

# Postgraduate Diploma Bilingualism in Education



## Postgraduate Diploma Bilingualism in Education

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

Official N° of hours: 475 h.

Website: [www.techitute.com/us/education/postgraduate-diploma/postgraduate-diploma-bilingualism-education](http://www.techitute.com/us/education/postgraduate-diploma/postgraduate-diploma-bilingualism-education)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 22*

06

Certificate

---

*p. 30*

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.



“

*This Postgraduate Diploma in Bilingualism in Education generates a sense of confidence in the performance of your profession, which will help you to grow personally and professionally”*

The 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.

The **Postgraduate Diploma in Bilingualism in Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in bilingualism in 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 bilingualism in education
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Bilingualism in Education
- ♦ 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 Bilingualism in Education"*

“

*This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Bilingualism in Education, you will obtain a qualification from TECH Technological University"*

The teaching staff includes education professionals, who bring their experience to this educational program, as well as renowned specialists belonging to 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 an immersive training program to train in real situations.

This program is designed around Problem-Based Learning, by means of which the teachers must try to solve the different situations of professional practice that arise during the educational program. For this purpose, the Teachers will be assisted by an innovative interactive video system created by renowned and experienced experts in the field Bilingualism in Education 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 developments in Bilingualism in Education and improve the education of your students.*

Bilingual  
Education

I Agree



02

# Objectives

The Postgraduate Diploma in Bilingualism in Education is aimed at facilitating the performance of teachers in order to provide them with the necessary skills to carry out quality bilingual education in the high school education environment.





“

*This Postgraduate Diploma is designed to help you update your knowledge in Bilingualism in Education, 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

---

- ♦ 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





## Specific Objectives

---

### Module 1. Principles of Bilingualism

- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Know the psychological processes and factors involved in L2 learning

### Module 2. Content and Language Integrated Learning (CLIL)

- ♦ Understand the difference between learning and acquisition, and between language proficiency and language performance.
- ♦ Become familiar with new trends in the field of ASL and bilingualism, both professional and scientific.
- ♦ Know and understand the main linguistic policies, promoted at regional, national and international levels and their influence on educational legislation.

### Module 3. Educational and Didactic Methodology for Bilingual Education

- ♦ Acquire specialized terminology in the field of second language acquisition.
- ♦ Know the effect of bilingual programs in schools.
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism
- ♦ Know and be able to apply current trends in foreign language teaching methodologies.



*Take the step to get up to date on the latest developments in Bilingualism in Education”*

03

# Course Management

The program's teaching staff includes leading experts in Bilingualism in Education, who bring the experience of their work this program. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.







“

*Learn the latest advances in Bilingualism  
in Education from leading professionals”*

## 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)
- ♦ 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)



### 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 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.





“

*The Postgraduate Diploma in Bilingualism in Education contains the most complete and up-to-date program on the market”*



## Module 1. Principles of Bilingualism

- 1.1. Definition and History of Bilingualism
  - 1.1.1 Definition of Bilingualism
  - 1.1.2 The Languages in Contact
  - 1.1.3 Definition of Multilingualism
  - 1.1.4 Multilingualism in the World
  - 1.1.5 Types of Bilingualism
- 1.2. Bilingualism Models 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 the US
  - 1.2.6 Bilingualism in Spain
  - 1.2.7 Bilingualism in Latin America
- 1.3. 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. Mother Tongue Role in Bilingual Education
  - 1.4.1 The Acquisition of Language 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 the Mother Tongue in the Foreign Language Classroom
- 1.5. Neuroeducation and Bilingualism
  - 1.5.1 The 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 about Bilingualism
  - 1.6.1 Introduction
  - 1.6.2 Theory of Linguistic Interdependence
  - 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 The Programs of Linguistic Immersion
- 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 Criticism of the Theory
- 1.8. Early literacy in Bilingual Children
  - 1.8.1 Definition of Emergent Literacy
  - 1.8.2 Growing up in a Bilingual Family
  - 1.8.3 Reading Stories in the Mother Tongue
  - 1.8.4 Literacy in L2 as Instructional and Majority
  - 1.8.5 Literacy in L2 as a Foreign Language
- 1.9. Relations and Influences Between L1 and L2
  - 1.9.1 Family Literacy
  - 1.9.2 Mother Tongue Literacy at School
  - 1.9.3 Impact of Literacy in L1 and L2
  - 1.9.4 Advantages of the Use of the Mother Tongue in the Bilingual Classroom
  - 1.9.5 The Mother Tongue in the Teaching of English
- 1.10. Role of the Bilingual Teacher
  - 1.10.1 The Role of the Bilingual Teacher
  - 1.10.2 The Bilingual Teacher as an Intercultural Educator
  - 1.10.3 Languages and the Bilingual Teacher
  - 1.10.4 The Training Needs

## Module 2. Content and Language Integrated Learning (CLIL)

- 2.1. Objectives and Foundation
  - 2.1.1 Definition
  - 2.1.2 Basic Principles
  - 2.1.3 Types of CLIL
  - 2.1.4 Advantages of CLIL
- 2.2. Relations between Content and Language
  - 2.2.1 Characteristics of the CLIL Curriculum
  - 2.2.2 Challenges Associated with Language
  - 2.2.3 The L2 in the CLIL Classroom Classroom Language
  - 2.2.4 The Collaborative Work of Teachers
- 2.3. Scaffolding in CLIL
  - 2.3.1 Zone of Proximity Development (ZPD)
  - 2.3.2 The Importance of Scaffolding in CLIL
  - 2.3.3 The Interaction
  - 2.3.4 Techniques and Activities for the Scaffolding
- 2.4. Active Methodologies for the Development of CLIL
  - 2.4.1 Characteristics and Benefits
  - 2.4.2 Problem-Based Learning
  - 2.4.3 Flipped Classroom
  - 2.4.4 Gamification
  - 2.4.5 Cooperative Learning
- 2.5. Design and Development of Materials for CLIL
  - 2.5.1 Importance of Materials in CLIL
  - 2.5.2 Types of Materials and Resources
  - 2.5.3 Bloom's Taxonomy
  - 2.5.4 Keys for the Development of Materials

