

# Postgraduate Diploma Communication Strategies in an English Classroom





## Postgraduate Diploma Communication Strategies in an English Classroom

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/school-of-languages/postgraduate-diploma/postgraduate-diploma-communication-strategies-english-classroom](http://www.techtitute.com/us/school-of-languages/postgraduate-diploma/postgraduate-diploma-communication-strategies-english-classroom)

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# 01

# Introduction

Globalization and continuous technological advances have generated a new pattern for future generations. The importance of the use of a second language in any area of personal and professional life has made the learning of a second language in the classroom an essential part of guaranteeing young people a successful professional future. As the years go by, teaching methods and classroom communication tools and techniques change.

Therefore, it is essential that teachers update their knowledge and apply the latest communicative strategies in the English classroom in order to employ a better and more effective methodology for learning a foreign language.







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*After completing this Postgraduate Diploma you will have developed the skills and strategies required to communicate correctly with your students in an English classroom"*

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. With this high-level program, the professional will specialize in communication strategies in the English classroom, under the guidance of professionals with years of experience in the teaching sector.

Conventional methods in language teaching, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students, as confirmed by statistical data reflecting the failure of the system and traditional methodology. TECH's 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. That is why we intend future teachers to be trained for teaching, experimenting with the methods they will later use.

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. A unique opportunity for professionals who wish to acquire the latest teaching methods and strategies in bilingual education and would like to incorporate them into their daily professional practice.

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:

- ♦ Practical case studies presented by expert linguists
- ♦ 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 for teaching languages
- ♦ 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



*Advance your academic career with top professionals and acquire the knowledge and skills you need to thrive in the language teaching industry"*

“

*If your desire is to work in the field of education, do not think twice and specialize with us in Communicative Strategies in the English Classroom, it is the best way to train you for success"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this 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 training programmed to train 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 student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*This Postgraduate Diploma will allow you to update your knowledge with the use of the latest educational technology, to contribute with quality and security to decision making.*

*Incorporate new and effective methodological and pedagogical tools that will boost your teaching in Communication Strategies in an English Classroom.*





# 02

# Objectives

The program in Communication Strategies in an English Classroom is oriented to facilitate the performance of the professional dedicated to work with children who want to learn a foreign language. This program's design will allow professionals to acquire the necessary skills to update themselves in the field, after deepening their knowledge of the key aspects of bilingual education. To this end, TECH establishes a series of general and specific objectives to fulfill future graduates' expectations.







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*Leading professionals in the field have come together to teach you the latest advances in Communication Strategies in an English Classroom”*



## 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 to facilitate and enrich the learning of a second 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
- ♦ Gain knowledge about the psychological processes and factors involved in L2 learning.
- ♦ Understand the difference between learning and acquisition and between language proficiency and language performance
- ♦ Acquire specialized terminology in the field of second language acquisition
- ♦ Know and understand the main linguistic policies promoted at regional, national and international levels and their influence on educational legislation
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from other languages
- ♦ Know and be able to apply current trends in foreign language teaching methodologies







## Specific Objectives

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### Module 1. Reading Comprehension

- ♦ Learn about reading promotion programs: objectives, uses and activities
- ♦ Be able to use new technologies (ICT) for learning English language and literature as a foreign language

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

- ♦ Understand long speeches and lectures in the English language
- ♦ Understand television news broadcast and programs on current and educational issues
- ♦ Understand most films in which the language is spoken at a standard language level

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

- ♦ Master various work techniques and know how to use summaries, diagrams and concept maps



*Increase your confidence in decision making by updating your knowledge through this Postgraduate Diploma"*

03

# Course Management

The teaching staff for this University Expert, is constituted by distinguished professionals in the field of education and psychopedagogy in foreign languages. Thanks to their extensive experience, they will provide students with the tools they need to develop their skills throughout the program.







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*A high-level teaching staff will be in charge of teaching each online class of this Postgraduate Diploma"*

## Management



### Ms. Puertas Yáñez, Amaya

- ♦ Bachelor's Degree in Information Sciences (UCM)
- ♦ Primary School Teacher
- ♦ Postgraduate Diploma 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 of the JABY School in Torrejón de Ardoz
- ♦ Member of SUCAM (University Sub-network of Learning Communities of Madrid)

## Professors

### Ms. García Vao Bel, María José

- ♦ Advisor and teacher trainer in scientific evidences
- ♦ Educational Actions for Success and Dialogic Learning, for the inclusive organization of educational centers and the implementation of strategies to improve the learning of all students and coexistence
- ♦ Professional Master's Degree in Attention to SEN in Pre-school and Primary Education
- ♦ Degree in Pre-school Education
- ♦ Member of the University Sub-Network of Learning Communities of Madrid (SUCAM) and of the Multidisciplinary Association of Educational Research (AMIE)

### Ms. Correa Bonito, Marta

- ♦ English teacher and bilingualism coordinator in high school, JABY School

### Mr. Díaz Lima, Tomás

- ♦ Researcher / PhD Candidate, Pablo de Olavide University





# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from leading educational institutions and universities, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies. TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. Be able to perform the various functions related to this Postgraduate Diploma, together with the most innovative proposals in this field of action, thus guiding you towards excellence.





