

# Postgraduate Certificate CLIL Methodology and Didactic Resources in the Bilingual Classroom





## Postgraduate Certificate

### CLIL Methodology and Didactic Resources in the Bilingual Classroom

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/school-of-languages/postgraduate-certificate/clil-methodology-didactic-resources-bilingual-classroom](http://www.techtitute.com/in/school-of-languages/postgraduate-certificate/clil-methodology-didactic-resources-bilingual-classroom)

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01

# Introduction

Kindergarten and Elementary School teachers must be aware that teaching in a foreign language is not a process that relies solely on the change of language as an educational medium, but that it involves a substantial change in the way the classroom is managed, with a specific pedagogical program for using teaching materials, and a redefined assessment model.

*Learn the latest advances in CLIL methodology and didactic resources in the bilingual classroom.*





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*This Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom will generate confidence in the performance of your profession, which will help you grow both personally and professionally”*

Governments across Europe have set out to encourage the learning of foreign languages from the very beginning of schooling, and numerous bilingual education projects have sprung up in recent years.

In order to carry out these projects, designing an appropriate methodology for teaching foreign languages in early childhood education is of vital importance. One of the main characteristics of bilingual education should be the coordination between language and content teaching, since young children tend to learn in a holistic way.

This new reality is an enormous challenge for teachers, who find their teaching work has become more complicated.

This **Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom** contains the most complete and up-to-date scientific program on the market. The most important features of the Postgraduate Certificate are:

- ♦ Work on over 75 cases presented by experts in bilingual early childhood education. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Innovations in methodology and application in bilingual early childhood education.
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning.
- ♦ Interactive learning system based on making decisions about the situations posed.
- ♦ 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 Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom.*

“

*This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge of CLIL methodology and didactic resources in a bilingual classroom, you will obtain a certificate from TECH Technological University”*

It includes in its teaching staff professionals belonging to the field of CLIL Methodology and Didactic Resources in the Bilingual Classroom, who transfer to this training the experience from their work, as well as recognized specialists belonging to societies of reference and prestigious universities.

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

The design of this program is based on problem-based learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the Postgraduate Certificate. To do so, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of CLIL methodology and didactic resources in the bilingual classroom, with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Make the most of this opportunity to learn about the latest advances in CLIL methodology and didactic resources in the bilingual classroom and improve your performance with your students.*



02

# Objectives

The Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom is oriented to facilitating teacher performance to provide the necessary skills to carry out a quality bilingual education in the environment of early childhood education.





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*This Postgraduate Certificate is designed for you to update your knowledge of CLIL methodology and didactic resources in a bilingual classroom with the use of the latest educational technology, and to contribute to the quality and confidence in the decision making and monitoring of your students”*



## General Objectives

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- ♦ Provide theoretical and practical training in the different areas related to teaching within a bilingual model based on a CLIL methodology.
- ♦ Be familiar with the legislative framework that regulates language teaching and the teaching of subjects that can be taught in a foreign language in Kindergarten and Elementary School, while applying this legislative framework when drawing up lesson plans.
- ♦ Be familiar with the theoretical, methodological and practical bases of teaching English as a Foreign Language.
- ♦ Be familiar with the theoretical, methodological and practical bases of bilingual teaching and apply them to teaching different curricular subjects through the English language.
- ♦ Plan the teaching/learning process of English as a subject, as well as the process for other subjects taught through a foreign language.
- ♦ Design materials and resources for English lessons, and for subjects taught through the foreign language, using CLIL Methodology.
- ♦ Be familiar with strategies and activities to promote English learning and the use of English in the classroom, not only as a tool for communication, but also as a learning tool.
- ♦ Learn and plan strategies to develop both communicative and cognitive objectives in bilingual classrooms.
- ♦ Encourage respect for other cultures.
- ♦ Learn strategies and activities for transmitting the culture of English-speaking countries in a motivating way.

