

Master's Degree

Bilingual Education in Pre-School and Primary School



Master's Degree Bilingual Education in Pre-School and Primary School

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/school-of-languages/master-degree/master-bilingual-education-pre-school-primary-school

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01

Introduction

Bilingual education has gained ground in recent years thanks to an increasingly globalized world. 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. Current bilingual education models offer advantages and challenges to both teaching professionals and students. Challenges that are easier to face thanks to this 100% online program, in which the teacher will delve into the different techniques and pedagogical tools most commonly used in bilingual centers in the pre-school and primary stages. All this, through multimedia teaching resources that can be accessed at any time from a computer or tablet.





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Bilingual Education is booming. This university program will introduce you to a successful educational model at an early age”

Conventional methods in language teaching, such as expository classes or mechanical exercises, slow down learning and seriously affect the motivation of students. Nowadays, with the incursion of new technologies in the classroom, the educational landscape has been transformed allowing the inclusion of numerous ICT resources, which make learning more attractive.

At the same time, the advance of bilingual teaching in educational centers has increased the demand and, therefore, the demand for teaching professionals dedicated to the teaching of languages or those who must teach subjects of other subjects in a second language. A boom in a sector that represents an excellent opportunity for teaching professionals, who, in turn, take on the challenge of ensuring that their students acquire solid and effective knowledge for their cognitive and personal development.

In this scenario, this Master's Degree provides the possibility of acquiring intensive and advanced learning in Bilingual Education in Pre-School and Primary School, preparing students to teach classes in a second language and with the most updated technological resources. Therefore, from the beginning you will learn about the concept of the bilingual educational model, the role of the teacher, early literacy in bilingual children or the different systems used in these levels of education.

In addition, through video summaries, videos in detail, interactive diagrams or specialized readings, students will learn about the organization of a bilingual center, the attention to students with Special Educational Needs or the figure of the conversation assistant. Likewise, case studies will lead the graduate to delve into successful projects in which Project Based Learning has been used.

TECH offers a quality program within everyone's reach, where students only need an electronic device with an Internet connection to view the syllabus at any time of the day. Therefore, without the need for attendance or classes with fixed schedules, the graduate can combine a university education with their professional and/or work responsibilities.

This **Master's Degree in Bilingual Education in Pre-School and Primary School** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Bilingual Education in Pre-School and Primary School
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice.
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



Progress in your professional career thanks to this Master's Degree. Put into practice all the knowledge it provides and you will succeed as a bilingual teacher"

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Learn about the main factors that influence the development of Project Based Learning. Enroll now"

The program's teaching staff includes professionals from the field 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, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

This Master's Degree will show you the most successful educational actions in the field of Bilingual Education. Enroll now to access.

The library of didactic resources is available 24 hours a day so that you can access them whenever you want from your computer.



02 Objectives

The Master's Degree in Bilingual Education in Pre-School and Primary School is oriented to facilitate the performance of the professional dedicated to working with children who want to learn a foreign language in the educational stage of Pre-School and Primary School. The design of the program will allow the graduate to acquire the necessary skills to update in the profession after deepening in the key aspects of bilingual education. For this purpose, TECH has made available a specialized teaching staff with extensive professional experience in the field of bilingual education.



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In 12 months you will gain the necessary knowledge to ensure that your students learn a second language in an effective way”



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 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



Master the different existing methodologies in Bilingual Education and take solid steps into this educational model. Enroll now"





Specific Objectives

Module 1. Principles of Bilingualism

- ♦ 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

Module 2. Literacy in L2

- ♦ 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

Module 3. English in the Bilingual Classroom

- ♦ Identify the most common difficulties encountered by pupils at different educational stages
- ♦ Acquire strategies for motivation and conflict management in the classroom

Module 4. CLIL Methodology

- ♦ Establish the most appropriate basic strategies for understanding the general meaning, essential information or main points of a written text
- ♦ Define a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out

Module 5. Teaching Resources for Bilingual Classrooms

- ♦ Define different learning styles
- ♦ Detail the different strategies for planning, timing and sequencing activities
- ♦ Choose the most suitable materials for teaching a foreign language class
- ♦ Establish the difference between evaluation techniques and instruments
- ♦ Choose the most suitable materials for teaching a foreign language class

Module 6. The Organization of a Bilingual Center

- ♦ Identify the correct protocol for opening an institution
- ♦ Train all staff to make the entire school bilingual
- ♦ Create curricula and assessments
- ♦ Promote through educational models the language being taught
- ♦ Create a purely bilingual education model
- ♦ Identify the best institutions and teaching models to replicate them in the organization of a center

Module 7. Successful Educational Practices in Bilingual Education

- ♦ Choose the most suitable materials according to the educational objective to be achieved
- ♦ Propose the use of new technologies to promote the learning of a second language
- ♦ Define the different types of eBooks adapted to different age groups
- ♦ Provide teachers with tools for the introduction of drawing and handicrafts as a method of teaching English



**Module 8. Project-based Learning**

- ♦ Define a methodological guide for the application of the game according to the level and educational stage of the pupils
- ♦ Define a repertoire of educational games for learning English vocabulary
- ♦ Propose a basic collection of educational toys according to the educational objective pursued
- ♦ Establish the importance of using songs and rhythms in the teaching of a language

Module 9: iPads and Tablets in the CLIL Classroom

- ♦ Analyze the main tools for the design and creation of web content and activities
- ♦ Define the main components of the digital whiteboard and its use in an educational context
- ♦ Use the digital whiteboard as an educational resource for teaching a second language
- ♦ Search and analyze educational resources on the web
- ♦ Use new technologies in the creation of digital books
- ♦ Discuss the importance of the use of technology in creating educational activities to achieve excellence in English language teaching

Module 10. Google G Suite for Education

- ♦ Teach methods of searching for and selecting information on the web
- ♦ Create and use blogs and wikis

03

Skills

The structure of this academic option has been designed with the aim of expanding the competencies and skills of teachers who teach Bilingual Education, especially in the Pre-School and Primary School stages. Therefore, at the end of this program, students will be able to create content and design activities according to the educational level, expand the capacity of individual work in the classroom and enhance the integrated learning of foreign language in different subjects. All this will be possible thanks to the multiple pedagogical tools included in the syllabus of this course.



