

Postgraduate Certificate
Bilingualism and
Literacy in Pre-School
and Primary School

Learn **English**



tech global
university



Postgraduate Certificate

Bilingualism and Literacy in Pre-School and Primary School

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-certificate/bilingualism-literacy-pre-school-primary-school

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01

Introduction

In an increasingly globalized world, it has become essential for children to learn a second language at an early age, in addition to their native tongue. For this reason, educators and professionals in the education sector must be prepared to face new challenges in teaching and working with students on a daily basis. This program covers key aspects such as bilingualism and cultural diversity in the classroom, approaches to literacy in English, early literacy development in bilingual children, and other essential topics intrinsic to successfully achieving this learning process. Thanks to TECH's study methodology, students can progress in just 12 weeks, guided by highly regarded professionals, all from the convenience of their digital device.



his is an egg.

“

Thanks to this Postgraduate Certificate, you will obtain the necessary knowledge to develop successfully in the educational sector”

Learning two languages at the same time or at an early age allows the development of other skills in the individual that will facilitate the achievement of this type of domains. Some studies show that the first years of life are the most important for learning a second language, so implementing bilingualism in kindergarten and primary education is an advantage for all students.

For this reason, more and more institutions are integrating bilingualism in their teaching processes, for which it is essential to have teachers who are skilled in the subject. With this in mind, TECH has created this learning opportunity with the most experienced professionals, experts in Bilingual Education and in the attention of students' special needs.

Within what the students will learn with this program, the relationship between Neuroeducation and Bilingualism, Cummins' Theories on Bilingualism, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) stand out. In addition, it will address different methods involved in the L1 and L2 Literacy process.

This program is a Postgraduate Certificate that will provide the students with everything they need to perform successfully in the education sector, mainly in the pre-school and primary school stages. They will be able to complete it in a comfortable and progressive way, thanks to the methodology proposed by TECH, being able to connect from anywhere they are because it is 100% online.

This **Postgraduate Certificate in Bilingualism and Literacy 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 Bilingualism and Literacy in Pre-school and Primary Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide 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 assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



This program contains a syllabus updated to the needs of the professional market in the education sector"

“You will learn how to apply oral narration, the illustrated album and other teaching techniques within the Literacy of a second language in the pre-school and primary school student”

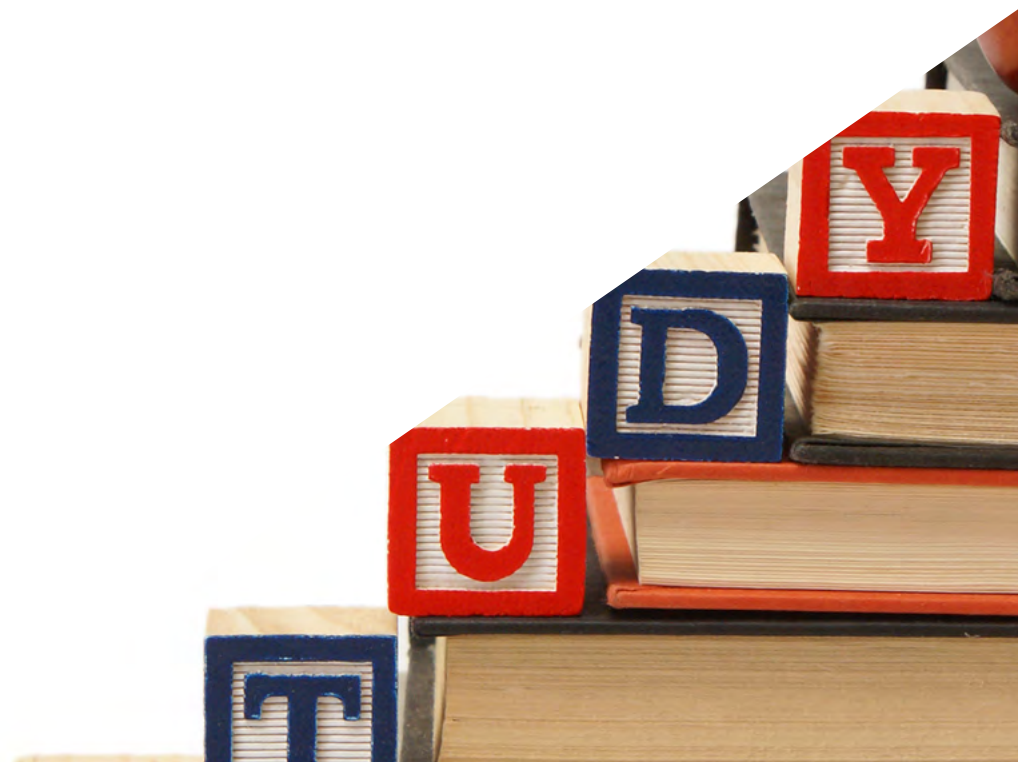
Acquire new knowledge and become an expert teacher in Bilingualism and Literacy in Pre-school and Primary Education.

