

# Postgraduate Diploma

## Teaching Language and Literature in High School



## Postgraduate Diploma Teaching Language and Literature in High School

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-language-literature-high-school](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-language-literature-high-school)

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# 01

# Introduction

The Teaching Language and Literature in High School program is an essential tool for all those teachers who wish to train in teaching young people, since it takes into consideration relevant aspects related to the age of the students and their needs.



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*This Postgraduate Diploma in Teaching Language and Literature in High School will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"*

Secondary education implements the linguistic knowledge presented to the student at an early age and promotes the full development of communicative skills. The attractive presentation of contents is a priority in the classroom to enhance the attention of the group, their motivation and approach to the educational contents and to favor their instruction and subsequent application.

This Postgraduate Diploma pays special attention to teaching Spanish as a Foreign Language, since one of the main objectives is to prepare teachers for teaching in multicultural groups and where several languages coexist. For all these reasons, different methodological approaches are presented to facilitate the teacher's work and the creation of activities within this specific framework. Interaction is essential to minimize the multicultural impact and make the transition from classroom as a teaching space to a social space possible. Finally, the relevance of information and communication technologies in the teaching field will be emphasized. Their presence in the classroom brings wide-ranging benefits and aids content exposure. Again, the work of the teacher is fundamental, since they must create a digital resource base that is reliable and oriented to teaching in High School.

In conclusion, the Postgraduate Diploma in Teaching Language and Literature in High School focuses on developing the linguistic skills of oral and written comprehension and production. The preparation of a teaching plan, and its corresponding units, must be oriented towards the achievement of a series of objectives also established at the beginning of the school year. The relevance of the teacher's preparation for teaching Spanish as a foreign language and the practical application of these fundamentals in a multicultural group that has limited contact with the Spanish language is a priority in this Postgraduate Diploma, as the educator is often faced with this situation nowadays. Finally, the benefits of using your own digital resource base that is practical and reliable in terms of its contents are presented.

This **Postgraduate Diploma in Teaching Language and Literature in High School** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ 75 case studies presented by experts in Language Teaching in High School Education
- ♦ 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
- ♦ New developments on Teaching Language and Literature in High School
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Teaching Language and Literature in High School
- ♦ 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 Teaching Language and Literature in High School"*

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*This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Teaching Language and Literature in High School, you will obtain a Postgraduate Diploma from TECH Technological University"*

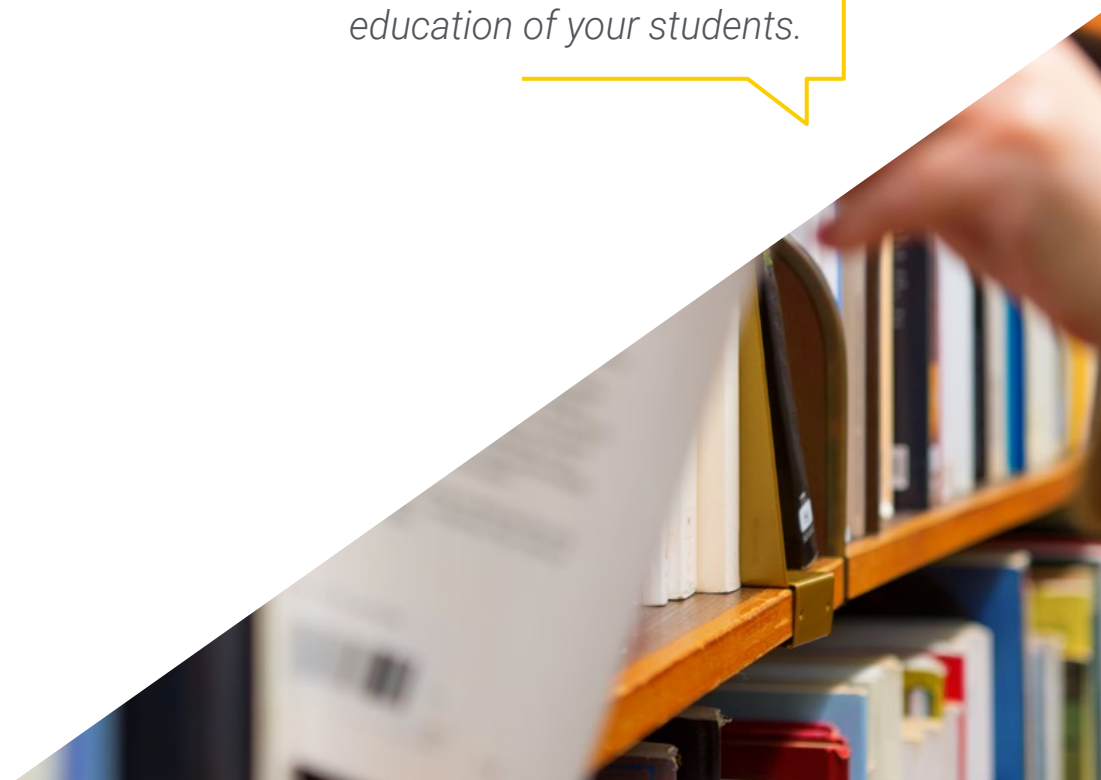
It includes in its teaching staff professionals belonging to the field of Teaching Language and Literature in High School, who pour into this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