YOU
SPEAK
ENGLISH?

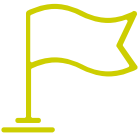
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Expand your technological skills and generate the most innovative content with the pedagogical tools that this university program will show you”



General Skills

- ♦ Apply new technologies to promote the learning of English and the improvement of audiovisual communication
- ♦ Evaluate, select and analyze literary works for children
- ♦ Design playful activities as a teaching method adapted to each educational level
- ♦ Select and analyze different handicrafts and designs to be used in the classroom as a method of teaching a language
- ♦ Reproduce the learning strategies acquired in the classroom
- ♦ Teach English through physical activity, using the Total Physical Response method
- ♦ Analyze and develop programs and different teaching materials aimed at achieving quality teaching
- ♦ Know the specific problems of foreign language teaching, both linguistic and cultural, in a bilingual teaching environment
- ♦ Develop skills to foster a climate that facilitates learning and student interaction
- ♦ Transmit social and cultural values in accordance with today's multilingual and multicultural world
- ♦ Know the legislation and regulations concerning the administration and organization of bilingual centers
- ♦ Understand the usefulness and necessity of promoting integrated learning of foreign language and contents of the non-linguistic discipline
- ♦ Critically analyze the performance of teaching work and good practices and using evaluation models and quality indicators
- ♦ Discuss the need to improve one's own language proficiency and to update knowledge of the resources available to achieve excellence in English language teaching
- ♦ Motivate students and maintain their interest in teaching English as a foreign language
- ♦ Analyze in a reflective and critical way the most relevant issues of today's society in order to make coherent decisions
- ♦ Identify new technologies as teaching tools for communicational exchange in the development of inquiry and group learning processes
- ♦ Apply the knowledge and skills provided by the studies to real cases and in a work group environment in companies or organizations
- ♦ Acquire the ability to work independently, promoting organization and encouraging autonomous learning



Specific Skills

- ♦ Define different assessment techniques and develop assessment instruments
- ♦ Develop a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out
- ♦ Elaborate programs and didactic materials that enhance students' reading and writing skills
- ♦ Argue about the importance of using literature as an educational resource in the classroom
- ♦ Analyze and select textbooks
- ♦ Create worksheets and adapt them to the educational level and characteristics of the students
- ♦ Apply new technologies in the creation of didactic materials
- ♦ Discuss the importance of having a wide variety of teaching resources to achieve excellence in English teaching
- ♦ Define different assessment techniques and develop assessment instruments
- ♦ Create a favorable environment that fosters learning
- ♦ Teach a non-linguistic subject of your specialty through the English language
- ♦ Design integrated curricula of their area of knowledge with linguistic contents
- ♦ Create and adapt teaching materials for bilingual teaching, taking into account the student's educational stage and its correspondence with the CEFR
- ♦ Elaborate, program, and schedule the contents of the discipline in bilingual environments according to the formal format of the CLIL Module
- ♦ Design and develop didactic activities based on CLIL methodology
- ♦ Assess linguistic and non-linguistic content in bilingual education
- ♦ Incorporate new teaching strategies and new information technologies in bilingual teaching for the design of new learning environments within the classroom
- ♦ Learn about the organization of bilingual education centers at all levels and the diversity of actions involved in their operation



This program will lead you to master the main Apps of the moment in English teaching for children in Pre-School and Primary School"

04

Course Management

In its maxim of offering an elite education for all, TECH has brought together a management and teaching staff of teaching professionals who are leaders in their field. Thanks to their extensive experience and knowledge, students who take this Postgraduate Certificate will acquire the latest techniques and information on Bilingual Education in Pre-School and Primary School. In addition, the proximity of the teaching staff will allow you to resolve any doubts you may have about the syllabus during the course of this online program.

The background of the slide features a corkboard texture. On the right side, the letters 'E', 'N', and 'G' are placed on the board, made of bright green, blue, and pink felt respectively. A blue pen is visible at the top right, resting on the corkboard. The bottom left corner of the slide is decorated with overlapping geometric shapes in red and dark red. The word 'ENGLISH' is partially visible on the corkboard, with only 'ENG' being fully shown.

