

# Postgraduate Diploma

Clil/Aicle Methodology in the Pre-School  
and Primary School Classroom



ENGLISH



## Postgraduate Diploma

### Clil/Aicle Methodology in the Pre-School and Primary School Classroom

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

Website: [www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-clil-aicle-methodology-pre-school-primary-school-classroom](http://www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-clil-aicle-methodology-pre-school-primary-school-classroom)

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# 01

# Introduction

Linguistic immersion in the classroom is a reality that is becoming more and more common in today's academic sector thanks to the development of bilingual projects such as Clil/Aicle. In this way, content-based learning of foreign languages has been promoted, implementing a section dedicated to the use of English as a second vehicular language in the curricula of the different subjects. And in order for the teacher to be up to date on this methodology, as well as on the didactic and pedagogical guidelines used for its development, TECH has designed a multidisciplinary and dynamic program in which you will find all the information to specialize in this area in just 6 months. In this way, you will work on the most innovative and effective educational strategies for language multiculturalism in a 100% online way and through 450 hours of the best theoretical, practical and additional content.

SPEAK ENGLISH

ENGLISH?

“

*Are you looking for a program that will give you the category of Postgraduate Diploma in Clil/Aicle Methodology in the Pre-School and Primary School Classroom? You are in luck because you have before you the best option to get it 100% online"*



The promotion of multiculturalism through the inclusion of English in Pre-school and Primary education environment has made it possible to create a teaching system based on linguistic immersion through the enhancement of this language in the common subjects (mathematics, science, plastic arts, physical education, etc.) Thanks to projects such as Clil/Aicle, children can work in a dynamic and specialized way in the mastery of the English language through an interactive and autonomous teaching system, focused on processes and tasks, not only on purely theoretical knowledge.

In order to enable teachers to work on improving their skills through the inclusion in their curricula of the most innovative teaching resources for bilingual teaching at different levels, TECH has developed this Postgraduate Diploma, this way through a 100% online academic program, you will have the opportunity to delve into the idiomatic principles of current teaching, focusing on the cultural and pedagogical dimensions that are enhanced through their use in today's school environment. But the bulk of the program focuses on a thorough knowledge of the Clil/Aicle project and its methodological tools, thanks to which you will be able to design projects and syllabuses based on the most effective didactic strategies for bilingual teaching. design projects and curricula based on the most effective teaching strategies for bilingual teaching. Finally, you will have access to a specific module dedicated to the different teaching resources that you can use in your classes to make them entertaining, fun and inclusive.

All this through 450 hours of diverse content which has been designed by a team specialized in the area following the guidelines of the *Relearning* methodology, to offer an academic experience in which the student will not have to invest extra hours in memorizing. In addition, the compatibility of the Virtual Campus where the material will be hosted with any device with internet connection, will allow you to access the program's course from wherever and whenever you want, giving you the possibility to design the educational calendar based on your total and absolute availability.

The **Postgraduate Diploma in Clil/Aicle Methodology in the Pre-School and Primary School Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in bilingual education
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*You will have access to a specific module in which you will work with the most innovative and effective teaching resources for the enhancement of the bilingual classroom"*

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*Delving into the principles of bilingualism from the ground up to current pedagogical methodologies will give you a broad and detailed view of the techniques you can use in your environment"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*The best program in the current educational market to establish coordinated guidelines between content and language through the Clil Curriculum and an experience of the highest level.*

*You will have unlimited access to a last generation Virtual Campus where you will find, in addition to the syllabus, hours of diverse and multidisciplinary additional material.*

**Learn  
English**

02

# Objectives

The success of the Clil projects in the teaching of Pre-school and Primary Education around the world has motivated thousands of centers to include Bilingual Education in their syllabus through the linguistic investment of English in the educational environment. For this reason, the objective of this Postgraduate diploma is none other than to provide the teacher with the pedagogical and didactic guidelines necessary to promote the development of this program in an up to date, innovative and dynamic way, motivating the learning of the English language through active methodologies applied to the common subjects.