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 train in real situations.

This program is designed around Problem-Based Learning, through which the educators must try to solve the different professional practice situations that arise throughout the program. For this purpose, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of Teaching Language and Literature in High School 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 Teaching Language and Literature in High School and improve the education of your students.*



02

# Objectives

The Postgraduate Diploma in Teaching Language and Literature in High School is oriented toward facilitating the performance of the professional dedicated to work and teach language and literature in adolescents and even adults.





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*This Postgraduate Diploma is designed to help you update your knowledge in Teaching Language and Literature in High School, 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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- ♦ Determine and specify the elements that are part of the teaching-learning process in young learners and outline the fundamentals, and skills of the teacher as a pedagogical element and content facilitator
- ♦ Define the traits that characterize students and offer a series of techniques to perform teaching tasks in an ideal way



*Take the opportunity and take the step to get up to date on the latest developments in the Teaching Language and Literature in High School"*





## Specific Objectives

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### Module 1. Education and Development

- ♦ Know the relationships between development, learning, culture and education and understand the main conceptual controversies about human development and learning
- ♦ Define the main theoretical paradigms of human development and learning
- ♦ Discuss the determining factors, characteristics and psychological dimensions of puberty
- ♦ Understand the perceptual, cognitive and emotional correlates of the adolescent brain
- ♦ Know how attention, memory, thinking, and executive functions develop from an information processing perspective
- ♦ Describe the self-development in adolescence and highlight the different theories that describe identity and its development
- ♦ Know the domains of moral development and their different explanatory theories

### Module 2. The Reality of the Classroom

- ♦ Understand the role of adolescent peer and group relationships in social development
- ♦ Reflect on the functions of institutions, educational spaces, teachers and the family as relevant factors for the development of capabilities
- ♦ Design a series of strategies to minimize the damage caused by the obstacles and difficulties encountered by the learner
- ♦ Understand the nature of family processes and models in adolescence
- ♦ Interpret the learning processes from the perspective of information processing

- ♦ Understand the human mind as something inseparable from its social and cultural context
- ♦ Apply constructivist principles to educational action and compare the socioconstructivist approach with other constructivist approaches
- ♦ Define the elements, structure and functions that make up the educational system as a social system
- ♦ Present the foundations of the classroom as a teaching space
- ♦ Show who the protagonists are in the teaching-learning process
- ♦ Define the characteristics of the teacher as a mediator and outline their roles in the educational spaces

### Module 3. Teaching Literature

- ♦ Know the bases and methodology for teaching literacy
- ♦ Know how to establish an academic plan for literary education
- ♦ Gain in-depth knowledge of the mechanisms for writing a commentary

### Module 4. Teaching Grammar

- ♦ Determine the benefits of interaction as a teaching tool and the external and intrinsic factors that affect the linguistic development of the students
- ♦ Gain in-depth knowledge of the theoretical and practical concepts of grammar
- ♦ Know how to propose practical exercises to teach grammatical skills in students
- ♦ Gain in-depth knowledge of the different methods for the linguistic commentary of a text

03

# Course Management

The program includes in its teaching staff reference experts in Teaching Language and Literature in High School who pour into 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 reference professionals, the latest advances in the procedures in the field of Teaching Language and Literature in High School"*

