

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

- Arocena, E., Cenoz, J. & Gorter, D. (2015). Teachers' beliefs in multilingual education in the Basque Country and in Friesland. *Journal of Immersion and Content-Based Language Education*, 3(2), 169-193. doi: 10.1075/jicb.3.2.01aro
- Cenoz, J. (2009). *Towards multilingual education: Basque educational research from an international perspective*. Bristol: Multilingual Matters.
- Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *The Modern Language Journal*, 95, 356-369. doi:10.1111/j.1540-4781.2011.01206.x
- Cenoz, J., & Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. In A. Creese & A. Blackledge (Eds.), *Heteroglossia as practice and pedagogy* (pp. 239-254). Berlin: Springer.
- Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 102273.
- Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(1), 3-22. doi: 10.1075/jicb.2.1.01cum
- Elorza, I., & Muñoa, I. (2008). Promoting the minority language through integrated plurilingual language planning: The case of the Ikastolas. *Language, Culture and Curriculum*, 21(1), 85-101. doi: 10.2167/lcc345.0
- Gorter, D., & Arocena, E. (2020). Teachers' beliefs about multilingualism in a course on translanguaging, *System*, Volume 92, 102272, ISSN 0346-251X, <https://doi.org/10.1016/j.system.2020.102272>. Lin,
- A. (2015). Conceptualising the potential role of L1 in CLIL. *Language, Culture and Curriculum*, 28(1), 74-89. doi: 10.1080/07908318.2014.1000926
- Santos, A., Cenoz, J., & Gorter, D. (2017). Communicative anxiety in English as a third language. *International Journal of Bilingual Education and Bilingualism*, 20(7), 823-836.
- Santos, A., Gorter, D., & Cenoz, J. (2017). Communicative anxiety in the second and third language. *International Journal of Multilingualism*, 14(1), 23-37.
- Santos, A., Cenoz, J., & Gorter, D. (2018). Attitudes and anxieties of business and education students towards English: Some data from the Basque Country. *Language, Culture and Curriculum*, 31(1), 94-110.