

# Postgraduate Diploma Communication Strategies in an English Classroom





## Postgraduate Diploma Communication Strategies in an English Classroom

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

Website: [www.techtitute.com/pk/educacion/postgraduate-diploma/postgraduate-diploma-communication-strategies-english-classroom](http://www.techtitute.com/pk/educacion/postgraduate-diploma/postgraduate-diploma-communication-strategies-english-classroom)

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01

# Introduction

Conventional methods of teaching a second language, such as demonstrative classes or mechanical exercises, slow down learning and seriously affect students' motivation, as confirmed by statistical data reflecting the failure of the traditional system and methodology.





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*This Postgraduate Diploma in Communication Strategies in an English Classroom will generate a sense of confidence in the performance of your profession, which will help you to grow personally and professionally"*

Our pedagogical proposal focuses on the adaptation of teacher training to social, pedagogical and technological changes. Just as students learn differently, teachers must also teach differently.

In educational terms, bilingualism refers to the use of two languages as a vehicle for teaching the content of one or more subjects within the curriculum.

In the teaching field, methodological trends and approaches not only require an adaptation in the way a second language is taught in the classroom, but also a new approach.

Foreign language teachers play an important role in bilingual programs, because the language they teach is now useful in other subjects or professional modules within the syllabus.

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

- ♦ Case studies presented by experts in Communication Strategies in an English Classroom
- ♦ 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
- ♦ Latest developments in Communication Strategies in an English Classroom
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Communication Strategies in an English Classroom
- ♦ All of this will be complemented by 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



*Update your knowledge through  
the Postgraduate Diploma in  
Communication Strategies in an English  
Classroom"*

“

*This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Communication Strategies in an English Classroom, you will obtain a qualification from TECH Technological University"*

It includes in its faculty professionals belonging to the field of Communication Strategies in an English Classroom, who pour into this program the experience of their work, in addition to recognized specialists belonging to 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 training program 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 throughout the program. For this purpose, the teacher will be assisted by an innovative interactive video system developed by recognized experts in the field of Communication Strategies in an English Classroom with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

*Take the opportunity to learn about the latest advances in Communication Strategies in an English Classroom and improve your students' attention.*



02

# Objectives

The program in Communication Strategies in an English Classroom is oriented to facilitate the teacher's performance in order to provide them with the necessary skills to carry out a quality bilingual education in the high school environment.





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*This program is designed for you to update your knowledge in Communication Strategies in an English Classroom, with the use of the latest educational technology, to contribute with quality and confidence to the decision making and monitoring of your students"*



## General Objectives

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- ♦ Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials that facilitate and enrich the learning of this language
- ♦ Develop learning strategies through directed play and total physical response strategies
- ♦ Propose tools and techniques for the evaluation, selection and analysis of literary works for young people and their use as a resource in teaching a second language.
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level



*Take the opportunity and take the step to get up to date on the latest developments in Communication Strategies in an English Classroom"*





## Specific Objectives

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### Module 1. Reading Comprehension

- ♦ Know and be able to use textbooks as the primary teaching alternative in the teaching-learning of language and literature.
- ♦ Be able to design joint language and literature activities as two interrelated subjects.
- ♦ Know how to work in Language and Literature in L2: elaboration of specific materials

### Module 2. Oral Skills Listening and Speaking

- ♦ Understand speeches and lectures in the English language.
- ♦ Understand the news and programs on current affairs and educational topics.
- ♦ Understand most films in which the language is spoken at a standard language level.
- ♦ Understand different negotiation styles
- ♦ Understand presentations on various topics
- ♦ Be able to use different listening strategies

### Module 3. Writing in L2 (English)

- ♦ Know the linguistic and content programming framework, and master the curricular contents of the different areas in English language: social sciences, experimental sciences and technical education
- ♦ Understand the relationship between objectives, skills and content in teaching English as a second language.

