Professional Master's Degree
Bilingual Education in Pre-School and Primary School

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Professional Master's Degree
Bilingual Education in Pre-School and Primary School

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/professional-master-degree/master-bilingual-education-pre-school-primary-school

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01

Introduction

English continues to be a predominant language in the world. Commercial relations, collaborative work between different countries or the relationship between people of different nationalities has Shakespeare's language as its main communicative tool. This has led to the consolidation of the bilingual education system, the proliferation of educational centers that are committed to this model and the rise of families who consider it necessary for their children to learn from an early age under this educational umbrella. In this context, this 100% online program was born, which seeks to offer teachers the most advanced knowledge on how to teach their sessions in a second language.

Thanks to this Professional Master's Degree, you will excel as a teacher in bilingual education. TECH provides you with all the resources you need to achieve your goals"

The bilingual education model is experiencing years of expansion thanks to the importance of languages in business development and an increasingly globalized world. This has led to a demand for highly qualified teaching professionals, not only to teach students another language from an early age, but also to know how to master the new technologies with which to reach an increasingly digitized student. A scenario that poses an attractive challenge for teachers, who must create optimal conditions for learning.

Nowadays, not only English teachers must know the language perfectly, but also the different teaching systems lead to other subjects such as social sciences or mathematics being taught in a second language. Apart from the innumerable advantages that this means for the students, it is really the teachers who must be prepared for this. This situation has motivated the creation of this program, in which teachers will examine modern bilingual teaching methodologies such as the use of Google Suite or Problem-Based Learning, among many other interesting resources. Thus, this Professional Master's Degree offers teachers a program taught by a team of specialized professionals with experience in the bilingual system in pre-school and primary school.

A program, where throughout the 12 months, the teacher will be able to learn in depth about the teaching in a second language, the different activities to develop in the classroom (games, theater, songs, puppets) or the use of digital media and Google tools to implement the creation of content in another language. For this, TECH provides innovative teaching materials and simulations of practical cases that will be very useful for teachers who decide to use all the techniques and resources at their disposal.

A 100% online Professional Master's Degree is an excellent opportunity for students who wish to progress in their professional career through flexible teaching. You will only need a computer, tablet or cell phone to connect and access the complete syllabus of this program. In this way, with no attendance or fixed schedules, you will be able to distribute the teaching load according to your needs and make your professional responsibilities compatible with an education that is at the academic forefront.

This **Professional Master's Degree in Bilingual Education in Pre-School and Primary School** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in Bilingual Education in Pre-School and Primary School
- 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 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 work
- Content that is accessible from any fixed or portable device with an Internet connection

Stand out in your classroom by applying the innovative methodologies and tools presented by this university program. Enroll now"

This Professional Master's Degree will show you the most successful method for teaching literacy in a foreign language to children under the age of five. Enroll now"

You will have 24-hour access to the syllabus that will show you the most suitable teaching resources to teach a foreign language class.

Take the step and enroll in a university program that will boost your professional career as a teacher in bilingual systems.

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 knowledge 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 throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

This program offers students intensive learning about the essential techniques and tools to achieve optimal bilingualism in pre-school and primary stages. Thus, at the end of this program the teacher will master the different technological tools for teaching in another language, playful activities and the development of the most effective learning strategies. This will be possible thanks to the multimedia content provided by the specialized teaching team that teaches this online program.

TECH offers you flexible teaching, allowing you to combine your professional responsibilities with a quality program"

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 assessment, selection and analysis of children's literary works and their use as a resource in second language teaching
- 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

This educational program will show you the main successful bilingual projects so that you can get a close and real learning of this educational system"

Specific objectives

Module 1. Principles of Bilingualism

- Analyze 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. Literacy in L2

- Identify the main literacy tools in the first stage of education
- Establish the study route for children under five years of age
- Interact with the English language for its easy teaching

Module 3. English in the Bilingual Classroom

- Identify the most common difficulties encountered by pupils at different educational stages
- Acquire strategies for motivation and conflict management in the classroom

Module 4. CLIL 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 5. Teaching Resources for Bilingual Classrooms

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

Module 6. The Organization of a Bilingual Center

- Identify the correct protocol for opening an institution
- Train all staff to make the entire school bilingual
- Create curricula and assessments
- Promote through educational models the language being taught
- Create a purely bilingual education model
- Identify the best institutions and teaching models to replicate them in the organization of a center

Module 7. Successful Educational Practices in Bilingual Education

- Choose the most suitable materials according to the educational objective to be achieved
- Propose the use of new technologies to promote the learning of a second language
- Define the different types of e-books adapted to different age groups
- Provide teachers with tools for the introduction of drawing and handicrafts as a method of teaching English

Module 8. Project-Based Learning

- Define a methodological guide for the application of the game according to the level and educational stage of the pupils
- Define a repertoire of educational games for learning English vocabulary
- Propose a basic collection of educational toys according to the educational objective pursued
- Establish the importance of the application of songs and rhythms in language teaching

Module 9. iPads and Tablets in the CLIL Classroom

- Analyze the main tools for the design and creation of web content and activities
- Define the main components of the digital whiteboard and its use in an educational context. Use the digital whiteboard as an educational resource for teaching a second language
- Search and analyse educational resources on the web
- Use new technologies in the creation of digital books
- Argue for the importance of the use of technology in creating educational activities to achieve excellence in English language teaching

Module 10. Google G Suite for Education

- Teaching methods of searching for and selecting information on the web
- Create and use blogs and wikis

03

Skills

The structure of this Professional Master's Degree has been designed with the aim of expanding teacher's skills, so that they are able to design the most appropriate activities for the educational level, enhance the capacity for autonomous work and promote integrated learning of foreign language and non-linguistic contents of the discipline. This will be possible thanks to the teachers who will guide the students in the course of this program to achieve their goals.

