UAB
Universitat Autònoma de Barcelona

2021/2022

Centre Language Project and Plurilingualism

Code: 102073
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

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: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Emilee Moore

Maria Dolors Masats Viladoms

Celia Pratginestos Pou

Claudia Vallejo Rubinstein

Júlia Llompart Esbert

Prerequisites

None.

Objectives and Contextualisation

This course provides an insight into the basic knowledge all future primary teachers should possess regarding how to deal with linguistic diversity in the classroom. Students will gain reflective and practical tools to learn to manage language education in a multilingual curriculum and in a specific context of Catalonia.

The course aims to allow participants to:

- become aware of the linguistic diversity worldwide, of the sociolinguistic phenomena that emerge when languages (and people who uses them) are in contact and of how such phenomena influence linguistic policies, especially in Europe, Spain and Catalonia.
- recognise the traits of the linguistic competences plurilingual individuals possess and how they use the linguistic resources they have at hand.
- identify the factors that educators should take into account when they design their school language project; especially those related to how to plan, through the implementation of a multilingual and integrative curriculum, pupils' language learning in linguistically heterogeneous groups.

- reflect upon how to take relevant actions to enhance the process of language learning, paying particular attention to develop pupils' oral communication abilities and to establish links between the languages to be learnt and the contents of non-linguistic courses. By doing so, learning becomes meaningful, functional and competence-based.
- gain knowledge and develop pedagogical competencies in the field of learning English as a foreign language in primary education through the design of project-based global and integrative classroom proposal.
- understand the decree passed by the Catalan Government on inclusive education and be able to apply it to the design of pedagogical classroom proposals.
- avoid the use of sexist, androcentric or discriminatory language.

Competences

- Be familiar with the languages and literature curriculum.
- Deal with languages learning situations in multilingual contexts.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Community.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understanding the difficulty that students with other languages have in learning the official languages.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse and apply teaching practices to benefit the development of multilingual and intercultural skills, taking into account the perspective of the inclusive school.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Assessing the value of correction, adaptation and acceptability in oral and written productions.
4. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
5. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Distinguish standards and variations in any linguistic production.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identifying the main mechanisms of lexical creation.
10. Interpreting the curriculum in the Generalitat de Catalunyas field of languages, both in terms of the content that must be accomplished, and of the articulation of the languages of the school and in the transversal aspects involved in the communicative dimension.
11. Know about the grounds on which the teaching and learning of a foreign language in primary education is based.
12. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
13. Knowing how to plan and implement activities that will articulate strategies that are appropriate for overcoming the difficulties that students with other languages have in learning the official languages.
14. Make educational proposals for working on a foreign language in primary education and to appreciate all organizational possibilities and the most suitable materials.
15. Propose projects and actions that incorporate the gender perspective.
16. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.

Content

MODULE 1

1. School language project

- Models of multilingual education. Programs developed in Catalonia. Specificities and diversity of the situation of the Catalan classrooms.
- The integrated treatment of Catalan, Spanish, English and/or other languages.
- Languages across the curriculum.
- Language and social cohesion. Linguistic integration of newcomers. Proposals for integrating the languages of newcomers.
- Language planning beyond the classroom. Community education plans and tools for social cohesion.

2. Society, language and schools

- Linguistic diversity in today's world. Situations of multilingualism and language contact.
- The education system, linguistic diversity and social cohesion. Sociolinguistic aspects of schools in Catalonia. The transmission of the Catalan language.
- Legislation on the treatment of languages in compulsory education in Spain and Catalonia. Languages and access to the public service.
- European language policy. Main recommendations from the Council of Europe relating to minority and foreign languages.
- Language planning beyond the classroom. Community education plans and tools for social cohesion.

3. Plurilingual competence

- Characteristics of the linguistic competences of plurilingual speakers.
- Communication in multilingual situations: code-switching, endolingual and exolingual conversations, the role of the different language resources.
- The teaching of languages in linguistically heterogeneous classrooms.

MODULE 2

4. Teaching, learning and assessing foreign languages

- Teaching and learning foreign languages in the lower, middle and upper cycles.
- Approaches to learning foreign languages in primary school.
- The management of communication in theclassroom. The organisation of activities for reception, production and interaction in the foreign language classroom.

Methodology

The course takes for granted that knowledge construction is a collaborative action-based process between the teacher and the students and among students themselves. As a consequence, students are asked to perform tasks that trigger the use of previous knowledge as a mechanism to build new learning experiences and to develop new abilities. The teacher's monitoring process, the course literature and the analysis of practical experiences nurture the development of those performative learning tasks.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

The teacher will introduce the topics to be dealt with in the course, will tutor students individually and will monitor group work. Students will cooperate with their peers to construct shared knowledge and elaborate the course assignments.	38	1.52	1, 11, 7, 14, 9, 13, 16
Type: Supervised			
Tutorials	25	1	7, 9, 16
Type: Autonomous			
Self-study	62	2.48	7, 9, 16

Assessment

To pass the subject, it is necessary for students to prove they are good communicators, both orally and in writing. Consequently, teachers will consider the formal aspects of language in all assignments (individual and group) and oral presentation. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or given a fail mark if it does not meet those requirements. The students in groups 21, 31 and 41 must demonstrate a good oral and written command of the Catalan and Spanish languages (level C2 of the Common European Framework of Reference) and a basic instrumental mastery (level B1 of the Common European Framework of Reference) of the English language. Students in group 71 must demonstrate that they have achieved in English the objectives identified by the C1 level descriptors of the CEFR, both in everyday situations and in the academic environment.