ENG



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A specialized teaching team with experience in teaching in bilingual classrooms will guide you to achieve professional success”

Management



Ms. Puertas Yáñez, Amaya

- ♦ Primary School Teacher
- ♦ Bilingualism and Internationalization Coordinator at JABY School
- ♦ 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)

Professors

Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain

- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, TECH Global University
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business

Mr. Moreno Amores, José Francisco

- ♦ Professor of Foreign Languages



Ms. García-Vao Bel, María José

- ♦ Advisor and Trainer in Educational Actions based on Scientific Evidence
- ♦ Specialist in Dialogic Learning and in Successful Educational Actions for Inclusive Organization in educational centers
- ♦ Coordination, Counseling and Intervention in educational centers in the ARAMBOL Association
- ♦ Degree in Early Childhood Education
- ♦ Master's Degree in Attention to Special Educational Needs in Early Childhood and Elementary Education
- ♦ Postgraduate Certificate for Directors of Social Services Centers
- ♦ Member of: University Sub-Network of Learning Communities of Madrid (SUCAM) and Multidisciplinary Association of Educational Research (AMIE)

05

Structure and Content

The syllabus of this Master's Degree has been designed to provide students, over 12 months, with the most advanced and comprehensive knowledge about Bilingual Education. Through a theoretical-practical approach, the graduate will be able to learn about the different technological tools available to make their classes more attractive. Likewise, they will learn the most commonly used didactic resources in a bilingual classroom, such as the different types of games, songs, the use of puppets or making crafts. In addition, with the Relearning learning system, based on the repetition of content, students will be able to progress through this curriculum in a much more natural way and even reduce the long hours of study.





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With this university education you will acquire the knowledge you need to design flipped classroom or cooperative learning sessions”

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 Multilingualism
- 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 USA
 - 1.2.6. Bilingualism in Spain
 - 1.2.7. Bilingualism in Latin America
- 1.3. The 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 the Mother Tongue in Bilingual Education
 - 1.4.1. Language Acquisition 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 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. Languages in the Early Childhood Curriculum
 - 1.8.2. Myths about Bilingualism in Early Ages
 - 1.8.3. The Place of the Second Language in the Early Childhood Classroom
 - 1.8.4. Routines
 - 1.8.5. Working in Corners
 - 1.8.6. Materials and Resources for Teaching English to Infants and Toddlers
- 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 Early 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 in Schools
 - 2.2.3. Impact of L1 Literacy on 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 about Literacy in L2
 - 2.3.3. Multiple Literacies
 - 2.3.4. English as L2 Literacy Methods
- 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 Readers 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 an Illustrated Album
 - 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

Module 3. English in the Bilingual Classroom

- 3.1. L2 Learning. 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. Sugestopedia
 - 3.1.7. Communicative Approach

- 3.2. L2 Learning at an Early Age (0-6)
 - 3.2.1. Myths and Facts about Early L2 Learning
 - 3.2.2. The Age Factor in L2 Learning
 - 3.2.3. Benefits of Early L2 Acquisition
 - 3.2.4. Stages of Early L2 Acquisition
 - 3.2.5. Relations with Families
 - 3.2.6. Benefits of Early L2 Acquisition
- 3.3. L2 and Interaction
 - 3.3.1. The Role of Interaction in Learning
 - 3.3.2. Interaction in Native Language Learning
 - 3.3.3. Interaction in L2 Learning
 - 3.3.4. Types of Interaction in the Foreign Language Classroom
 - 3.3.5. *Teacher Talking Time*
- 3.4. The Role of Emotions in L2 Learning
 - 3.4.1. Emotions and Learning
 - 3.4.2. The Output Theory
 - 3.4.3. How Anxiety Affects
 - 3.4.4. Emotions and Trust
 - 3.4.5. Motivation
- 3.5. English Communication Skills
 - 3.5.1. The Integration of Communicative Skills
 - 3.5.2. CEFR (Common European Framework of Reference for Languages)
 - 3.5.3. Levels of Reference
- 3.6. *Listening*
 - 3.6.1. Definition of Listening
 - 3.6.2. Techniques and Tools for Teaching Listening
 - 3.6.3. Activity Examples
 - 3.6.4. Before the Activity
 - 3.6.5. During the Activity
 - 3.6.6. After the Activity

3.7. Reading

- 3.7.1. Definition of Reading
- 3.7.2. Techniques and Tools for Teaching Reading
- 3.7.3. Activity Examples
- 3.7.4. Before the Activity
- 3.7.5. During the Activity
- 3.7.6. After the Activity

3.8. Speaking

- 3.8.1. Definition of Speaking
- 3.8.2. Techniques and Tools for Teaching Speaking
- 3.8.3. Activity Examples
- 3.8.4. Before the Activity
- 3.8.5. During the Activity
- 3.8.6. After the Activity

3.9. Writing

- 3.9.1. Definition of Writing
- 3.9.2. Techniques and Tools for Teaching Writing
- 3.9.3. Activity Examples
- 3.9.4. Before the Activity
- 3.9.5. During the Activity
- 3.9.6. After the Activity

3.10. Assessment

- 3.10.1. How to Assess Listening
- 3.10.2. How to Assess Reading
- 3.10.3. How to Assess Speaking
- 3.10.4. How to Assess Writing

Module 4. CLIL Methodology

4.1. Objectives and Fundamentals

- 4.1.1. Definition
- 4.1.2. Basic Principles
- 4.1.3. Types of CLIL
- 4.1.4. Advantages of CLIL

4.2. Relationships Between Content and Language

- 4.2.1. Features of the CLIL Curriculum
- 4.2.2. The Teaching Language
- 4.2.3. Language as a Vehicle
- 4.2.4. Language as a Learning Goal

4.3. Scaffolding in CLIL

- 4.3.1. The Importance of Scaffolding in CLIL
- 4.3.2. The Zone of Proximal Development
- 4.3.3. Student Autonomy
- 4.3.4. Interaction
- 4.3.5. Scaffolding Techniques and Activities

4.4. Active Methodologies for CLIL Development

- 4.4.1. Features and Benefits
- 4.4.2. Problem-based Learning
- 4.4.3. The Flipped Classroom
- 4.4.4. Gamification
- 4.4.5. Cooperative Learning

