

Postgraduate Diploma

English in the Bilingual Classroom



Postgraduate Diploma

English in the Bilingual Classroom

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

Website: www.techtute.com/us/school-of-languages/postgraduate-diploma/postgraduate-diploma-english-bilingual-classroom

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01

Introduction

Although English is not the language with the most native speakers worldwide, it is the universal language. It is estimated that over one billion people speak English, which is why it is considered a fundamental tool for international communication. For this reason, working on its knowledge and mastery from an early age has become a necessity, leading more and more educational institutions to incorporate bilingual projects into their curricula. These projects focus on enhancing cognition, abstract reasoning, and promoting the appreciation of diverse cultures. This is precisely the focus of the current program. Through a 100% online experience, graduates will be able to update themselves on the most effective L2 literacy methods for Pre-School and Primary Education in just 6 months.



“

Dive into the principles of bilingualism and specialize in its inclusion in the classroom through 540 hours of the best theoretical, practical, and additional content”

Language knowledge is undoubtedly one of the most valued and in-demand traits in today's job market. Among them, English dominates the statistics, being the most spoken language worldwide, despite not having the highest number of native speakers (in fact, it ranks third, behind Mandarin Chinese and Spanish). The importance of mastering this language is reflected in communication as well. These factors have led to an increasing emphasis in the educational sector on mastering this language. Through the development of bilingual projects, students work on enhancing their language skills from the earliest stages, improving cognition and expanding communication abilities.

This is precisely the focus of the Postgraduate Diploma in English in the Bilingual Classroom. TECH presents this program as a unique opportunity for teachers to specialize in leading bilingual projects, through the knowledge and mastery of the best L2 literacy strategies. In this program, you will delve into early childhood education for children from 3 years old up to Primary School, exploring the most effective pedagogical and playful methods for their work and the academic tools that are currently shaping trends in the educational sector.

To achieve this, you will have access to 540 hours of the best theoretical, practical, and additional content. The additional content will be presented in various formats: "In Focus" videos, images, dynamic summaries, diagrams, self-awareness exercises, activity proposals, news, research articles, and much more. All of this is compacted into a convenient 100% online format, allowing you to access the course material from anywhere and at any time, using any device with an internet connection—whether PC, tablet, or mobile.

This **Postgraduate Diploma in English in the Bilingual Classroom** contains the most complete and up-to-date educational program available on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Bilingual Education in Pre-School and Primary School
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable 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



A qualification of the highest level, where you will find the most effective pedagogical tools to master L2 literacy"

“

The program includes dozens of playful activities that will help you work on teaching English in a dynamic and engaging way with your students”

A program that will award you a qualification in just 6 months.

You will master the integration of the vehicular language with the second language through activities adapted to different educational levels.

The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing 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 students must try to solve the different professional practice situations that arise throughout the program. For this purpose, students will be assisted by an innovative, interactive video system created by renowned and experienced experts.



02 Objectives

The aim of this Postgraduate Diploma in English in the Bilingual Classroom is to provide teachers with the most comprehensive and up-to-date information related to this field. Thanks to this, they will be able to update themselves on pedagogical strategies for mastering this language in children aged 3 to 12. Additionally, they will gain detailed knowledge of the projects that are currently yielding the best results in the academic context, as well as their implementation characteristics.





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Are you familiar with the Jolly Phonics method? Would you like to implement it in the classroom? In this Postgraduate Certificate, you will find the key strategies to achieve it.



General Objectives

- ♦ Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials to facilitate and enrich the learning of a second language
- ♦ Develop learning strategies through directed play and Total Physical Response (TPR) strategies
- ♦ Propose tools and techniques for the assessment, selection and analysis of children's literary works and their use as a resource in second language teaching
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at children
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level



You will delve into the characteristics of Globalized Reading and the benefits of Whole Language as a teaching tool in the classroom"





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 encountered by pupils at different educational stages.
- ♦ Acquire strategies for motivation and conflict management in the classroom.

