



Module name	<b>Plurilingual and intercultural education</b>
Module leader/Co-ordinator	Elena Kovacikova
Academic staff (teachers)	
ECTS Credits	5 ECTS
Duration	13 weeks
Form of learning	Lectures, seminars, group works, workshops, presentations, discussions
Indicative workload	36 Contact hours, 89 h Independent study (120 h)
Module aims	<p><b>Language and culture</b>  After the completion of the module the students</p> <ul style="list-style-type: none"> <li>- have improved their knowledge and understanding about the cultural and linguistic diversity in Europe</li> <li>- demonstrate linguistic and cultural awareness</li> <li>- know how to strengthen children's self-confidence and social competences through development of plurilinguistic and intercultural awareness</li> </ul> <p><b>Language acquisition and language learning/ teaching</b>  After the completion of the module the students</p> <ul style="list-style-type: none"> <li>- know about the cognitive processes in language development in the context of plurilingual education</li> <li>- demonstrate teaching competences for language teaching in multi-plurilingual context</li> <li>- know how to increase children's learning opportunities through language education</li> </ul> <p><b>European Dimension in language education</b>  After the completion of the module the students</p> <ul style="list-style-type: none"> <li>- have the knowledge about European Language Policies</li> <li>- know the most relevant European tools and networks for plurilingual and multicultural education</li> <li>- know how to promote plurilingual and intercultural dimension in their local environment</li> <li>- know how to support learning about language and culture beyond the classroom</li> </ul>

Generic Competences	<p>to reveal changes in education in European countries and in home education</p> <p>to show diversity in terms of dialogues with other cultures and values</p> <p>to decide upon things that unify Europeans,</p> <p>to identify the common ground for European education</p> <p>to improve language skills</p> <p>to improve intercultural skills</p> <p>to be able to reasoning, problem-solving</p> <p>to develop critical thinking</p> <p>to develop tolerance</p> <p>to provide all children with equal opportunities for language learning in order</p> <p>to improve educational outcomes</p> <p>to use ICT for language learning</p>
Specific Competences	<p><b>Language and culture</b></p> <p>The students are able to</p> <ul style="list-style-type: none"> <li>- reflect on the value of languages and cultures in the diverse European context</li> <li>- reflect on the development of their own and others` linguistic and cultural identities</li> <li>- mobilize linguistic and intercultural competences adequately in the educational context</li> <li>- act in a multilingual and multicultural classroom</li> <li>- select and develop adequate plurilingual and multicultural materials and activities</li> </ul> <p><b>Language acquisition and language learning/ teaching</b></p> <p>The students are able to</p> <ul style="list-style-type: none"> <li>- reflect on the language development processes in plurilingual contexts</li> <li>- encourage and support children`s language learning strategies</li> <li>- recognize adequate language learning opportunities, such as cross-curricular approach, CLIL, ICT, community learning</li> </ul> <p><b>European Dimension in language education</b></p> <p>The students are able to</p> <ul style="list-style-type: none"> <li>- use the knowledge about European language policies for fostering plurilingual education in their professional environment</li> <li>- make use of European tools and networks and link them with their own school contexts (initiating and participating in national and international partnerships, using ICT in language education)</li> </ul>
Learning and Teaching approach	Discussions based on ELP and Epostl, presentations, cooperative learning in groups
Context	Study programme EPTE, Explanation will be given by EPTE coordinators
Level	First Cycle Degree
Obligatory requirements	English B2
Status	Obligatory
Learning outcomes	<p><b>Language and culture</b></p> <p>The students</p> <ol style="list-style-type: none"> <li>1. develop an understanding of cultural and linguistic diversity in Europe</li> <li>2. identify intercultural dimension of communication</li> <li>3. reflect critically on European Citizenship from linguistic perspective</li> </ol>

	<p>4. apply strategies for promoting the development of intercultural competences in schools (European Language portfolio, language biography, plurilingual storytelling, international children’s literature, different approaches for intercultural learning etc.)</p> <p><b>Language acquisition and language learning/ teaching</b></p> <p>The students</p> <p>5. discuss key concepts about Second language learning in plurilingual contexts (e.g. Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, Bilingual Education)</p> <p>6. design language learning activities to support plurilingual education</p> <p>7. discuss different opportunities for promoting the development of linguistic and metalinguistic competences in schools (ELP, GERS, integrated approach for foreign language/s acquisition, L1, L2, early language learning, CLIL in plurilingual education)</p> <p><b>European Dimension in language education</b></p> <p>The student is able to</p> <p>8. relate European Language Policies to their national contexts</p> <p>9. discuss language teaching approaches in primary school</p> <p>10. use language learning tools and networks (Kelly Report, LEPP Process, ELP, CARAP, (inter)national educational standards,...)</p> <p>11. discuss cross-curricular, multicultural and international language projects to foster good language teaching practice</p> <p>12. make use of ICT to promote plurilingual education</p>
<p>Form of Assessment</p>	<p>PART 1: Completion of Part 1 is a pre-condition of assessing part 2 Assessment of the process; Formative assessment of soft competences</p> <p>1.Active participation</p> <p>2.Reflective discussion and presentation using ELP and Epostl for self-assessment (related to learning outcomes 1,2,3,)</p> <p>PART 2: Assessment of products</p> <p>1.Two language learning activities : Lesson plan, worksheets and reflection related to teaching Practice</p> <p>2. One oral group presentation (related to learning outcomes 8,9,11)</p> <p>3. Essay related to language diversity (related to learning outcomes 1,2,3,8,9, 11)</p>
<p>Learning units</p>	<p><b>Language and culture</b></p> <p>1.1.Cultural and linguistic diversity of Europe</p> <p>1.2.Identity and intercultural dialogue</p> <p>1.3. Multilingual and intercultural approaches in language teaching and learning</p> <p><b>Language acquisition and language learning/ teaching</b></p> <p>2.1.Language development in the context of plurilingual education</p> <p>2.2.Teaching approaches and competences for plurilingual education</p> <p>2.3.Role of languages for learning</p>

	<p><b>European Dimension in language education</b></p> <p>3.1 European language policies</p> <p>3.2 European tools, projects and networks for plurilingual and multicultural education</p> <p>3.3 ICT in language learning</p>
Literature	<p>European documents:</p> <ul style="list-style-type: none"> <li>- BYRAM, M. (ed.) (2003) Intercultural Competence. Strasbourg: Council of Europe.</li> <li>- COUNCIL OF EUROPE, (2008) White Paper on Intercultural Dialogue “Living together as equals in dignity”.</li> <li>- MEHISTO Peeter, MARCH David, FRIGOLS Maria Jesus, (2009) Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education, Macmillan Books for teachers.</li> <li>- NEWBY David, ALLAN Rebecca et alii, (2007) European Portfolio for Student Teachers of Languages. A reflection tool for language teacher education, Graz, ECML Publications.</li> </ul> <p><b>Websites:</b></p> <p>www.ecml.at</p> <ul style="list-style-type: none"> <li>- CANDELIER Michel, (2007) Across Languages and Cultures Framework of reference for pluralistic approaches to languages and cultures, ECML publications.</li> <li>- Kelly Michael, Grenfill Michael, (2004) European Profile for Language Teacher Education, A frame of Reference (<a href="http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf">http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf</a>)</li> </ul> <p><b>Plurilingual Sites</b></p> <p>www.babel-web.eu  www.euro-mania.eu  www.europensemble.eu  www.franc-parler.org  www.conectandomundos.org  <a href="http://combat.ecml.at">http://combat.ecml.at</a></p>
Grading	ECTS grades according to ECTS guidelines
Other information	
Internet address of the programme	