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*Setting ambitious and demanding objectives will allow you to get the most out of this educational experience during the 6 months of training"*



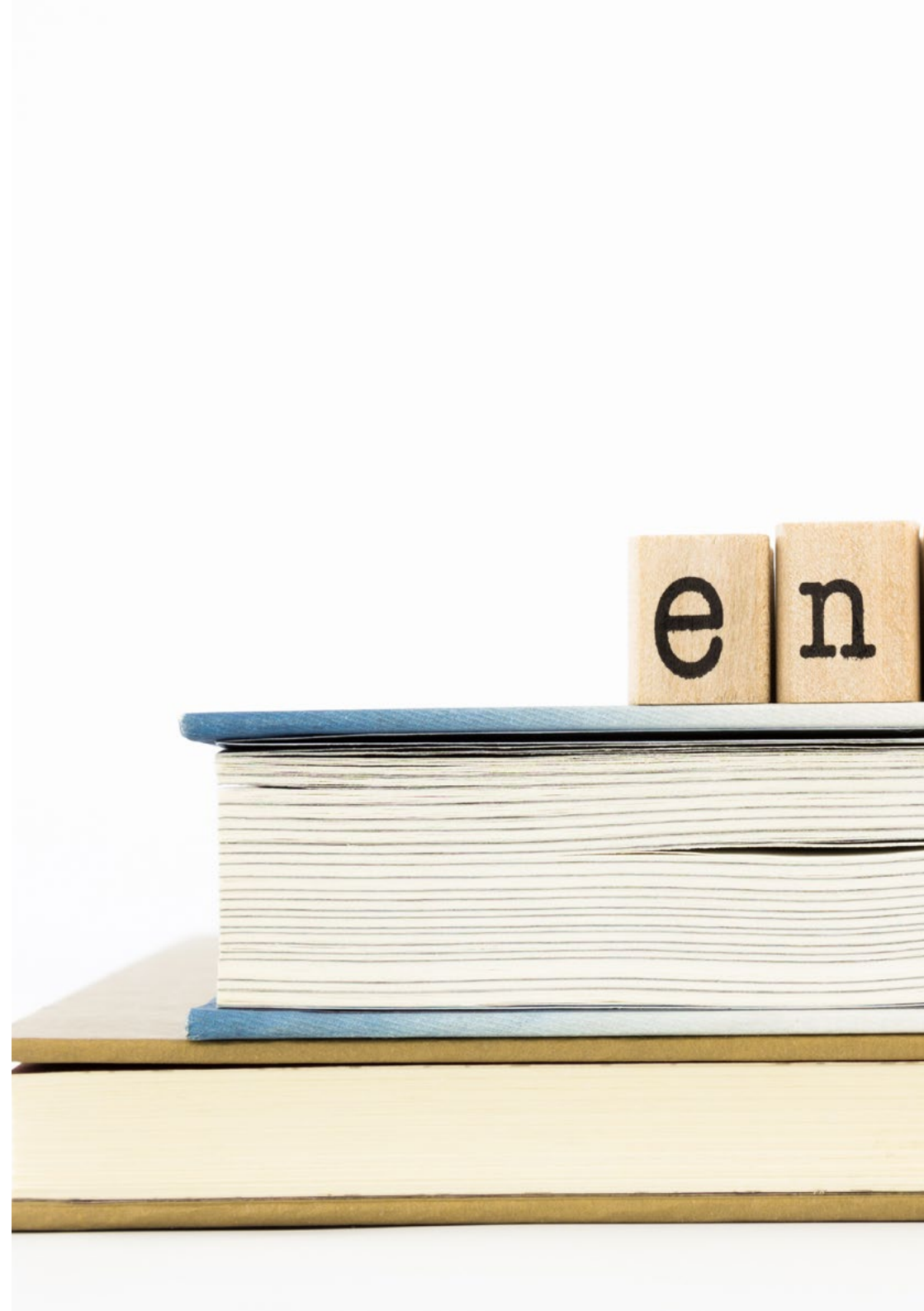
## General Objectives

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- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at children
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level



*Working to enhance multiculturalism through linguistic immersion will favor the cognitive development of your students, allowing them to develop their mastery of English and their mother tongue"*







## Specific Objectives

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### Module 1. Principles of Bilingualism

- ♦ Analyse the main aspects related to the methodology of teaching a foreign language
- ♦ Define the characteristics of written language
- ♦ Define the main effective English language teaching techniques and strategies

### Module 2. Clil/Aicle Methodology

- ♦ Establish the most appropriate basic strategies for understanding the general meaning, essential information or main points of a written text
- ♦ Define a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out