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*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 High 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. The Principles 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 an 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 Secondary Students
  - 1.7.5. Students Reading Aloud
  - 1.7.6. Teachers Reading Aloud

- 1.8. Picture Books at Secondary 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 Secondary 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 Secondary High Classroom
- 1.10. Reading Comprehension Assessment
  - 1.10.1. Comprehension Reading Levels
  - 1.10.2. Assessment of Reading Comprehension
  - 1.10.3. The Use of Tests for Reading Assessment
  - 1.10.4. Assessing ESL Reading Comprehension through Rubrics

## Module 2. Oral Skills. Listening and Speaking

- 2.1. What is the Meaning of Listening on 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 Colloquial Language 1
    - 2.4.2. What the Colloquial Language 1 is?
    - 2.4.3. Colloquial Language and Swearing 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 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 Students' Writing
  - 3.4.4. Scaffolding 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. Teachers' 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 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 Collaborative Writing Means?
  - 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 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 Is It and How to Create One
  - 3.10.5. Writing Conventions: Symbols Used to Correct Writings



*Expertly crafted curriculum  
and quality content are key to  
your learning success"*

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.*



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*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.*

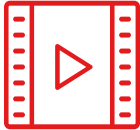
In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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 adapted in 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, students can watch them as many times as they want.



#### Interactive Summaries

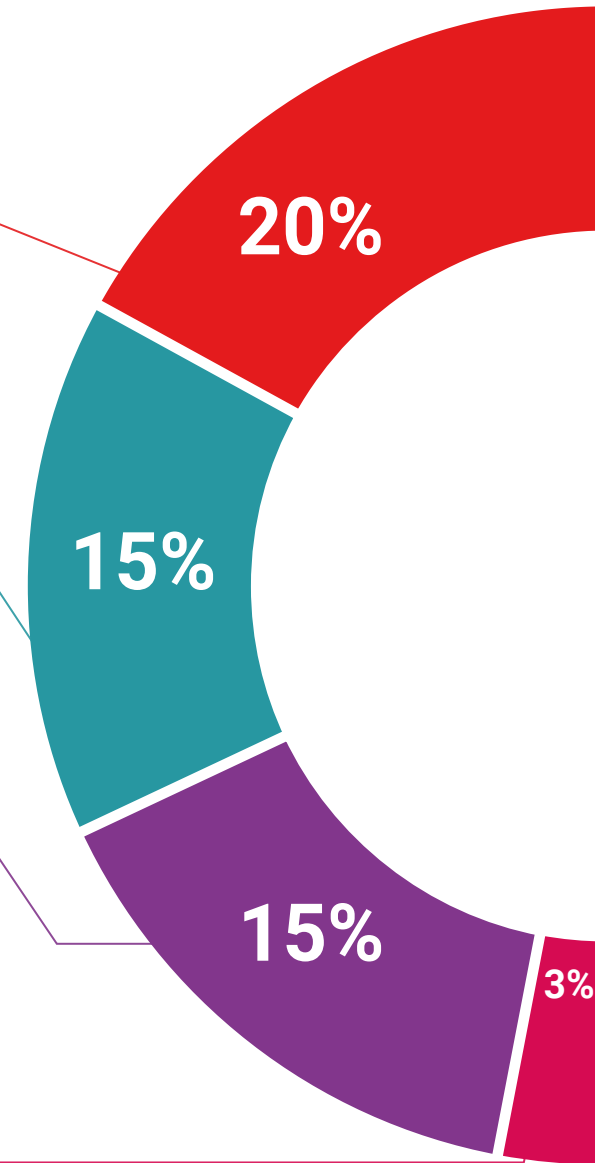
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

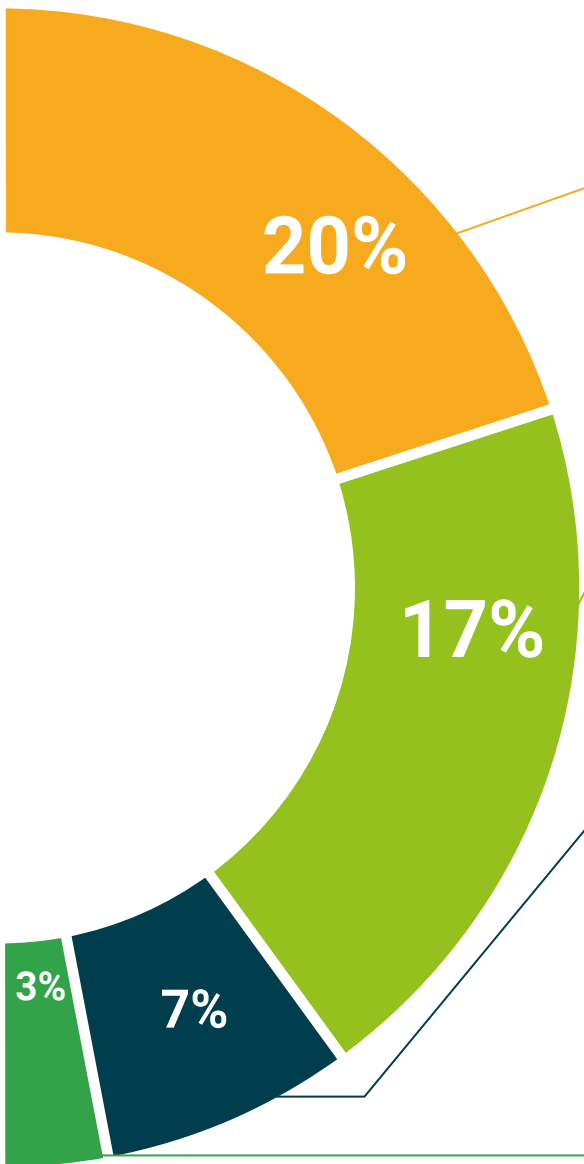


#### Additional Reading

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 their 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 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 your **Postgraduate Diploma in Communication Strategies in an English 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** 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 Communication Strategies in an English Classroom**

Modality: **online**

Duration: **6 months**

Accreditation: **17 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  
online training  
development language  
virtual classroom



Postgraduate Diploma  
Communication  
Strategies in an  
English Classroom

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

## Communication Strategies in an English Classroom