

**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

**Teachers**

Teresa Ribas Seix  
Melinda Ann Dooly Owenby  
Maria Dolors Masats Viladoms  
Marilisa Birello  
Claudia Vallejo Rubinstein

**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 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 professional and pedagogical competencies in the field of foreign language learning applied to primary education.

## **Skills**

- Be familiar with the languages and literature curriculum.
- Deal with languages learning situations in multilingual contexts.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- 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.
- 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. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Being aware of the possibilities of constructing knowledge in collaborative situations and being able to manage them.
4. Demonstrate academic knowledge of different languages being used.
5. Demonstrate sufficient knowledge of the Catalan language to level C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
6. Distinguish standards and variations in any linguistic production.
7. Identifying the main mechanisms of lexical creation.
8. 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.
9. Know about the grounds on which the teaching and learning of a foreign language in primary education is based.
10. Know and appreciate appropriate educational software and web sites for the teaching and learning of languages at different educational levels.
11. Knowing how to express ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
12. 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.
13. Make educational proposals for working on a foreign language in primary education and to appreciate all organizational possibilities and the most suitable materials.
14. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
15. 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. Society, language and school**

- 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.

## 2. 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.

## 3. School language projects

- 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.
- Development school reading strategies.
- 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.

## MODULE 2

### 4. Teaching, learning and assessing of foreign languages

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

## 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 tasks.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
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, 9, 6, 13, 7, 12, 15
<b>Type: Supervised</b>			
Tutorials	25	1	6, 7, 15

## Evaluation

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 sessions. 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 three blocks according to their type. Two of these blocks correspond to the contents of module 1 (topics 1, 2 and 3) and the third block is 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. Students can sit an exam if they have a fail in one of the tasks in module 1 or in one of the tasks in module 2. In groups 21, 31 and 71, this exam will take place on June 3<sup>rd</sup> (module 1) and July 1<sup>st</sup> (module 2). In group 41, both exams (modules 1 & 2) will take place on July 2<sup>nd</sup>.

In accordance with the UAB regulations, copying or plagiarising is a crime that results in a FAIL mark in the subject, and students will 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.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1. Written and/ audiovisual assignment(s), produced in groups or in individual, 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, 3, 9, 4, 5, 14, 6, 13, 7, 8, 11, 12, 15, 2
2. Written test on the contents taught in module 1.	35%	0	0	1, 4, 5, 14, 6, 7, 8, 11, 12, 15
3. Individual written test based on a compulsory reading plus a written or audiovisual assignment based on the practical application of the contents	40%	0	0	1, 3, 10, 9, 4, 14,

## 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.

Aquest document ha estat traduït a l'anglès amb el següent títol: *The language model of the Catalan education system: Language learning and use in a multilingual and multicultural educational environment*.

Other compulsory readings will be presented on the first day of class. They will be selected from the following list:

### MODULE 1

#### 1. Society, language and school

**Cenoz, Jasone, i Durk Gorter** (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38 (10), 901-912.

**Cirel Centre de Suport a la Innovació i Recerca Educativa en Llengües** (2011). *La mirada experta: Ensenyar i aprendre llengües*. Barcelona: Generalitat de Catalunya. Disponible a: [http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/informes-avaluacio/la\\_r](http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/informes-avaluacio/la_r)

**Colectivo Ioé** (2006). *Inmigración, género y escuela: Exploración de los discursos del profesorado y del alumnado*. Madrid: Colectivo Ioé.

Disponible a: <http://www.colectivoioe.org/uploads/c504b01624c1443cedb05edc2eab26c1aa2aaa80.pdf>

**Guasch, Oriol** (2016). La educación multilingüe. Dins J. Palou Sangrà i M. Fons Esteve (coords.), *Didáctica de la lengua y la literatura en educación primaria* (p.255-265). Madrid: Síntesis.

**Fidalgo, Mònica, i Pere Mayans** (2016). La gestió de la diversitat lingüística i l'escola catalana. Dins M. Pereña (coords.), *Ensenyar i aprendre llengües en un model educatiu plurilingüe: Metodologies i estratègies per al desenvolupament de projectes educatius en la pràctica docent* (p. 47-67). Barcelona: ICE-Horsori.

