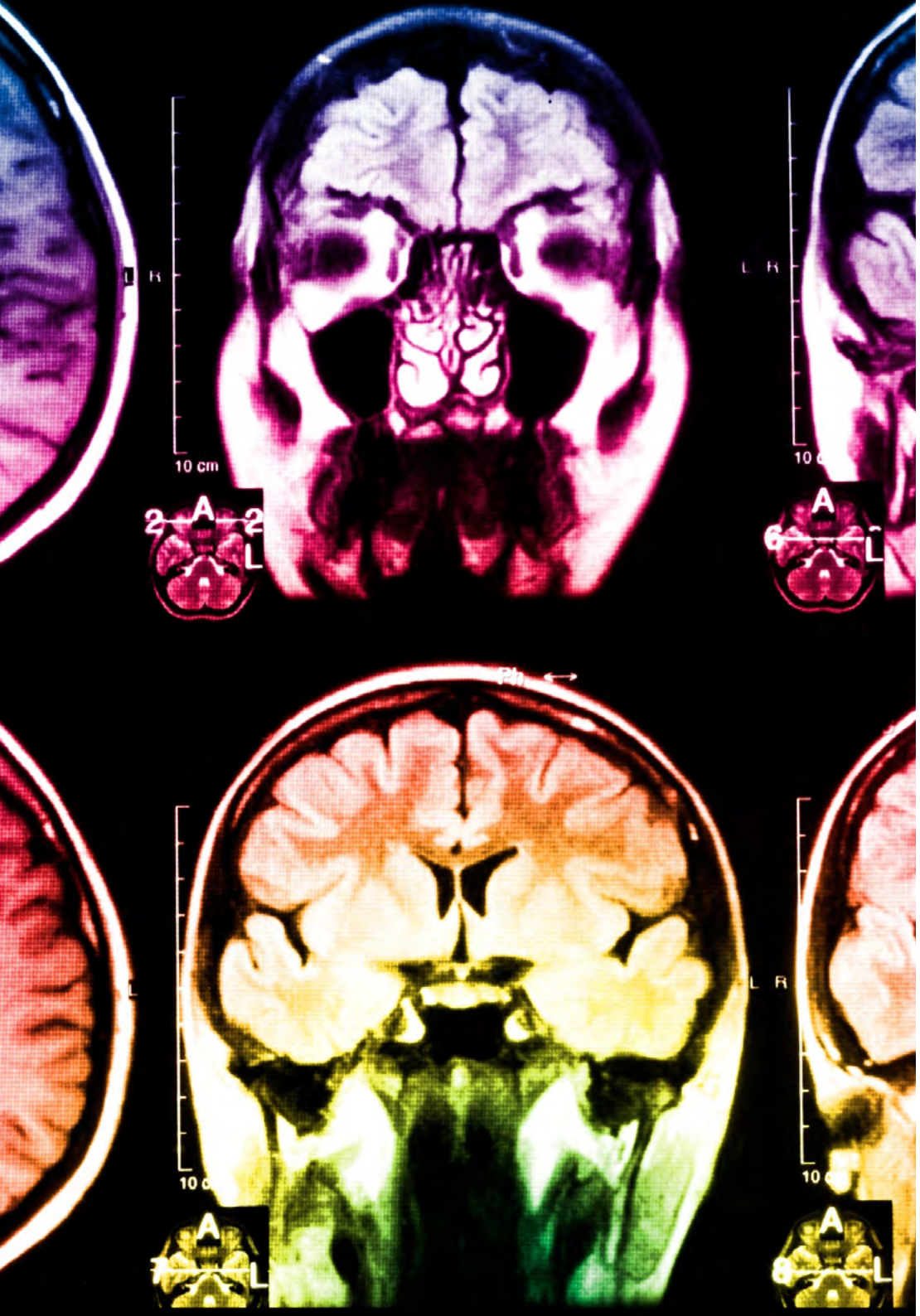
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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 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.

