EPTE Module Description

Module name	**Plurilingual and intercultural education**
ECTS Credits	6 ECTS
Duration	14 weeks
Form of learning	Lectures, seminars, group works, workshops, presentations, discussions
Indicative workload	36 contact hours, 90 hours of self-study, integrated teaching practice of 24 hours for all modules
Module aims	**Language and culture** • To improve knowledge and understanding about the cultural and linguistic diversity in Europe • To demonstrate linguistic and cultural awareness • To know how to strengthen children's self-confidence and social competences through development of plurilinguistic and intercultural awareness **Language acquisition and language learning/ teaching** • To know about the cognitive processes in language development in the context of plurilingual education • To demonstrate teaching competences for language teaching in multi-plurilingual context • To know how to increase children's learning opportunities through language education **European Dimension in language education** • To gain knowledge about European Language Policies • To know the most relevant European tools and networks for plurilingual and multicultural education • To know how to promote plurilingual and intercultural dimension in the local environment • To know how to support learning about language and culture beyond the classroom
Generic Competences	The student is able to • reveal changes in education in European countries and in home education • show diversity in terms of dialogue with other cultures and values • decide upon things that unify Europeans • identify the common ground for European education • improve language skills • improve intercultural skills • develop critical thinking • to develop aptitudes for reasoning and a problem-solving way of thinking • develop tolerance • provide all children with equal opportunities for language learning in order to improve educational outcomes • use ICT for language learning
Specific	**Language and culture**

Competences	The student is able to • reflect on the value of languages and cultures in the diverse European context • reflect on the development of his own and others' linguistic and cultural identities • mobilize linguistic and intercultural competences adequately in the educational context • act in a multilingual and multicultural classroom • select and develop adequate plurilingual and multicultural materials and activities **Language acquisition and language learning/ teaching** The student is able to • reflect on the language development processes in plurilingual contexts • encourage and support children's language learning strategies • recognize adequate language learning opportunities, such as cross-curricular approach, CLIL, ICT, community learning **European Dimension in language education** The student is able to • use the knowledge about European language policies for fostering plurilingual education in his professional environment • 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)
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	Compulsory
Learning outcomes	**Language and culture** The student is able to • develop an understanding of cultural and linguistic diversity in Europe • identify intercultural dimension of communication • reflect critically on European Citizenship from a linguistic perspective • 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.) **Language acquisition and language learning/ teaching** The student is able to • discuss key concepts about Second language learning in plurilingual contexts (e.g. Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, Bilingual Education) • design language learning activities to support plurilingual education • 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)

	European Dimension in language education The student is able to • relate European Language Policies to his national context • discuss language teaching approaches in primary school • use language learning tools and networks (Kelly Report, LEPP Process, ELP, CARAP, (inter)national educational standards,…) • discuss cross-curricular, multicultural and international language projects to foster good language teaching practice • make use of ICT to promote plurilingual education
Form of Assessment: Proposal	NB - Completion of Part 1 is a pre-condition for assessing part 2 PART 1: Assessment of the process; Formative assessment of soft competences 1.Active participation 2.Reflective discussion and presentation using ELP and Epostl for self-assessment (related to learning outcomes 1,2,3) PART 2: Assessment of products 1.Two language learning activities: Lesson plan, worksheets and reflection related to teaching Practice 2. One oral group presentation (related to learning outcomes 8,9,11) 3. Essay related to language diversity (related to learning outcomes 1,2,3,8,9, 11)
Learning units	**Language and culture** • Cultural and linguistic diversity of Europe • Identity and intercultural dialogue • Multilingual and intercultural approaches in language teaching and learning **Language acquisition and language learning/ teaching** • Language development in the context of plurilingual education • Teaching approaches and competences for plurilingual education • Role of languages for learning **European Dimension in language education** • European language policies • European tools, projects and networks for plurilingual and multicultural education • ICT in language learning
Grading	ECTS grades according to ECTS guidelines