4.5. Design and Development of CLIL Materials

- 4.5.1. The Importance of Materials in CLIL
- 4.5.2. Types of Materials and Resources
- 4.5.3. Bloom's Taxonomy
- 4.5.4. Keys for the Development of Materials

4.6. Teaching Natural Sciences through CLIL

- 4.6.1. Activating Prior Knowledge
- 4.6.2. Input and Output
- 4.6.3. Collaborative Activities
- 4.6.4. Research in the Classroom
- 4.6.5. Assessment

4.7. Teaching Social Sciences through CLIL

- 4.7.1. Activating Prior Knowledge
- 4.7.2. Input and Output
- 4.7.3. Collaborative Activities
- 4.7.4. Research in the Classroom
- 4.7.5. Assessment

- 4.8. Teaching Art Through CLIL
 - 4.8.1. Advantages of CLIL in Art
 - 4.8.2. Cultural and Artistic Competence
 - 4.8.3. Input and Output
 - 4.8.4. Activities
 - 4.8.5. Assessment
- 4.9. STEAM: Integrated Teaching of Science, Technology, Engineering, Arts and Maths Through CLIL
 - 4.9.1. Definition of STEAM
 - 4.9.2. Principles of Effective STEAM Teaching
 - 4.9.3. Examples of STEAM and CLIL Activities and Lessons
- 4.10. Assessment
 - 4.10.1. Principles of CLIL Assessment
 - 4.10.2. When Is Assessment Effective: Diagnostic, Formative and Summative
 - 4.10.3. Specific Features of CLIL
 - 4.10.4. Self and Peer Assessment
 - 4.10.5. Assess Content and Language
 - 4.10.6. Assessment Strategies and Resources

Module 5. Teaching Resources for Bilingual Classrooms

- 5.1. Games, Activities and Board Games
 - 5.1.1. Reasons for Using Games
 - 5.1.2. Types of Games
 - 5.1.3. Vocabulary Games
 - 5.1.4. Grammar Games
 - 5.1.5. Speaking Games
 - 5.1.6. Board Games
- 5.2. Drama and Role Plays
 - 5.2.1. Reasons for Using Theater
 - 5.2.2. Ways of Incorporating Drama in the English Classroom
 - 5.2.3. Selection of Plays and Their Preparation
 - 5.2.4. Reasons for Using Role Play
 - 5.2.5. How to Use Role Play in English Language Teaching
 - 5.2.6. Language Learning and Role Play
- 5.3. Poems, Rhymes, and Tongue Twisters
 - 5.3.1. Definition of Poems, Rhymes and Tongue Twisters
 - 5.3.2. The Advantages of Using Them in English Language Teaching
 - 5.3.3. Searching and Choosing Materials
 - 5.3.4. Activities
- 5.4. Songs and Chants
 - 5.4.1. The Difference Between Songs and Chants
 - 5.4.2. Steps for Using Songs in the Classroom
 - 5.4.3. Activities for Before, During and After a Song
 - 5.4.4. How to Create a Chant for the Classroom
- 5.5. Teaching with Puppets
 - 5.5.1. Why Use Puppets
 - 5.5.2. Ways of Using Puppets in the Classroom
 - 5.5.3. Choosing Puppets
 - 5.5.4. Making Puppets
- 5.6. Crafts.
 - 5.6.1. Advantages of Using Crafts
 - 5.6.2. Keys to Using Arts and Crafts in the English Classroom
 - 5.6.3. How to Incorporate Language into the Activity
 - 5.6.4. Activities
- 5.7. Worksheets
 - 5.7.1. Why Use Worksheets
 - 5.7.2. Keys to Using Worksheets and Crafts in the English Classroom?
 - 5.7.3. Types of Worksheets
 - 5.7.4. Designing and Creating Worksheets
- 5.8. Teaching Resources: Flashcards and Pictures
 - 5.8.1. Why Use Flashcards
 - 5.8.2. How to Use Flashcards in the English Classroom
 - 5.8.3. Types of Flashcards
 - 5.8.4. Flashcard Activities
- 5.9. Didactic Resources: Videos and Animated Short Films
 - 5.9.1. Why Use Short Animation Films
 - 5.9.2. How to Use Short Films in the English Classroom
 - 5.9.3. How to Choose a Short Film
 - 5.9.4. Activities to do Before, During, and After the Viewing



- 5.10. Blogs and Wikis
 - 5.10.1. What is a Blog?
 - 5.10.2. Why Use a Blog
 - 5.10.3. Types of Blogs Used in the English Classroom
 - 5.10.4. What is a Wiki?
 - 5.10.5. Why Use a Wiki
 - 5.10.6. Wikis for Collaborative Learning

