



MINORITARIAN LANGUAGE AS WORKING LANGUAGES IN EDUCATION



title

**EUROPE OF LANGUAGES NETWORK:
TEACHER TRAINING FOR INCLUSION THROUGH MINORITY LANGUAGES 2020-1-ES01-KA201-082144**

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MINORITARIAN LANGUAGES AS WORKING LANGUAGES IN EDUCATION

1. PRESENTATION

“It is outrageous that a person is discriminated based on the language they speak. It is a form of racism”.

Davyth Hicks, defending the equality of all European languages. Quote from Amela, V. (2016) [“A Europa hi ha 84 llengües, totes amb la mateixa dignitat”](#). La Vanguardia.

OBJECTIVES OF THE COURSE

Training teachers in the **strategies and methodologies** needed to implement the use of minoritarian languages as a communication and teaching tool in the classroom. To this aim, we furnish teachers with a **resource repository** and **digital educational tools** to promote these languages and to initiate a **reflection on how to manage linguistic diversity** in the educational field.

DESCRIPTION OF THE COURSE

Training itinerary designed to develop the necessary abilities in teachers to allow them to effectively promote **plurilingualism and the use of minoritarian languages within the classroom**.

An innovative methodology will be followed, allowing the teachers to develop **plurilinguistic and intercultural competences**, the intercomprehension between languages to encourage contents related with abilities and skills for cohabitation, respect and understanding between people, based on the social use of the languages in multilingual contexts.

The resources we furnish in this project intend to give teachers access to studies and activities based on plurilingual spotlights in order to benefit from the linguistic and cultural diversity in the classroom. With these tools, we intend to contribute to prepare teachers to develop more inclusive and plurilingual projects, to improve the expression and interaction with speakers of other languages. The objective of plurilingual education is to enhance the learning process with the different heritages and traditions stemming from the languages present in the classroom, so that the students’ experience is richer, and the learning process is more effective.

We have found that the range of students' mother languages is broad. That means that the language that is taught is only the first language (L1) for some students. Hence, even the **language spoken in school is developed in a plurilingual context**. As a matter of fact, all the students in the classroom are already plurilingual, since they learn many foreign languages in school and use different variations of their first languages (dialects, registers and linguistic use depending on the communities they come from). These languages and their variations are all integrated in their linguistic repertoire. Therefore, we cannot ignore the students' competences in the different languages of the classroom where the educational language is taught.

Diversity is sometimes perceived as richness and sometimes as a threat, as Bastardas and others (2017) say. This diversity is often linked with inequalities and with different sorts of domination relationships. In this constantly changing political context, multilingualism is perceived very differently depending on what segment of the human species is involved and depending on what their correlation with other differential traits, the social structure and power structures in general.

There are approximately six-thousand languages on Earth. Most of them are used by human communities at a local level, even tribal. Let us just consider the enormous idiomatic diversity in the sociolinguistic giants, such as New Guinea, Nigeria or India, for example, with hundreds and hundreds of cases. Simultaneously, we find the huge sociolinguistic bulldozers, languages that are codes for great state and international machineries, the languages used for the most advanced science and technology, the languages used as lingua franca, as in-between languages, as Aracil already wrote in his classical book (1983). Among these powerful languages, English currently stands out as the language that has become (Bragg, 2003; Ostler, 2005; Bastardas, 2007) the world-wide communication language. Only its speakers can enjoy the possibility of going anywhere in the world with their language as an increasingly universal passport. Only them, the anglophones (and this "privilege" is a double-edged sword, both a curse and a blessing) can continue being monolingual and enjoy the learned omnipotence, like the Castilian speakers in Spain, who assume that they can continue being monolingual in a territory they consider their "own."