03

# Course Management

The program includes in its faculty reference experts in Communication Strategies in an English Classroom, who bring to this program the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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*Learn from leading professionals, the latest advances in the procedures in the field of Communication Strategies in an English Classroom”*

## Management



### Ms. Puertas Yáñez, Amaya

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

## Co-Direction



### Ms. Jiménez Romero, Yolanda

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

## Professors

### Ms. Correa Bonito, Marta

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

### Ms. García Baumbach, Alba

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

### Mr. Díaz Lima, Tomás

- ♦ Researcher/Doctoral Fellow, Pablo de Olavide University

### Ms. García-Vao Bel, María José

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

### Ms. León Campos, Adriana

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

# 04

## Structure and Content

The educational objectives of this Postgraduate Diploma respond to the urgent need of specialized professionals in the early stages of education who, in accordance with the principle of expertise, need to update their knowledge throughout their lives and adapt their professional activity to new social demands, aspiring massively to integrate their centers into the bilingual networks created by the administration.







“

*This Postgraduate Diploma in Communication Strategies in an English Classroom contains the most complete and up-to-date program on the market”*

## Module 1. Reading Comprehension

- 1.1. L2 Reading at Secondary School
  - 1.1.1. Metacognition and Reading
  - 1.1.2. Reading Strategies
  - 1.1.3. Motivation and Reading
  - 1.1.4. The Matthew Effect in Reading
- 1.2. Types of Reading
  - 1.2.1. Reading in an L2 Classroom
  - 1.2.2. Intensive Reading
  - 1.2.3. Extensive Reading
- 1.3. Reading Comprehension Strategies
  - 1.3.1. Definition and Taxonomy of Reading Strategies
  - 1.3.2. Bottom-Up and Top-Down Strategies
  - 1.3.3. Explicit Instruction in Strategies
  - 1.3.4. Strategies to Improve Fluency and Comprehension
- 1.4. Graphic Organizers, Concept and Mind Maps
  - 1.4.1. Graphic Organizers to Improve Reading
  - 1.4.2. Types of Graphic Organizers
  - 1.4.3. Differences between Graphic Organizers, Concept Maps and Mind Maps
  - 1.4.4. Concept Maps and Reading
- 1.5. Dialogic Reading
  - 1.5.1. Basis of Dialogic Reading
  - 1.5.2. Reading Godmothers and Godparents in English
  - 1.5.3. Accompanied Reading in English
  - 1.5.4. Tutoring Library
- 1.6. English Literature in the ESL Classroom
  - 1.6.1. The Role of Literature in an ESL Classroom
  - 1.6.2. Literature Introduction through Readers
  - 1.6.3. Dialogic Literary Gatherings in a Bilingual Classroom
- 1.7. Storytelling and Reading Out Loud
  - 1.7.1. Storytelling in a Classroom
  - 1.7.2. Reading or Telling Stories
  - 1.7.3. Storytelling as a Tool for L2 Teaching
  - 1.7.4. Digital Storytelling for High School Students
  - 1.7.5. Students Reading Aloud
  - 1.7.6. Teachers Reading Aloud
- 1.8. Picture Books at High School
  - 1.8.1. Reasons to use Picture Books in a High School Classroom
  - 1.8.2. Definition and Features of a Picture Book
  - 1.8.3. Selection Criteria
  - 1.8.4. Activities and Usage Strategies
  - 1.8.5. Picture Books for High School Students
- 1.9. School Library, Literacy Centers and Reading in L2
  - 1.9.1. The Aims of a High School Library
  - 1.9.2. The ESL School Library
  - 1.9.3. Reading Corners in Class
  - 1.9.4. Literacy Center in a High School Classroom
- 1.10. Reading Comprehension Assessment
  - 1.10.1. Comprehension Reading Levels
  - 1.10.2. Reading Comprehension Assessment
  - 1.10.3. The Use of Tests for Assessing Reading
  - 1.10.4. Assessing ESL Reading Comprehension through Rubrics

