

University Course

Educational and Didactic Methodology for Bilingual Education





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Educational and Didactic Methodology for Bilingual Education

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/postgraduate-certificate/educational-didactic-methodology-bilingual-education

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01

Introduction

Conventional methods of teaching English as a foreign language, such as lectures or mechanical exercises, slow down learning and seriously affect student motivation, as confirmed by statistical data showing the failure of the traditional system and methodology.

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



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This University Course in Educational and Didactic Methodology for Bilingual Education will provide you with a sense of confidence in your profession, which will help you grow both personally and professionally”

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 field of teaching, 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 become very important in the bilingual program because the language they teach is now useful in other subjects or professional modules of the curriculum.

This **University Course in Educational and Didactic Methodology for Bilingual Education** contains the most complete and up-to-date educational program on the market. The most important features of the program include:

- ♦ More than 75 practical cases presented by experts in Educational and Didactic Methodology for Bilingual 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.
- ♦ Novelties in Educational and Didactic Methodology for Bilingual Education
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational and Didactic Methodology for Bilingual Education
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Update your knowledge through the University Course in Educational and Didactic Methodology for Bilingual Education program"

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This University Course may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Educational and Didactic Methodology for Bilingual Education, you will obtain a University Course from TECH Global University"

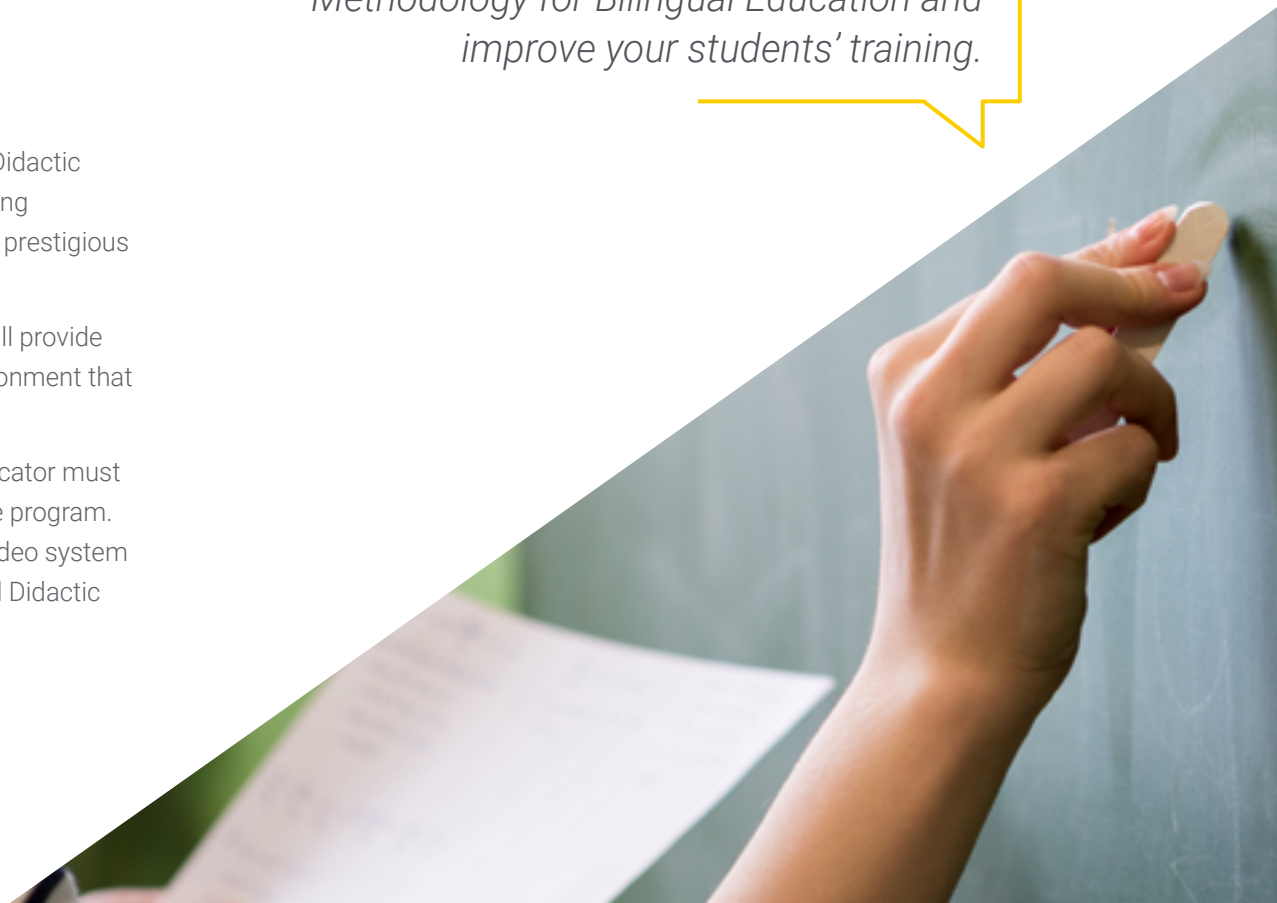
The teaching staff includes professionals from the field of Educational and Didactic Methodology for Bilingual Education, who bring their experience to this training program, as well as renowned specialists belonging to leading societies and prestigious universities.