Expand your skills in the use of new technologies for learning a second language"

General skills

- Apply new technologies to promote the learning of English and the improvement of audiovisual communication
- Evaluate, select and analyze literary works for children
- Design playful activities as a teaching method adapted to each educational level
- Select and analyze different handicrafts and designs to be carried out in the classroom as a language teaching method
- Reproduce learning strategies acquired in the classroom
- Teach English through physical activity, using the Total Physical Response method
- Analyze and develop programs and different teaching materials aimed at achieving quality teaching
- Understand the specific problems of foreign language teaching, both linguistic and cultural, in a bilingual teaching environment
- Develop skills to foster a climate that facilitates learning and student interaction
- Transmit social and cultural values in accordance with today's multilingual and multicultural world
- Know the legislation and regulations concerning the organization of bilingual centers
- Understand the usefulness and necessity of promoting integrated learning of foreign language and contents of the non-linguistic discipline
- Critically analyze the performance of teaching work and good practices, using evaluation models and quality indicators
- Argue for the need to improve one's own language proficiency and to update knowledge of the resources available to achieve excellence in English language teaching
- Motivate students and maintain their interest in teaching English as a foreign language
- Analyze in a reflective and critical way the most relevant issues of today's society in order to make coherent decisions
- Identify new technologies as teaching tools for communicational exchange in the development of inquiry and group learning processes
- Apply the knowledge and skills provided by the studies to real cases and in a work group environment in companies or organizations
- Acquire the ability to work independently, promoting organization and favoring autonomous learning

Design attractive recreational activities and make a quality leap in bilingual teaching with this university qualification"

Specific skills

- Define different evaluation techniques and elaborate evaluation instruments
- Develop a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out
- Elaborate programs and didactic materials that enhance the student's reading and writing skills
- Argue about the importance of using literature as an educational resource in the classroom
- Analyze and select textbooks
- Create worksheets and adapt them to the educational level and characteristics of the students
- Apply new technologies in the creation of teaching materials
- Argue about the importance of having a wide variety of teaching resources to achieve excellence in English teaching
- Create a favorable environment that fosters learning
- Teach a non-linguistic subject of your specialty through the English language
- Design integrated curricula of your area of knowledge with linguistic content
- Create and adapt teaching materials for bilingual teaching, taking into account the student's educational stage and its correspondence with the CEFR
- Elaborate, program, and schedule the contents of the discipline in bilingual environments according to the formal format of the CLIL Module
- Design and develop didactic activities based on CLIL methodology
- Evaluate linguistic and non-linguistic contents in bilingual teaching
- Incorporate new teaching strategies and new information technologies in bilingual teaching for the design of new learning environments within the classroom
- Learn about the organization of bilingual education centers at all levels and the diversity of actions involved in their operation

04

Course Management

Students who study this university program will have at their disposal a management and teaching staff specialized in teaching in a second language, in the use of the latest technology and in the education of students with special needs. A multidisciplinary team that will pour their extensive knowledge into this Professional Master's Degree, so that students can perfect their knowledge and grow professionally in a sector in constant growth. In addition, the teacher will be able to consult this team for any questions that may arise about the content of this program.

Succeed thanks to the multidisciplinary teaching team that teaches this 100% online program"

Management

Ms. Puertas Yáñez, Amaya

- Primary School Teacher
- Bilingualism and Internationalization Coordinator at JABY College
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)
- Bachelor's Degree in Information Sciences (UCM)
- Specialist 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

Professors

Mr. Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- Master's Degree in E-Commerce and specialist in the latest technologies applied to teaching, Digital Marketing, web application development and Internet business
- Director of Persatrace, web development and digital marketing agency
- Director of Club de Talentos
- Master's Degree in Digital Teaching and Learning Tech Education
- Computer Engineer UNED

Mr. Moreno Amores, José Francisco

- Professor of Foreign Languages

Ms. García-Vao Bel, María José

- Advisor and teacher trainer in scientific evidence
- Specialist in successful educational actions and dialogic learning, for the inclusive organization of educational centers
- 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)

05

Structure and Content

The teacher will find in this Professional Master's Degree, with a curriculum that has been developed by an expert teaching team in Bilingual Teaching in Pre-School and Primary Education. In addition, this program has the Relearning system, which will allow students to progress in a more natural way throughout the 10 modules that make up this program and reduce the long hours of study more common in other teaching methods. The syllabus is also composed of video summaries, videos in detail or specialized readings that will help you acquire an advanced and dynamic knowledge of the principles of bilingualism, CLIL methodology and the main success stories in the implementation of this educational system.

A syllabus that will introduce you to the TASC Wheel and ABP methodologies through the multimedia resources offered by TECH"

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 U.S.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 the Mother Tongue 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 Primary Curriculum
- 1.9.2. Objectives of Bilingualism in Primary
- 1.9.3. Bilingual Models in Primary
- 1.9.4. Pros and Cons of Bilingualism in Primary
- 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. Literacy in L2

2.1. Early Literacy in Bilingual Children
- 2.1.1. Definition of Early Literacy Growing Up in a Bilingual Family
- 2.1.2. Reading Stories in the Mother Tongue
- 2.1.3. Literacy in L2 as a Literate and Majority Language
- 2.1.4. Literacy in L2 as a Foreign Language

2.2. Influential Relationships between L1 and L2
- 2.2.1. Family Literacy
- 2.2.2. Mother Tongue Literacy in Schools
- 2.2.3. Impact of L1 Literacy o L2
- 2.2.4. Advantages of Using the Mother Tongue in the Bilingual Classroom
- 2.2.5. The Mother Tongue in Teaching English

2.3. Approaches to Literacy in English
- 2.3.1. Theories of Written Language Acquisition
- 2.3.2. Theories about Literacy in L2
- 2.3.3. Multiple Literacies
- 2.3.4. English as L2 Literacy Methods

2.4. English Phonetics
- 2.4.1. What is Phonetics
- 2.4.2. The Role of Phonics in L2 Learning
- 2.4.3. Characteristics of English Phonetics
- 2.4.4. Phonetics or Phonology for the English Classroom

2.5. Synthetic Method: Phonemic Awareness
- 2.5.1. Definition of Phonologic and Phonemic Conscience
- 2.5.2. Phonemic Conscience and Learning English as L2
- 2.5.3. How to Work at Home?
- 2.5.4. How to Work in the Classroom?