- ♦ Reflect on teaching practice and be able to introduce innovative proposals aimed at improving the teaching-learning process in bilingual environments.
- ♦ Design and plan different educational situations in a bilingual context.
- ♦ Integrate Information and Communication Technologies in the teaching-learning process in a bilingual educational context.
- ♦ Be familiar with the different resources and materials that a bilingual teacher may need.
- ♦ Know how to work in a bilingual context and to cater for diversity.
- ♦ Reflect on the importance of the entire educational team participating in the center's bilingual project.



## Specific Objectives

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- ♦ Analyze the main aspects related to the methodology of teaching a foreign language.
- ♦ Define the characteristics of written language.
- ♦ Identify the most common difficulties presented by students in the different educational stages.
- ♦ Define the main effective techniques and strategies for teaching English.
- ♦ Acquire strategies for motivation and conflict management in the classroom.
- ♦ Define the 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.
  - ♦ 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.
  - ♦ Choose the most suitable materials according to the educational objective pursued.
  - ♦ Propose the use of new technologies to promote the learning of a second language.
  - ♦ Define the characteristics of written language.
  - ♦ Define the different types of e-books adapted to different ages.
  - ♦ 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.
  - ♦ Define a methodological guide for the application of the game according to the level and educational stage of the students.
  - ♦ 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.
  - ♦ Provide the teacher with tools for the introduction of drawings and crafts as a method of teaching English.
  - ♦ Teach methods for searching and selecting information on the web.
  - ♦ Analyze the main tools for design and creation of content and activities on the web.
- ♦ Define the main components of the digital whiteboard and its use in an educational context.
  - ♦ Search and analyze educational resources on the web.
  - ♦ Use new technologies in the creation of digital books.
  - ♦ Create and use blogs and wikis.
  - ♦ Argue about the importance of using technology to create educational activities to achieve excellence in English language teaching.
  - ♦ Use digital whiteboards as an educational resource for teaching a second language.

03

# Course Management

The program includes in its teaching staff leading experts in CLIL methodology and didactic resources in the bilingual classroom who bring to this training the experience from their work. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.



“

*Learn from leading professionals the latest advances in CLIL methodology and didactic resources in the bilingual classroom”*

## Management



### Jiménez Romero, Yolanda

- ♦ Degree in Primary Education with English
- ♦ Specialized Teacher in High Intellectual Ability
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ NLP Practitioner
- ♦ Co-director, Author and Teacher in Different University Educational Projects.

## Professors

### Puertas Yáñez, Amaya

- ♦ Degree in Information Sciences UCM).
- ♦ Primary School Teacher, Postgraduate Diploma in English as a Foreign Language (UAM).
- ♦ Master's Degree in Bilingual Education (UAH).
- ♦ Currently the coordinator of the bilingual project and the internationalization project at the JABY School in Torrejón de Ardoz.
- ♦ Member of SUCAM (University Sub-network of Learning Communities in Madrid).



# 04

# Structure and Content

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





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*This Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom contains the most complete and up-to-date scientific program on the market”*