You will dispel the myths about Bilingualism in early ages.

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

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

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



02

Objectives

The study dynamics proposed by TECH will allow learning to flow in a progressive and natural way; to this end, a series of objectives have been proposed in accordance with the study material so that the student can understand each of the topics to be covered and at the end be equipped with the necessary skills to perform in the educational area of Bilingualism and Literacy, especially in Pre-school and Primary Education.

english



mission

“

If you wish to advance in your career as a teacher of Bilingualism and Literacy in Pre-school and Primary School, this is the program for you”



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 (TPR) 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





Specific Objectives

- ♦ 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
- ♦ Identify the main literacy tools in the first stage of education
- ♦ Establish the study path for children under 5 years of age
- ♦ Interact with the English language for its easy teaching



Boost your professional career with the best. TECH offers you what you need to differentiate yourself in the current and future professional market"

03

Course Management

To offer a Postgraduate Certificate of the highest academic standard, TECH has partnered with leading professionals specializing in Bilingual Education, with a focus on Pre-School and Primary Education. These instructors, through their research and pedagogical expertise, will significantly contribute to the understanding of the key concepts and topics covered in this program.



“

The teaching staff, composed of experienced professionals in the subject matter, have developed a syllabus of outstanding academic quality for this Postgraduate Certificate”

Management



Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator
- ♦ Academic Coordinator of Online University Campus
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science
- ♦ Degree in Primary Education with a specialization in English
- ♦ Psychopedagogue by the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Professional Master's Degree in Emotional Intelligence Specialist in *NLP Practitioner*



Ms. Puertas Yáñez, Amaya

- ♦ Primary School Teacher
- ♦ Coordinator of Bilingualism and Internationalization JABY School
- ♦ Bachelor's Degree in Information Sciences from the Complutense University of Madrid
- ♦ Specialist in English as a Foreign Language, Autonomous University of Madrid.
- ♦ Master's Degree in Bilingual Education from the University of Alcalá de Henares
- ♦ Master's Degree in Attention to SEN in Pre-School and Primary Education
- ♦ Member of: University Sub-network of Learning Communities of Madrid (SUCAM)



04

Structure and Content

This program is made up of 2 study modules divided by more than 10 topics and subtopics, which will make it much easier for the students to understand the broad content on Bilingualism and Literacy in Pre-school and Primary Education. It has been designed and developed by experts for effective learning and building a professional background of high academic level. Students will be able to study it comfortably in the best schedule according to their own agenda, since it is 100% online. They will have multiple resources that will make the learning process more dynamic.



“

*The most complete syllabus
to understand the impact of
literacy in L1 and L2 at school”*