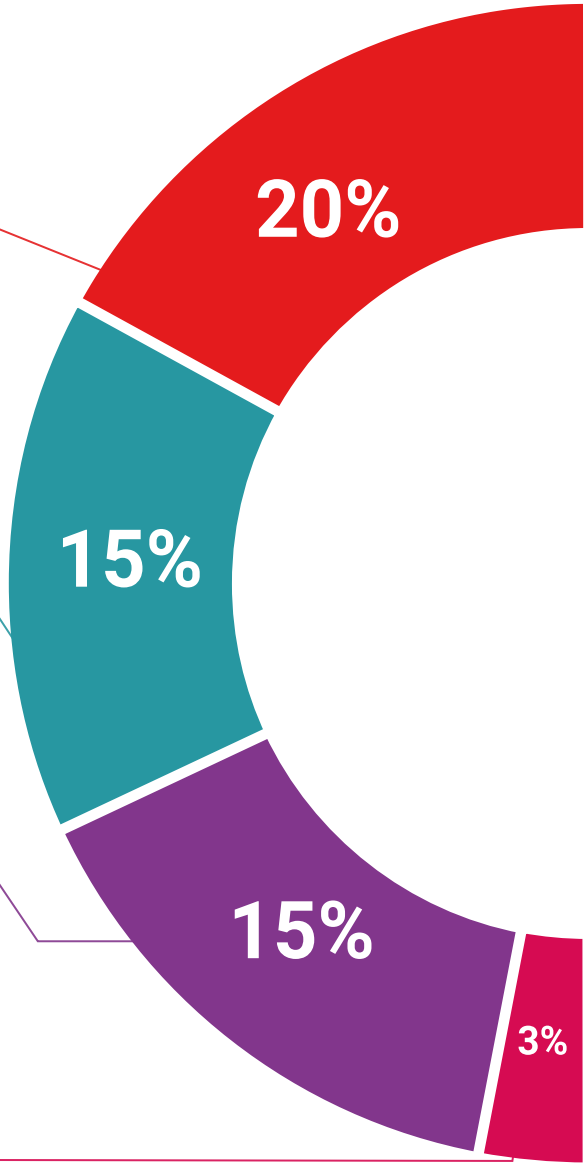
Interactive Summaries

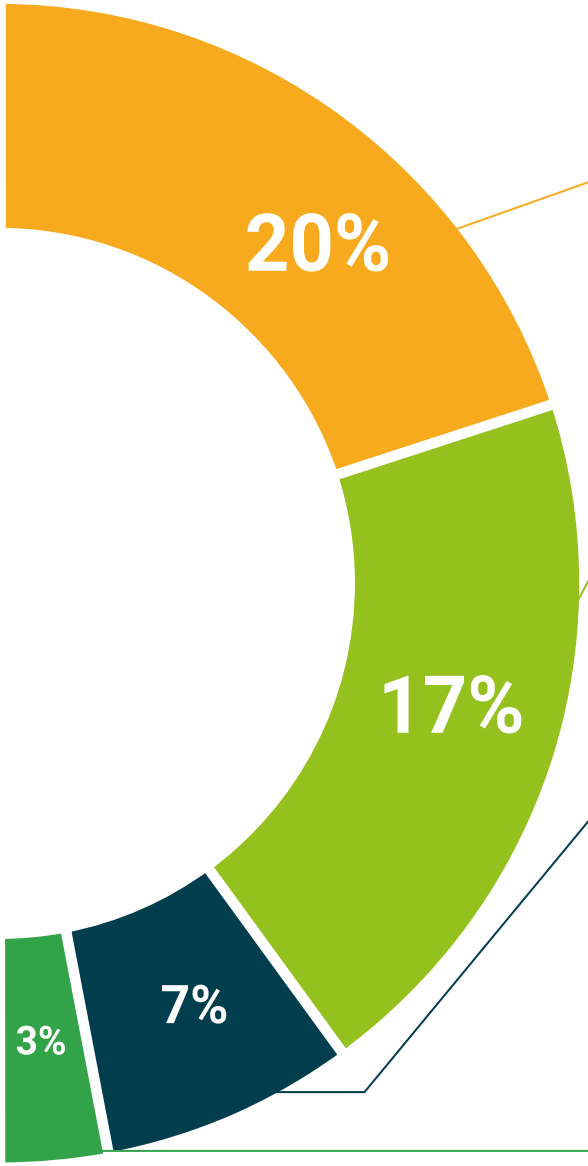
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

Certificate

This Postgraduate Diploma in Linguistics and Communication 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.

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 diploma for the **Postgraduate Diploma in Linguistics and Communication** 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.

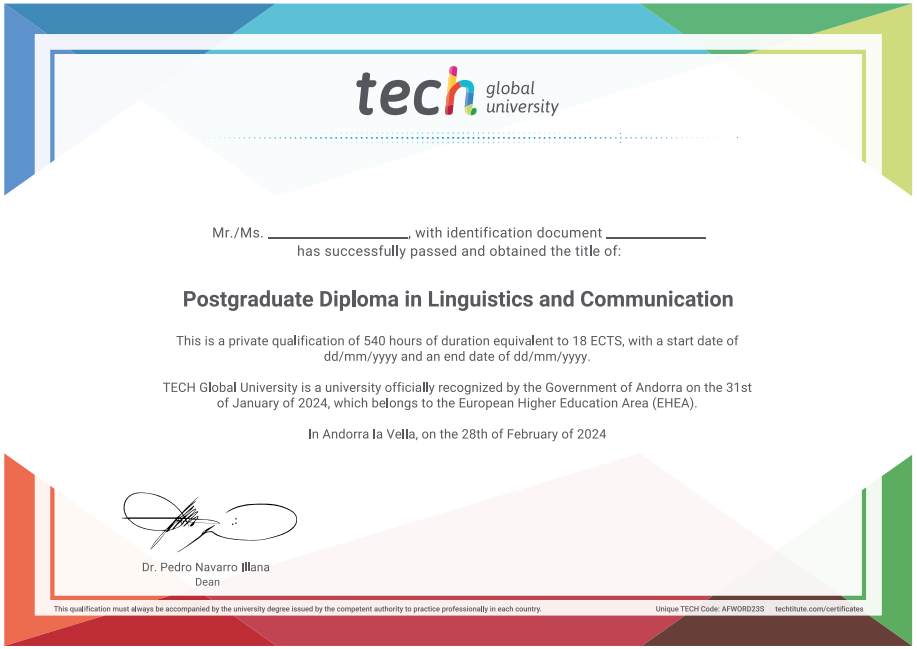
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Linguistics and Communication**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Linguistics and Communication

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

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

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Diploma
Linguistics and Communication

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Linguistics and Communication

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