## Management



### **Dr. Arroyo Fernández, Alejandro**

- ◆ PhD in North American Literature from the Complutense University of Madrid
- ◆ Degree in English Philology, specializing in contemporary American literature and Victorian literature
- ◆ Master's Degree in European Literary Studies and Master's Degree in Teaching Spanish as a Foreign Language
- ◆ Contributor to digital magazines of literary criticism and teacher of Spanish as a Foreign Language



### **Ms. Jiménez Romero, Yolanda**

- Psychopedagogue and Primary School Teacher with a major in English
- Director of the University Teaching and Educational Coaching programs at TECH Technological University
- Co-director of the programs in Language Teaching in Pre-School and Primary School, Language and Literature Teaching in High School, Bilingual Teaching in Secondary High School and Bilingual Teaching in Pre-School and Primary School at TECH Technological University
- Co-director and Professor of the Neurosciences program at TECH Technological University
- Co-director of the programs in Emotional Intelligence, and Vocational and Professional Guidance, at TECH Technological University
- Lecturer of the Visual Skills and Academic Performance program at TECH Technological University
- Teacher in the High-Capacity Individuals and Inclusive Education program
- Educational psychologist
- Master's Degree in Neuropsychology of High-Capacity Individuals
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

## Coordinators

### Ms. Azcunaga Hernández, Amaia

- ♦ Teacher of Foreign Languages with teaching experience in various countries and educational fields
- ♦ She holds a Master's Degree in Teaching Spanish as a Foreign Language from the Complutense University of Madrid, where she taught Spanish as a foreign language
- ♦ Among her skills, her knowledge of group dynamics applied to teaching stands out

### Mr. Velasco Rico, Guillermo

- ♦ He holds a degree in Hispanic Philology from the Complutense University of Madrid and a Master's degree in Teaching Spanish as a Foreign Language (ELE) from the same academic institution, where he taught
- ♦ Currently, he holds the position of academic coordinator of the Center for Hispanic Studies in Sarajevo
- ♦ His presence at congresses and teaching seminars completes his academic training







## Professors

### Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ Master in Electronic Commerce and Specialist in latest technologies applied to teaching, Digital Marketing, development of web applications, and Internet business

### Ms. Mejías, María José

- ♦ Degree in Primary Education Colegio Jaby
- ♦ University volunteer coordinator of interactive groups at Jaby School
- ♦ CSEU La Salle. Member of the commission: Participation of families and the community for educational success
- ♦ Expert in Didactic Methodology for the teaching of Mathematics in Primary Education. Fernández Bravo Pedagogical Center
- ♦ CES Don Bosco. Madrid. Course on Playful Methodologies as a Didactic and Psychopedagogical Resource in Early Childhood and Primary Education
- ♦ Camilo José Cela University. Specialist Course in Literacy
- ♦ Teaching Foundations and Strategies. Camilo José Cela University Seminar Programming and Evaluation by Competences in Primary School. JABY School. CTIF ESTE

### 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)
- ♦ Currently the coordinator of the bilingual project and the internationalization project at the JABY School in Torrejón de Ardoz
- ♦ Member of SUCAM (University Sub-network of Learning Communities of Madrid)

# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies.





“

*This Postgraduate Diploma in Teaching Language and Literature in High School contains the most complete and up-to-date scientific program on the market”*