Luckily for world-wide diversity, there are many languages, many linguistic hybridations that do not necessarily use the English hyperlanguage. Diverse social situations give plurilingualism a chance:

- First, the increasing mobility of the rural population towards cities. Migration towards cities implies the creation of communities where different mother languages coexist and compete. Standard languages are born and thrive especially in cities and from cities.
- Second, the increasing mobility, both work- and study-related. On one hand, the economical elites travel all around the world using English as their tool. Academic mobility also affects (negatively) local languages in universities. On the other hand, the migration affecting the poor (the great migrations from Africa towards Europe, from Latin America towards North America, from Southern Asia towards the Persian Gulf, and from China to the world) produce all sorts of linguistic mishmashes.
- Third, forced migrations. The social and war-related conflicts force populations to flee, to be dramatically forced to migrate. Refugees that manage to leave bring with them, not only their scarce belongings, but also a unique linguistic repertoire.
- Fourth, temporary migrations due to leisure. The tourist industry implies the provisional transfer of millions of persons who demand being cared for in their own language.

Information from Bastardas i Boada, A.; Boix-Fuster, E.; Torrens Guerrini, R. M. (2017): *El català, llengua mitjana d'Europa. Multilingüisme, globalització i sostenibilitat lingüística*. Octaedro.

For the resource repository that we have prepared, we have taken three key concepts into account. They are related to linguistic education:

-Inclusive education studies how to transform educational systems to adapt to the diversity of learners. It implies improving the quality of the education through the improvement of the teachers' efficiency, promoting methodologies focused on the learning itself, the development of appropriate textbooks and learning materials, and ensuring that schools are safe and healthy environments for all the children. Strengthening links with the community is also basic: the relationship between teachers, students, parents, and society in general is key to develop inclusive learning environments. (UNESCO website, August, 2010). As per this aim, with this proposal we intend to deepen the obvious link between linguistic and intercultural competences, and inclusion, in order to identify the best way to tackle the practical implementation in the classroom.

-Plurilingual education is not limited to teaching languages, but should aim to know each person's linguistic repertoire, enhancing its value and broadening this repertoire by teaching unknown or less-frequently used languages. Plurilingual education also has the intention of increasing the understanding of the social and cultural value of

linguistic diversity, in order to ensure good linguistic will and to develop intercultural competences (Council of Europe / Language Policy Portal, 2007).

-Intercultural education respects, celebrates and acknowledges the normality of the diversity in all aspects of human life, promotes equality and human rights, defies unfair discrimination, and furnishes the values on which equality is built (National Council for Curriculum and Assessment, Ireland, 2005).

On the other hand, the new Spanish education law, LOMLOE, establishes the frame for the **development of a new curricular model** open and flexible, that promotes an inclusive education and that appreciates diversity, aiding the students to acquire the competences that are **recommended by the Council of Europe**. It has included **plurilingual competences**, that imply using different languages in an appropriate and effective manner for learning and communication. It integrates, thus, historical and intercultural dimensions that aim to know, value and respect linguistic and cultural diversity within society to promote democratic cohabitation.

The modifications driven by the LOMLOE imply that language learning goes beyond the limits of the foreign language subjects and derives in a collaboration between teachers, because learning different languages is complementary and should avoid repetitions whenever possible. Thus, even if academical essays are organized in areas and subjects, the intention is to break this barrier and find links between languages and subjects through **Integral Treatment of Languages (ITL) and Content (ITLC)**.

Therefore, they suggest **collaborative work** between the teachers of different languages and subjects based on all the common element, easing the students' competence development as they foster an active, deeper and more meaningful learning, through the use of the different languages.

Regarding the curricular organization and the planification of teaching in the classroom, it implies **the correct choice and sequencing of contents** in learning and leads to developing activities in the classroom that require **the active and passive use of more than one language**.