Class attendance is mandatory: it is necessary to attend a minimum of 80% of the assigned hours for each module. If this requirement is not fulfilled, students' assignments will not be assessed. No document justifying a case of absence can be used as an alternative to attend 80% of the lessons.

Evaluation tasks are grouped into four blocks according to their type. Two of these blocks correspond to the contents of module 1 (topics 1, 2 and 3) and the other two are related to module 2 (topic 4). It is necessary to get a pass mark in each block to be able to get a pass mark in this subject. Evaluation tasks will be carried out once a module is completed. The evaluative activities carried out in group and the oral presentations cannot be re-taken. Individual exams of both module 1 and 2 will take place on the week after the end of lessons. The highest possible score for those exams will be 5.

In accordance with the UAB regulations, copying or plagiarising is a crime that results in a FAIL mark in the subject, and studentswill not be allowed to sit an exam to get a pass mark. An assignment or and will be considered as a copy, when it reproduces all the work, or a part of the work, presented by another classmate. Plagiarism occurs when part of a printed/digital text produced by an author is presented by the student without citing the original sources. Reproducing the materials (notes, slides, tasks, etc.) made available to students by their teachers is also a case of plagiarism. The possession of documents or devices to copy in an exam is also penalised with a FAIL mark.

Students who enrol for the second time in the course can only request a special evaluation process if the previous year they had obtained a pass mark in one of the evaluation tasks in each of the modules.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Written and/ audiovisual assignment(s), produced in small groups, based on the contents in module 1. Elaboration of intermediate documents required for the elaboration of such texts or for the final oral presentation.	25%	0	0	1, 2, 5, 4, 12, 11, 7, 14, 9, 8,

				10, 15, 13, 16, 6, 3
2. Individually written test on the contents taught in module 1.	35%	0	0	1, 5, 7, 9, 10, 13, 16
3. Individual test based on the contents of module 2.	15%	0	0	5, 12, 11, 7, 9
4. Written and/ audiovisual assignment(s), produced in small groups, based on the contents in module 2. Elaboration of intermediate documents required for the elaboration of such texts or for the final oral presentation.	25%	0	0	1, 2, 5, 4, 12, 11, 14, 8, 10, 15, 13, 16, 6

Bibliography

Compulsory reading for modules 1 & 2

Subdirecció General de Llengua i Plurilingüisme (2018). *El model lingüístic del sistema educatiu de Catalunya: L'aprenentatge i l'ús de les llengües en un context educatiu multilingüe i multicultural*. Barcelona: Departament d'Ensenyament de la Generalitat de Catalunya.
http://educacio.gencat.cat/web/.content/home/departament/publicacions/monografies/model-linguistic/model-lingu / English: *The language model of the Catalan education system: Language learning and use in a multilingual and multicultural educational environment.*
http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/monografies/model-linguistic/model

Compulsory readings

Module 1

Topic 1: School language project

Dooly, Melinda (2016). Proyectos didácticos para aprender lenguas. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (p.169-193). Madrid: Síntesis.

Masats, Dolors, & Noguerol, Artur (2016). Proyectos lingüísticos de centro y currículo. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (p.59-84). Madrid: Síntesis.

Moore, Emilee, & Llompart, Júlia (2019). De la didàctica de les llengües a la didàctica del plurilingüisme. *CLIL Journal ofInnovation and Research in Plurilingual and Pluricultural Education*, 2(2): 57-65. DOI: https://doi.org/10.5565/rev/clil.27

Topic 2: Society, language and schools

Llompart, Júlia (2017). La transmissió lingüística intergeneracional inversa: quan fills i filles ensenyen llengua als progenitors. *Treballs de Sociolinguística Catalana, 27*, 63-76.
https://publicacions.iec.cat/repository/pdf/00000251/00000086.pdf

Llompart, Júlia, & González, Amparo (2018). Jugar a lingüistas: una propuesta didáctica para el alumnado plurilingüe. *Cuadernos de Pedagogía, 488*, 40-45.

Woolard, Kathryn (2008). Les ideologies lingüístiques: una visió general d'un camp des de l'antropologia lingüística. *Revista de Llengua i Dret, 49*, 179-199. http://revistes.eapc.gencat.cat/index.php/rld/article/view/892/n49-woolard-ca.pdf

Topic 3: Plurilingual competence

Moore, Emilee, & Palou, Juli (2018). Reading in multilingual environments. In Sílvia Melo-Pfeifer & Christian Helmchen (Ed.), *Plurilingual literacy practices at school and in teacher education* (p. 79-102). Bern: Peter Lang.

