2022/2023

Centre Language Project and Plurilingualism

Code: 102073
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

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

Other comments on languages

The subject has 3 ECTS in Catalan as main language of instruction and 2 ECTS in English as main language of instruction in groups 21, 31 and 41. In group 71 the main language of instruction is English. Readings may be in Spanish, Catalan or English.

Teachers

Emilee Moore de Luca

Celia Pratginestós Pou

Claudia Vallejo Rubinstein

Júlia Llompart Esbert

Prerequisites

The subjects School Language Project and Plurilingualism and Teaching Social Sciences include a joint project. We recommended you enrol in these subjects in the same year and group.

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 Catalunya's 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

Unit 1. Society, languages and school

- Linguistic diversity in today's world. Ideologies and prejudices. Minority and minoritised languages.
- Language policies. Different models of language education in multilingual contexts.
- Sociolinguistic aspects of schools in Catalonia. Linguistic landscapes.
- The multilingual and intercultural model of the inclusive Catalan school. The role of the school in the transmission of the Catalan language.

Unit 2. Plurilingual uses and plurilingual and intercultural competence

- The language use and competences of plurilingual people. Language biographies.
- Plurilingual and intercultural competence in the Primary Education curriculum and other framework documents.
- Language learning. The role of plurilingual uses.
- Language support in linguistically inclusive classrooms.

Unit 3. School language projects

- Principles of immersion education.
- Models of language teaching in school language projects. Plural approaches. The integrated teaching of languages. Languages across the curriculum.
- Heritage languages and cultures.

MODULE 2

Unit 4. Teaching, learning and assessing foreign languages

- Teaching and learning foreign languages in the Primary Education curriculum.
- Project and task-based learning.
- Reception, production and interaction activities in the foreign language classroom.

Unit 5. The management of communication in the classroom

- Analysis of plurilingual interaction in the classroom. Interaction between students and students and teachers.
- Procedures for facilitating interaction in the language being taught.

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.

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 presentations. 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 failing mark if it does not meet those requirements. Students in groups 21, 31 and 41 must demonstrate mastery of the Catalan and Spanish languages (level C2 of the Common European Framework of Reference) and an instrumental level (level B1 of the Common European Framework of Reference) of the English language. Students in group 71 must demonstrate that they have achieved a C1 level of English, both in formal assessment and everyday classroom situations. Inclusive use of language will be taken into consideration.

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. Document explaining absences will not void the requirement of attending 80% of the lessons.

It is necessary pass all assessment tasks in order to pass this subject. In case of non-attendance the day and time of individual oral presentations, group marks will not be taken into account. Evaluation tasks will be carried out once a unit or module is completed. Assignments carried out in group and oral presentations cannot be re-taken. A maximum of two individual written solutions to cases/problems can be re-submitted only if a minimum grade of 3.5 is achieved in the first submission. The re-take of the individual written solutions to cases/problems and the individual exam for modules 1 and 2 will take place the week after the end of lessons. The highest possible score for re-takes 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 beallowed to sit an exam to get a pass mark. An assignment or and will be consideredas 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 obtained a pass mark in one of the evaluation tasks in each of the modules and met the minimum attendance requirement.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual written submission of the solution to problem/cases discussed in class.	40%	0	0	1, 5, 12, 11, 7, 14, 9, 10, 13, 16, 3

Individually written test on the contents taught in modules 1 and 2.	20%	0	0	1, 11, 7, 14, 9, 10, 13, 3
Project carried out in small groups based on the contents from module 1 and individual oral presentation of this project.	20%	0	0	1, 2, 5, 4, 12, 7, 8, 10, 15, 13, 16, 6, 3
Project in small groups based on the contents in module 2 and individual oral presentation of the project.	20%	0	0	1, 2, 5, 4, 12, 11, 7, 14, 8, 10, 15, 16, 6, 3

Bibliography

Specific readings will be assigned in the course program the first day of class. Reference documents:

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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.

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Idiazabal, Itziar, & Dolz, Joaquim (2013). Introducción. Diversidad lingüística y formación plurilingüe. In Joaquim Dolz & Itziar Idiazabal (Ed.), *Enseñar (lenguas) en contextos multilingües* (pp. 9-28). Leioa: Euskal Herriko Unibertsitateko Argitalpen Zerbitzua.

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

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 a la Igualtat de la Universitat Autònoma de Barcelona.

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.

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* (pp.59-84). Madrid: Síntesis.

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* (pp. 35-58). Madrid: Síntesis.

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

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

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Trenchs Parera, Mireia, Larrea Mendizabal, Imanol, & Newman, Michael (2014). La normalització del cosmopolitisme lingüístic entre els joves del segle xxi? Una exploració de les ideologies lingüístiques a Catalunya. *Treballs de Sociolinguística Catalana, 24*, 281-301.

Vallejo, Claudia (2022). Plurilingual practices and pluriliteracies in an after-school program: Encouraging children's use of their entire repertoire for meaning making. In Dolors Masats & Luci Nussbaum (Ed.), *Plurilingual classroom practices and participation in Catalonia: Analysing interaction in local and translocal settings* (pp. 43-53). Routledge.

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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.

Software

No special software is required to enrol in this course.