03

Course Management

Both the management and faculty of this program have been carefully selected to provide excellence in the 100% online academic experience. The faculty is composed of top-level professionals with extensive experience in bilingual education, honed through years of classroom teaching. In this way, graduates will benefit from the support of the best professionals, with educational materials developed by them, reflecting the latest trends in the current teaching context.



“

The teaching team has designed all of the content, including real-life case studies drawn from their own experience”

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)

Faculty

Ms. García-Vao Bel, María José

- ♦ 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 ARAMBOL Association
- ♦ Degree in Pre-School 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)



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, José Francisco

- ♦ Professors
- ♦ Foreign Languages

04

Structure and Content

The curriculum of this program has been designed to meet the demands of the current educational context. It is a qualification that incorporates the latest developments in teaching English in the bilingual classroom, from Pre-School to Primary School, in just 540 hours of diverse and multidisciplinary content. Furthermore, the 100% online format offers flexibility and comfort, allowing graduates to work on enhancing their knowledge and perfecting their teaching competencies without the need for in-person classes or rigid schedules.





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Thanks to the Relearning methodology employed by TECH, you won't need to spend extra hours studying" Guaranteed!"

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 Early Childhood Curriculum
 - 1.8.2. Myths about Bilingualism in Early Ages
 - 1.8.3. The Place of the Second Language in the Early Childhood Classroom
 - 1.8.4. Routines
 - 1.8.5. Working in Corners
 - 1.8.6. Materials and Resources for Teaching English to Infants and Toddlers
- 1.9. Bilingualism in Primary School
 - 1.9.1. The Languages in the Primary School Syllabus
 - 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

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. Globalised 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 Using 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 the 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 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. What Effect Does Anxiety Have?
 - 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 Assess *Listening*?
 - 3.10.2. How to Assess *Reading*?
 - 3.10.3. How to Assess *Speaking*?
 - 3.10.4. How to Assess *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

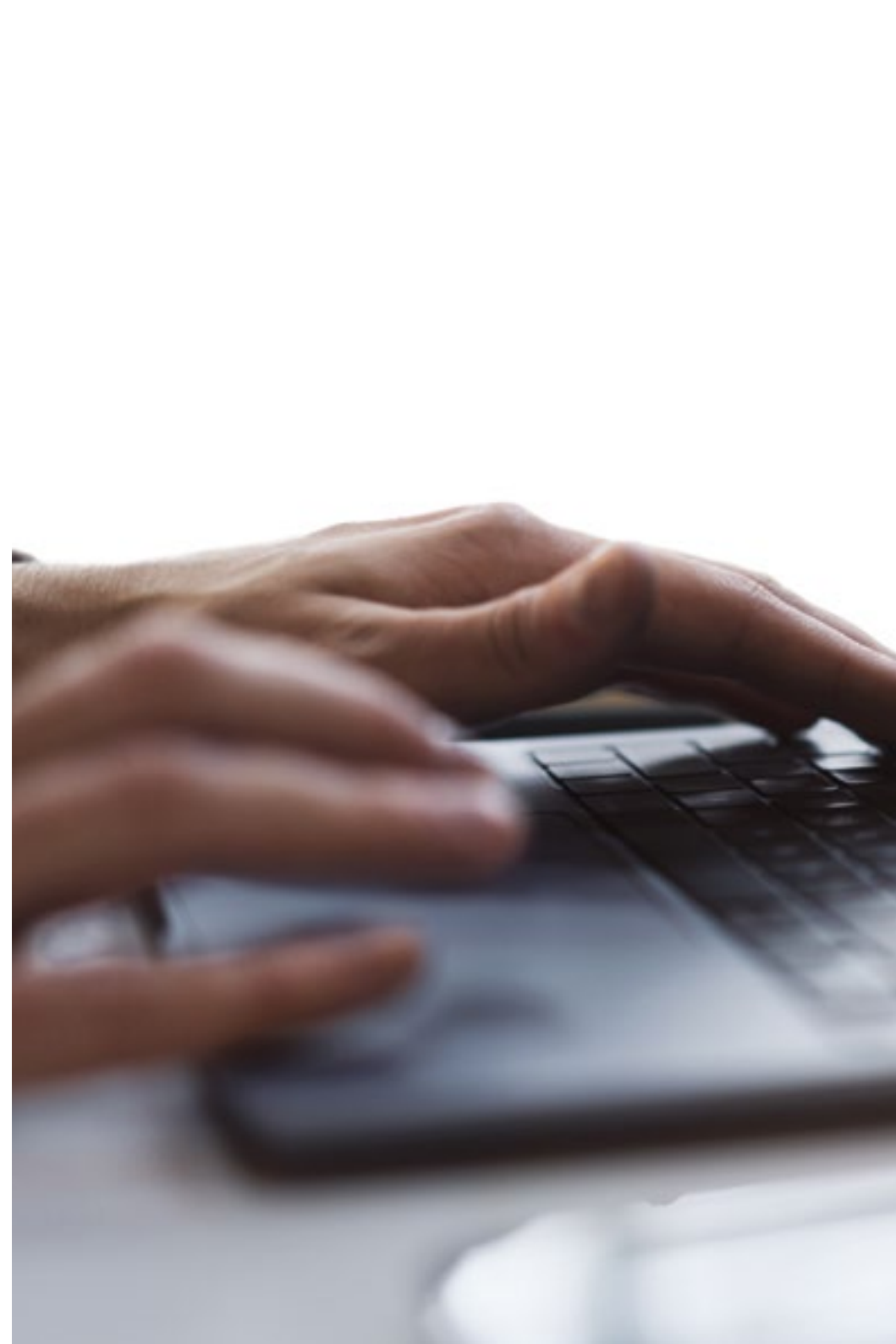
In TECH's study methodology, the student is the main protagonist.

