

Syllabus – Elective Course

Course title:

Multilingualism in Education

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Undergraduate students from all study areas but especially education/teaching areas of study with an interest in/who would like to learn more about the history of linguistics and how linguistics is used in multilingual classroom settings.

Teacher in charge of the course:

Maria Coady, PhD (*North Carolina State University, USA*)

Charles-Henri Discry, PhD (*Clarife, Université Catholique de Lille*)

COURSE PRESENTATION

Prerequisite:

To take this course, the students should have a good university level of English and should normally have completed at least one semester at university. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

CONTENT:

This course will be co-taught by two professors and split into two parts. The first part will focus on the history of linguistics and the second part on the use of language in education, most importantly multilingualism.

Refer to Course Schedule for course content information.

Learning Outcomes:

Part 1:

- raising students' awareness about the fact that contacts and multilingual communities have shaped languages over time (study case: English)
- raising students' awareness about the diversity of languages in Europe, whilst teaching them some core knowledge on Europe

- getting students to think about languages, their diversity and their complexity
- getting students to think about the ESL [= English as a Second Language] use by multilingual and multicultural non-native speakers and what it means in terms of communication
- providing students with a sound understanding of some diachronic concepts to help them classify languages and recognize language change.
- encouraging students into being active in their learning
- encouraging transferable skills and knowledge that can be of use for students in their interaction in Europe and in their future employability in multilingual and multicultural settings
- connecting theory with field experience

Part 2:

Students will demonstrate knowledge of the process of multilingualism and the role of literacy in learning in schools

- Students will examine and differentiate across various models of languaging instruction for multilinguals
 - Models of education
 - Ireland (Gaelscoils)
 - United States (DL/TWI and translanguaging pedagogy)
 - China (bilingualism and English)
- Students will identify various aspects of intersectionality in education from a language and race/ethnicity/economic perspective
 - Language minoritized students
 - Strength and resilience
 - Intersectionality with race, ethnicity, and immigration

COURSE SCHEDULE (refer to in-class syllabus for full details)

	Howework due on day of class	Course content
Session 1	NA	Syllabus review and course introduction
Session 2	EU day of languages document & video, read 'food for thought class 2'	EU day of languages, basic concepts in historical linguistics
Session 3	Food for thought class 3, European Quiz	Variation theory and language contact, Poplack
Session 4	Read Poplack, food for thought class 4	Poplack, concepts of historical linguistics, diachronic/synchronic, Von Humboldt's language typology
Session 5	Knowledge sheet, food for thought 4 & 5	In-class test, multilingualism & English
Session 6	Food for thought 6	Field trip and/or class visit
Session 7	Read or view assigned materials	Who are multilingual students
Session 8	Read or view assigned materials	Bilingual and multilingual education, linguistic landscapes
Session 9*	Read or view assigned materials	Bilingual and multilingual education, dual-language immersion
Session 10*	Read or view assigned materials	Funds of knowledge-building background for teaching MLSs

Session 11*	Read or view assigned materials	Equity and reality pedagogy
Session 12*	Read or view assigned materials	Linguistically sustaining pedagogies and policies, translanguaging practices
Session 13	Read or view assigned materials	Overview/synthesis of parts 1 and 2

***One session will be replaced by an academic visit to a multilingual classroom**

WORKLOAD

French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)

Form	Number of hours	Comments
Face-to-face, in-class, on-site learning	39 hours	Course hours will include several academic visits off-campus and into real-world settings
Approximate personal work / homework	15 hours	Reading and viewing of course-related material
Student total workload	54 hours	

EDUCATIONAL METHODS

Lecture, discussion, presentations, sharing of experiences, group work, guided visits, on-site education

RESOURCES

All course materials will be supplied in class. References may be made to the following resources:

References/Resources for Part 1 of the Course

McColl Millar, R. (2007). Trask's Historical Linguistics. Routledge (3rd edition).

Poplack, S. 1993. Variation theory and language contact. In D. Preston (Ed.), American dialect research: An anthology celebrating the 100th anniversary of the American Dialect Society (pp. 251-263). Benjamins

video: <https://www.youtube.com/watch?v=FyRXnzwNYfs>

References/Resources for Part 2 of the Course

Selections from course textbook (one chapter per week) TBD.

Amaro-Jiménez, C. & Semingson, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. (pp. 5-8). *NABE News*.

Emdin, C. (2013). Reality pedagogy. TedTalk. https://www.youtube.com/watch?v=2Y9tVf_8fqo

García, O. (2017). Translanguaging. YouTube <https://www.youtube.com/watch?v=5l1CcrRrck0>

Gorter, D., Zenotz, V., & Cenoz, J. (2014). Minority languages and multilingual education: Bridging the local and the global. Springer.

Hamman, L. Beck, A. & Donaldson, A. (2018). A pedagogy of translanguaging. Language Magazine. <https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/>

Hong Kingston, M. (2010). Tongue-tied. The woman warrior: Memoirs of a girlhood among ghosts. Vintage.

Shohamy, E. (2012). Linguistic landscapes for multilinguals. In M. Martin-Jones, A. Blackledge, & A. Creese. The Routledge Handbook of Multilingualism. (pp. 538-550). Routledge.

Speaking in Tongues. (2010). <http://speakingintonguesfilm.info/> Patchwork Films.

ASSESSMENT

Each part will be worth 50% of your total class grade

Part 1:

Form	Number	Comments
Attendance/Participation (20%)	2	See in-class syllabus for detailed info
Free Choice Project (60%)	1	See in-class syllabus for detailed info
Exam (20%)	1	See in-class syllabus for detailed info

Part 2:

Form	Number	Comments
Attendance/Participation (20%)	2	See in-class syllabus for detailed info
Linguistic Landscape Activity Analysis (30%)	1	See in-class syllabus for detailed info
Multilingual Journey Paper (50%)	1	See in-class syllabus for detailed info

This syllabus is based on information available at the time of publication (January 2024). Changes may occur.

For updated information about course content, please contact us: lilleprograms@univ-catholille.fr