### Module 3. Teaching Resources for Bilingual Classrooms

- ♦ Defining different learning styles
- ♦ Detail the different strategies for planning, timing and sequencing of activities
- ♦ Choosing the most suitable materials for teaching a foreign language class
- ♦ Establish the difference between evaluation techniques and instruments
- ♦ Choosing the most suitable materials for teaching a foreign language class



# 03

# Course Management

For both the management and teaching of this program, TECH has selected a team of experts in the field of Pre-School and Primary Education specialized in bilingual education and characterized by the successful management of Aicle projects in different centers. Thanks to this, they will be able share with with the students of this program successful strategies, as well as the most effective pedagogical guidelines for motivation in the environment of multicultural education through languages. This will help them to implement in their practice the best technical and teaching resources to design dynamic, entertaining and, above all, beneficial classes for children.







“

*The teaching team will be at your disposal to answer any questions you may have during the course of the program using the direct communication tool of the Virtual Campus”*

## Address



### Ms. Puertas Yáñez, Amaya

- ♦ Primary School Teacher
- ♦ Bilingualism and Internationalization Coordinator at JABY College
- ♦ Bachelor's Degree in Information Sciences (UCM)
- ♦ Postgraduate Diploma in English as a Foreign Language (UAM)
- ♦ Master's Degree in Bilingual Education (UAH)
- ♦ Master's Degree in Attention to SEN in Pre-school and Primary Education
- ♦ Member of: University Sub-network of Learning Communities in Madrid(SUCAM)

**T E A C H**  
**L E A R N**



04

# Structure and Content

TECH is one of the most important universities in the online teaching environment. This is thanks to the high quality and specificity of its programs, which are designed following the criteria of a teaching team versed in the subject and following the guidelines of the innovative and effective *Relearning.* methodology. This way, immersive, dynamic and highly empowering educational experiences are launched to the market, which serve graduates to elevate their professional talent to the highest level through a work practice based on the latest strategies and techniques in their sector.





A close-up photograph of large, colorful wooden letters spelling 'LAV' on a light-colored, textured surface. The letter 'L' is green, and the letters 'A' and 'V' are red. The background is split diagonally into a red upper-right section and a white lower-left section.

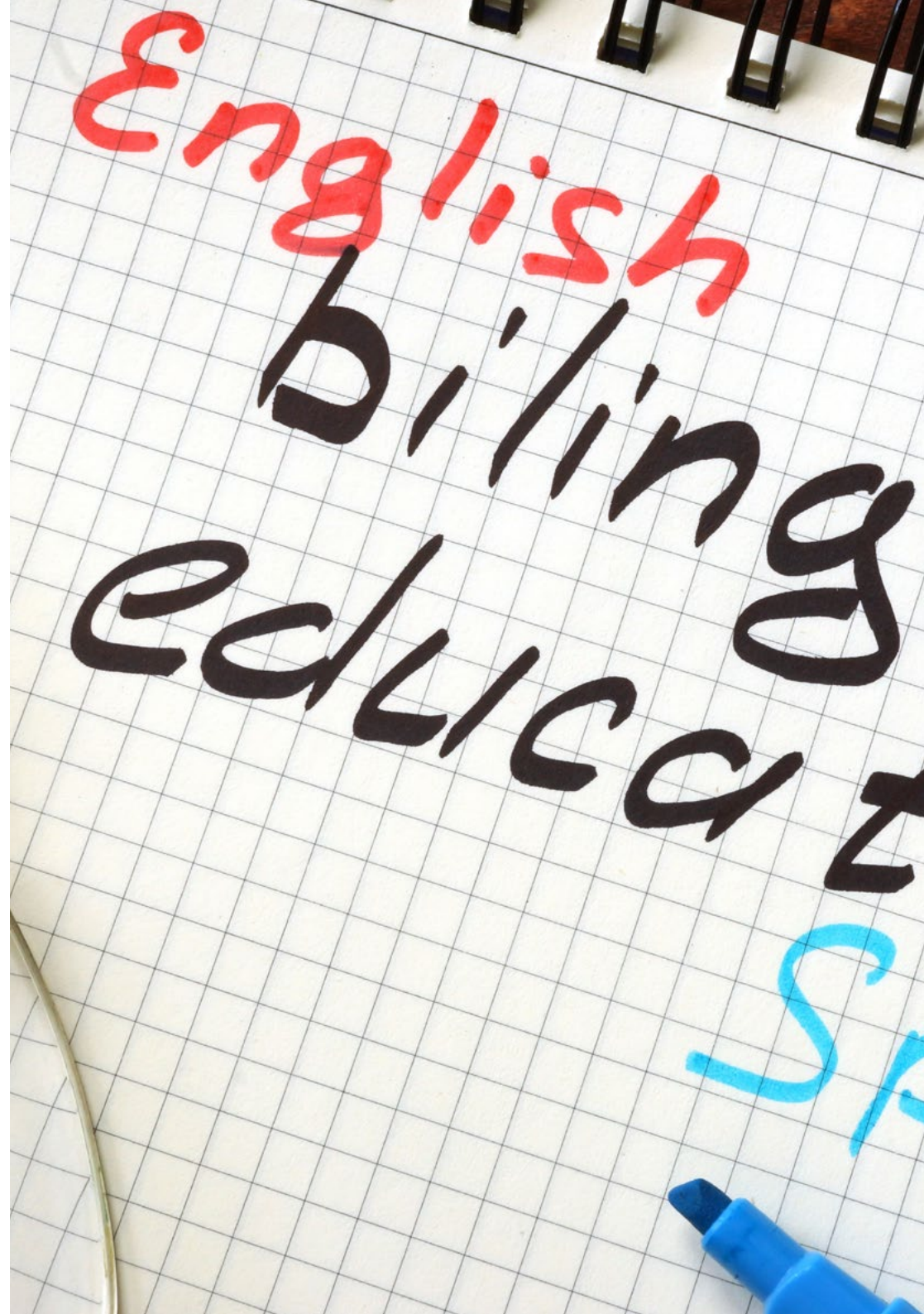
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*You will work on the teaching of the different subjects through CLIL, focusing on the indispensable features of the curricula of the different subjects”*