2.6. Synthetic Method: Phonics
- 2.6.1. Characteristics of the Phonics Method
- 2.6.2. Introduction to Jolly PhonicsMethod
- 2.6.3. The Five Skills that are Worked on
- 2.6.4. Materials and Resources
- 2.6.5. Other Resources Phonics Readers, Videos, Songs, etc.

2.7. Globalized Reading "Whole Language"
- 2.7.1. Principles of a Globalized Approach
- 2.7.2. Chomsky and Goodman
- 2.7.3. Implications for Teaching English as an L2
- 2.7.4. Activities and Resources
- 2.7.5. The Concept of "Integrated Literacy", Balanced Literacy

2.8. Working with Readers
- 2.8.1. Definition of Reader and Characteristics
- 2.8.2. Advantages of Extensive Reading
- 2.8.3. Strategies for the Use of Readers in the Classroom
- 2.8.4. Activities with Readers in the Classroom

2.9. Picture Books
- 2.9.1. Reasons for Using Storytelling in the Classroom
- 2.9.2. Definition and Characteristics of a Picture Book
- 2.9.3. Selection Criteria
- 2.9.4. Activities and Strategies of Use
- 2.9.5. Classic Picture Books of English Literature

2.10. Storytelling Oral Narration
- 2.10.1. Oral Narration in the Classroom
- 2.10.2. Reading or Telling a Story
- 2.10.3. Oral Narration as an L2 Teaching Tool
- 2.10.4. Keys to Oral Narration
- 2.10.5. Activities for Before, During, and After the Oral Narration
- 2.10.6. Collective Oral Narration

Module 3. English in the Bilingual Classroom

3.1. L2 Learning. 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
- 3.1.7. Communicative Approach

3.2. L2 Learning at an Early Age (0-6)
- 3.2.1. Myths and Facts about Early L2 Learning
- 3.2.2. The Age Factor in L2 Learning
- 3.2.3. Benefits of Early L2 Acquisition
- 3.2.4. Stages of the Early L2 Acquisition
- 3.2.5. Relations with Families
- 3.2.6. Benefits of Early L2 Acquisition

3.3. L2 and Interaction
- 3.3.1. The Role of Interaction in Learning
- 3.3.2. Interaction in Native Language Learning
- 3.3.3. Interaction in L2 Learning
- 3.3.4. Types of Interaction in the Foreign Language Classroom
- 3.3.5. Teacher Talking Time

3.4. The Role of Emotions in L2 Learning
- 3.4.1. Emotions and Learning
- 3.4.2. The Theory of Output
- 3.4.3. How Anxiety Affects
- 3.4.4. Emotions and Trust
- 3.4.5. Motivation

3.5. English Communication Skills
- 3.5.1. The Integration of Communicative Skills
- 3.5.2. CEFR Common European Framework of Reference for Languages
- 3.5.3. Levels of Reference

3.6. Listening
- 3.6.1. Definition of Listening
- 3.6.2. Techniques and Tools for Teaching Listening
- 3.6.3. Activity Examples
- 3.6.4. Before the Activity
- 3.6.5. During the Activity
- 3.6.6. After the Activity

3.7. Reading
- 3.7.1. Definition of Reading
- 3.7.2. Techniques and Tools for Teaching Reading
- 3.7.3. Activity Examples
- 3.7.4. Before the Activity
- 3.7.5. During the Activity
- 3.7.6. After the Activity

3.8. Speaking
- 3.8.1. Definition of Speaking
- 3.8.2. Techniques and Tools for Teaching Speaking
- 3.8.3. Activity Examples
- 3.8.4. Before the Activity
- 3.8.5. During the Activity
- 3.8.6. After the Activity

3.9. Writing
- 3.9.1. Definition of Writing
- 3.9.2. Techniques and Tools for Teaching Writing
- 3.9.3. Activity Examples
- 3.9.4. Before the Activity
- 3.9.5. During the Activity
- 3.9.6. After the Activity

3.10. Assessment
- 3.10.1. How to Evaluate Listening?
- 3.10.2. How to Evaluate Reading?
- 3.10.3. How to Evaluate Speaking?
- 3.10.4. How to Evaluate Writing?

Module 4. CLIL Methodology

4.1. Objectives and Fundamentals
- 4.1.1. Definition
- 4.1.2. Basic Principles
- 4.1.3. Types of CLIL
- 4.1.4. Advantages of CLIL

4.2. Relationships Between Content and Language
- 4.2.1. Features of the CLIL Curriculum
- 4.2.2. The Teaching Language
- 4.2.3. Language as a Vehicle
- 4.2.4. Language as a Learning Goal

4.3. Scaffolding in CLIL
- 4.3.1. The Importance of Scaffolding in CLIL
- 4.3.2. The Zone of Proximal Development
- 4.3.3. Student Autonomy
- 4.3.4. Interaction
- 4.3.5. Scaffolding Techniques and Activities

4.4. Active Methodologies for CLIL Development
- 4.4.1. Features and Benefits
- 4.4.2. Problem-Based Learning
- 4.4.3. The Flipped Classroom
- 4.4.4. Gamification
- 4.4.5. Cooperative Learning