## Module 2. Oral Skills. Listening and Speaking.

- 2.1. What Is the meaning of Listening in Real Life?
  - 2.1.1. Redundancy.
  - 2.1.2. Noise.
  - 2.1.3. Understanding Colloquial Language
  - 2.1.4. Listening to English as a Foreign Language.
  - 2.1.5. Fatigue.
  - 2.1.6. Understanding different accents.
  - 2.1.7. Best Listening Materials
- 2.2. Classroom Activities
  - 2.2.1. Listening Exercises
  - 2.2.2. L2 or L1?
  - 2.2.3. Preparation to Real Life Hearing Conversation.
  - 2.2.4. Entertainment.
- 2.3. Perception for Listening
  - 2.3.1. Listening in the Classroom
  - 2.3.2. Cognitive Processes in Listening
    - 2.3.2.1. Top-Down and Bottom-Up Processing
    - 2.3.2.2. Controlled and Automatic Processing
    - 2.3.2.3. Perception, Parsing, and Utilization
    - 2.3.2.4. Metacognition.
  - 2.3.3. Perception for Listening in a Colloquial Language Used in Real Life
  - 2.3.4. Cultural Differences to Perception for Listening
  - 2.3.5. Improving Listening Comprehension Skills
- 2.4. Colloquial Language
  - 2.4.1. Introduction to the Colloquial Language 1
  - 2.4.2. What Is the Colloquial Language 1?
  - 2.4.3. Colloquial Language and Swear Words 2
  - 2.4.4. Colloquial Language to Promote the Listening Comprehension
- 2.5. Pictures.
  - 2.5.1. Identifying and Ordering
  - 2.5.2. Altering and Marking
  - 2.5.3. Maps. Naming Features
  - 2.5.4. Alterations.
  - 2.5.5. Ground-Plans
- 2.6. Evaluation of Listening Comprehension
  - 2.6.1. The Meaning of Evaluation
  - 2.6.2. Designing an Assessment System
    - 2.6.2.1. Overall Plan
    - 2.6.2.2. Content Definition
    - 2.6.2.3. Test Specifications
    - 2.6.2.4. Item Development
    - 2.6.2.5. Test Design and Assembly
    - 2.6.2.6. Test Production
    - 2.6.2.7. Test Administration
    - 2.6.2.8. Scoring Examination Responses
    - 2.6.2.9. Establishing Passing Scores
    - 2.6.2.10. Reporting Examination Results
    - 2.6.2.11. Item Banking
    - 2.6.2.12. Test Technical Report
  - 2.6.3. Languages Evaluation within the CEFR
  - 2.6.4. Evaluation of the Listening Comprehension Process
- 2.7. How to Teach Speaking: Strategies and Methods
  - 2.7.1. Introduction
  - 2.7.2. How to Engage Students in Speaking?
  - 2.7.3. How to Teach Speaking?
  - 2.7.4. Strategies to Teach Speaking Skills.
  - 2.7.5. Methods to Teach Speaking

- 2.8. Speaking in Class: Communication Strategies
  - 2.8.1. Introduction
  - 2.8.2. Communication Strategies: Definition
  - 2.8.3. Non-Verbal Communication Strategies in Class
  - 2.8.4. Verbal Communication Strategies in Class
  - 2.8.5. Relationship between Non-Verbal and Verbal Communication Strategies
- 2.9. English Pronunciation, Stress and Intonation
  - 2.9.1. Introduction
  - 2.9.2. Pronunciation.
  - 2.9.3. Stress.
  - 2.9.4. Intonation.
  - 2.9.5. Relation between Speaking and Listening Comprehension
  - 2.9.6. Methods to Teach Pronunciation
- 2.10. Evaluation of Speaking
  - 2.10.1. Introduction
  - 2.10.2. The Meaning of Evaluation and Assessment
  - 2.10.3. Effective Evaluation and Assessment
  - 2.10.4. Rubric: Definition.
  - 2.10.5. Assessment Rubrics Design
  - 2.10.6. Developing a Rubric to Evaluate Speaking
  - 2.10.7. Other Methods of Evaluating Speaking Skills