## Module 1. Principles of Bilingualism

- 1.1. Definition and History of Bilingualism
  - 1.1.1. Definition of Bilingualism
  - 1.1.2. Languages in Contact
  - 1.1.3. Definition of Multilingualism
  - 1.1.4. Multilingualism in The World
  - 1.1.5. Types of Multilingualism
- 1.2. Models of Bilingualism in Education
  - 1.2.1. Bilingualism in Education
  - 1.2.2. Models of Bilingual Education
  - 1.2.3. Models of Bilingualism in the world
  - 1.2.4. Bilingualism in Canada
  - 1.2.5. Bilingualism in the USA. A
  - 1.2.6. Bilingualism in Spain
  - 1.2.7. Bilingualism in Latin America
- 1.3. The Cultural Dimension of Bilingualism
  - 1.3.1. Intercultural Bilingual Education (IBE)
  - 1.3.2. The history of the EIB
  - 1.3.3. Bilingualism and Cultural Diversity in the Classroom
  - 1.3.4. Bilingualism and Cultural Identity
- 1.4. The Role of Native Language in Bilingual Education
  - 1.4.1. Language Acquisition in a Bilingual Context
  - 1.4.2. Late Bilingualism and The Mother Tongue
  - 1.4.3. The Mother Tongue and Emotions
  - 1.4.4. The Mother Tongue in the Classroom
  - 1.4.5. Use of Mother Tongue in the Foreign Language Classroom
- 1.5. Neuroeducation and Bilingualism
  - 1.5.1. Bilingual Brain
  - 1.5.2. The Age Factor
  - 1.5.3. The Quality Factor
  - 1.5.4. The Method Factor
  - 1.5.5. The Language Factor
  - 1.5.6. The Number Factor