Module 6. The Organization of a Bilingual Center

- 6.1. Regulatory Frameworks and External Assessments
 - 6.1.1. Bilingual Centers in Spain BORRAR
 - 6.1.2. Bilingual Centers in Madrid BORRAR
 - 6.1.3. Linguistic Qualification
 - 6.1.4. External Assessments
- 6.2. Organization and Structure of Bilingual Centers
 - 6.2.1. The English Department
 - 6.2.2. Organizing Subjects
 - 6.2.3. The Characteristics of Bilingual Centers
- 6.3. The Integrated Curriculum
 - 6.3.1. Integrated Language Curriculum
 - 6.3.2. Linguistic Project of the Center
 - 6.3.3. Guidelines for the Development of the Integrated Curriculum
- 6.4. Attention to Diversity Special Educational Needs
 - 6.4.1. Challenges of Bilingualism in Relation to SEN
 - 6.4.2. Bilingualism and Intellectual Disability
 - 6.4.3. Bilingualism and Language Disorders
 - 6.4.4. Bilingualism and Emotional and Adaptive Difficulties
 - 6.4.5. Late Incorporation Into the Bilingual Project
 - 6.4.6. Students With Different Mother Tongues
- 6.5. Conversation Assistants/Native Speaking Assistants
 - 6.5.1. The Profile of the Conversation Assistant
 - 6.5.2. Duties of the Assistant
 - 6.5.3. The Role of the Conversation Assistant
 - 6.5.4. First Contact and Incorporation
 - 6.5.5. Activities That Can Be Performed by the Conversation Assistant

- 6.6. Coordination of Teaching Teams
 - 6.6.1. Formal Educational Coordination Bodies
 - 6.6.2. Horizontal and Vertical Coordination
 - 6.6.3. Bilingual Project Coordination Scopes and Needs
 - 6.6.4. Keys for an Effective Coordination
- 6.7. Bilingual Project Coordination Duties and Roles
 - 6.7.1. Duties of the Coordinator
 - 6.7.2. Meetings and Coordination Issues
 - 6.7.3. Keys to Coordinate a Work Team
 - 6.7.4. Profile of the Coordinator
- 6.8. Creating a Bilingual Environment for Learning and Communication
 - 6.8.1. Everyday Language at the Center
 - 6.8.2. Corridors and Common Areas
 - 6.8.3. The Classroom Space
 - 6.8.4. Faculty and Community Involvement
- 6.9. Relationship With Families and the Environment
 - 6.9.1. Family Perceptions of Bilingualism
 - 6.9.2. Communication and Relationship Tools
 - 6.9.3. Participation in the Center
 - 6.9.4. Home Monitoring and Homework
- 6.10. Assessment of the Bilingual Project
 - 6.10.1. Indicators of Assessment
 - 6.10.2. Assessing the Involved Agents
 - 6.10.3. Family Assessment
 - 6.10.4. External Assessments

Module 7. Successful Educational Practices in Bilingual Education

- 7.1. Theoretical Framework. Included Project
 - 7.1.1. The Included Project
 - 7.1.2. Theoretical References
 - 7.1.3. Student Grouping and Community Involvement
 - 7.1.4. Extended Learning Time

- 7.2. Background: Learning Communities
 - 7.2.1. The Information Society
 - 7.2.2. Transformation Phases
 - 7.2.3. Sleep
 - 7.2.4. Mixed Committees
 - 7.2.5. The Project at Present
- 7.3. Success Factors: Student Grouping
 - 7.3.1. Heterogeneous Clustering Models
 - 7.3.2. Mixed Clustering Models
 - 7.3.3. inclusive Clustering Models
- 7.4. Success Factors: Participation and Training of Family Members
 - 7.4.1. Training Family Members
 - 7.4.2. Types of Participation and Their Impact on Success
 - 7.4.3. Educational Participation
- 7.5. Learning through Dialogue
 - 7.5.1. Equal Dialogue
 - 7.5.2. Cultural Intelligence
 - 7.5.3. Instrumental Dimension
 - 7.5.4. The Creation of Meaning
 - 7.5.5. Solidarity
 - 7.5.6. Transformation
 - 7.5.7. Equality of Differences
- 7.6. Interactive Groups
 - 7.6.1. Description of The Interactive Groups
 - 7.6.2. Non-Expert Volunteers
 - 7.6.3. The Results of the Interactive Groups
 - 7.6.4. The Interactive Groups in the Bilingual Classroom
- 7.7. Dialogic Interaction and Inquiry
 - 7.7.1. The Sociocultural Perspective. Vigotsky
 - 7.7.2. Types of interactions
 - 7.7.3. Interactions and Identity Building
 - 7.7.4. Communicative Acts
 - 7.7.5. Dialogic Inquiry

- 7.8. The Role of Non-Expert Volunteers in the Bilingual Classroom
 - 7.8.1. The Role of Volunteers
 - 7.8.2. What To Do From School
 - 7.8.3. Its Participation in the Assessment
 - 7.8.4. Expert or Non-Expert Volunteers
- 7.9. Dialogic Reading
 - 7.9.1. Definition of Dialogic Reading
 - 7.9.2. Foundations of Dialogic Reading
 - 7.9.3. English Reading Godmothers and Godfathers
 - 7.9.4. Accompanied Reading
- 7.10. Literary Dialogical Talks in the Bilingual Classroom
 - 7.10.1. The Origin of Dialogic Literary Gatherings
 - 7.10.2. Interactions That Speed Up Reading
 - 7.10.3. Classics in Preschool and Primary School
 - 7.10.4. The Functioning of the Discussion Group