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 an immersive training program to train in real situations.

This program is designed around Problem-Based Learning, whereby the educator must try to solve the different professional practice situations that arise during the program. For this purpose, the educator will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of Educational and Didactic Methodology for Bilingual Education with extensive teaching experience.

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

Take the opportunity to learn about the latest advances in Educational and Didactic Methodology for Bilingual Education and improve your students' training.



02 Objectives

This University Course in Educational and Didactic Methodology for Bilingual Education is aimed at facilitating the teacher's performance in order to provide him/her with the necessary skills to carry out quality bilingual education in the early secondary and education environment.



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This University Course is designed to help you update your knowledge in Educational and Didactic Methodology for Bilingual Education with the use of the latest educational technology, to contribute with quality and safety to decision-making and monitoring the students"



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 when teaching a second language.
- ♦ Develop patterns and strategies for expression, voice modulation and interpretation of texts for young people in English.
- ♦ Propose game-based educational strategies to promote learning and experimentation as a resource when teaching a second language
- ♦ Establish leisure activities to be used in the classroom according to the situation and level of the students
- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Learn 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 learning a second language
- ♦ Learn and understand the main linguistic policies promoted on regional, national and international levels and their influence on educational legislation
- ♦ Learn the incidence of bilingual programs in Spanish schools
- ♦ Learn and understand the main theories and models of bilingualism and multilingualism
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from Spanish
- ♦ Learn and know how to apply current trends in foreign language teaching methodologies



Specific Objectives

- ♦ Know and understand the main theories on the mechanisms of L1 and L2 acquisition
- ♦ Learn 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 learning a second language
- ♦ Learn and understand the main linguistic policies promoted on regional, national and international levels and their influence on educational legislation
- ♦ Learn the incidence of bilingual programs in Spanish schools
- ♦ Learn and understand the main theories and models of bilingualism and multilingualism
- ♦ Learn to distinguish the sociocultural factors that differentiate the English language from Spanish
- ♦ Learn and know how to apply current trends in foreign language teaching methodologies
- ♦ Understand long speeches and lectures in English
- ♦ Follow complex story lines within the teaching and educational environment
- ♦ Understand a television newscast and programs on current affairs and educational issues
- ♦ Understand most movies spoken at a standard language level
- ♦ Understand different styles of negotiation

- ♦ Understand presentations on different topics
- ♦ Be able to use different listening strategies
- ♦ Learn and know how to use textbooks as the first didactic alternative in the teaching-learning of language and literature
- ♦ Be able to design joint language and literature activities as two interrelated subjects
- ♦ Learn how to work in Language and Literature as an L2: producing specific materials
- ♦ Learn how to conduct: initial, development, reinforcement and extension activities in the didactic
- ♦ units
- ♦ Get to know the language and content programming framework and master the curricular content of the different fields in English: social sciences, experimental sciences and technical education, and knowledge of teaching strategies for this content
- ♦ Understand the relationship between objectives, skills and content in teaching English as a second language
- ♦ Learn how to program and develop didactic units
- ♦ Learn about the operation of specific bilingual schools
- ♦ Learn the different grouping models in the classroom and 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
- ♦ Be able to use new technologies (ICTs) for learning English language and literature as a foreign language
- ♦ Understand the concepts, characteristics and domains of English as an L2 assessment: what to assess, how to assess and when to assess





- ♦ Learn the concepts and techniques of teaching English as a foreign language throughout history, especially the results of research and developments in the field of didactics
- ♦ Use English correctly in the classroom, according to specific phonological, morphological, lexical-semantic, syntactic and discursive characteristics

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Take the opportunity and take the step to get up to date on the latest Educational and Didactic Methodology for Bilingual”

03

Course Management

The program's teaching staff includes leading specialists in Educational and Didactic Methodology for Bilingual Education, who bring their years of work experience to this training program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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*Learn the latest developments in
procedures in the field of Educational
and Didactic Methodology for Bilingual
Education leading professionals"*