- 1.6. Cummins' Theories on Bilingualism
  - 1.6.1. Introduction
  - 1.6.2. Linguistic Interdependence Theory
  - 1.6.3. The Threshold Hypothesis
  - 1.6.4. Additive and Subtractive Bilingualism
  - 1.6.5. The importance of the Mother Tongue
  - 1.6.6. Language Immersion Programs
- 1.7. BICS and CALP
  - 1.7.1. General Framework
  - 1.7.2. Initial Theory
  - 1.7.3. Definition of BICS
  - 1.7.4. Definition of CALP
  - 1.7.5. The Relationship between BICS and CALP
  - 1.7.6. Contributions of the Theory
  - 1.7.7. Criticisms of the Theory
- 1.8. Bilingualism in Pre-School
  - 1.8.1. Languages in the Pre-School Syllabus
  - 1.8.2. Myths about Bilingualism in Early Ages
  - 1.8.3. The Place of the Second Language in the Pre-School Classroom
  - 1.8.4. Routines
  - 1.8.5. Working in Corners
  - 1.8.6. Materials and Resources for Teaching English in Pre-School
- 1.9. Bilingualism in Primary School
  - 1.9.1. Languages in the Primary School Syllabus
  - 1.9.2. Objectives of Bilingualism in Primary School
  - 1.9.3. Bilingual Models in Primary School
  - 1.9.4. Pros and Cons of Bilingualism in Primary School
  - 1.9.5. The Role of the Environment in Success
- 1.10. The Role of the Bilingual Teacher
  - 1.10.1. The Role of the Bilingual Teacher
  - 1.10.2. The Bilingual Teacher as Intercultural Educator
  - 1.10.3. Languages and the Bilingual Teacher
  - 1.10.4. Training Needs

## Module 2. Clil/Aicle Methodology

- 2.1. Objectives and Fundamentals
  - 2.1.1. Definition
  - 2.1.2. Basic Principles
  - 2.1.3. Types of Clil/Aicle
  - 2.1.4. Advantages of Clil/Aicle
- 2.2. Relationships Between Content and Language
  - 2.2.1. Features of the Clil/Aicle Curriculum
  - 2.2.2. The Teaching Language
  - 2.2.3. Language as a Vehicle
  - 2.2.4. Language as a Learning Goal
- 2.3. Scaffolding in Clil/Aicle
  - 2.3.1. The Importance of Scaffolding in Clil/Aicle
  - 2.3.2. The Zone of Proximal Development
  - 2.3.3. Student Autonomy
  - 2.3.4. Interaction
  - 2.3.5. Scaffolding techniques and Activities
- 2.4. Active Methodologies for Clil/Aicle Development.
  - 2.4.1. Features and Benefits
  - 2.4.2. Problem-based Learning
  - 2.4.3. The Flipped Classroom.
  - 2.4.4. Gamification
  - 2.4.5. Cooperative Learning
- 2.5. Design and Development of Clil/Aicle Materials.
  - 2.5.1. The Importance of Materials in Clil/Aicle
  - 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/Aicle
  - 2.6.1. Activating Prior Knowledge.
  - 2.6.2. Input and Output
  - 2.6.3. Collaborative Activities
  - 2.6.4. Research in the Classroom
  - 2.6.5. Assessment



- 2.7. Teaching Social Sciences through Clil/Aicle
  - 2.7.1. Activating Prior Knowledge
  - 2.7.2. Input and Output
  - 2.7.3. Collaborative Activities
  - 2.7.4. Research in the Classroom
  - 2.7.5. Assessment
- 2.8. Teaching Art Through Clil/Aicle
  - 2.8.1. Advantages of Clil in Art class
  - 2.8.2. Cultural and Artistic Competence
  - 2.8.3. Input and Output
  - 2.8.4. Activities
  - 2.8.5. Assessment
- 2.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through Clil
  - 2.9.1. Definition of STEAM
  - 2.9.2. Principles of Effective STEAM Teaching
  - 2.9.3. Examples of STEAM and Clil Activities and Lessons
- 2.10. Assessment
  - 2.10.1. Principles of Clil Assessment
  - 2.10.2. When Is Assessment Effective Diagnostic, Formative, Summative?
  - 2.10.3. Specific Features of Clil
  - 2.10.4. Self and Peer Assessment
  - 2.10.5. Assess Content and Language
  - 2.10.6. Assessment Strategies and Resources