### Module 3. Writing in L2 (English).

- 3.1. The Meaning of Writing in L2 (English)
  - 3.1.1. Introduction
  - 3.1.2. Definition of Writing
  - 3.1.3. Differences between Spoken and Written Language
  - 3.1.4. The Writing Process
    - 3.1.4.1. Content
    - 3.1.4.2. Audience
    - 3.1.4.3. Purpose
  - 3.1.5. Benefits of Writing
- 3.2. Writing Skills Development
  - 3.2.1. Introduction
  - 3.2.2. The Process Approach
  - 3.2.3. The Product Approach
  - 3.2.4. Comparison between Both Approaches
  - 3.2.5. Activities to Develop Writing Skills
- 3.3. Relationship between Writing and Grammar
  - 3.3.1. Introduction
  - 3.3.2. Meaning of Grammar
  - 3.3.3. How to Teach Grammar?
  - 3.3.4. Importance of Grammar in Writing
  - 3.3.5. Style
  - 3.3.6. Punctuation
- 3.4. Scaffolding Writing Skills
  - 3.4.1. Introduction
  - 3.4.2. Meaning of Scaffolding
  - 3.4.3. Scaffolding in Students' Writing

- 3.4.4. Scaffolding in the Writing Process
  - 3.4.4.1. Prewriting
  - 3.4.4.2. Drafting
  - 3.4.4.3. Revising
  - 3.4.4.4. Editing
  - 3.4.4.5. Publishing
- 3.4.5. Teacher' Role in the Scaffolding Writing Skills Process
- 3.5. Poetry and Writing
  - 3.5.1. Introduction
  - 3.5.2. Meaning of Poetry
  - 3.5.3. Poetry in Class
  - 3.5.4. Types of Poems
  - 3.5.5. Picture Poems
  - 3.5.6. Haiku
  - 3.5.7. Pattern Poems
  - 3.5.8. Songs
  - 3.5.9. Free Verse
  - 3.5.10. Benefits of Integrating Poetry in Class
- 3.6. Writing for Academic Purposes
  - 3.6.1. Introduction
  - 3.6.2. Meaning and Principles of Academic Writing
  - 3.6.3. Types of Academic Writing
  - 3.6.4. Use of Sources
  - 3.6.5. Importance of Avoiding Plagiarism
    - 3.6.5.1. When to Quote?
    - 3.6.5.2. When to Paraphrase?
- 3.7. Creative Writing.
  - 3.7.1. Introduction
  - 3.7.2. What Does Creative Writing means?
  - 3.7.3. Tips to Facilitate Creative Writing in Class
    - 3.7.3.1. Breaking the Writer's block
  - 3.7.4. Activities to Practise Creative Writing in Class
- 3.8. Collaborative Writing Strategies and Activities
  - 3.8.1. Introduction
  - 3.8.2. What Does Collaborative Writing mean?
  - 3.8.3. Collaborative Writing Strategies
  - 3.8.4. Role of Teachers and Students in Collaborative Writing
    - 3.8.4.1. Tips for Teachers to Support Collaborative Writing
  - 3.8.5. Collaborative Writing Activities
- 3.9. Web 2.0 and Social Media to Promote Writing
  - 3.9.1. Introduction
  - 3.9.2. What Does Web 2.0 and Social Media Mean?
  - 3.9.3. Web 2.0 Technologies and Services
    - 3.9.3.1. Blogs
    - 3.9.3.2. Wikis
    - 3.9.3.3. Other Tools
  - 3.9.4. Innovation Thanks to Web 2.0 and Social Media
- 3.10. Evaluation of Writing Skills
  - 3.10.1. Introduction
  - 3.10.2. The Meaning of Evaluation and Assessment
  - 3.10.3. Strategies to Improve the Evaluation of Writing
  - 3.10.4. Rubric: What It Is and How to Create One
  - 3.10.5. Writing Conventions: Symbols Used to Correct Writings



*A unique, key, and decisive experience to boost your professional development"*

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.