Management



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)
- Current 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)

Professors

Correa Bonito, Marta

- ♦ JABY school
- ♦ English Teacher at Secondary School and Bilingualism Coordinator in Secondary School

Díaz Lima, Tomás

- ♦ Pablo de Olavide University
- ♦ Researcher / Doctoral student

García-Vao Bel, M.^a José

- ♦ Degree in Teaching Children
- ♦ Master's Degree in SEN
- ♦ Member of SUCAM (University Sub-network of Learning Madrid)

García Baumbach, Alba

- ♦ Degree in Spanish: Language and Literature from the Complutense University of Madrid, 2014.
- ♦ She furthered her education with a Postgraduate Degree at the University of Alcalá and specialized in teaching Spanish as a foreign language in 2015.
- ♦ In the same year she began her experience in teaching Spanish as a foreign language in Madrid in a center accredited by the Instituto Cervantes.
- ♦ In addition, she has collaborated in dissemination and communication tasks for the internationalization of the Spanish language.

León Campos, Adriana

- ♦ Degree in English studies from the Autonomous University of Madrid, 2015.
- ♦ One year later, she specialized in the field of Spanish as a foreign language (ELE) at the University of Alcalá, where she is currently completing her Master's Degree in Teacher Training
- ♦ She has teaching experience in ELE at the University of Alcalá and in a center accredited by the Cervantes Institute
- ♦ Furthermore, she has also collaborated in activities to bring different cultures and languages together

Puertas Yáñez, Amaya

- ♦ Master's Degree in Primary Education
- ♦ Coordinator of Bilingualism and Internationalization JABY School
- ♦ Member of SUCAM (University Sub-network of Learning 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.





“

This University Course in Educational and Didactic Methodology for Bilingual Education contains the most complete and up-to-date scientific program on the market”

Module 1. Educational and Didactic Methodology for Bilingual Education

- 1.1. Learning the L2. Methods and Approaches
 - 1.1.1. From Grammar to Communication
 - 1.1.2. Grammar-Translation Method
 - 1.1.3. Natural Method
 - 1.1.4. Total Physical Response
 - 1.1.5. Audiolingual Method
 - 1.1.6. Suggestopedia
- 1.2. L2 and Interaction
 - 1.2.1. The Role of Interaction in Learning
 - 1.2.2. The Interaction in the Learning of the Mother Tongue
 - 1.2.3. The Interaction in Learning L2
 - 1.2.4. Types of Interaction in the Foreign Language Classroom
 - 1.2.5. Teacher Talking Time
- 1.3. The Role of Interaction in Learning L2
 - 1.3.1. Emotions and Learning
 - 1.3.2. The Theory of Output
 - 1.3.3. How Anxiety Affects Learning
 - 1.3.4. Emotions and Confidence
 - 1.3.5. Motivation
- 1.4. The Communication Skills of English
 - 1.4.1. The Integration of Communication Skills
 - 1.4.2. CEFR. Common European Framework of Reference for Languages
 - 1.4.3. Reference Levels
- 1.5. Creation of a Bilingual Learning and Communication Environment
 - 1.5.1. The Everyday Language in the School
 - 1.5.2. The Corridors and Common Spaces
 - 1.5.3. The Classroom Space
 - 1.5.4. The Participation of the Teaching Staff and the Community





- 1.6. The Relationship with Families and the Environment
 - 1.6.1. The Perception of the Family of Bilingualism
 - 1.6.2. Communication Tools Relationship
 - 1.6.3. Participation in the School
 - 1.6.4. Follow-Up at Home and Homework
- 1.7. Educational Success Actions in the Bilingual classroom
 - 1.7.1. Definition and Keys of the Successful Educational Actions (SEAS)
 - 1.7.2. Interactive Groups: Definition and Foundation
 - 1.7.3. Classroom Organization in Interactive Groups
 - 1.7.4. Dialogic Literary Gatherings: Definition and Operation
 - 1.7.5. Organization and Operation of the DLG
- 1.8. Methodologies for the Bilingual Classroom: TASC Wheel
 - 1.8.1. Presentation of the TASC Wheel
 - 1.8.2. The Thinking Skills
 - 1.8.3. Steps for Use
 - 1.8.4. Products and Evaluation
- 1.9. Methodologies for the Bilingual Classroom: The Flipped Classroom
 - 1.9.1. Definition and Models
 - 1.9.2. Origin Advantages and Disadvantages
 - 1.9.3. Guidelines for Design
 - 1.9.4. Flipped Classroom in the Bilingual Classroom
- 1.10. Methodologies for the Bilingual Classroom: Cooperative Learning
 - 1.10.1. Definition of Cooperative Learning
 - 1.10.2. Conditions for Cooperative Learning
 - 1.10.3. Psychopedagogical Foundation
 - 1.10.4. Cooperation, Interaction, Performance and Inclusion
 - 1.10.5. Organization of Cooperative Learning

