

Postgraduate Certificate Content and Language Integrated Learning (CLIL)





Postgraduate Certificate Content and Language Integrated Learning (CLIL)

- » Modality: online
- » Duration: 6 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/content-language-integrated-learning-clil

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01

Introduction

In the teaching field, methodological trends and approaches of bilingual education not only require an adaptation in the way a second language is taught in the classroom, but also a new approach. The new bilingual education models include teaching methodologies such as CLIL, in which common subjects such as mathematics or physical education are also taught in the foreign language.

This helps students to acquire a high level of the language and to improve their communicative ability and understanding of the culture. A unique training for the professional who wants to achieve success, specializing in Content and Language Integrated Learning (CLIL), standing out in a booming sector.





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With this specialization you will acquire new tools and techniques for the assessment, selection and analysis of literary works for young people and their use as a resource in the teaching of a second language"

The CLIL methodology is a teaching method that seeks to teach subjects in a non-native language. By using a language other than the native one, this language gradually becomes part of the learner's daily reality and cultural context. Because of this, the teacher needs to specialize in a range of tools and be fluent in the language. In this intensive training the professional will learn to interweave language and content instruction in a meaningful and contextualized way.

Conventional methods in language teaching, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students, as confirmed by statistical data reflecting the failure of the system and traditional methodology. TECH's pedagogical proposal focuses on adapting teacher preparation to social, pedagogical and technological changes. Just as students learn differently, teachers must also teach differently. That is why we want the future teacher to be trained for teaching, experimenting with the methods they will later use.

Foreign language teachers play an important role in bilingual programs, because the language they teach is now useful in other subjects or professional modules within the syllabus. A unique opportunity for professionals who wish to acquire the latest teaching methods and strategies in bilingual education and would like to incorporate them into their daily professional practice.

This **Postgraduate Certificate in Content and Language Integrated Learning (CLIL)**, contains most complete and up-to-date program on the market. The most important features include:

- ♦ Practical case studies presented by expert linguists
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies for teaching languages
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A high-level training process that also includes the study of the didactic tools necessary to materialize this knowledge in teaching practice, as a high-level specialist"

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This Postgraduate Certificate is the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in Content and Language Integrated Learning (CLIL) you will obtain a qualification endorsed by TECH Technological University"

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

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

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

This program will allow you to update your knowledge with the use of the latest educational technology, to contribute with quality and confidence to decision making.

Join the pioneers in the field of education with a competitive program in terms of quality and prestige: a unique opportunity to distinguish yourself as a professional.



02

Objectives

The program is oriented to facilitate the performance of the professional dedicated to work with children who want to learn a foreign language. This program's design will allow professionals to acquire the necessary skills to update themselves in the field, after deepening their knowledge of the key aspects of bilingual education. To this end, TECH establishes a series of general and specific objectives for the greater future graduate's satisfaction; they are the following.





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Learn to distinguish the sociocultural factors that differentiate the English language from Spanish”



General Objectives

- ♦ Propose the use of new technologies, to promote the learning of a second language, and the creation of didactic materials that facilitate and enrich the learning of a second language
- ♦ Develop learning strategies through directed play and total physical response strategies
- ♦ Propose tools and techniques for the evaluation, selection and analysis of literary works for young people and their use as a resource in teaching a second language
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language
- ♦ Establish playful activities to be used in the classroom according to students current situation and level
- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Know the psychological processes and factors involved in L2 learning
- ♦ Understand the difference between learning and acquisition, and between language proficiency and language performance
- ♦ Become familiar with new trends in the field of ASL and bilingualism, both professional and scientific
- ♦ Acquire specialized terminology in the field of second language acquisition
- ♦ Gain knowledge and understand the main linguistic policies promoted at regional, national and international level and their influence on educational legislation
- ♦ Know the effect of bilingual programs in Spanish schools
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from other languages
- ♦ Know and be able to apply current trends in foreign language teaching methodologies



Increase your confidence in decision making by updating your knowledge through this program”



