



UNIVERSITAT DE BARCELONA



Facultat de Formació del
Professorat

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Màster de Recerca en Didàctica
de la Llengua i la Literatura

<http://www.ub.edu/masteroficial/recercadll>

MÀSTER DE RECERCA EN DIDÀCTICA DE LA LLENGUA I LA LITERATURA. CURS 2008-09

SEMINARI DE RECERCA AVANÇADA (8-11 juny 2009)

Dra. DANIELÈ MOORE

Faculty of Education. Simon Fraser University. Vancouver (CA) & Université de Paris 3 – Sorbonne Nouvelle (FR)

Títol del seminari: ***Learning in our multilingual schools***

Dates i horari: 8-11 juny, 17-20,30 h.

Lloc d'impartició: Campus Mundet. Aula 140 del Dpt. de Didàctica de la Llengua i la Literatura. Edifici de Llevant, 1r pis

DESCRIPTION

The course will critically examine key aspects of bi- and multilingualism, from the double perspective of sociolinguistics and language education (with a special emphasis on the teaching of French in multilingual majority/minority settings). The course aims to examine current issues and theoretical developments in the study of multilingualism, identity, and language teaching, in order to provide a solid foundation to understand second and third language acquisition and literacy development in bilingual settings, including a discussion on new perspectives on plurilingualism in language planning in education.

In particular, the course will present current perspectives into the sociolinguistic studies of multilinguals in their communities, multilingualism in educational settings, and teacher training in multilingual contexts. We will document and define plurilingual repertoires, social networks and language use, language choice and bilingual interaction, multilingual literacies, and examine the relationships between language representations (folk linguistics) and language retention and acquisition. A special focus will be given on acquisition and/or use of three or more languages in the home and/or school contexts, and on language policies and models of classroom language management and instructional practices in multilingual, multicultural classrooms. As a growing body of research is indicating that bi-/multilingualism, given the right conditions, can confer distinct benefits for improvement for the individual (for e.g. in the ability for learning a third language), our goal will be to understand what such facilitating conditions might be, and the contextual and sociocultural circumstances of their emergence, to address the many questions and challenges teachers encounter in their diverse classrooms.

The course should provide a framework to develop a holistic view of the linguistic and cultural competence of the multilingual individual. It should help understand its dynamics and complexity, and the sociocultural contexts of its emergence (home, communities, and school), in their articulations. The same holistic approach will be taken to examine and reflect on best practice and innovative approaches to value and develop linguistic and cultural competence for multilinguals in the classroom. A particular emphasis will be given to North American and European francophone literature, but not exclusively.



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Topics

Topics covered will include the study of language maintenance and use in multilingual families, mobility and migration of bilinguals and multilinguals, language representations (ideology) and language policies, intercultural communication, bilingual practices and identity, social networks, language use at home and at school, second and third language acquisition, functions of code-switching at home and in the classroom, bilingual education, education with diverse learners speaking multiple languages, educational language policies.

Curriculum i publicacions de la Dra. Danièle Moore:

<http://www.sfu.ca/educfr/main/D.Moore-bio%2706.htm>