**Masats, Dolors, Laia Canals, Melinda Dooly, Marta Juanhuix, Júlia Llompарт, Emilee Moore, Luci Nussbaum, i Claudia Vallejo** (2017). Quan els aprenents es converteixen en sociolingüistes: Algunes mostres de les veus de l'alumnat (p. 1-20). *Comunicació presentada al VIII Seminari Internacional: L'aula com a àmbit d'investigació sobre l'ensenyament i l'aprenentatge de la llengua*. Disponible a: <http://mon.uvic.cat/aula-investigacio-llengua/files/2015/12/Masatsetal.pdf>

**Pérez Oliva, Milagros** (2012, desembre 26). La guerra de las lenguas. *El País*. Disponible a: [http://sociedad.elpais.com/sociedad/2012/12/26/actualidad/1356543207\\_646129.html](http://sociedad.elpais.com/sociedad/2012/12/26/actualidad/1356543207_646129.html)

**Pujolar, Joan, i Maite Puigdevall i Serralvo** (2015). Linguistic mutes: How to become a new speaker in Catalonia. *International Journal of the Sociology of Language*, 231, 167-187.

**TrenchsParera, Mireia, Imanol Larrea Mendizabal, i Michael Newman** (2014). La normalització del cosmopolitismelingüístic entre els joves del segle xxi? Una exploració de les ideologies lingüístiques a Catalunya. *Treballs de Sociolingüística Catalana*, 24, 281301.

**Tusón, Jesús** (2004). *Patrimoni natural. Elogi i defensa de la diversitat lingüística*. Barcelona: Editorial Empúries.

**Tusón, Jesús** (2010). Un elogio de la diversidad: Lenguas y escrituras. *Textos de Didáctica de la Lengua y la Literatura*, 54, 921.

**Vila, F. Xavier** (2013) Algunes nocions essencials de sociolingüística per a docents de primària i secundària. *Articles de Didàctica de la Llengua i la Literatura*, 60, 9-17.

**Vila, David** (2016). I si parlem català?. Sabadell: Tallers per a la llengua.

## 2. Plurilingual competence

**Baker, Colin** (2011). Types of bilingual education. Dins C. Baker (ed.), *Foundations of Bilingual Education and Bilingualism, 5th Edition* (chapter 10). Bristol, Buffalo & Toronto: Multilingual Matters.

**Cambra, Margarida** (2011). Plurilingüisme i ensenyament de llengües. *Articles de didàctica de la llengua i de la literatura*, 53, 7784.

**Council of Europe** (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Disponible a:

<http://recursos.cepindalo.es/mod/resource/view.php?id=8738&forceview=1>

**García, Ofelia** (2009, desembre 9). *Reimagining Bilingualism in Education for the 21st Century*. Disponible a: <https://www.youtube.com/watch?v=rVI41CMw6HM>

**García, Ofelia, i Kate Seltzer (2016)**. The translanguaging current in language education. Dins B. Kindenberg (ed.), *Flerspråkighet som resurs [Multilingualism as a resource]* (p. 19-30). Stockholm: Liber. Disponible a: [https://ofeliagarciaidotorg.files.wordpress.com/2011/02/garcia\\_seltzer47122073-1.pdf](https://ofeliagarciaidotorg.files.wordpress.com/2011/02/garcia_seltzer47122073-1.pdf)

**García, Ofelia, i Claire Sylvan** (2011). Pedagogies and practices in multilingual classrooms: singularities in pluralities. *The Modern Language Journal*, 95 (3), 385-400.

**García, Ofelia, Lesley Bartlett, i JoAnne Kleifgen** (2007). From biliteracy to pluriliteracies. Dins P. Auer i L. Wei (eds.), *Handbook of multilingualism and multilingual communication* (p. 207-228). Germany: Mouton de Gruyter. Disponible a: <https://ofeliagarciaidotorg.files.wordpress.com/2011/02/biliteracy-to-pluriliteracies.pdf>

**Moore, Emilee, i Luci Nussbaum** (2016). Plurilingüismo en la formación del alumnado de la ESO. Dins D. Masats i L. Nussbaum (eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (p.15-33). Madrid: Síntesis.

**Noguero, Artur** (2006, octubre). *Ensenyar línguaim Rahmen di una society multilingüe et multiculturelle*. Conferència presentada a la Universidad de Burgos. Disponible a:

<http://recursos.cepindalo.es/mod/resource/view.php?id=8738&forceview=1>

**Nussbaum, Luci, i Virginia Unamuno** (2006). Les competències comunicatives multilingües. Dins L. Nussbaum i V. Unamuno (eds.), *Usos i competències multilingües entre escolars d'origen immigrant* (p. 44-61). Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

**Ruiz Bikandi, Uri** (2006). La reflexió interlingüística: Ajudar a pensar en/amb/sobre tres llengües. *Articles de didàctica de la llengua i de la literatura*, 38, 5166.