**Module 3. Teaching Resources for Bilingual Classrooms**

- 3.1. Games, Activities, Board Games
  - 3.1.1. Reasons for Using Games
  - 3.1.2. Types of Games
  - 3.1.3. Vocabulary Games
  - 3.1.4. Grammar Games
  - 3.1.5. Speaking Games.
  - 3.1.6. Board Games
- 3.2. Drama and Role Plays
  - 3.2.1. Reasons for Using Theater
  - 3.2.2. Ways of Incorporating Drama in the English Classroom
  - 3.2.3. Selection of Plays and their Preparation
  - 3.2.4. Reasons for Using Role Play
  - 3.2.5. How to Use Role Play in English Language Teaching
  - 3.2.6. Language Learning and Role Play
- 3.3. Poems, Rhymes, and Tongue Twisters
  - 3.3.1. Definition of Poems, Rhymes and Tongue Twisters
  - 3.3.2. The Advantages of Using Them in English Language Teaching
  - 3.3.3. Searching and Choosing Materials
  - 3.3.4. Activities
- 3.4. Songs and Chants
  - 3.4.1. The Difference Between Songs and Chants
  - 3.4.2. Steps for Using Songs in the Classroom
  - 3.4.3. Activities for Before, During and After a Song
  - 3.4.4. How to Create a Chant for the Classroom
- 3.5. Teaching with Puppets
  - 3.5.1. Why Use Puppets?
  - 3.5.2. Ways of Using Puppets in the Classroom
  - 3.5.3. Choosing Puppets
  - 3.5.4. Making Puppets
- 3.6. Crafts
  - 3.6.1. Advantages of Using Crafts
  - 3.6.2. Keys to Using Arts and Crafts in the English Classroom
  - 3.6.3. How to Incorporate Language into the Activity
  - 3.6.4. Activities
- 3.7. Worksheets
  - 3.7.1. Why Use Worksheets?
  - 3.7.2. Keys to Using Worksheets and Crafts in the English Classroom?
  - 3.7.3. Types of Worksheets
  - 3.7.4. Designing and Creating Worksheets
- 3.8. Teaching Resources: Flashcards and Pictures
  - 3.8.1. Why Use Flashcards
  - 3.8.2. Keys to Using Flashcards in the English Classroom
  - 3.8.3. Types of Flashcards
  - 3.8.4. Flashcard Activities
- 3.9. Didactic Resources: Videos and Animated Short Films
  - 3.9.1. Why use Short Animation Films?
  - 3.9.2. Keys to Using Short Films in the English Classroom?
  - 3.9.3. How to Choose a Short Film
  - 3.9.4. Activities to do Before, During, and After the Viewing
- 3.10. Blogs and Wikis
  - 3.10.1. What is a Blog?
  - 3.10.2. Why Use a Blog?
  - 3.10.3. Types of Blogs Used in the English Classroom
  - 3.10.4. What Is a Wiki
  - 3.10.5. Why Use a Wiki
  - 3.10.6. Wikis for Collaborative 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.*



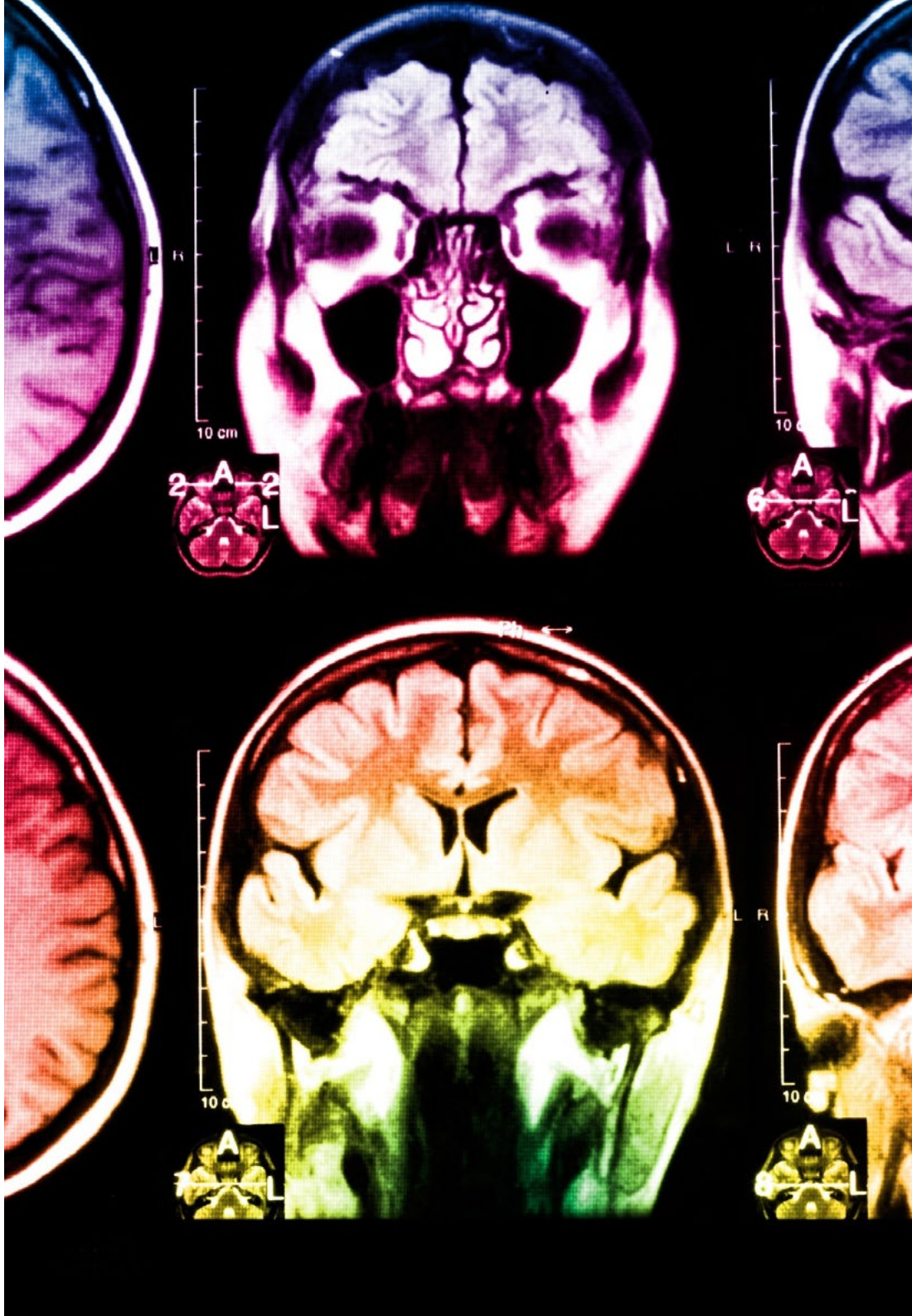
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.