## Module 1. CLIL Methodology.

- 1.1. Objectives and Fundamentals.
  - 1.1.1. Definition.
  - 1.1.2. Basic Principles.
  - 1.1.3. Types of CLIL.
  - 1.1.4. Advantages of CLIL.
- 1.2. Relationships Between Content and Language.
  - 1.2.1. Features of the CLIL Curriculum.
  - 1.2.2. Teaching Language.
  - 1.2.3. Language as a Vehicle.
  - 1.2.4. Language as a Learning Goal.
- 1.3. Scaffolding in CLIL.
  - 1.3.1. The Importance of Scaffolding in CLIL.
  - 1.3.2. The Zone of Proximal Development
  - 1.3.3. Student Autonomy
  - 1.3.4. Interaction
  - 1.3.5. Scaffolding techniques and Activities
- 1.4. Active Methodologies for CLIL Development
  - 1.4.1. Features and Benefits
  - 1.4.2. Problem-based Learning.
  - 1.4.3. The Flipped Classroom.
  - 1.4.4. Gamification.
  - 1.4.5. Collaborative Learning.
- 1.5. Design and Development of CLIL Materials.
  - 1.5.1. The Importance of Materials in CLIL.
  - 1.5.2. Types of Materials and Resources.
  - 1.5.3. Bloom's Taxonomy.
  - 1.5.4. Keys to Development of Materials.
- 1.6. Teaching Natural Sciences through CLIL.
  - 1.6.1. Activating Prior Knowledge.
  - 1.6.2. Input and Output.
  - 1.6.3. Collaborative Activities.
  - 1.6.4. Research in the Classroom.
  - 1.6.5. Evaluation.
- 1.7. Teaching Social Sciences through CLIL.
  - 1.7.1. Activating Prior Knowledge.
  - 1.7.2. Input and Output.
  - 1.7.3. Collaborative Activities.
  - 1.7.4. Research in the Classroom.
  - 1.7.5. Evaluation.
- 1.8. Teaching Art Through CLIL.
  - 1.8.1. Advantages of CLIL in Art as a Subject.
  - 1.8.2. Cultural and Artistic Competence.
  - 1.8.3. Input and Output.
  - 1.8.4. Activities.
  - 1.8.5. Evaluation.
- 1.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL.
  - 1.9.1. Definition of STEAM.
  - 1.9.2. Principles of Effective STEAM Teaching.
  - 1.9.3. Examples of STEAM and CLIL Activities and Lessons.
- 1.10. Evaluation.
  - 1.10.1. Principles of CLIL Assessment
  - 1.10.2. When Assessment Is Effective: Diagnostic, Formative, Summative
  - 1.10.3. Specific Features of CLIL
  - 1.10.4. Self and Peer Assessment
  - 1.10.5. Assess Content and Language
  - 1.10.6. Assessment Strategies and Resources

## Module 2. Teaching Resources for Bilingual Classrooms

### 2Module 2. Teaching Resources for Bilingual Classrooms

#### 2.1. Games, Activities, Board Games

- 2.1.1. Reasons for Using Games
- 2.1.2. Types of Games
- 2.1.3. Vocabulary Games
- 2.1.4. Grammar Games
- 2.1.5. Speaking Games
- 2.1.6. Board Games

#### 2.2. Drama and Role Plays

- 2.2.1. Reasons for Using Theater
- 2.2.2. Ways of Incorporating Drama in the English Classroom
- 2.2.3. Selection of Plays and their Preparation
- 2.2.4. Reasons for Using Role Play
- 2.2.5. How to use Role Play in English Language Teaching
- 2.2.6. Language Learning and Role Play

#### 2.3. Poems, Rhymes and Tongue Twisters

- 2.3.1. Definition of Poems, Rhymes and Tongue Twisters
- 2.3.2. The Advantages of Using Them in English Language Teaching
- 2.3.3. Searching for and Choosing Materials
- 2.3.4. Activities

#### 2.4. Songs and Chants

- 2.4.1. The Difference Between Songs and Chants
- 2.4.2. Steps for Using Songs in the Classroom
- 2.4.3. Activities for Before, During and After a Song
- 2.4.4. How to Create a Chant for the Classroom

#### 2.5. Teaching with Puppets

- 2.5.1. Why Use Puppets?
- 2.5.2. Ways of Using Puppets in the Classroom
- 2.5.3. Choosing Puppets
- 2.5.4. Making Puppets

#### 2.6. Crafts

- 2.6.1. Advantages of Using Crafts
- 2.6.2. Keys to Using Arts and Crafts in the English Classroom
- 2.6.3. How to Incorporate Language into the Activity
- 2.6.4. Activities

#### 2.7. Worksheets

- 2.7.1. Why Use Worksheets?
- 2.7.2. Keys to Using Worksheets and Crafts in the English Classroom
- 2.7.3. Types of Worksheets
- 2.7.4. Designing and Creating Worksheets

#### 2.8. Flashcards and Pictures

- 2.8.1. Why Use Flashcards?
- 2.8.2. Keys to Using Flashcards in the English Classroom
- 2.8.3. Types of Flashcards
- 2.8.4. Flashcard Activities