## Module 1. Development and Education

- 1.1. Language and the Brain
  - 1.1.1. Brain and Language
  - 1.1.2. Communicative Processes of the Brain
  - 1.1.3. The Brain and Speech. Acquisition and Development of Language and Communication
- 1.2. Psycholinguistics
  - 1.2.1. Scientific Framework of Psycholinguistics
  - 1.2.2. Objectives of Psycholinguistics
  - 1.2.3. Language Processing System
  - 1.2.4. Theories on the Development of Language Learning
  - 1.2.5. The Information Processing System
    - 1.2.5.1. Levels of Processing
  - 1.2.6. Functional Architecture of the Language Processing System. Fodor's Modularist Position
- 1.3. Language Development vs. Neural Development
  - 1.3.1. Genetics and Language
    - 1.3.1.1. FOXP2 (Forkhead Box P2)
  - 1.3.2. Neurological Foundations of Language
  - 1.3.3. Developmental Dyslexia
  - 1.3.4. Specific Language Disorder (SLD)
- 1.4. Spoken Language and Written Language
  - 1.4.1. Language
  - 1.4.2. Comprehensive Language
  - 1.4.3. Spoken Language
  - 1.4.4. Reading Language
  - 1.4.5. Dyslexia
  - 1.4.6. Written Language
  - 1.4.7. Dysgraphia
- 1.5. Bilingual Brain
  - 1.5.1. Concept of Bilingualism
  - 1.5.2. Bilingual Brain
  - 1.5.3. Critical and Sensitive Periods
  - 1.5.4. Positive and Negative Effects of Bilingualism
  - 1.5.5. Brain of the Early Bilingual vs. Late Bilingual
  - 1.5.6. Changes in Neural Circuits in Bilingual Brains
  - 1.5.7. Learning Factors in the Acquisition of One or More Languages
    - 1.5.7.1. Window of Opportunity
    - 1.5.7.2. Aptitude
    - 1.5.7.3. Motivation
    - 1.5.7.4. Strategy
    - 1.5.7.5. Consistency
    - 1.5.7.6. Opportunity and Support
    - 1.5.7.7. Linguistic Relationship Between Languages
    - 1.5.7.8. Siblings
    - 1.5.7.9. Gender
    - 1.5.7.10. Right or Left-Handedness
  - 1.5.8. Bilingualism. Cognitive and Executive Functions
- 1.6. Speech and Language Development Disorders
  - 1.6.1. The Architecture of the Mind
  - 1.6.2. Language
    - 1.6.2.1. Language Development
  - 1.6.3. Communication Disorders
  - 1.6.4. Specific Speech and Language Development Disorders
    - 1.6.4.1. Specific Language Development Disorder
    - 1.6.4.2. Speech Development Disorders
- 1.7. Childhood Language Development
  - 1.7.1. Childhood Language Development
    - 1.7.1.1. Language Components
  - 1.7.2. Errors in Language Development
    - 1.7.2.1. Errors in the Content or Semantic Component
    - 1.7.2.2. Errors in the Form Component
  - 1.7.3. Communicative Contexts
  - 1.7.4. The Influence of Context and Interaction on Language Development
  - 1.7.5. The Relationship Between Gestures and Language Development

- 1.8. Adolescent Brain
  - 1.8.1. Adolescent Brain Mechanisms of Maturing
  - 1.8.2. Studies on the Adolescent Brain
  - 1.8.3. Neurosciences and Adolescence

## Module 2. Foundations of Teaching Spanish as a Foreign Language

- 2.1. Fundamentals of Second Language Learning and Teaching
  - 2.1.1. Introduction
  - 2.1.2. General Theories of Foreign Language Learning and Acquisition
  - 2.1.3. Variables in foreign language teaching
- 2.2. Methodological Approaches to Teaching SFL
  - 2.2.1. Introduction
  - 2.2.2. Traditional Methods
  - 2.2.3. The Transition to More Modern Methods
  - 2.2.4. Modern Approaches
  - 2.2.5. New Trends in Language Learning
- 2.3. Grammar Pedagogy
  - 2.3.1. Introduction
  - 2.3.2. What do we mean by Grammar in Spanish as a Foreign Language?
  - 2.3.3. Correct Selection of Linguistic or Grammatical Content
  - 2.3.4. From Knowledge to Use of the Language
  - 2.3.5. Explaining Grammar in the SFL Classroom
- 2.4. Pedagogy of Lexicon and Pragmatics
  - 2.4.1. Introduction
  - 2.4.2. Pedagogy of the Lexicon
  - 2.4.3. Pedagogy of Pragmatics
- 2.5. Objectives, Programming and Evaluation of Courses, Teaching Units and Projects
  - 2.5.1. Introduction
  - 2.5.2. The Teaching Program
  - 2.5.3. The Teaching Unit
- 2.6. Cultural Elements in the Teaching of Spanish
  - 2.6.1. Introduction

- 2.6.2. What do we Understand by Culture?
- 2.6.3. On how to Teach Culture
- 2.6.4. Content Selection
- 2.7. The Game, Theater and other Resources for teaching Spanish as a Foreign Language
  - 2.7.1. Introduction
  - 2.7.2. The Game in the Spanish as a Foreign Language Classroom
  - 2.7.2. Teaching how to do Theater