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 Bilingualism
- 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 United States
 - 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 (IBE)
 - 1.3.2. The History of the IBE
 - 1.3.3. Bilingualism and Cultural Diversity in the Classroom
 - 1.3.4. Bilingualism and Cultural Identity
- 1.4. The Role of Native Language in Bilingual Education
 - 1.4.1. Language Acquisition in a Bilingual Context
 - 1.4.2. Delayed Bilingualism and Language
 - 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. The Languages in the Pre-School Syllabus
 - 1.8.2. Myths about Bilingualism at an Early Age
 - 1.8.3. The Place of the Second Language in the Pre-School Classroom
 - 1.8.4. Routines
 - 1.8.5. Working in Corners
 - 1.8.6. Materials and Resources for Teaching English in Pre-School
- 1.9. Bilingualism in Primary School
 - 1.9.1. Languages in the Primary Curriculum
 - 1.9.2. Objectives of Bilingualism in Primary School
 - 1.9.3. Bilingual Models in Primary School
 - 1.9.4. Pros and Cons of Bilingualism in Primary School
 - 1.9.5. The Role of the Environment in Success
- 1.10. The Role of the Bilingual Teacher
 - 1.10.1. The Role of the Bilingual Teacher
 - 1.10.2. The Bilingual Teacher as Intercultural Educator
 - 1.10.3. Languages and the Bilingual Teacher
 - 1.10.4. Training Needs

Module 2. Literacy in L2

- 2.1. Early Literacy in Bilingual Children
 - 2.1.1. Definition of Initial 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 at School
 - 2.2.3. Impact of L1 Literacy on the 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 on Literacy in L2
 - 2.3.3. Multiple Literacies
 - 2.3.4. Methods of Literacy in English as L2
- 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 Phonics Method
 - 2.6.3. The Five Skills that are Worked on
 - 2.6.4. Materials and Resources
 - 2.6.5. Other Resources: Phonic Readers, Videos, Songs
- 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/Graded Readings
 - 2.8.1. Definition of Reader and Characteristics
 - 2.8.2. Advantages of Extensive Reading
 - 2.8.3. Strategies for Using 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

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

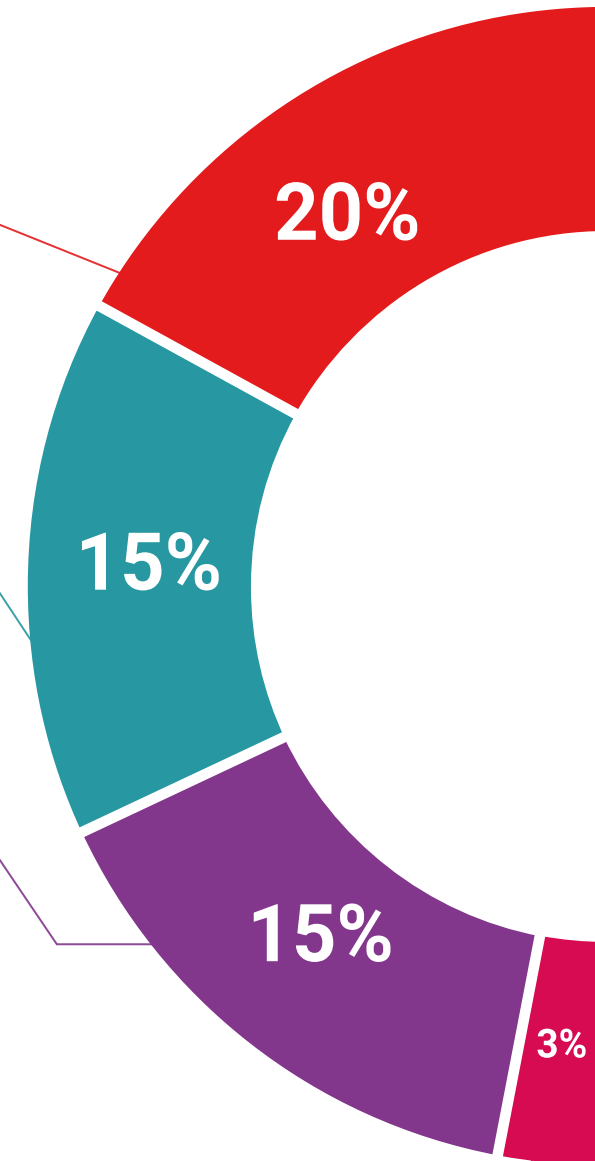
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