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.

“*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.

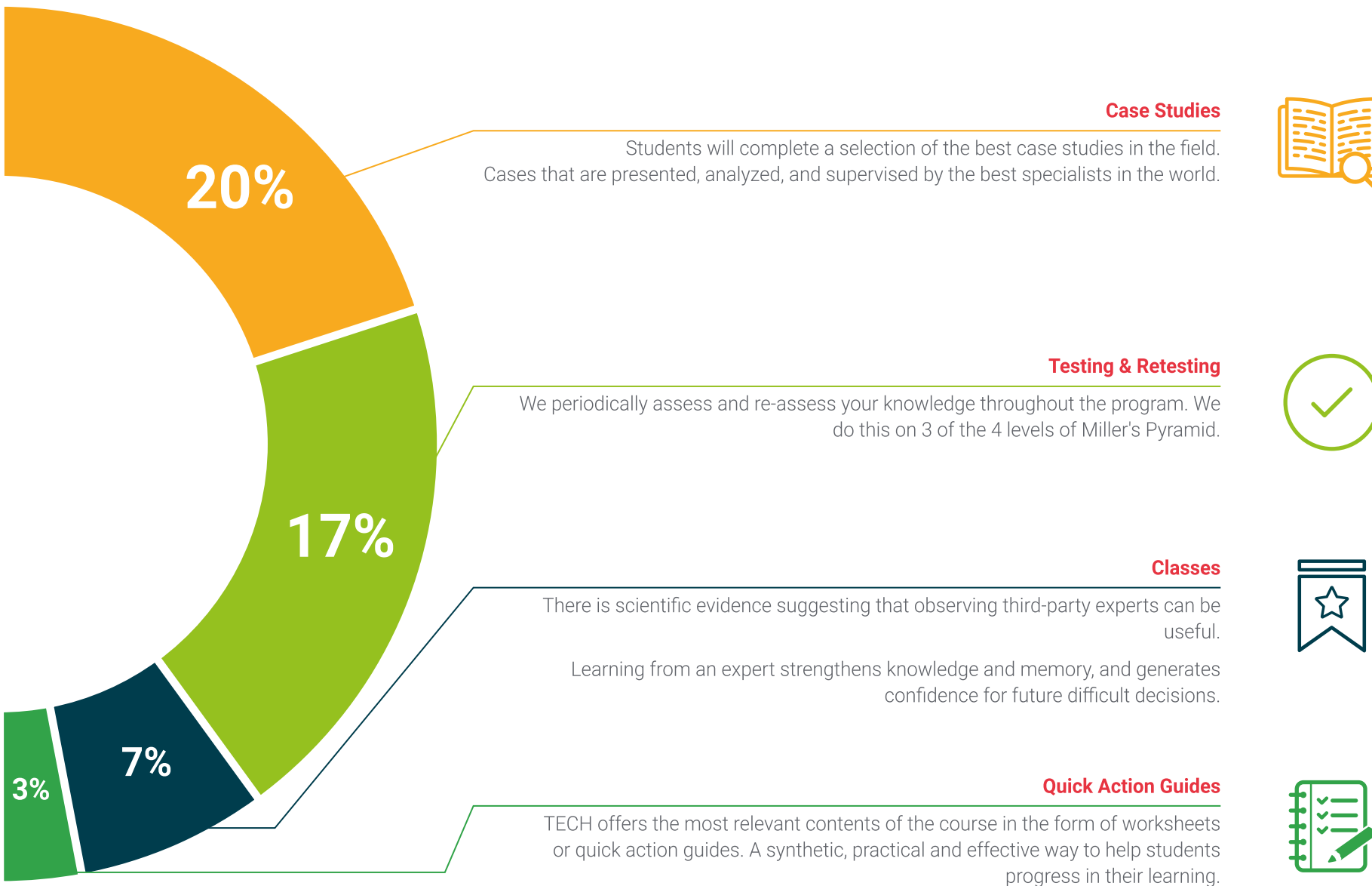
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