## Module 3. Teaching Literature

- 3.1. Teaching Literature and Literary Education
  - 3.1.1. Literary Education
  - 3.1.2. Encouragement to Read
  - 3.1.3. Literary Competencies
  - 3.1.4. Literary Education Plan
- 3.2. Children and Young Adults Literature (CYL) and the Classics
  - 3.2.1. What is LIJ?
  - 3.2.2. CYL and the High School Reading Plan
  - 3.2.3. The Place for the Classics
  - 3.2.4. Adaptations
  - 3.2.5. Proposals for Reading the Classics
- 3.3. Text Commentary
  - 3.3.1. History and Evolution of Text Commentary
  - 3.3.2. Comprehension and Interpretation of Texts
  - 3.3.3. Guide for Writing a Literary Text Commentary
- 3.4. Creative Writing
  - 3.4.1. Creative Writing in the Literature Classroom
  - 3.4.2. Writing Workshop
  - 3.4.3. Gianni Rodari and the Art of Inventing Stories
  - 3.4.4. Other Activities for Creative Writing

- 3.5. School Library
  - 3.5.1. Objectives of the School Library in High School
  - 3.5.2. Book Clubs
  - 3.5.3. The Bibliographic Collection
  - 3.5.4. Encouragement to Read in the School Library
  - 3.5.5. Library, Cultural Dynamization and Participation of the School Community
- 3.6. Literary Routes
  - 3.6.1. Definition and Origin
  - 3.6.2. Literary Routes in the School Environment
  - 3.6.3. Objectives of Literary Routes
  - 3.6.4. Organization of the Literary Route
- 3.7. ICT and Literature
  - 3.7.1. What is a Blog?
  - 3.7.2. Keys for Organizing and Designing a Blog
  - 3.7.3. Blogs in the Literature Classroom
  - 3.7.4. Booktubers and Literary Education
  - 3.7.5. Transmedia Literature
- 3.8. Dialogic Interaction and Inquiry
  - 3.8.1. The Sociocultural Perspective. Vygotsky
  - 3.8.2. Interactions and Identity Building
  - 3.8.3. Communicative Acts
  - 3.8.4. Dialogic Inquiry
- 3.9. Dialogic Reading
  - 3.9.1. Foundations of Dialogic Reading
  - 3.9.2. Reading Godmothers and Godfathers
  - 3.9.3. Accompanied Reading
  - 3.9.4. Tutored Library
- 3.10. Dialogical Literary Discussion Groups
  - 3.10.1. The Origin of Dialogic Literary Discussion Groups
  - 3.10.2. Interactions That Speed Up Reading
  - 3.10.3. The Classics in Pre-School and Primary School
  - 3.10.4. The Functioning of the Discussion Group
  - 3.10.5. Other Dialogical Discussion Groups



**Module 4. Teaching Grammar**

- 4.1. The Concept of Grammar
  - 4.1.1. General Introduction
  - 4.1.2. Definition of Grammar and Grammatical Competence
  - 4.1.3. Different Types of Grammar
  - 4.1.4. Definition of Grammar in the Syllabus
  - 4.1.5. Grammatical Construction in High School Education
  - 4.1.6. Metalinguistic Concepts
- 4.2. Theory and Practice of Grammar
  - 4.2.1. Concept of Grammatical Theory
  - 4.2.2. Concept of Grammatical Practice
  - 4.2.3. The Connection Between Theory and Practice
  - 4.2.4. The Role of Syntax
- 4.3. Application of Grammar in the Classroom
  - 4.3.1. Reflection and Communication
  - 4.3.2. Types of Exercises
- 4.4. Linguistic Text Commentary
  - 4.4.1. Concept of Linguistic Commentaries
  - 4.4.2. Importance and Difficulty of Text Commentary
  - 4.4.3. Strategies for the Text Commentary
  - 4.4.4. Tools for the Linguistic Commentary
  - 4.4.5. Elements of the Commentar



*A unique, key, and decisive program 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 Teaching Language and Literature in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 program will allow you to obtain a **Postgraduate Diploma in Teaching Language and Literature in High School** 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** title, 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 Teaching Language and Literature in High School**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality  
online training

development language

virtual classroom

**tech** global  
university

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