Module 8. Project-based Learning

- 8.1. History, Definition and Concepts
 - 8.1.1. History of PBL
 - 8.1.2. Definition
 - 8.1.3. Features
- 8.2. Development of PBL
 - 8.2.1. Steps Involved
 - 8.2.2. Choosing a Topic
 - 8.2.3. Teacher's Work
 - 8.2.4. Information Search
- 8.3. Project Work in CLIL
 - 8.3.1. Projects in the Area of English
 - 8.3.2. Projects in Science
 - 8.3.3. Keys for its Use in CLIL
- 8.4. Assessment
 - 8.4.1. Checklists
 - 8.4.2. Headings
 - 8.4.3. Output/ Products for Evaluation
- 8.5. TASC Wheel Method
 - 8.5.1. Presentation of the TASC Wheel
 - 8.5.2. Thinking Skills
 - 8.5.3. Steps Involved
 - 8.5.4. Products and Evaluation
- 8.6. Example of a Project in Natural Sciences
 - 8.6.1. Topic and Objectives
 - 8.6.2. Organization of Work
 - 8.6.3. Development
 - 8.6.4. Products
 - 8.6.5. Assessment
- 8.7. Example of a Project in Social Sciences
 - 8.7.1. Topic and Objectives
 - 8.7.2. Organization of Work
 - 8.7.3. Development
 - 8.7.4. Products
 - 8.7.5. Assessment
- 8.8. Example of a Project in Arts and Crafts
 - 8.8.1. Topic and Objectives
 - 8.8.2. Organization of Work
 - 8.8.3. Development
 - 8.8.4. Products
 - 8.8.5. Assessment
- 8.9. Example of a Project in Music
 - 8.9.1. Topic and Objectives
 - 8.9.2. Organization of Work
 - 8.9.3. Development
 - 8.9.4. Products
 - 8.9.5. Assessment
- 8.10. Materials and Resources
 - 8.10.1. Types of Material
 - 8.10.2. Where to Find the Materials
 - 8.10.3. Scaffolding Resources

Module 9. iPads and Tablets in the CLIL Classroom

- 9.1. Introduction Models for the iPad/Tablet in the Classroom
 - 9.1.1. The ICT Classroom
 - 9.1.2. iPad Corner
 - 9.1.3. 1: 1 Model
- 9.2. Introduction to the Apple Environment
 - 9.2.1. Apple ID and Apple School Manager
 - 9.2.2. MDM
 - 9.2.3. Access Points
 - 9.2.4. Apple TV
- 9.3. The iPad/Tablet as Support or as a Content Creator
 - 9.3.1. Presentations
 - 9.3.2. Contents Manual
 - 9.3.3. Creation of Visual Content
- 9.4. Classroom Management
 - 9.4.1. Classroom
 - 9.4.2. iDoceo
 - 9.4.3. iTunesU
 - 9.4.4. Google Classroom.
- 9.5. Content Research and Creation Through the iPad/Tablet
- 9.6. Multimedia Production Apps
 - 9.6.1. Videos
 - 9.6.2. *Explain Everything*
- 9.7. Apps for Teaching English in Primary School
 - 9.7.1. The iPad/Tablet in Primary School
 - 9.7.2. Apps for the Classroom
 - 9.7.3. Apps and Stories in English
 - 9.7.4. Apps Specifically Designed for English Learning
- 9.8. Apps for CLIL Areas. *Sciences*
 - 9.8.1. iPads and Science Education
 - 9.8.2. Use of iPads in Science Class
 - 9.8.3. Apps for STEM (Science, Technology, Engineering, Maths)
 - 9.8.4. Apps for Social Sciences

- 9.9. Apps for CLIL Areas. *Arts*
 - 9.9.1. Use of iPads in Art Class
 - 9.9.2. Apps for Arts and Crafts
 - 9.9.3. iPads in Music Class
- 9.10. Evaluation Through the iPad/Tablet
 - 9.10.1. iPads in Primary School Assessment
 - 9.10.2. Apps and Integrated Utilities for Assessment
 - 9.10.3. iPads and Assessment through the Portfolio
 - 9.10.4. iPad and Rubric Assessment
 - 9.10.5. Apps for Assessment

Module 10. Google G Suite for Education

- 10.1. The Google Classroom
 - 10.1.1. History of Google
 - 10.1.2. Who Google is Today
 - 10.1.3. The Importance of Partnering with Google
 - 10.1.4. Catalogue of Google Apps
- 10.2. Google and Education
 - 10.2.1. Google's Involvement in Education
 - 10.2.2. Application Procedures at your Center
 - 10.2.3. Versions and Types of Technical Support
 - 10.2.4. First Steps with the G Suite Management Console
 - 10.2.5. Users and Groups
- 10.3. GSuite, Advanced Use.
 - 10.3.1. Profiles
 - 10.3.2. Reports
 - 10.3.3. Role of Administrator
 - 10.3.4. Device Administration
 - 10.3.5. Security
 - 10.3.6. Domains
 - 10.3.7. Data Migration
 - 10.3.8. Groups and Mailing Lists
 - 10.3.9. Privacy Policy and Data Protection

- 10.4. Tools for Searching for Information in the CLIL Classroom
 - 10.4.1. Google Search
 - 10.4.2. Advanced Information Search
 - 10.4.3. Integration of the Search Engine
 - 10.4.4. Google Chrome
 - 10.4.5. Google News
 - 10.4.6. Google Maps
 - 10.4.7. YouTube
- 10.5. Google Tools for Communication in the Classroom
 - 10.5.1. Introduction to Google Classroom
 - 10.5.2. Instructions for Teachers
 - 10.5.3. Instructions for Students
- 10.6. Google Classroom: Advanced Uses and Additional Components
 - 10.6.1. Advanced Uses of Google Classroom
 - 10.6.2. Flubaroo
 - 10.6.3. formLimiter
 - 10.6.4. Autocrat
 - 10.6.5. Doctopus
- 10.7. Tools for Organizing Information
 - 10.7.1. First Steps in Google Drive
 - 10.7.2. File and Folder Organization
 - 10.7.3. Share Files
 - 10.7.4. Storage
- 10.8. Tools for Cooperative Working with Google
 - 10.8.1. Calendar
 - 10.8.2. Google Sheets
 - 10.8.3. Google Docs
 - 10.8.4. Google Presentations
 - 10.8.5. Google Forms



A university program that will allow you to effectively use the tools that Google G Suite brings to the education sector"

06

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.

