

Language Diversity and Intercultural Mediation

Code: 44308
ECTS Credits: 6

Degree	Type	Year	Semester
4316204 French as a Foreign Language and Linguistic Diversity	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: (fre)

Teachers

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Prerequisites

None

Objectives and Contextualisation

- To reflect on translinguistic and intercultural in linguistic mediation and teaching-learning of foreign languages
- To know typological functional approaches and their implications in linguistic mediation and teaching-learning of foreign languages
- To be able to transpose the acquired knowledge to the analysis of linguistic phenomena, in their oral and written aspect, both in their universal nature (invariants) and particular (variability) to linguistic mediation and teaching-learning of foreign languages

Competences

- Analyze the social, cultural and linguistic dimensions of various training situations in the context of a very good level of French, including situations which demand intermediation, mediation between languages and/or the management of plurilingualism and multiculturalism.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Conceive and develop teaching sessions in French as a foreign language and linguistic diversity using authentic documents.
- Continue the learning process, to a large extent autonomously.
- Design and carry out research into a problem linked to teaching French as a foreign language and linguistic diversity.
- Design, apply and use different evaluation techniques (formative, summative, etc.) for French as a foreign language and linguistic diversity.
- Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).

- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Learning Outcomes

1. Analyse and evaluate some situations of linguistic measurement in plurilingual contexts.
2. Analyse authentic documents or situations related to linguistic diversity.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Continue the learning process, to a large extent autonomously.
5. Differentiate the typologies of languages in contact.
6. Distinguish between a formalist and a functionalist approach.
7. Distinguish different models of analysis of linguistic diversity in their fields of work and application.
8. Explain the principles of linguistic comparison.
9. Identify situations in which linguistic diversity plays an important role.
10. Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).
11. Select, categorise and generalise factors of sociological and cultural differentiation or similarity in a situation of exolingual communication.
12. Select, categorise and generalise factors of sociological and cultural differentiation or similarity in a situation of translanguistic mediation.
13. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
14. Understand and be able to differentiate between the main lines of current research in linguistic diversity.
15. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
16. Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Content

- Functional approach in linguistic analysis and comparison. Implications in linguistic mediation and teaching-learning of foreign languages
- The essentially oral nature of languages. Methodological implications in description and didactic applications
- Linguistic functions: some examples in intralinguistic and interlinguistic analyses. funciones lingüísticas: algunos ejemplos en el análisis intralingüístico e interlingüísticos. Implications in linguistic mediation and teaching-learning of foreign languages

Methodology

The course will consist on masterclasses in which there will be collective discussions with students both in the theoretical presentation and in practical applications (documents analysis and implications in linguistic mediation and teaching-learning of foreign languages)

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Applications in the analysis of written and oral documents (in source language, target language and interlanguage)	10	0.4	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16

Collective discussions	10	0.4	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16
Master classes	10	0.4	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16

Assessment

Assessment

The evaluation of the course will be continuous and will include tests, exercises and papers delivered throughout the semester, and active participation during classes.

To participate in the reexamination process (that will consist in a global remedial exam), the students must have been previously evaluated in a set of activities whose weight equals a minimum of 2/3 of the total grade. Only students who, having failed, have at least a final average grade of 3.5 out of 10 will have the right to reexamination. Oral presentations and tasks related to daily teaching activities are non-recoverable.

Students who have completed less than 2/3 of the evaluation activities will be considered 'NOT EVALUABLE'.

At the time of the completion of each evaluation activity, students will be informed of the procedure and date of review of the evaluation.

Plagiarism: The total or partial plagiarism of any exercise, examination or paper will automatically be considered FAILURE (0). PLAGIARISM is to copy from unidentified sources, either a single phrase or more, presenting it as your own production. It constitutes a serious offense.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Personal interview	30%	1	0.04	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16
Questionnaires	40%	69	2.76	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16
Synthesis and/or application work	30%	50	2	2, 1, 14, 5, 7, 6, 8, 9, 10, 13, 3, 4, 11, 12, 15, 16

Bibliography

- Kilani-Schoch, Marianne. (1988). *Introduction à la morphologie naturelle*. Berne, Peter Lang.
- Lazard, Gilbert. (1995). *L'Actance*. Paris, PUF.
- Renard, Raymond, (2010). *Structuro-global et verbo-tonal*. Mons, CIPA
- Seiler, Hansjakob. (2000). *Language Universals Research. A Synthesis*. Tübingen, Gunter Narr Verlag.