Specific Objectives

- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Know the psychological processes and factors involved in L2 learning
- ♦ Understand the difference between learning and acquisition, and between language proficiency and language performance
- ♦ Become familiar with new trends in the field of ASL and bilingualism, both professional and scientific
- ♦ Acquire specialized terminology in the field of second language acquisition
- ♦ Know and understand the main linguistic policies promoted at regional, national and international level and their influence on educational legislation
- ♦ Know the effect of bilingual programs in Spanish schools
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from the other languages
- ♦ Know and be able to apply current trends in foreign language teaching methodologies
- ♦ Understand speeches and lectures in the English language
- ♦ Follow complex story lines within the teaching and educational environment
- ♦ Understand television news broadcast and programs on current and educational issues
- ♦ Understand most of the movies in which a standard level of language is spoken

- Understand different negotiation styles
- Understand presentations on various topics
- Know how to use different eavesdropping strategies
- Know and be able to use textbooks as the primary teaching alternative in the teaching-learning of language and literature
- Be able to design joint training activities as two interrelated subjects
- Know how to work in training as an L2: elaboration of specific materials
- Know how to develop: activities for starting, developing, reinforcing and extending the didactic units
- Know the linguistic and content programming framework, and master the curricular contents of the different areas in English language: social sciences, experimental sciences and technical education and know strategies for teaching such content
- Understand the relationship between objectives, skills and content in teaching English as a second language
- Know how to program and develop teaching units
- Know how specific bilingual schools operate
- Know the different grouping models in the classroom, techniques to improve teaching-learning and student involvement in the process
- Master various work techniques and know how to use summaries, diagrams and concept maps



British spelling

ices

ize / ise

organise

organize

or / -our



- ♦ Be able to use new technologies (ICT), for learning English training as a foreign language
- ♦ Understand the concepts, characteristics, and domains of English as an L2 assessment: What to evaluate, how to evaluate and when to evaluate?
- ♦ Know the concepts and techniques of teaching English, as a foreign language throughout history, especially the results of research and advances in the field of education
- ♦ Use English correctly in the classroom, according to specific phonological, morphological, lexical-semantic, syntactic and discursive characteristics

03

Course Management

The teaching staff for this Postgraduate Certificate is made up of distinguished professionals in the field of education and sychopedagogy in foreign languages. Thanks to their extensive experience, they will provide students with the tools they need to develop their skills throughout the program.





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

Management



Ms. Puertas Yáñez, Amaya

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



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.

TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. You will be able to perform the various functions related to this program, together with the most innovative proposals in this field of action, guiding you towards excellence.





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

Module 1. Content and Language Integrated Learning (CLIL)

- 1.1. Objectives and Foundation
 - 1.1.1. Definition
 - 1.1.2. Basic Principles
 - 1.1.3. Types CLIL
 - 1.1.4. Advantages CLIL
- 1.2. Relations Between Content and Language
 - 1.2.1. Characteristics of CLIL Curriculum
 - 1.2.2. Challenges Associated With Language
 - 1.2.3. The L1 in the CLIL Classroom “Classroom Language”
 - 1.2.4. Collaborative Work of Teachers
- 1.3. Scaffolding CLIL
 - 1.3.1. Zone of Proximity Development (ZPD)
 - 1.3.2. Importance of Scaffolding in CLIL
 - 1.3.3. The Interaction
 - 1.3.4. Techniques and Activities for Scaffolding
- 1.4. Active Methodologies for the Development of CLIL
 - 1.4.1. Characteristics and Benefits
 - 1.4.2. Problem-Based Learning
 - 1.4.3. The Flipped Classroom
 - 1.4.4. Gamification
 - 1.4.5. Cooperative Learning
- 1.5. Design and Development of Materials for CLIL
 - 1.5.1. Importance of Materials CLIL
 - 1.5.2. Types of Materials and Resources
 - 1.5.3. Bloom’s Taxonomy
 - 1.5.4. Keys for the Development of Materials
- 1.6. Teaching of Natural Sciences Through CLIL
 - 1.6.1. The Challenges of the CLIL Approach
 - 1.6.2. Activation of Prior Knowledge
 - 1.6.3. Scaffolding Strategies
 - 1.6.4. Research and Interaction in the Classroom
 - 1.6.5. Assessment
- 1.7. Teaching of Social Sciences Through CLIL
 - 1.7.1. Characteristics of the CLIL Classroom of Social Sciences
 - 1.7.2. Types of Activities
 - 1.7.3. Plan a CLIL Unit
 - 1.7.4. Graphic Organizers for Mind Maps
- 1.8. Artistic Teaching Through CLIL
 - 1.8.1. The 4 C’s in CLIL Classroom of Art
 - 1.8.2. Advantages of Teaching Art at School
 - 1.8.3. Keys for CLIL Art Sessions
 - 1.8.4. The L1 in the CLIL Classroom of Art
 - 1.8.5. Keys to Encourage Participation of Students
- 1.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL
 - 1.9.1. Definition of STEAM
 - 1.9.2. The STEAM Approach at Early Ages
 - 1.9.3. STEAM Approach in Schools
 - 1.9.4. STEAM Learning and Scaffolding
- 1.10. Assessment
 - 1.10.1. Principles to Assess CLIL
 - 1.10.2. When the Assessment is Effective: Diagnostic, Formative, Summative?
 - 1.10.3. Specific Characteristics of CLIL
 - 1.10.4. Self-Assessment and Assessment of Peers
 - 1.10.5. Assess Content Language
 - 1.10.6. Strategies Resources for Assessment