2. THE IMPORTANCE OF MINORITARIAN LANGUAGES IN LEARNING AND INCLUSION

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«The more languages you know, the more you become a person» (Slovakian proverb)

In a multicultural and multilingual society like the one we live in, with the ever-present migrations, inclusion is the way to achieve cohabitation and the respect of the rights and obligations of every person. The societies that receive these migrants must acknowledge their difference and equality so that they can enrich the society as a whole. In this acknowledgement, language plays a significant role as an element for social cohesion. Migrant integration will be faster if they manage to acquire a better level of linguistic competence of the language of the receiving country. As the European Union Council said regarding common immigration policies for the member States (2007):

Linguistic knowledge is key for the integration: migrants can be trapped in a devil's circle that limits their access to the job market due to their scarce linguistic knowledge, while this prevents them from acquiring such knowledge through work and training. Learning the language of the receiving country can be particularly important for immigrants who might otherwise feel left aside in the new society and have difficulties to help their children integrate in school. (Commission of the European Communities, 2007: p. 10)

Adapted by Vilà i Baños, Ruth; González, Olga; López-Dávila, Erika; Velasco, Anna (2013). El paper de la llengua catalana en la inclusió dels i les joves estrangers a Catalunya. *Temps d'educació*, 44, 155-175. UB.

2.1. THE SITUATION IN EUROPE

“Together with respect for the individual, openness towards other cultures, tolerance and acceptance of others, respect for linguistic diversity is a core value of the European Union.”
European Commission (2004)

Europe is an increasingly multilingual continent. Only in London, more than 300 languages are spoken (Arabic, Turkish, Kurdish, Berber, Hindi, Panjabi...). The 46 States that belong to the Council of Europe promote plurilingualism, and encourage the over 700 million Europeans to learn more languages in the European Language Day (<https://edl.ecml.at/>). Linguistic diversity is a tool to achieve a better intercultural understanding and a key element in our continent's rich cultural heritage. **In most European countries, more than one language is spoken.** On the other hand, there are speakers of a same language that are separated by country borders and belong to different States. The Catalan language, for example, is spoken in Catalonia, part of Aragon, the Valencian region and the Balearic Islands, within the Spanish State, in Andorra, in the South of France, and in the city of Alguer in Sardinia, which belongs to Italy.

There are between 6000 and 7000 languages in the world spoken by seven billion people distributed in 189 independent countries. In Europe, we have **225 native languages**, around 3% of the world total. At least half of the world population is bilingual or plurilingual, that is, they speak two or more languages. Bilingualism has many advantages: it eases the learning process of additional languages, it speeds up the mental processes, and allows to establish contact with people from other cultures.

This and other data, according to the Council of Europe, state the clear predominancy of multilingualism all around the world, and especially in Europe. The 49 countries that are a part in the European Cultural Agreement use 42 official or national languages and many give a special status to other languages. In most countries, there is a traditional language, minoritarian or regional. The Russian Federation has the highest number of languages in a sole territory, with numbers ranging from 130 to 200 depending on the applied criteria. Some regional or minoritarian languages have acquired the status of official languages in the regions where they are spoken, as is the case with Basque, Catalan and Galician in Spain. Welsh is protected by a series of linguistic rights in the United Kingdom, as is Frisian in the Netherlands or the Sami languages in Norway, Sweden, and Finland. We particularly find cities in Western Europe where the number of native languages spoken among the population attending schools ranges between 100 and 200. The most frequent languages include Arabic, Berber,

Turkish, Kurdish, Hindi, Panjabi and Chinese. Nevertheless, many of these languages are spoken by minorities, and their future is threatened. This is why daily informal interaction between parents and children is key to allow them to survive.

Experts estimate that in this century, at least half of the world languages, or maybe even more, will become extinct. A language can completely disappear within two generations if it is not transmitted from parents to children. A language can disappear due to multiple reasons, including the physical destruction of a community or its habitat due to the environmental crisis or illness, active antagonism of political groups or, the most frequent reason, economic and cultural domination of the more powerful and well-regarded languages.