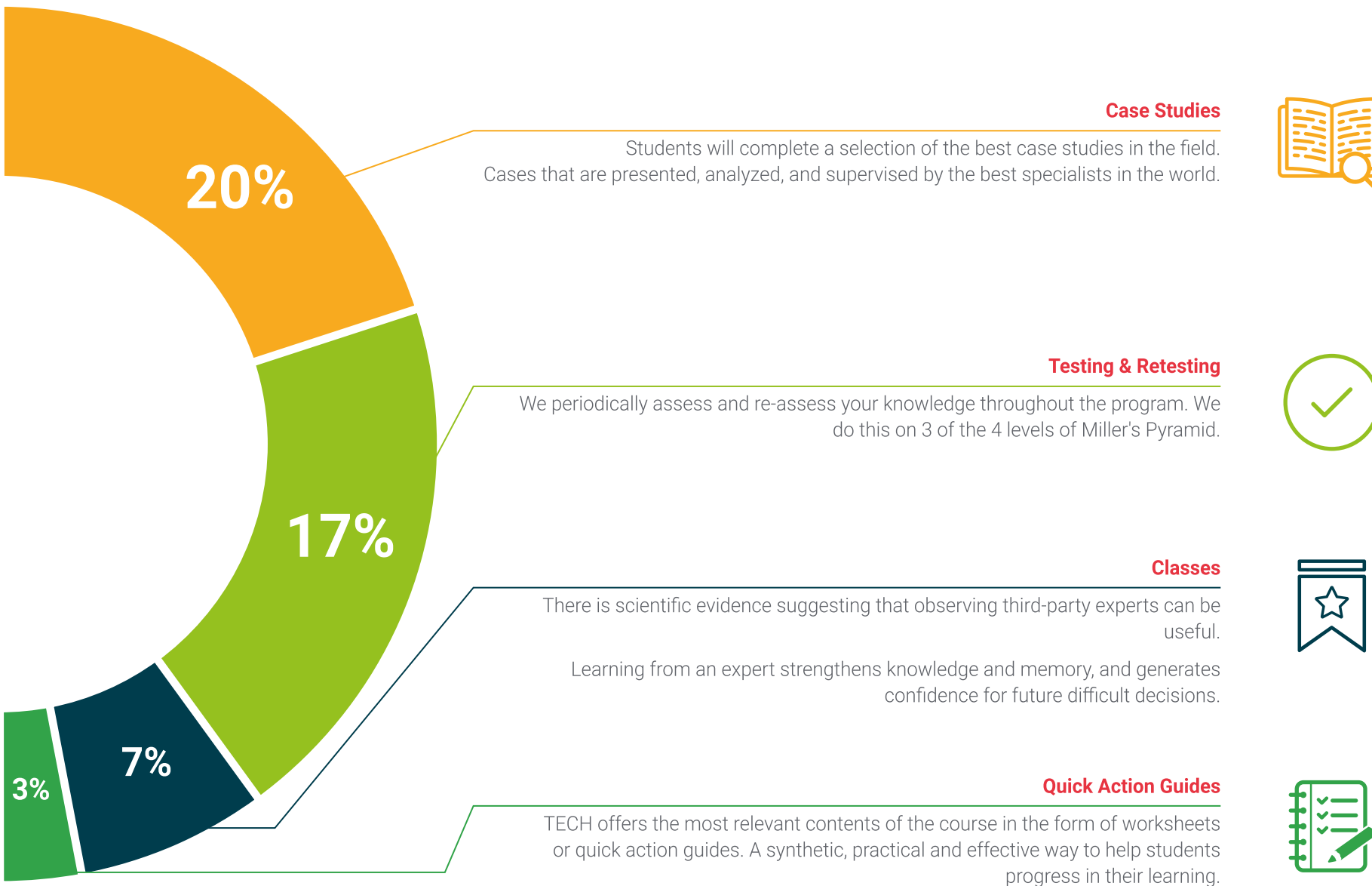
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

This Postgraduate Certificate in Bilingualism and Literacy in Pre-School and Primary School guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate 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 private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Bilingualism and Literacy 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** private qualification, 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 Certificate in Bilingualism and Literacy in Pre-School and Primary School**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**





Postgraduate Certificate Bilingualism and Literacy in Pre-School and Primary School

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Bilingualism and Literacy in Pre-School and Primary School