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

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

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

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

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

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

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

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



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then 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

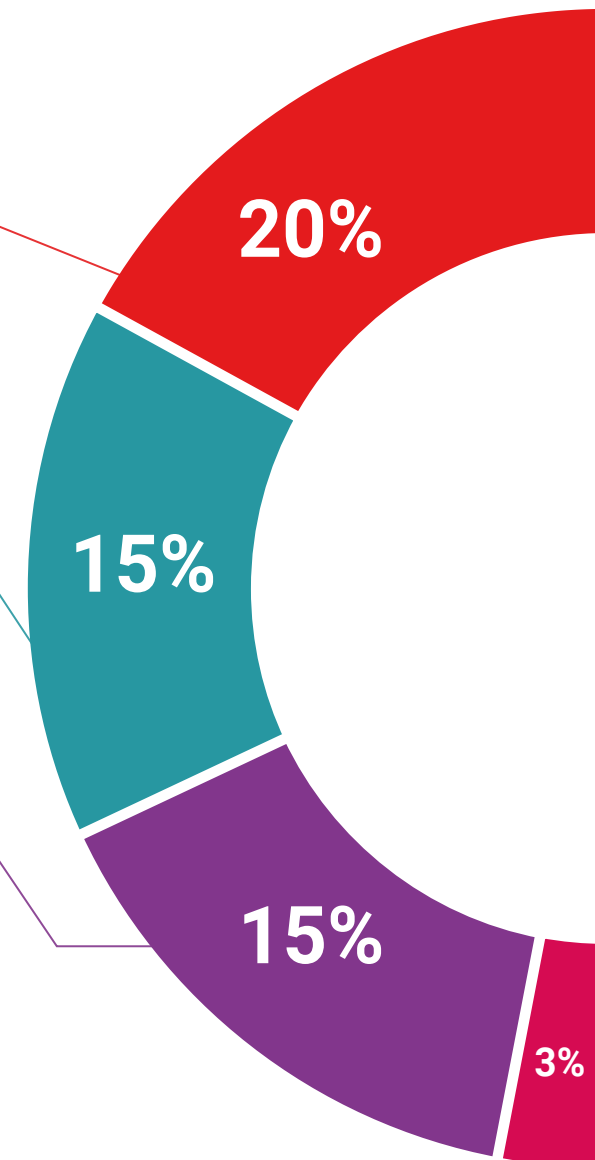
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Certificate in Content and Language Integrated Learning (CLIL) guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Content and Language Integrated Learning (CLIL)** contains most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Certificate in Content and Language Integrated Learning (CLIL)**

Official N° of Hours: **150 h.**



*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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Postgraduate Certificate

Content and Language Integrated Learning (CLIL)