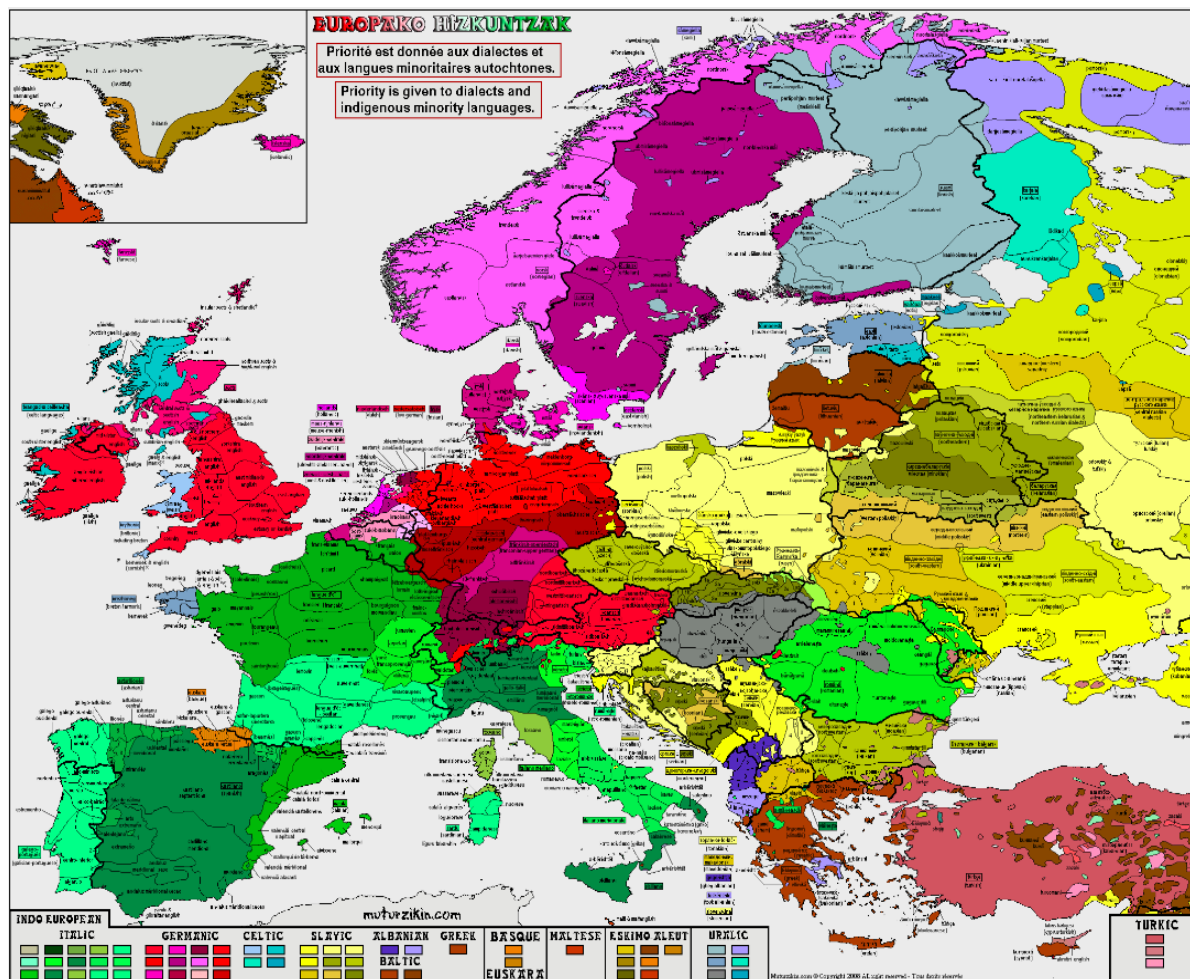
Regardless of the cause, the result is the same: humanity loses a unique resource. This is the reason why the Council of Europe's work created in 1998 to two important international tools. The **European Charter for Regional or Minority Languages** was signed by 22 member States and the **Framework Convention for the Protection of National Minorities** has been signed by 39 member States. The importance of these treaties lies with the protection and promotion of linguistic wealth in Europe. In the 21st century, all European citizens live in a multilingual environment, that is, they are exposed on a daily basis to different languages, in the bus or the train, in television, in the radio or in newspapers, or even in the ingredients of the groceries they buy. Therefore, it is necessary to increase the popular knowledge and understanding of the diversity of languages in Europe, as well as the factors that affect their protection and growth. It is also necessary to generate more interest and curiosity for languages.