4.5. Design and Development of CLIL Materials
- 4.5.1. The Importance of Materials in CLIL
- 4.5.2. Types of Materials and Resources
- 4.5.3. Blooms Taxonomy
- 4.5.4. Keys to Developing Materials

4.6. Teaching Natural Sciences through CLIL
- 4.6.1. Activating Prior Knowledge
- 4.6.2. Input and Output
- 4.6.3. Collaborative Activities
- 4.6.4. Research in the Classroom
- 4.6.5. Assessment

4.7. Teaching Social Sciences through CLIL
- 4.7.1. Activating Prior Knowledge
- 4.7.2. Input and Output
- 4.7.3. Collaborative Activities
- 4.7.4. Research in the Classroom
- 4.7.5. Assessment

4.8. Teaching Art Through CLIL
- 4.8.1. Advantages of CLIL in Art
- 4.8.2. Cultural and Artistic Competence
- 4.8.3. Input and Output
- 4.8.4. Activities
- 4.8.5. Assessment

4.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL
- 4.9.1. Definition of STEAM
- 4.9.2. Principles of Effective STEAM Teaching
- 4.9.3. Examples of STEAM and CLIL Activities and Lessons

4.10. Assessment
- 4.10.1. Principles of CLIL Assessment
- 4.10.2. When Is Assessment Effective: Diagnostic,, Formative, Summative?
- 4.10.3. Specific Features of CLIL
- 4.10.4. Self and Peer Assessment
- 4.10.5. Assess Content and Language
- 4.10.6. Assessment Strategies and Resources

Module 5. Teaching Resources for Bilingual Classrooms

5.1. Games, Activities, Board Games
- 5.1.1. Reasons for Using Games
- 5.1.2. Types of Games
- 5.1.3. Vocabulary Games
- 5.1.4. Grammar Games
- 5.1.5. Speaking Games
- 5.1.6. Board Games

5.2. Drama and Role Plays
- 5.2.1. Reasons for Using Theater
- 5.2.2. Ways of Incorporating Drama in the English Classroom
- 5.2.3. Selection of Plays and their Preparation
- 5.2.4. Reasons for Using Role Play
- 5.2.5. How to Use Role Play in English Language Teaching
- 5.2.6. Language Learning and Role Play

5.3. Poems, Rhymes, and Tongue Twisters
- 5.3.1. Definition of Poems, Rhymes and Tongue Twisters
- 5.3.2. The Advantages of Using Them in English Language Teaching
- 5.3.3. Searching and Choosing Materials
- 5.3.4. Activities

5.4. Songs and Chants
- 5.4.1. The Difference Between Songs and Chants
- 5.4.2. Steps for Using Songs in the Classroom
- 5.4.3. Activities for Before, During and After a Song
- 5.4.4. How to Create a Chant for the Classroom?

5.5. Teaching with Puppets
- 5.5.1. Why Use Puppets?
- 5.5.2. Ways of Using Puppets in the Classroom?
- 5.5.3. Choosing Puppets
- 5.5.4. Making Puppets

5.6. Crafts
5.6.1. Advantages of Using Crafts
5.6.2. Keys to Using Arts and Crafts in the English Classroom
5.6.3. How to Incorporate Language into the Activity?
5.6.4. Activities
5.7. Worksheets
5.7.1. Why Use Worksheets?
5.7.2. Keys to Using Worksheets and Crafts in the English Classroom?
5.7.3. Types of Worksheets
5.7.4. Designing and Creating Worksheets
5.8. Teaching Resources: Flashcardsand Pictures
5.8.1. Why Use Flashcards?
5.8.2. Keys to Use Flashcards in the English Classroom?
5.8.3. Types of Flashcards
5.8.4. Flashcard with Activities
5.9. Didactic Resources: Videos and Animated Short Films
5.9.1. Why Use Short Animation Films?
5.9.2. Keys to Using Short Films in the English Classroom?
5.9.3. How to Choose a Short Film?
5.9.4. Activities to do Before, During, and After the Viewing
5.10. Blogs and Wikis
5.10.1. What Is a Blog?
5.10.2. Why Use a Blog?
5.10.3. Types of Blogs Used in the English Classroom
5.10.4. What Is a Wiki?
5.10.5. Why Use a Wiki?
5.10.6. Wikis for Collaborative Learning

Module 6. The Organization of a Bilingual Center

6.1. Regulatory Frameworks and External Assessments
- 6.1.1. Linguistic Qualification
- 6.1.2. External Assessments

6.2. Organization and Structure of Bilingual Centers
- 6.2.1. The English Department
- 6.2.2. Organizing Subjects
- 6.2.3. The Characteristics of Bilingual Centers

6.3. The Integrated Curriculum
- 6.3.1. Integrated Language Curriculum
- 6.3.2. Linguistic Project of the Center
- 6.3.3. Guidelines for the Development of the Integrated Curriculum

6.4. Attention to Diversity, Special Educational Needs
- 6.4.1. Challenges of Bilingualism in Relation to SEN
- 6.4.2. Bilingualism and Intellectual Disability
- 6.4.3. Bilingualism and Language Disorders
- 6.4.4. Bilingualism and Emotional and Adaptive Difficulties
- 6.4.5. Late Incorporation Into the Bilingual Project
- 6.4.6. Students With Different Mother Tongues

6.5. Native Speaking Assistants/Assistants
- 6.5.1. The Profile of the Conversation Assistant
- 6.5.2. Duties of the Assistant
- 6.5.3. The Role of the Conversation Assistant
- 6.5.4. First Contact and Incorporation
- 6.5.5. Activities That Can Be Performed by the Conversation Assistant

6.6. Coordination of Teaching Teams
- 6.6.1. Formal Educational Coordination Bodies
- 6.6.2. Horizontal and Vertical Coordination
- 6.6.3. Bilingual Project Coordination Scopes and Needs
- 6.6.4. Keys for an Effective Coordination

