

Postgraduate Diploma Bilingualism in Education





Postgraduate Diploma Bilingualism in Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 19 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/school-of-languages/postgraduate-diploma/postgraduate-diploma-bilingualism-education

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01

Introduction

Conventional methods of teaching a second language, such as demonstrative classes or mechanical exercises, slow down learning and seriously affect students' motivation, as confirmed by statistical data reflecting the failure of the traditional system and methodology.



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We provide professionals with the means to generate an educational impact that will result in real and permanent development for students”

The pedagogical proposal focuses on the adaptation of teacher preparation to social, pedagogical and technological changes. Just as students learn differently, we must teach differently.

In educational terms, bilingualism refers to the use of two languages as a vehicle for teaching the content of one or more subjects within the curriculum.

In the teaching field, methodological trends and approaches not only require an adaptation in the way a second language is taught in the classroom, but also a new approach.

Foreign language teachers play an important role in bilingual programs, because the language they teach is now useful in other subjects or professional modules within the syllabus.

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 training 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 the professional who wants to acquire the latest teaching methods in bilingual education and wishes to incorporate them into their daily professional practice.

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

- ♦ Development of practical case studies presented by experts in *bilingualism in education*
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ New developments on *bilingualism in education*
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Bilingualism in Education
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



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

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

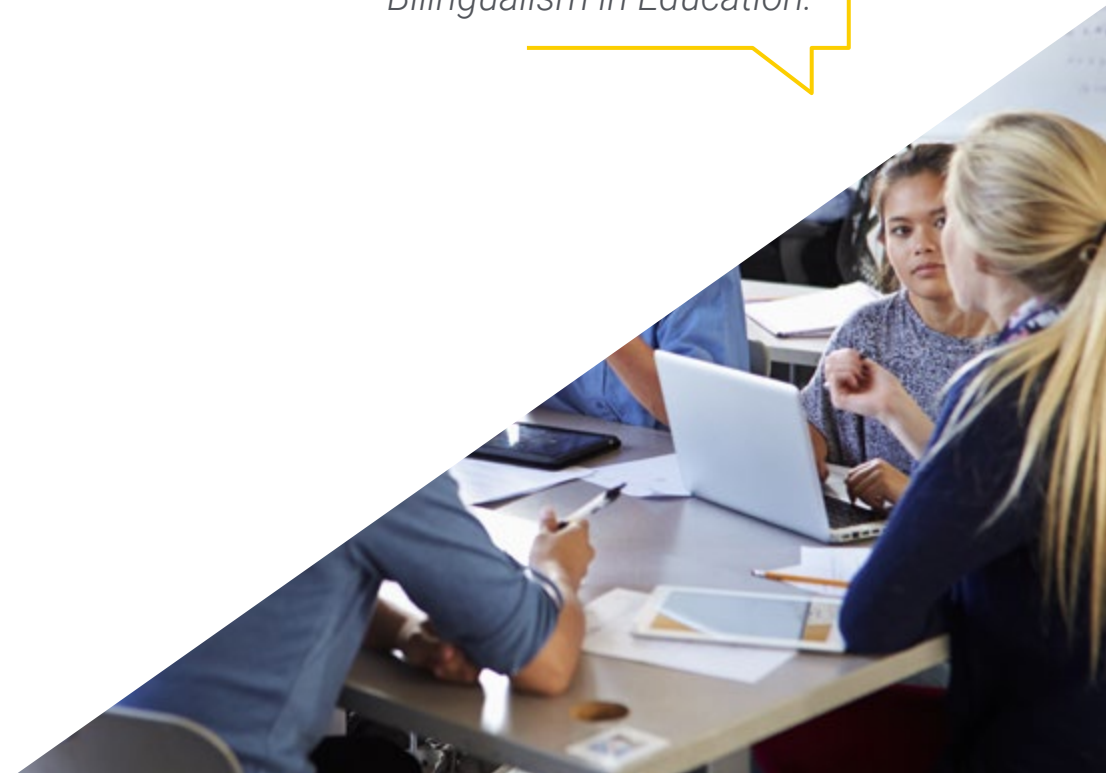
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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.

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

Incorporate new and effective methodological and pedagogical tools that will boost your teaching in Bilingualism in Education.