Information taken from the Council of Europe website: [The celebration of linguistic diversity](#)

Linguistic typology and geographical distribution

The map you will find below shows the position of the European language families:

Image 1: Language map from the website of ELEN (European Language Equality Network):
<https://elen.ngo/languages-map/>



Europe is basically an **Indo-European** continent. All the languages that we find belong to this great family, except those belonging to the **Finno-Ugrian family (Finnish and Estonian)** and two isolated languages, one continental, **Basque**, and one peripheral, a Semitic language with Latin spelling, **Maltese**. The remaining European languages, **Germanic, Baltic, Romance, Albanese and Greek**, have the same filiation, including the remains of **Calo**, an Indo-Iranian language.

As far as quantity is concerned, the three big families are the Germanic, the Slavic and the Romance, each of them with around 200 million speakers. Germanic languages spread around the center (Dutch, Frisian, German), the North (Swedish, Danish, Norwegian, Icelandic), and the West (English). Romance languages are found along the Southwest and the South (French, Occitan, Romansh (both Ladin and Friulian), Sardinian, Italian, Catalan, Galician, Portuguese, Spanish), except the isolated case of Romanian in the East. The Baltic languages are spoken

in the republics of Latvia and Lithuania. The Slavic family divides into the northern group (Czech, Polish, Slovak, Russian) and the southern one (Serbo-Croatian, Slovenian, Bulgarian), all of them separated by the area created by German in Austria, Hungarian in Hungary and Romanian in Romania, including the important Magyar minority in Transylvania. The Celtic family has a very peculiar distribution: it spreads along a Western stripe as if (and it is not only hypothetical) the other dominant linguistic communities were trying to push them into the sea. Thus, Irish Gaelic, Welsh Gaelic and even Breton (originated thanks to a belated migration towards the continent) are cornered and face a sad situation. Finally, Albanese (spoken also in Serbia and North Macedonia) and Greek extend also to Albania and Greece, respectively.

Text extracted from Boix Fuster, Emili. «El plurilingüisme europeu: una introducció». *LSC–Llengua, societat i comunicació*, 2006, Núm. 4, p. 6-18,

<https://raco.cat/index.php/LSC/article/view/51733>.

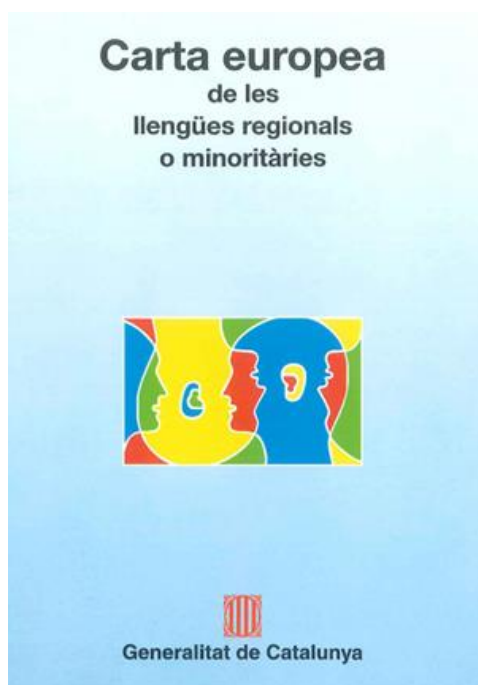
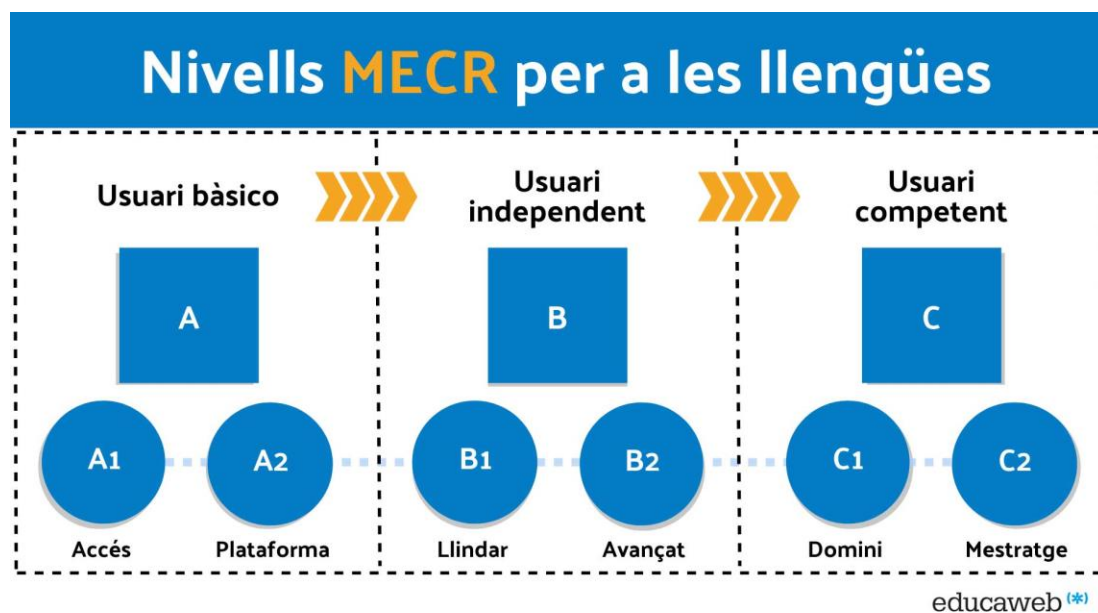
2.2. EUROPEAN REGULATIONS