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

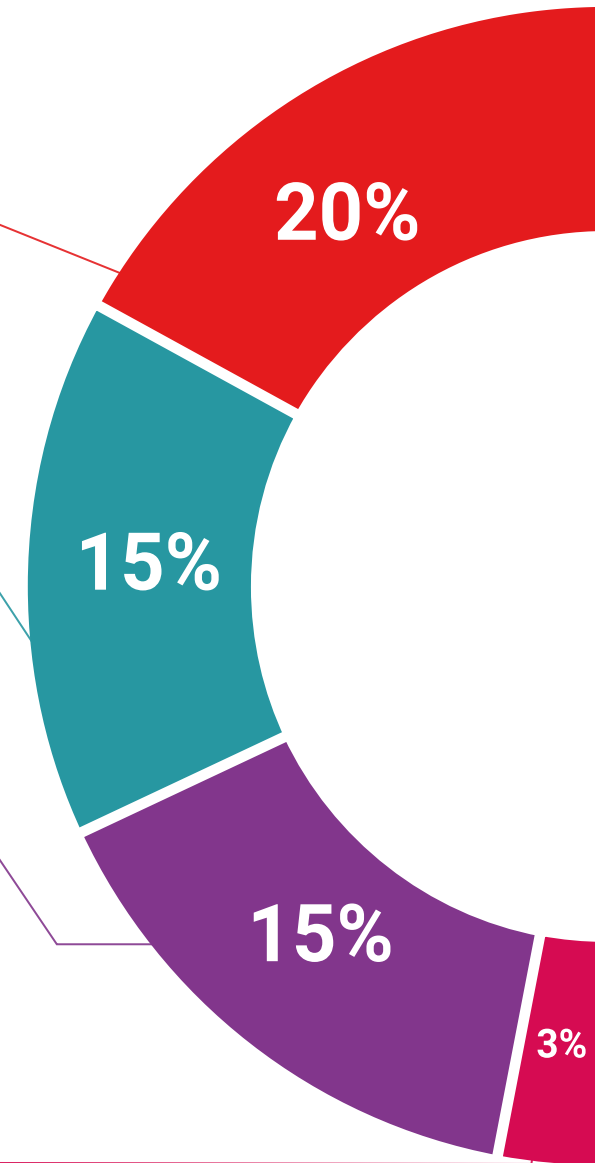
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

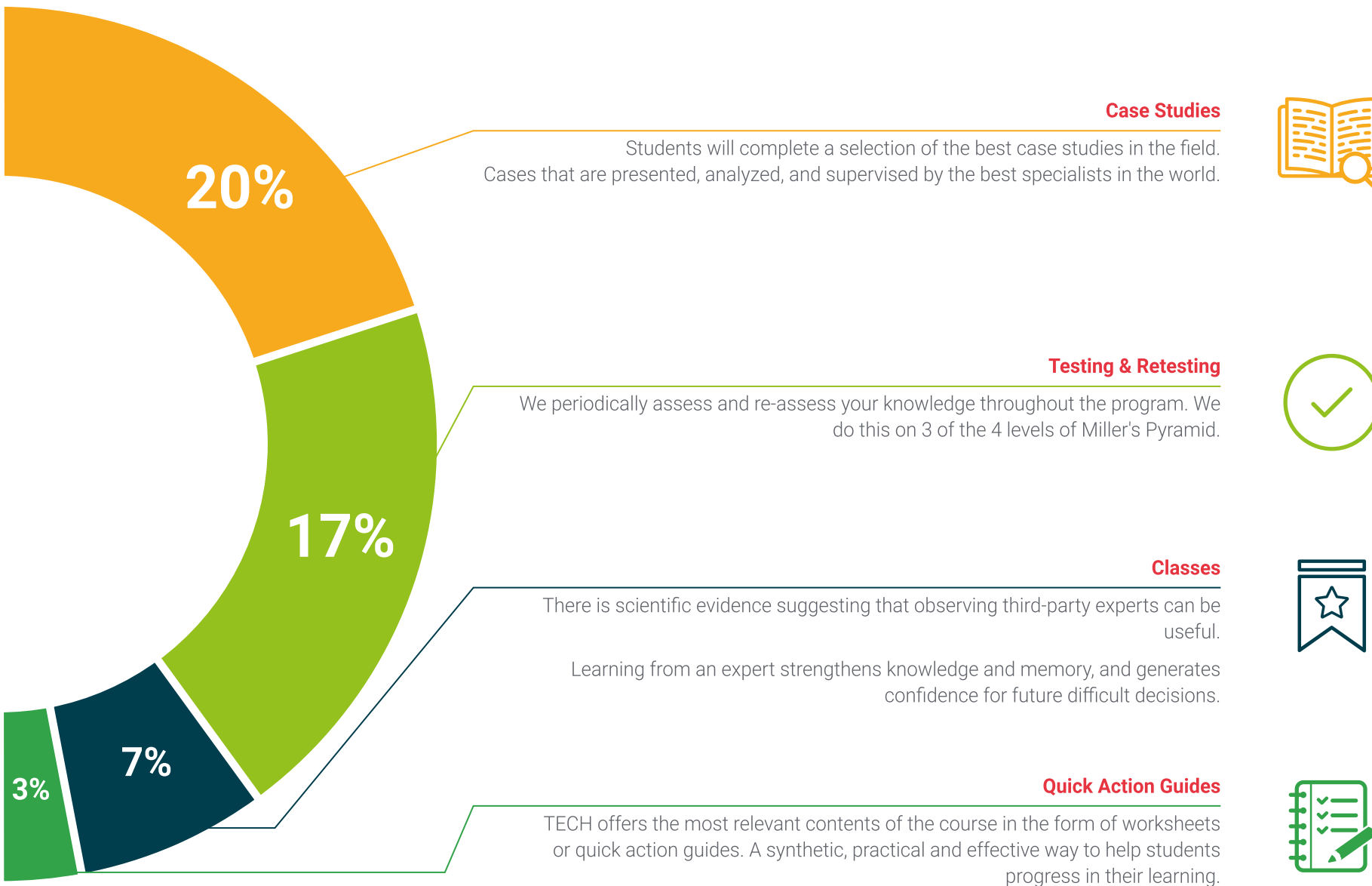
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