02

Objectives

The Postgraduate Diploma in Bilingualism in Education is designed to help professionals working with children who are learning 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 achieve this, TECH establishes a series of general and specific objectives for the greater satisfaction of the future graduate



B: ORGANISE

A: ORGANIZE

- OR / - OUR



“

Give your career a boost to success and become a competitive professional who will bring excellence to any educational institution”



General Objectives

- ♦ Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials to facilitate and enrich the learning of a second language.
- ♦ Develop learning strategies through directed play and total physical response strategies.
- ♦ Propose tools and techniques for the evaluation, selection and analysis of literary works for young people and their use as a resource in teaching a second language.
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at young people.
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language.
- ♦ Establish playful activities to be used in the classroom according to students' current situation and level.
- ♦ Gain knowledge about the psychological processes and factors involved in L2 learning.
- ♦ Understand the difference between learning and acquisition, and between language proficiency and language performance.
- ♦ Acquire specialized terminology in the field of second language acquisition.
- ♦ Know and understand the main linguistic policies promoted at regional, national and international levels and their influence on educational legislation.
- ♦ 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.





Specific Objectives

Module 1. Principles of Bilingualism

- ♦ Get to know and understand the main theories on the mechanisms of L1 and L2 acquisition.
- ♦ Gain knowledge about 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 professional and scientific ASL and bilingualism.
- ♦ Have knowledge of the language and content programming framework and master the curricular content of the various areas in English: Social Sciences, Experimental Sciences and Technical Education and to know teaching strategies for these contents.

Module 2. Content and Language Integrated Learning (CLIL)

- ♦ 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.

Module 3. Educational Methodology and Didactics for Bilingual Education.

- ♦ Acquire specialized terminology in the field of second language acquisition.
- ♦ Know and understand the main linguistic policies promoted at regional, national and international levels and their influence on educational legislation.
- ♦ Know the effect of bilingual programs in schools.
- ♦ Know and understand the main theories and models concerning bilingualism and multilingualism.
- ♦ Understand the relationship between objectives, skills and content in teaching English as a second language.
- ♦ Understand the concepts, characteristics, and domains of English as an L2 assessment: what to evaluate, how to evaluate, and when to evaluate. morphological, lexical-semantic, syntactic and discourse-specific



Make the most of this opportunity to learn about the latest advances in this area in order to apply it to your daily practice"

03

Course Management

The teaching staff for this Postgraduate Diploma, is constituted by distinguished professionals in the field of education and psychopedagogy 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 Diploma"

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)

Co-Direction



Ms. Jiménez Romero, Yolanda

- ◆ Educational psychologist
- ◆ Primary School Teacher with a specialization in English
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner



Professors

Ms. García-Vao Bel, María José

- ♦ Advisor and teacher trainer in pieces of scientific evidence
- ♦ Educational Actions for Success and Dialogic Learning, for the inclusive organization of educational centers and the implementation of strategies to improve the learning of all students and coexistence
- ♦ Professional 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)

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A unique, key, and decisive training experience to boost your professional development”

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies. TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. Be able to perform the various functions related to this Postgraduate Diploma, together with the most innovative proposals in this field of action, thus guiding you towards excellence.





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

Module 1. Principles of Bilingualism

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



- 1.6. *Cummins Theories about Bilingualism*
 - 1.6.1. *Introduction*
 - 1.6.2. *Theory of Linguistic Interdependence*
 - 1.6.3. *The Threshold Hypothesis*
 - 1.6.4. *Additive and Subtractive Bilingualism*
 - 1.6.5. *The Importance of the Mother Tongue*
 - 1.6.6. *The Programs of Linguistic Immersion*
- 1.7. *B.I.C.S. and C.A.L.P*
 - 1.7.1. *General Framework*
 - 1.7.2. *Initial Theory*
 - 1.7.3. *Definition of BICS*
 - 1.7.4. *Definition of CALP*
 - 1.7.5. *The Relationship Between BICS and CALP*
 - 1.7.6. *Contributions of the Theory*
 - 1.7.7. *Criticism to the Theory*
- 1.8. *Early Literacy in Bilingual Children*
 - 1.8.1. *Definition of Emergent Literacy*
 - 1.8.2. *Growing Up in a Bilingual Family*
 - 1.8.3. *Reading Stories in the Mother Tongue*
 - 1.8.4. *Literacy in L2 as Instructional and Majority*
 - 1.8.5. *Literacy in L2 as a Foreign Language*
- 1.9. *Relations and Influences Between L1 and L2*
 - 1.9.1. *Family Literacy*
 - 1.9.2. *Mother Tongue Literacy at School*
 - 1.9.3. *Impact of Literacy in L1 and L2*
 - 1.9.4. *Advantages of the Use of the Mother Tongue in the Bilingual Classroom*
 - 1.9.5. *The Mother Tongue in the Teaching of English*
- 1.10. *Role of the Bilingual Teacher*
 - 1.10.1. *The Role of the Bilingual Teacher*
 - 1.10.2. *The Bilingual Teacher as an Intercultural Educator*
 - 1.10.3. *Languages and the Bilingual Teacher*
 - 1.10.4. *The Training Needs*

Module 2. Content and Language Integrated Learning (CLIL)

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

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



Module 3. Educational Methodology and Didactics for Bilingual Education.