“All languages are the expression of a collective identity and of a distinct way of perceiving and describing reality and must therefore be able to enjoy the conditions required for their development in all functions,”

Article 7, Universal Declaration of Linguistic Rights

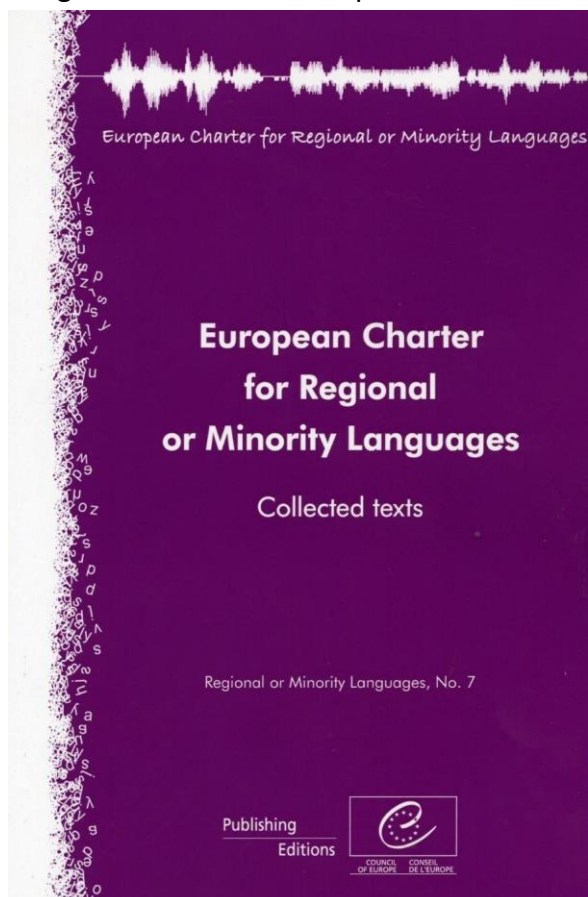
The **Common European Framework of Reference for Languages (CEFR)** is a part of the linguistic policy guidelines of the European Union (EU) based on the motto **“united in diversity.”** The Council of Europe recommends since 2001 its use to the member States. The 1992 **Treaty on the European Union (TEU)** in its third Chapter already established that they will fully respect “the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity” and the Treaty on the Functioning (TFEU in its 2016 consolidated version), in article 165.2, specifies that they would “develop education, particularly through the teaching and dissemination of the languages of the Member States.”