Nussbaum, Luci (2013) De las lenguas en contacto al habla plurilingüe. In Virginia Unamuno & Ángel Maldonado (Ed.), *Prácticas y repertorios plurilingües en Argentina* (p. 273-283). Bellaterra: Servei de Publicacions de la UAB. http://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/llibreVir2013.pdf

Vallejo, Claudia, & Moore, Emilee (2016). Prácticas plurilingües 'transgresoras' en un programa extraescolar de refuerzo de la lectura. *Signo y Seña, 29*, 33-61. http://revistascientificas.filo.uba.ar/index.php/sys/article/view/2805/2435

Module 2

Topic 3: Teaching, learning and assessing foreign languages

Bou Rueda, Marta (2019). Asking for volunteers: a teacher's strategies to enhance learning while organizing participation. In Dolors Masats, Maria Mont & Nathaly Gonzalez-Acevedo (Ed.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 275-286). Rothersthorpe: Paragon Publishing. https://zenodo.org/record/3064130#.YEKQDpNKjlw

Moore, Emilee (2016). Aprendizaje de lenguas e interacción social. In Dolors Masats & Luci Nussbaum (Ed.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (p. 35-58). Madrid: Síntesis.

Phillips, Sarah (1993). Introduction. *Young Learners. Resource Books for Teachers* (pp. 5-14). Oxford: Oxford Univerity Press.

Materials related to this course

Ajuntament de Barcelona (2019). *Guia de comunicació inclusiva: Per construir un món mésigualitari*. Barcelona: Ajuntament de Barcelona. https://ajuntament.barcelona.cat/guia-comunicacio-inclusiva/

Dooly, Melinda, & Claudia Vallejo (2019). *Creating an inclusive environment for language support*. Open Educational Resources developed within the Making Literacy Meaningful Project (Erasmus+ Key Action2. 2016-1-DE03-KA201-023008). Barcelona: GREIP Materials. English: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/dooly_vallejo_2019_mlm_inclusive.p / Català: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/dooly_vallejo_mlm2019_inclusiu.pdf

Dooly, Melinda, & Claudia Vallejo (2019). *Identifying and working with the different levels of linguistic competence of the newcomer*. Open Educational Resources developed within the Making Literacy Meaningful Project (Erasmus+ Key Action 2. 2016-1-DE03-KA201-023008). Barcelona: GREIP Materials. https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/dooly_vallejo2019_mlm_levels.pdf

Dooly, Melinda, Masats, Dolors, & Mont, Maria (2021). Launching a solidarity campaign: Technology-enhanced project-based language learning to promote entrepreneurial education and social awareness. *Journal of Technology and Science Education,* 11 (2): 260-269. DOI: http://dx.doi.org/10.3926/jotse.1224

Marçal, Heura; Kelso, Fiona, & Nogués, Mercè (2011). Guia per a l'ús no sexista del llenguatge a la Universitat Autònoma de Barcelona. Bellaterra: Servei de Llengües i Observatori per ala Igualtat de la Universitat Autònoma de Barcelona. https://www.uab.cat/doc/llenguatge

Masats, Dolors (2017). Key Concepts in Describing Plurilingualism: A Brief Glossary. Open Educational Resources developed within the Making Literacy Meaningful Project (Erasmus+ Key Action 2. 2016-1-DE03-KA201-023008). Barcelona: GREIP Materials.English: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/masats_mlm2017_plurilingualism.pd / Català: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/masats_2017mlm_conceptes.pdf

Mont, Maria; Masats, Dolors, & Dooly, Melinda (2021). Launching a solidarity campaign to support four Syrian kids stranded in Greece. In Dolors Masats & Cèlia Pratginestós (Eds.), *Lessons learnt in schools implementing project-based learning*. Barcelona: Omnia Science.

Moore, Emilee (2018). (Ed.) Teaching in and for plurilingualism in the 21st century. A resource for teachers and teacher educators. Konect Teaching Materials no. 2. Barcelona: GREIP Materials.

Pascual Calvo, Xavier (2017). Dealing with linguistic diversity in the classroom: a challenge for teachers. Open Educational Resourcesd developed within the Making Literacy Meaningful Project (Erasmus+Key Action 2. 2016-1-DE03-KA201-023008). Barcelona: GREIP Materials. English: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/pascual_mlm2017_diversity.pdf / Català: https://grupsderecerca.uab.cat/greip/sites/grupsderecerca.uab.cat.greip/files/pascual2019_mlm_diversitat.pdf

For further reading, check this guide:

CentredeDocumentació de Política Lingüística (2018). *El català a l'ensenyament obligatori (2013-2018): bibliografia selectiva*. Barcelona: Generalitat de Catalunya. Available at: http://llengua.gencat.cat/web/.content/docs_del_centre_de_documentacio/bibliografies_selectives/arxius/Select_ll

Software

No special software is required to enrol in this course.