The University Course in Educational and Didactic Methodology for Bilingual Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a **University Course in Educational and Didactic Methodology for Bilingual 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.

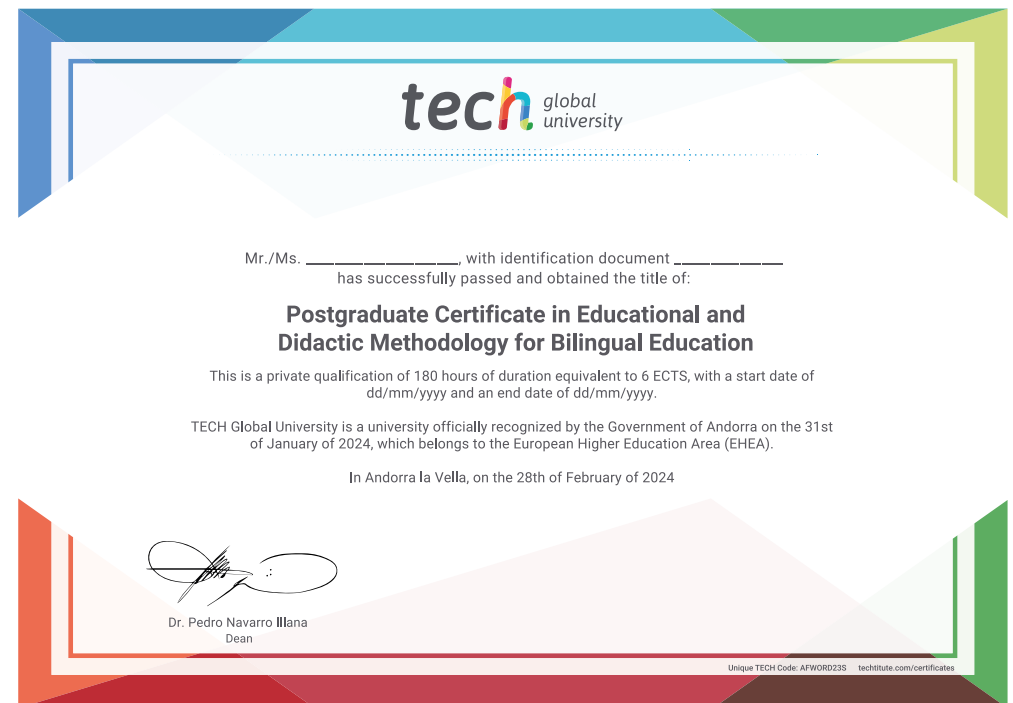
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **University Course in Educational and Didactic Methodology for Bilingual Education**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
classroom



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