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

05

Methodology

This academic program offers students a different way of learning. Our methodology is developed through a cyclical learning mode: **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

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.

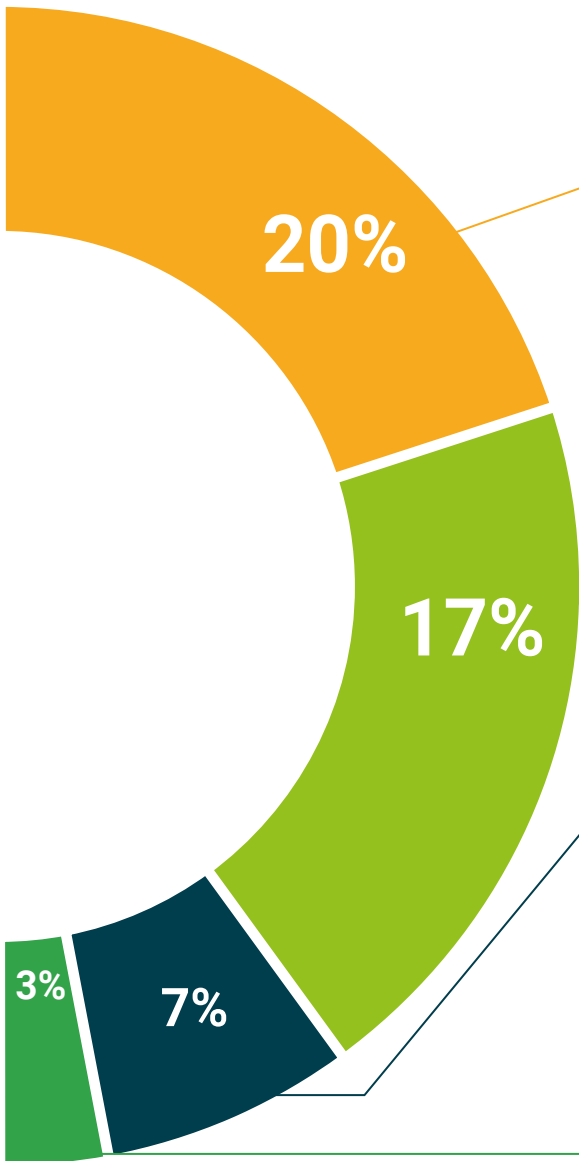
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



06

Certificate

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



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

This program will allow you to obtain your **Postgraduate Diploma in Bilingualism in Education** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

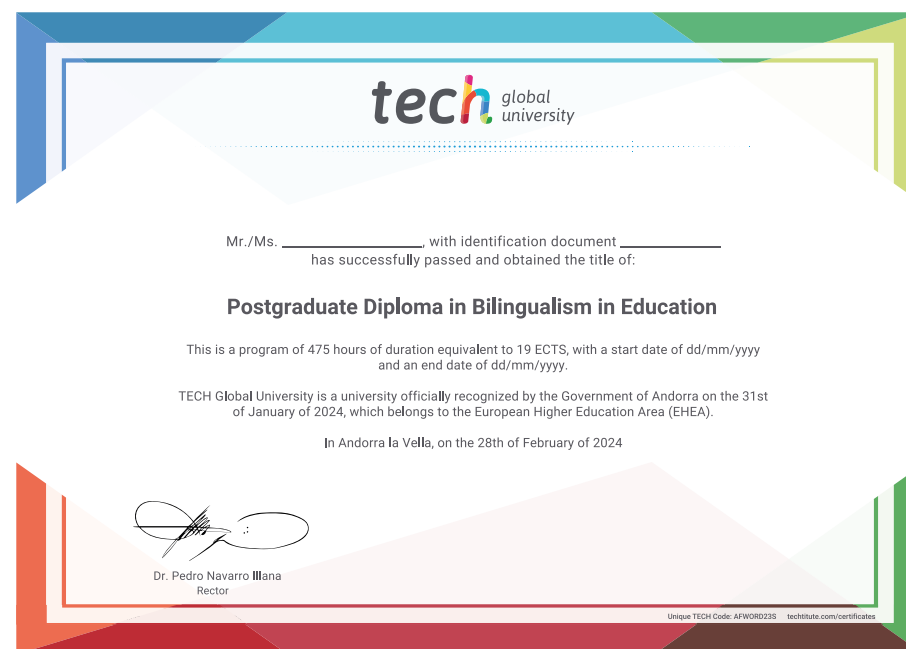
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Bilingualism in Education**

Modality: **online**

Duration: **6 months**

Accreditation: **19 ECTS**



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

tech global
university

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