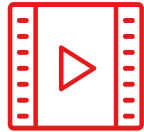
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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 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

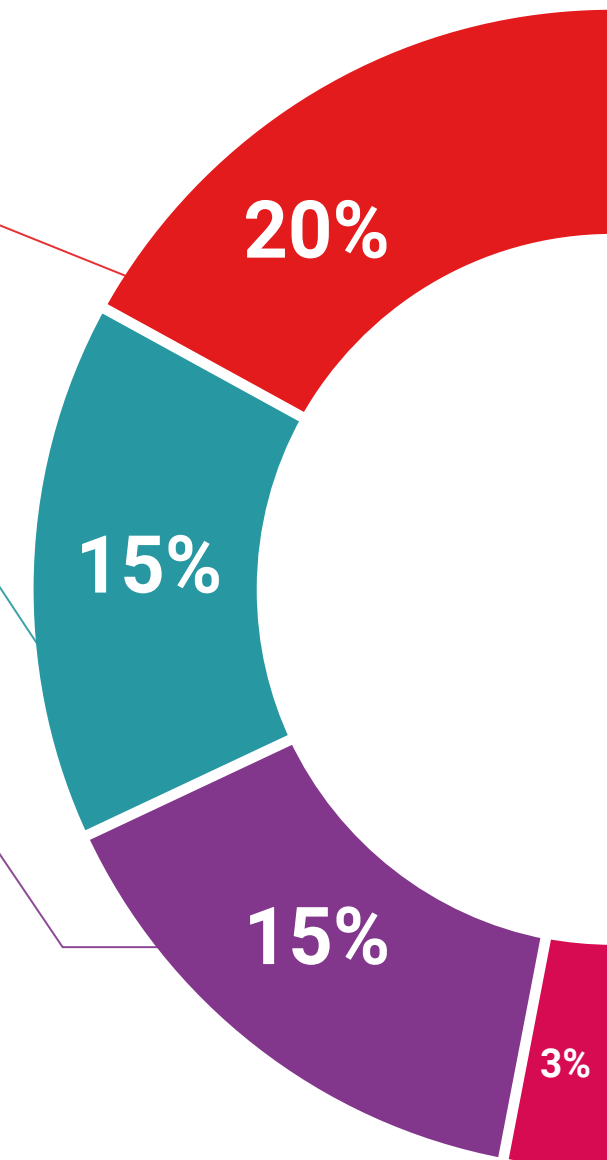
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