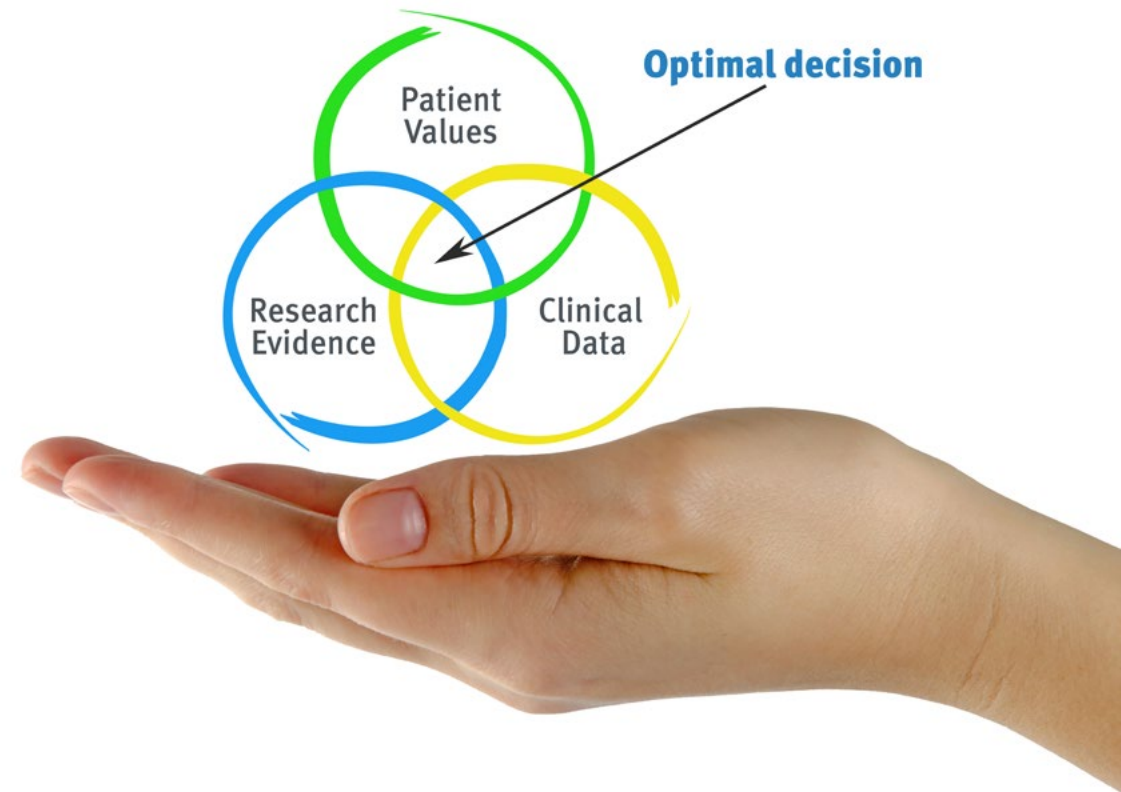
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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

