

### Irakaskuntza-gidak hautatzeko irizpideak:

Ikasturtea:	2022/2023
Ikastegia:	908 - Master eta Doktorego Eskola
Plana:	MULED902 - Eleaniztasuna eta Hezkuntza Unibertsitate Masterra
Irakasgai honetan::	504197 - Hizkuntza eta hezkuntza
Grabaketaren hizkuntza:	Ingelesez

### **DESCRIPTION AND CONTEXTUALIZATION OF THE SUBJECT**

This is an elective course intended for students to critically analyse, reflect and discuss on the topic of language education in multilingual contexts.

For the last decades, languages have been taught in isolation; one language at a time and one teacher per language in many cases under the belief that it promotes more effective language learning. However, in recent years, researchers have started to challenge those views and appeal for a more holistic point of view both in education and in research, on the basis that multilingual speakers are not the same as monolingual speakers.

### **CONTENT**

Teachers' beliefs on language teaching and learning.

Language use in the multilingual classrooms.

Emotions in the process of language teaching and learning.

### **COMPETENCES**

To describe, orally and in written form, the process of teaching and learning languages in multilingual contexts.

To describe and discuss dominant theories and models in the field of multilingual education.

To critically evaluate relevant academic papers on the field of language education.

To report, orally and in written form, different aspects of multilingual education including classroom activities.

## **LEARNING OUTCOMES OF THE SUBJECT**

To understand the process of language teaching and learning in multilingual contexts.

To understand and distinguish the different models and theories in the field of multilingual education.

To understand the importance of emotion in the process of language teaching and learning.

To know and critically evaluate relevant academic publications.

To distinguish different aspects of multilingual education including classroom observation of activities.

## **ORDINARY CALL: ORIENTATIONS AND RENUNCIATION**

Continuous evaluation: attendance is mandatory.

Attendance and participation: 20%

Oral Presentation: 40%

Portfolio (practical tasks and reflection): 40%

Renunciation: students may opt to renounce the ordinary call four weeks prior to the last practical session.

## **EXTRAORDINARY CALL: ORIENTATIONS AND RENUNCIATION**

Continuous evaluation: attendance is mandatory.

Attendance and participation: 20%

Oral Presentation: 40%

Portfolio (practical tasks and reflection): 40%

Renunciation: students may opt to renounce the ordinary call four weeks prior to the last practical session.

## **TEMARY**

Language education in multilingual settings.

The role of emotions in language teaching and learning.

Early language learning in multilingual contexts.

Language use in multilingual classrooms.

Different functions of language alternation in multilingual classrooms.

## **BIBLIOGRAPHY**

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