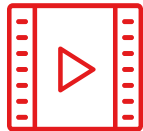
The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

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

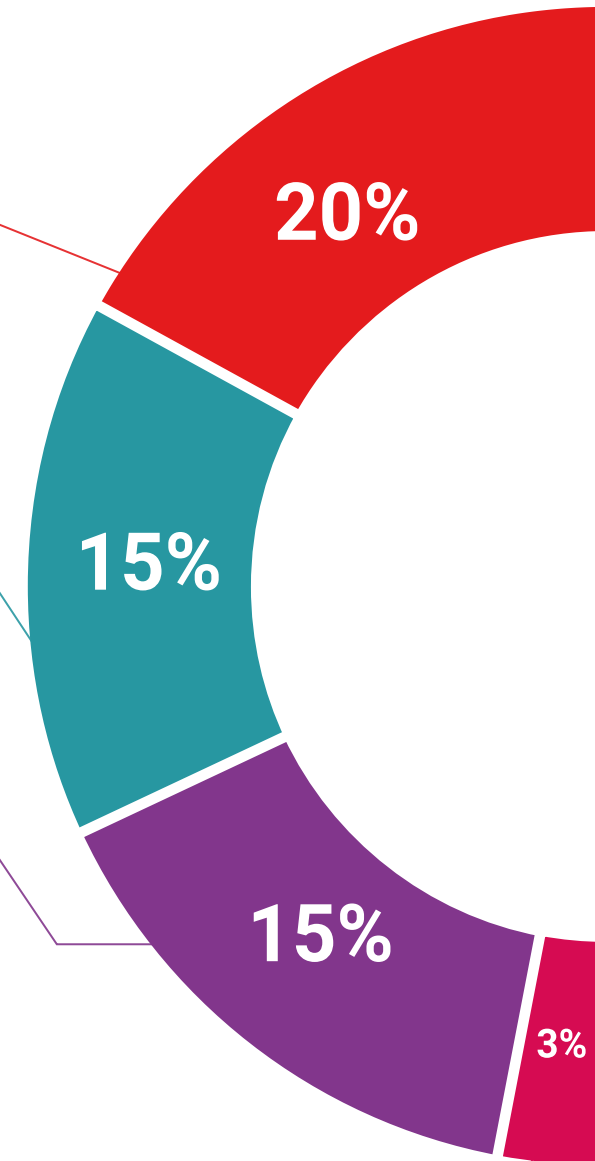
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

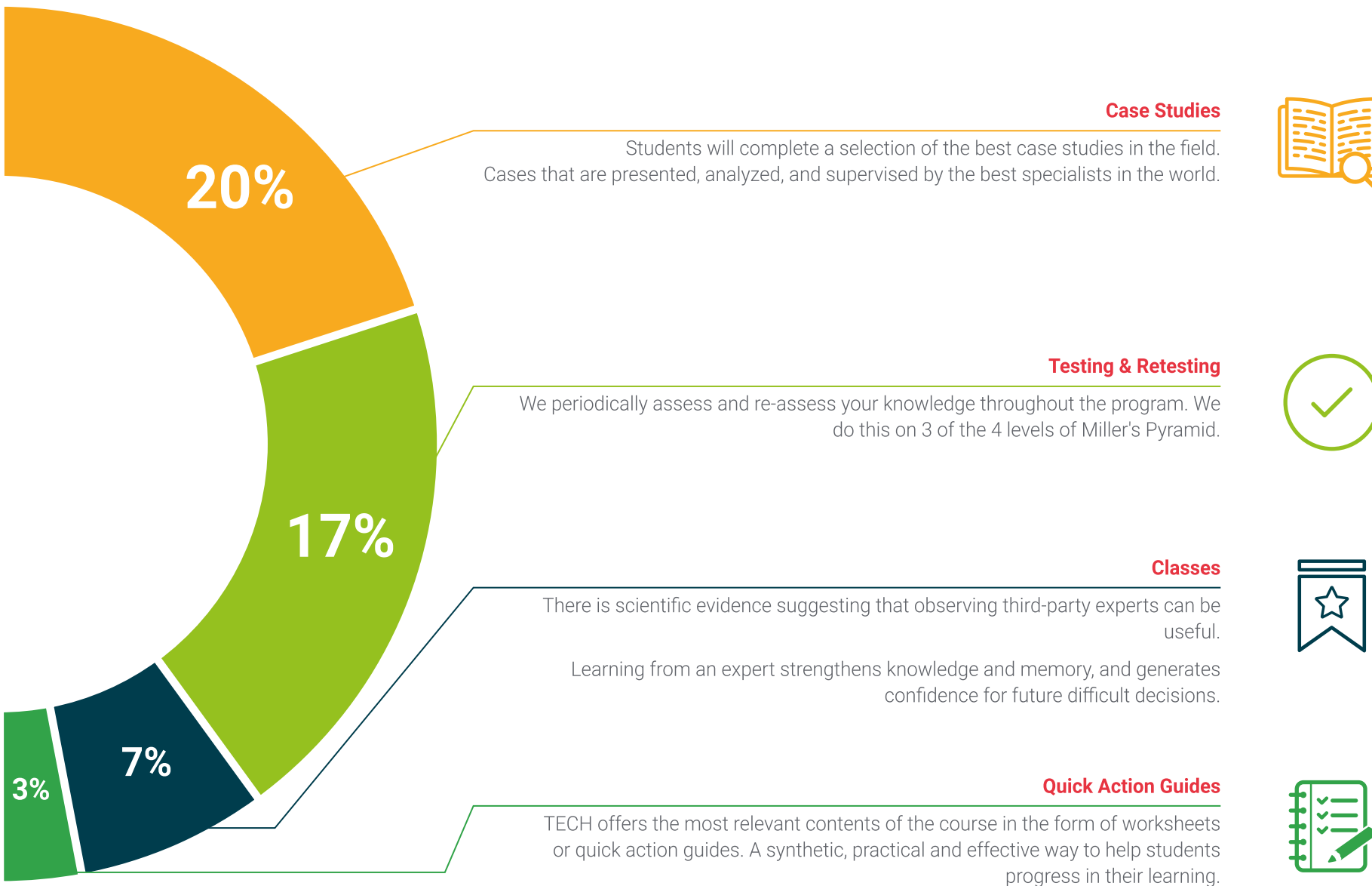
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Certificate