6.7. Bilingual Project Coordination Duties and Roles
- 6.7.1. Duties of the Coordinator
- 6.7.2. Meetings and Coordination Issues
- 6.7.3. Keys to Coordinate a Work Team
- 6.7.4. Profile of the Coordinator

6.8. Creating a Bilingual Environment for Learning and Communication
- 6.8.1. Everyday Language at the Center
- 6.8.2. Corridors and Common Areas
- 6.8.3. The Classroom Space
- 6.8.4. Faculty and Community Involvement

6.9. Relationship With Families and the Environment
- 6.9.1. Families' Perception of Bilingualism
- 6.9.2. Communication and Relationship Tools
- 6.9.3. Participation in the Center
- 6.9.4. Home Monitoring and Homework

6.10. Assessment of the Bilingual Project
- 6.10.1. Indicators of Assessment
- 6.10.2. Assessing the Involved Agents
- 6.10.3. Family Assessment
- 6.10.4. External Assessments

Module 7. Successful Educational Practices in Bilingual Education

7.1. Theoretical Framework Included Project
- 7.1.1. The Included Project
- 7.1.2. Theoretical References
- 7.1.3. Student Grouping and Community Involvement
- 7.1.4. Extended Learning Time

7.2. Background: Learning Communities
- 7.2.1. The Information Society
- 7.2.2. Transformation Phases
- 7.2.3. The Dream
- 7.2.4. Mixed Commissions
- 7.2.5. The Project at Present

7.3. Success Factors: Student Grouping
- 7.3.1. Heterogeneous Clustering Models
- 7.3.2. Mixed Clustering Models
- 7.3.3. Inclusive Clustering Models

7.4. Success Factors: Participation and Training of Family Members
- 7.4.1. Training Family Members
- 7.4.2. Types of Participation and Their Impact on Success
- 7.4.3. Educational Participation

7.5. Dialogic Learning
- 7.5.1. Egalitarian Dialogue
- 7.5.2. Cultural Intelligence
- 7.5.3. Instrumental Dimension
- 7.5.4. Creation of Meaning
- 7.5.5. Solidarity
- 7.5.6 Transformation
- 7.5.7. Equality of Differences

7.6. Interactive Groups
- 7.6.1. Description of the Interactive Groups
- 7.6.2. Non-Expert Volunteers
- 7.6.3. The Results of the Interactive Groups
- 7.6.4. The Interactive Groups in the Bilingual Classroom

7.7. Dialogic Interaction and Inquiry
- 7.7.1. Sociocultural Perspective Vygotsky
- 7.7.2.. Types of Interactions
- 7.7. 3. Interactions and Identity Building
- 7.7.4. Communicative Acts
- 7.7.5. Dialogical Inquiry

7.8. The Role of Non-Expert Volunteers in the Bilingual Classroom
- 7.8.1. The Role of Volunteers
- 7.8.2. What To Do From School
- 7.8.3. Its Participation in the Assessment
- 7.8.4. Expert or Non-Expert Volunteers

7.9. Dialogic Reading
- 7.9.1. Definition of Dialogic Reading
- 7.9.2. Foundations of Dialogic Reading
- 7.9.3. English Reading Godmothers and Godfathers
- 7.9.4. Accompanied Reading

7.10. Dialogic Literary Gatherings in the Bilingual Classroom
- 7.10.1. The Origin of Dialogic Literary Gatherings
- 7.10.2. Interactions That Speed Up Reading
- 7.10.3. Classics in Pre-School and Primary School
- 7.10.4. The Functioning of the Discussion Group

Module 8. Project-Based Learning

8.1. History, Definition and Concepts
- 8.1.1. History of PBL
- 8.1.2. Definition
- 8.1.3. Features

8.2. Development of PBL
- 8.2.1. Steps Involved
- 8.2.2. Choosing a Topic
- 8.2.3. Teacher's Work
- 8.2.4. Information Search

8.3. Project Work in CLIL
- 8.3.1. Projects in the Area of English
- 8.3.2. Projects in Science
- 8.3.3. Keys for its Use in CLIL

8.4. Assessment
- 8.4.1. Checklists
- 8.4.2. Headings
- 8.4.3. Output/ Products for Evaluation

8.5. TASC Wheel Method
- 8.5.1. Presentation of the TASC Wheel
- 8.5.2. Thinking Skills
- 8.5.3. Steps Involved
- 8.5.4. Products and Evaluation

8.6. Example of a Project in Natural Sciences
- 8.6.1. Topic and Objectives
- 8.6.2. Organization of Work
- 8.6.3. Development
- 8.6.4. Products
- 8.6.5. Assessment

8.7. Example of a Project in Social Sciences
- 8.7.1. Topic and Objectives
- 8.7.2. Organization of Work
- 8.7.3. Development
- 8.7.4. Products
- 8.7.5. Assessment

8.8. Example of a Project in Arts and Crafts
- 8.8.1. Topic and Objectives
- 8.8.2. Organization of Work
- 8.8.3. Development
- 8.8.4. Products
- 8.8.5. Assessment

8.9. Example of a Project in Music
- 8.9.1. Topic and Objectives
- 8.9.2. Organization of Work
- 8.9.3. Development
- 8.9.4. Products
- 8.9.5. Assessment

8.10. Materials and Resources
- 8.10.1. Types of Material
- 8.10.2. Where to Find the Materials?
- 8.10.3. Scaffolding Resources

Module 9. iPads and Tablets in the CLIL Classroom

9.1. Introduction Models for the iPad/ Tablet in the Classroom
- 9.1.1. The ICT Classroom
- 9.1.2. iPad Corner
- 9.1.3. 1: 1 Model