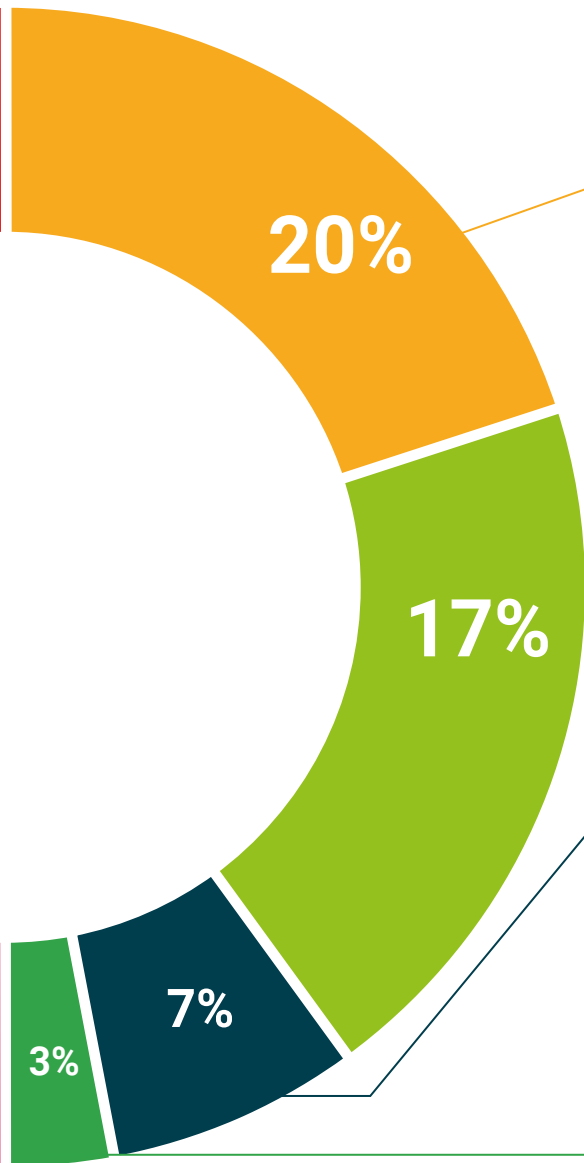


#### Additional Reading

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 Clil/Aicle Methodology in the Pre-School and Primary School 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 CLIL Methodology in the Pre-School and Primary 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.

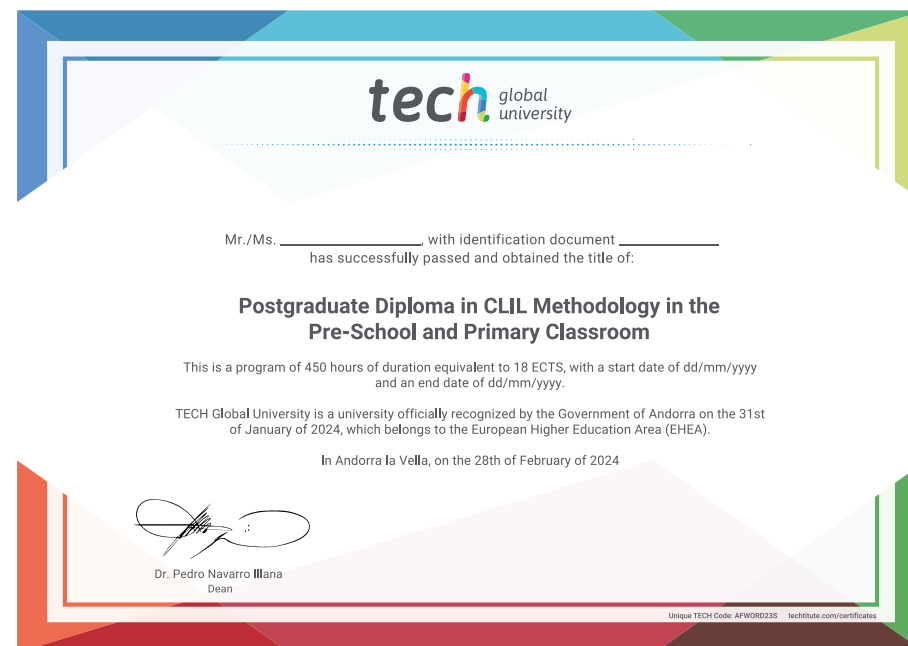
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in CLIL Methodology in the Pre-School and Primary Classroom**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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  
development languages  
virtual classroom



**Postgraduate Diploma**  
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# Postgraduate Diploma

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