#### 2.9. Videos and Short, Animated Films

- 2.9.1. Why Use Short, Animated Films?
- 2.9.2. Keys to Using Short Films in the English Classroom
- 2.9.3. How to Choose a Short Film
- 2.9.4. Activities for Before, During and After the Viewing

#### 2.10. Blogs and Wikis

- 2.10.1. What Is a Blog?
- 2.10.2. Why Use a Blog?
- 2.10.3. Types of Blogs Used in the English Classroom
- 2.10.4. What Is a Wiki?
- 2.10.5. Why Use a Wiki?
- 2.10.6. Wikis for Collaborative Learning

06

# Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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 Re-learning, 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 we use the Case Method

In a given situation, what would you do? Throughout the program, you will be presented with multiple simulated cases based on real situations, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method.

*With TECH, educators will 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 enable educators to better integrate 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.



## Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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; 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

Using this methodology, we have trained more than 85,000 educators with unprecedented success in all specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

*Re-learning 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 (we learn, unlearn, forget, and re-learn). Hence, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, 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

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



#### Additional Reading

Recent articles, consensus documents, international guides. In our virtual library you will have access to everything you need to complete your training.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you 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 our future difficult decisions.



#### Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

# Certificate

The Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in CLIL Methodology and Didactic Resources in the Bilingual Classroom** contains the most complete and up-to-date scientific program on the market.

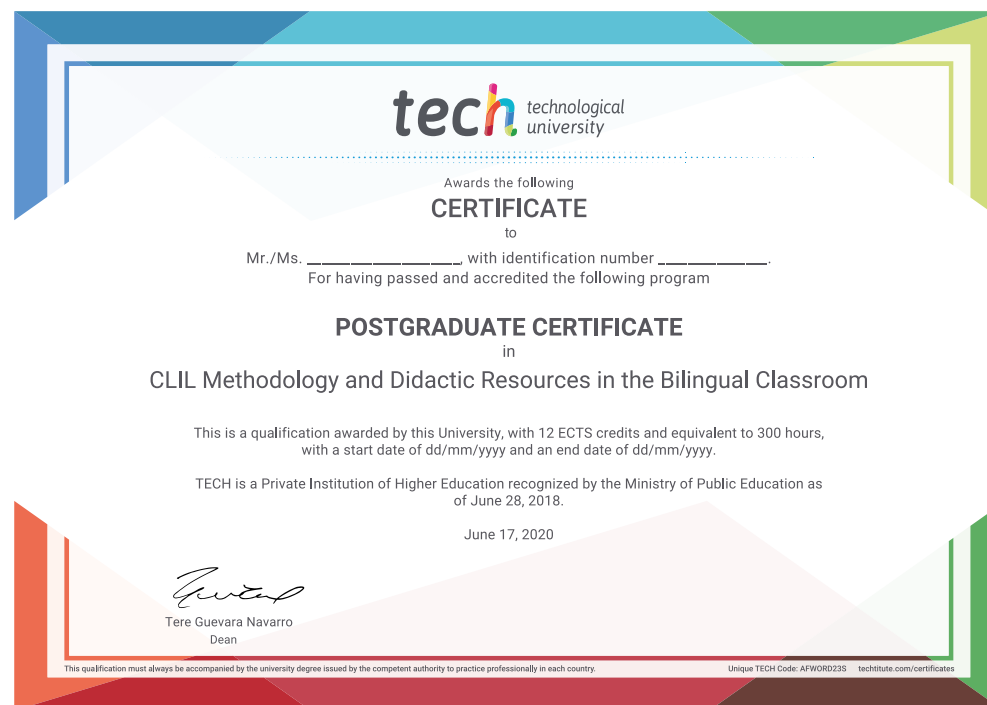
After students have passed the assessments, they will receive, by certified mail, their Postgraduate Certificate issued by **TECH Technological University**.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the course, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate CLIL Methodology and Didactic Resources in the Bilingual Classroom**

ECTS: **12**

Official Number of Hours: **300 hours**.



\*Apostille Convention. In the event that the student wishes to have their paper certificate 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  
development language  
virtual classroom



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