9.2. Introduction to the Apple Environment
- 9.2.1. Apple ID and Apple School Manager
- 9.2.2. MDM
- 9.2.3. Access Points
- 9.2.4. Apple TV

9.3. The iPad/ Tablet as Support or as a Content Creator
- 9.3.1. Presentations
- 9.3.2. Contents Manual
- 9.3.3. Creation of Visual Content

9.4. Classroom Management
- 9.4.1. Classroom
- 9.4.2. Idoceo
- 9.4.3. iTunesU
- 9.4.4. Google Classroom

9.5. Content Research and Creation Through the iPad/ Tablet

9.6. Multimedia Production Apps
- 9.6.1. Videos
- 9.6.2. Explain Everything

9.7. Apps for Teaching English in Primary School
- 9.7.1. The iPad/Tablet in Primary School
- 9.7.2. Apps for the Classroom
- 9.7.3. Apps and Stories in English
- 9.7.4. Apps Specifically Designed for English Learning

9.8. Apps for CLIL Areas Sciences
- 9.8.1. iPadsand Science Education
- 9.8.2. Use of iPad in Science Class
- 9.8.3. Apps for STEM (Science, Technology, Engineering, Maths)
- 9.8.4. Apps for Social Sciences

9.9. Apps for CLIL Areas. Arts
- 9.9.1. Use of iPad in Art Class
- 9.9.2. Apps for Arts and "Crafts"
- 9.9.3. iPads in MusicClass

9.10. Evaluation Through the iPad/ Tablet
- 9.10.1. iPad in Primary School Assessment
- 9.10.2. Apps and Integrated Utilities for Assessment
- 9.10.3. iPad and Assessment through the Portfolio
- 9.10.4. iPad and Rubric Assessment
- 9.10.5. Apps for Assessment

Module 10. Google G Suite for Education

10.1. The Google Classroom
- 10.1.1. History of Google
- 10.1.2. Who Google is Today
- 10.1.3. The Importance of Partnering with Google
- 10.1.4. Catalogue of Google Apps

10.2. Google and Education
- 10.2.1. Google's Involvement in Education
- 10.2.2. Application Procedures at Your Center
- 10.2.3. Versions and Types of Technical Support
- 10.2.4. First Steps with the G Suite Management Console
- 10.2.5. Users and Groups

10.3. GSuite, Advanced Use
- 10.3.1. Profiles
- 10.3.2. Reports
- 10.3.3. Role of Administrator
- 10.3.4. Device Administration
- 10.3.5. Security
- 10.3.6. Domains
- 10.3.7. Data Migration
- 10.3.8. Groups and Mailing Lists
- 10.3.9. Privacy Policy and Data Protection

10.4. Tools for Searching for Information in the CLIL Classroom
- 10.4.1. Google Search
- 10.4.2. Advanced Information Search
- 10.4.3. Integration of the Search Engine
- 10.4.4. Google Chrome
- 10.4.5. Google News
- 10.4.6. Google Maps
- 10.4.7. YouTube

10.5. Google Tools for Communication in the Classroom
- 10.5.1. Introduction to Google Classroom
- 10.5.2. Instructions for Teachers
- 10.5.3. Instructions for Students

10.6. Google Classroom: Advanced Uses and Additional Components
- 10.6.1. Advanced Uses of Google Classroom
- 10.6.2. Flubaroo
- 10.6.3. FormLimiter
- 10.6.4. Autocrat
- 10.6.5. Doctopus

10.7. Tools for Organizing Information
- 10.7.1. First Steps in Google Drive
- 10.7.2. File and Folder Organization
- 10.7.3. Share Files
- 10.7.4. Storage

10.8. Tools for Cooperative Working with Google
- 10.8.1. Calendar
- 10.8.2. Google Sheets
- 10.8.3. Google Docs
- 10.8.4. Google Presentations
- 10.8.5. Google Forms

06

Methodology

This academic program offers students 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:

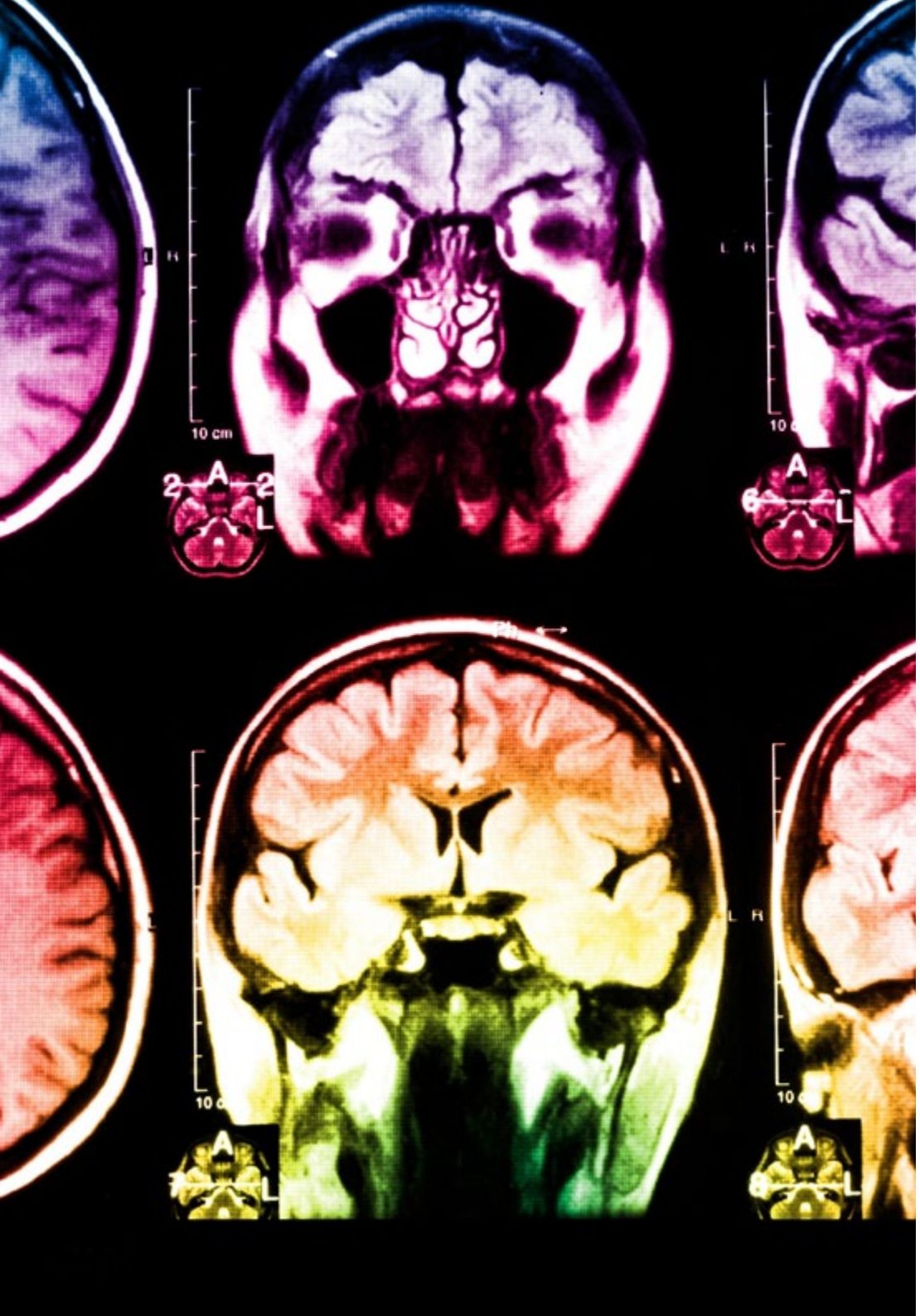
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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.

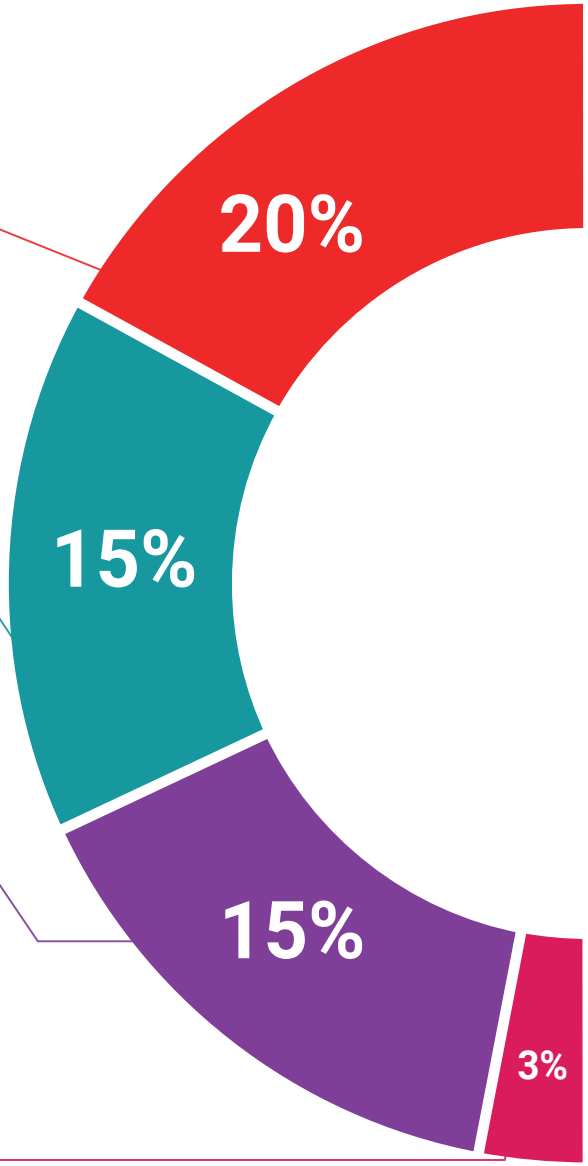
Interactive Summaries

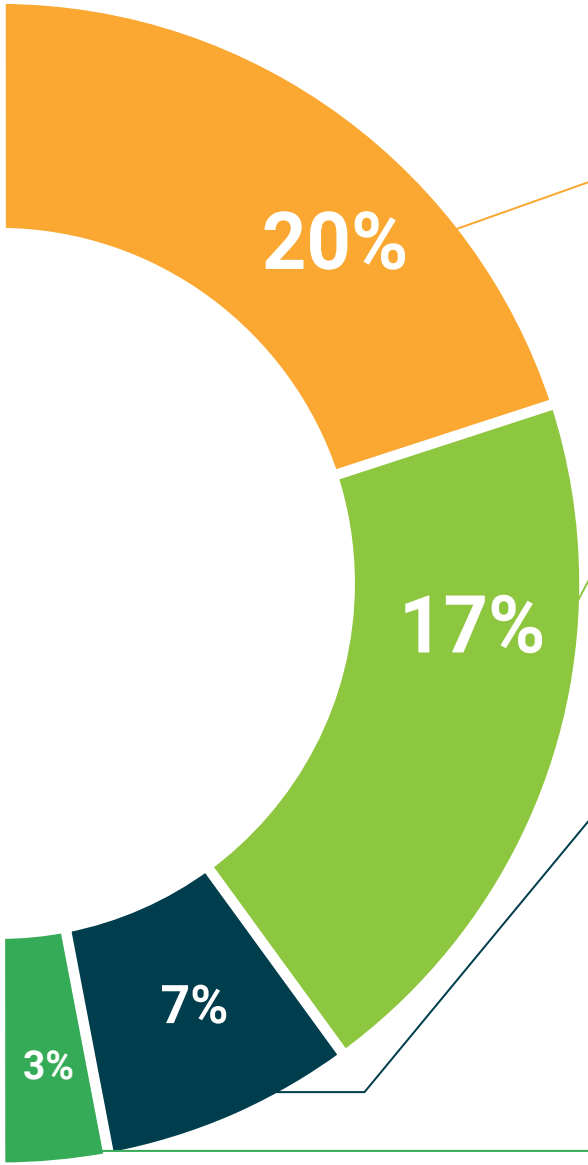
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