- 2.6. Teaching Natural Sciences Through CLIL
  - 2.6.1 The Challenges of the CLIL Approach
  - 2.6.2 Activation Prior Knowledge
  - 2.6.3 Scaffolding Strategies
  - 2.6.4 Research and Interaction in the Classroom
  - 2.6.5 Evaluation
- 2.7. Teaching of Social Sciences Through CLIL
  - 2.7.1 Characteristics of the CLIL Classroom of Social Sciences
  - 2.7.2 Types of Activities
  - 2.7.3 Plan a CLIL Unit
  - 2.7.4 Graphic Organizers or Mind Maps
- 2.8. Artistic Teaching Through CLIL
  - 2.8.1 The 4 Cs in the CLIL Classroom of Art
  - 2.8.2 Advantages Teaching Art at School
  - 2.8.3 Keys for CLIL Art Sessions
  - 2.8.4 The L2 in the CLIL Classroom of Art
  - 2.8.5 Keys to Encourage the Participation of Students
- 2.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL
  - 2.9.1 Definition of STEAM
  - 2.9.2 STEAM Approach at Early Ages
  - 2.9.3 STEAM Approach in Schools
  - 2.9.4 STEAM Learning and Scaffolding
- 2.10. Evaluation
  - 2.10.1 Principles to Evaluate CLIL
  - 2.10.2 When the Evaluation is Effective: Diagnostic, Formative, Summative
  - 2.10.3 Specific Characteristics of CLIL
  - 2.10.4 Self-Evaluation and Evaluation of Peers
  - 2.10.5 Evaluate Content and Language
  - 2.10.6 Strategies and Resources for Evaluation



**Module 3. Educational and Didactic Methodology for Bilingual Education**

- 3.1. Learning the L2. 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
- 3.2. L2 and Interaction
  - 3.2.1 The Role of Interaction in Learning
  - 3.2.2 The Interaction in the Learning of the Mother Tongue
  - 3.2.3 The Interaction in Learning L2
  - 3.2.4 Types of Interaction in the Foreign Language Classroom
  - 3.2.5 Teacher Talking Time
- 3.3. The Role of Emotions in Learning L2
  - 3.3.1 Emotions and Learning
  - 3.3.2 The Theory of Output
  - 3.3.3 How Anxiety Affects Learning
  - 3.3.4 Emotions and Confidence
  - 3.3.5 Motivation
- 3.4. The Communication Skills of English
  - 3.4.1 The Integration of Communication Skills
  - 3.4.2 CEFRL. Common European Framework of Reference for Languages
  - 3.4.3 Reference Levels
- 3.5. Creation of a Bilingual Learning and Communication Environment
  - 3.5.1 Day-to-Day Language in the School
  - 3.5.2 Corridors and Common Spaces
  - 3.5.3 The Classroom Space
  - 3.5.4 The Participation of the Teaching Staff and the Community
- 3.6. The Relationship with Families and the Environment
  - 3.6.1 The Perception of the Family of Bilingualism
  - 3.6.2 Communication Tools Relationship
  - 3.6.3 Participation in the School
  - 3.6.4 Follow-up at Home and Homework
- 3.7. Educational Success Actions (SEAS) in the Bilingual Classroom
  - 3.7.1 Definition and Keys of the Successful Educational Actions (SEAS)
  - 3.7.2 Interactive Groups: Definition and Foundation
  - 3.7.3 Classroom Organization in Interactive Groups
  - 3.7.4 Dialogic Literary Gatherings: Definition and Operation
  - 3.7.5 Organization and Operation of the DLG
- 3.8. Methodologies for the Bilingual Classroom: TASC Wheel
  - 3.8.1 Presentation of the TASC Wheel
  - 3.8.2 The Thinking Skills
  - 3.8.3 Steps for Use
  - 3.8.4 Products and Evaluation
- 3.9. Methodologies for the Bilingual Classroom: The Flipped Classroom
  - 3.9.1 Definition and Models
  - 3.9.2 Origin. Advantages and Disadvantages
  - 3.9.3 Guidelines for Design
  - 3.9.4 Flipped Classroom in the Bilingual Classroom
- 3.10. Methodologies for the Bilingual Classroom: Cooperative Learning
  - 3.10.1 Definition of Cooperative Learning
  - 3.10.2 Conditions for Cooperative Learning
  - 3.10.3 Psychopedagogical Foundation
  - 3.10.4 Cooperation, Interaction, Performance and Inclusion
  - 3.10.5 Organization of Cooperative Learning

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.







“

*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 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 Bilingualism in Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two graduation caps against a blue sky with light clouds. One cap is black with a tassel, and the other is maroon. The background is split into a white diagonal section and a red section.

“

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

This **Postgraduate Diploma in Bilingualism in Education** contains the most complete and up-to-date program on the market.

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

The diploma 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 Bilingualism in Education**

Official N° of hours: **475 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION 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** technological  
university

Postgraduate Diploma

Bilingualism in  
Education

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

Official N° of hours: 475 h.



# Postgraduate Diploma Bilingualism in Education