**Unamuno, Virginia, i Luci Nussbaum** (2006). L'escola com a espai de pràctiques multilingües. Dins L. Nussbaum i V. Unamuno (eds.), *Usos i competències multilingües entre escolars d'origen immigrant* (p. 81-100). Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

**Vila, Ignasi, i Carina Siqués** (2013). Les llengües de l'alumnat dins del sistema educatiu català als inicis del segle XXI. *Articles de didàctica de la llengua i de la literatura*, 60, 1827.

### 3. School language projects

**Badia, Joan** (2010). Gràcies a la immersió lingüística. Models d'escola i models d'educació lingüística. *Revista Òmnium*, 15, 21-23.

**Canal, Immaculada, i Anna Marco** (2016). La immersió lingüística al sistema educatiu de Catalunya o com aprendre una llengua alhora que s'aprenen continguts. Dins M. Pereña (coord.), *Ensenyar i aprendre llengües en un model educatiu plurilingüe: Metodologies i estratègies per al desenvolupament de projectes educatius en la pràctica docent* (p. 79-98). Barcelona: ICE-Horsori.

**Escobar Urmeneta, Cristina, i Virgínia Unamuno** (2008). Languages and language learning in Catalan Schools: From the bilingual to the multilingual challenge. Dins C. Hélot i A.M. de Mejía (eds.), *Forging Multilingual Spaces. Integrated Perspectives on Majority and Minority Bilingual Education* (p. 228-255). Michigan: Multilingual Matters.

**Generalitat de Catalunya, Departament d'Ensenyament** (2014). *Documents per a l'organització i la gestió dels centres. El tractament i l'ús de les llengües al sistema educatiu. El projecte lingüístic*. Barcelona: Departament d'Ensenyament de la Generalitat de Catalunya. Disponible a:

[http://educacio.gencat.cat/documents/IPCNormativa/DOIGC/PEC\\_Tractament\\_us\\_llengues.pdf](http://educacio.gencat.cat/documents/IPCNormativa/DOIGC/PEC_Tractament_us_llengues.pdf)

**Guasch, Oriol** (2016) La enseñanza y el aprendizaje de las lenguas adicionales. Dins J. Palou Sangrà i M. Fons Esteve (coords.), *Didáctica de la lengua y la literatura en educación primaria* (p.269-280). Madrid: Síntesis.

**Masats, Dolors, i Artur Noguero** (2016). Proyectos lingüísticos de centro y currículo. A D. Masats i L. Nussbaum (Eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (p. 59-84). Madrid: Síntesis.

**Mayans, Pere** (2015, desembre 17). El català, llengua vehicular del sistema educatiu: límits i contradiccions d'aquesta afirmació. *Revista de Llengua i Dret*. Disponible a:

<http://eapc-rld.blog.gencat.cat/2015/12/17/el-catala-llengua-vehicular-del-sistema-educatiu-limites-i-contradiccions>

**Noguero, Artur** (2008). El tratamiento integrado de las lenguas en el marco europeo. *Textos de Didáctica de la Lengua y de la Literatura*, 47, 1019.

**Rodríguez, Pau** (2018, febrer 25). Los padres de la inmersión que hablaban en castellano: "Era la única forma de que mi hijo aprendiera catalán". *El diario.es*. Disponible a:  
[https://www.eldiario.es/catalunya/inmersion-hablaban-castellano-aprendiera-catalan\\_0\\_742976566.html](https://www.eldiario.es/catalunya/inmersion-hablaban-castellano-aprendiera-catalan_0_742976566.html)

## MODULE 2

### 4. Teaching, learning and assessing of foreign languages

**Cameron, Lynne** (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press. Disponible a: <https://didactics-a.wikispaces.com/file/view/lynne+cameron.pdf>

**Richards, Jack C.** (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press. Disponible a:  
[https://www.researchgate.net/publication/242720833\\_Communicative\\_Language\\_Teaching\\_Today](https://www.researchgate.net/publication/242720833_Communicative_Language_Teaching_Today)

**To know more, we can select documents included in the following document:**

Centre de Documentació de Política Lingüística (2018). *El català a l'ensenyament obligatori (2013-2018): bibliografia selectiva*. Barcelona: Generalitat de Catalunya. Disponible a:

[http://llengua.gencat.cat/web/.content/docs\\_del\\_centre\\_de\\_documentacio/bibliografies\\_selectives/arxius/Select](http://llengua.gencat.cat/web/.content/docs_del_centre_de_documentacio/bibliografies_selectives/arxius/Select)