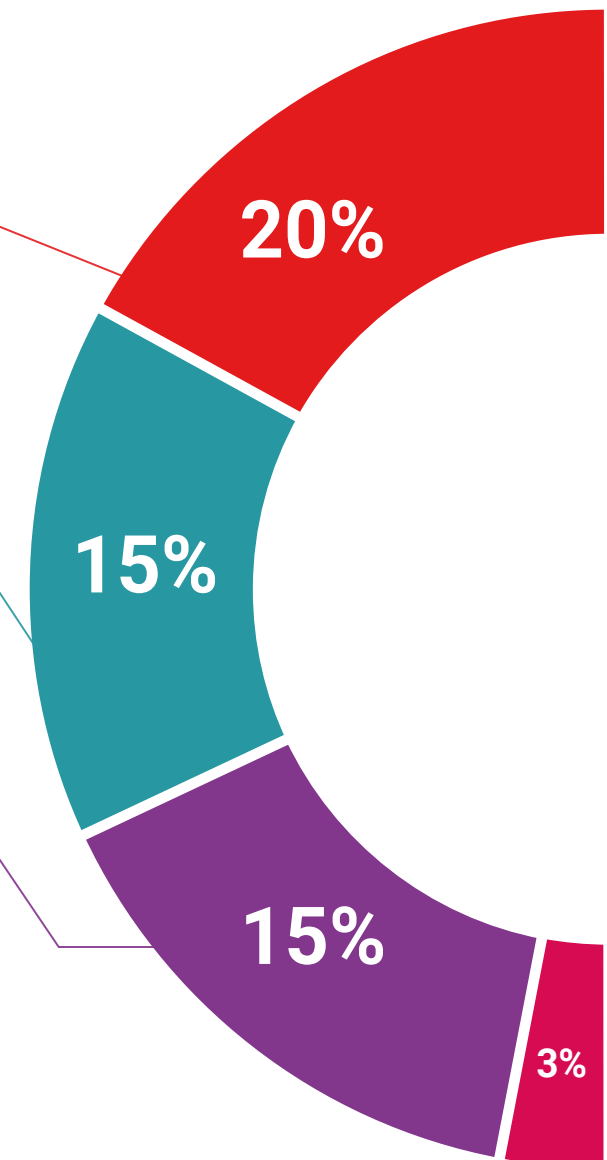
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

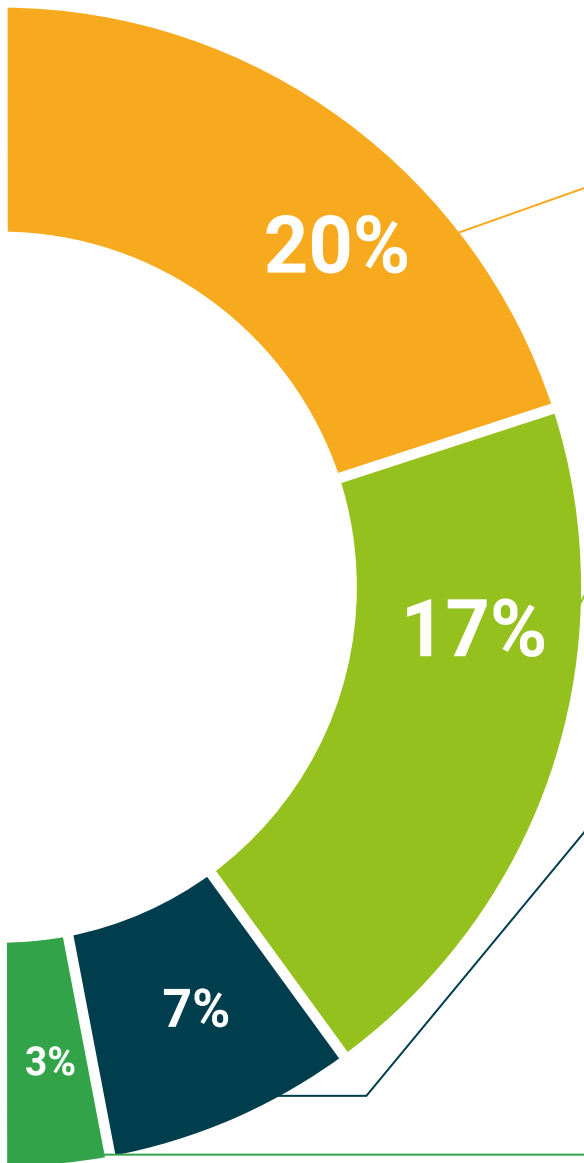
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



### 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 Communication Strategies in an English Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diplomat Certificate issued by TECH Technology University.



“

*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This **Postgraduate Diploma in Communication Strategies in an English Classroom** contains the most complete and up-to-date program on the market.

After the student has passed the evaluation, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The certificate 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 Communication Strategies in an English Classroom**

Official N° of Hours: **425 h.**



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





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**Communication**  
**Strategies in an**  
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- » Dedication: **16h/week**
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