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 or fill out laborious paperwork”

This private qualification will allow you to obtain a **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.

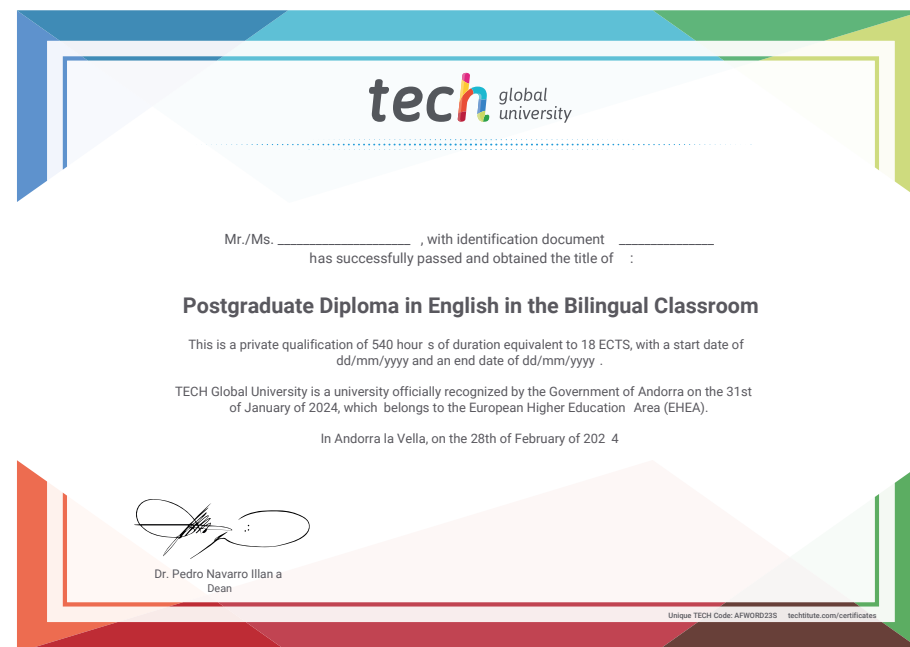
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in English in the Bilingual Classroom**

Modality: **online**

Duration: **6 months**.

Accreditation: **18 ECTS**





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Postgraduate Diploma

English in the Bilingual Classroom