Certificate

The Professional Master's Degree in Bilingual Education in Pre-School and Primary School guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university degree without travel or laborious paperwork”

This program will allow you to obtain your **Professional Master's Degree diploma in Bilingual Education in Pre-School and Primary 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.

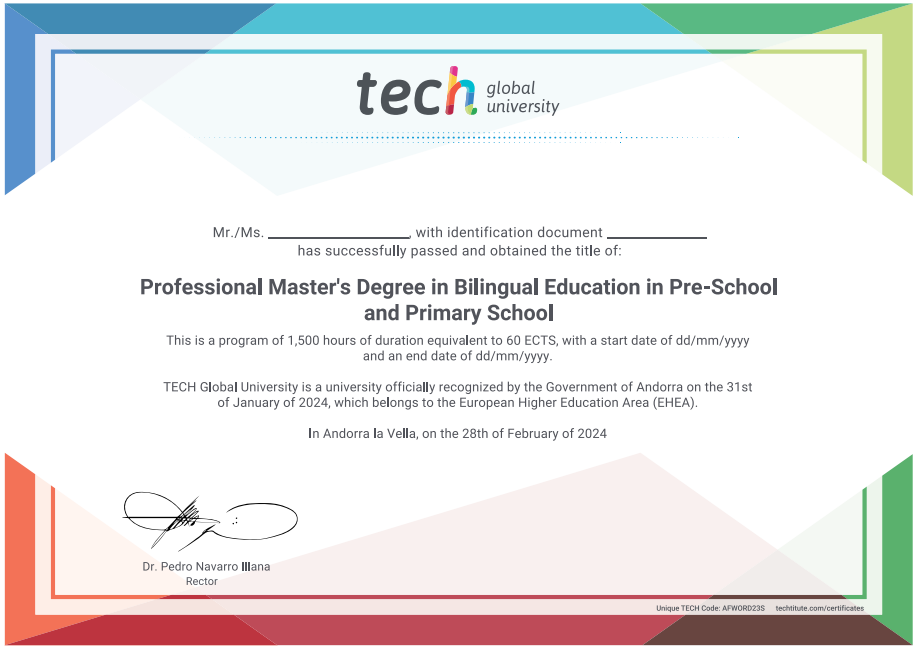
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Bilingual Education in Pre-School and Primary School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Bilingual Education in Pre-School and Primary School

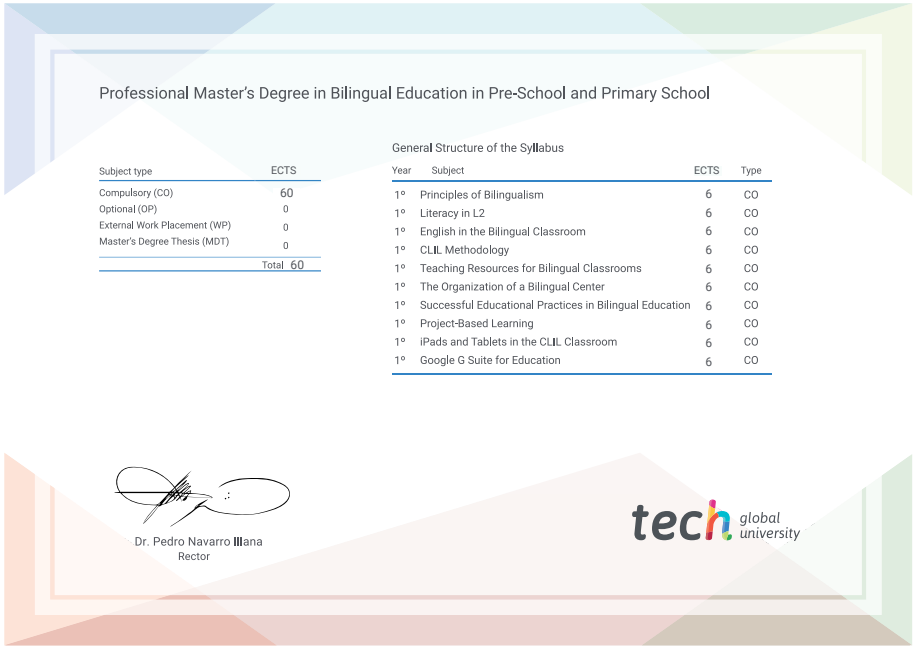
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Bilingual Education in Pre-School and Primary School

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Principles of Bilingualism	6	CO
1º	Literacy in L2	6	CO
1º	English in the Bilingual Classroom	6	CO
1º	CLIL Methodology	6	CO
1º	Teaching Resources for Bilingual Classrooms	6	CO
1º	The Organization of a Bilingual Center	6	CO
1º	Successful Educational Practices in Bilingual Education	6	CO
1º	Project-Based Learning	6	CO
1º	iPads and Tablets in the CLIL Classroom	6	CO
1º	Google G Suite for Education	6	CO

Dr. Pedro Navarro Illana
Rector

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*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.

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Professional Master's Degree
Bilingual Education in Pre-School and Primary School

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Bilingual Education in Pre-School and Primary School

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