The Master's Degree in Bilingual Education in Pre-School and Primary School guarantees students, in addition to the most rigorous and up-to-date education, access to a Master's Degree issued by TECH Global University.



“

*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 **Master's Degree diploma in Bilingual Education 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.

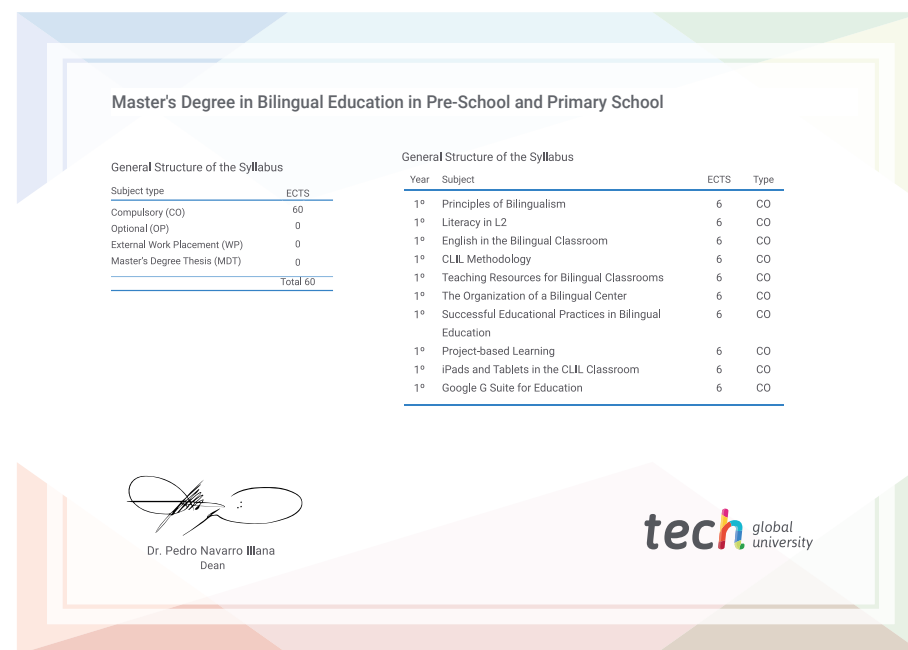
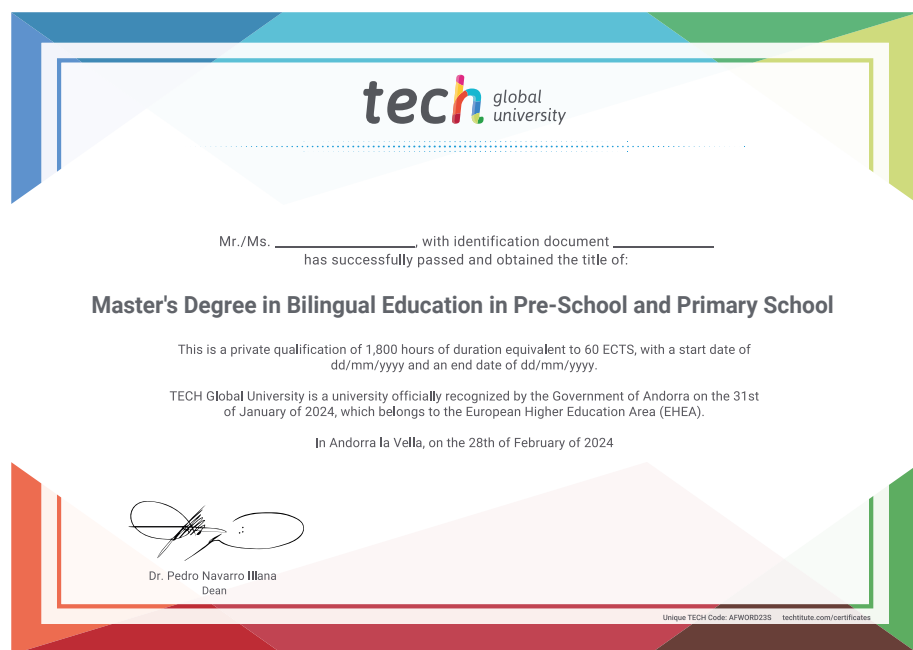
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Bilingual Education in Pre-School and Primary School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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



Master's Degree
Bilingual Education in
Pre-School and Primary
School

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree Bilingual Education in Pre-School and Primary School