Image 2: CEFR levels. From Educaweb



The [European Charter for Regional or Minority Languages](#), approved in 1992, proposes the learning of minoritarian languages and its use in different fields of relationship between the citizens and the institutions of the different countries. The Charter is an international convention or treaty that has been ratified by the Spanish government and that, as per article 96 of the Constitution, is now integrated in the Spanish code of law. It is the base on which the protection and enhancement of all regional or minoritarian traditional languages in Europe can be organized, since each of the languages partakes in the European linguistic diversity, and all of them contribute “to the maintenance or development of cultural wealth in Europe.”

Image 3: Cover of the European Charter for Regional or Minority Languages



The Charter is the only legally binding international treaty devoted exclusively to the protection and promotion of regional and minority languages. So far, the Charter includes around 80 languages from over 200 linguistic communities.

In the ratification instrument, Spain declares that regional or minoritarian languages are “languages that are considered official in the self-government statutes in the Basque Country, Catalonia, Balearic Islands, Galicia, Valencia and Navarra” and those that “self-government status protect and shelter in the territories where they are traditionally spoken.”

The Charter has two kinds of agreements:

1. The ones included in Part II that affect all regional or minoritarian languages of a particular country and that contain a list of objectives and principles that the State must base its policies, legislation and practices on.

2. The ones included in part III, where the State has to choose “on demand” a particular number (at least, 35).

Part IV of the Charter regulates the control mechanism of these agreements. As per the procedure defined in the Charter itself to assess the compliance with its provisions, the governments of the member States that have ratified it must periodically send a report on the measures taken for its compliance. This report, as well as the reports sent periodically by other non-governmental institutions devoted to the promotion and dissemination of these languages, the additional information that can be requested and, if it is the case, the information obtained in situ by observers and delegate experts, helps the Committee of Experts defined in article 17 of the Charter to publish its own assessment report and the recommendations that it then presents to the Committee of Ministers of the Council of Europe.

Since 2002, the Spanish government has presented five reports, the last of which corresponds to the period 2014-2016.

- Ratification instrument of the European Charter for Regional or Minority Languages as published in the BOE
- Text of the European Charter for Regional or Minority Languages
- Explanatory report for the ECRML
- 5th report of the Committee of Experts for the European Charter for Regional or Minority Languages (ECRML) and its application in Spain
- Recommendations of the Committee of Ministers to member States on the application on the ECRML
- Report of the Committee of Experts to assess the recommendations of immediate action contained in the 5th report of the Committee of Experts of the ECRML
- Website of the Council of Europe with information on the ECRML

In article 7 we find the **twelve general principals to be applied to all languages** (Puig 2002,206-207):

(1) “The recognition of the regional or minority languages as an expression of cultural wealth.

- (2) The respect of the geographical area of each regional or minority language.
- (3) The need for resolute action to promote regional or minority languages in order to safeguard them.
- (4) The facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;.
- (5) The maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages.
- (6) The provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages.
- (7) The provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire.
- (8) The promotion of study and research on languages.
- (9) The promotion of appropriate types of transnational exchanges for regional or minority languages used in identical or similar form in two or more States.
- (10) The Parties undertake to eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it.
- (11) The Parties undertake to promote, by appropriate measures, in favor of minority languages with the objective to promote equality between their speakers and the rest of the population, considering its particular situation, and not considering it an act of discrimination regarding the speakers of more frequently used languages.
- (12) The respect, understanding and tolerance towards minoritarian languages must count among the education and training objectives in the country, stimulating the media to pursue the same objective.”

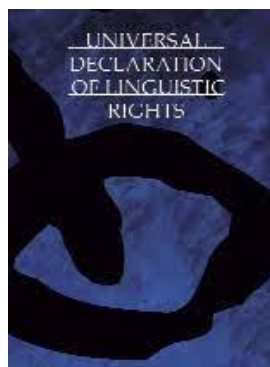
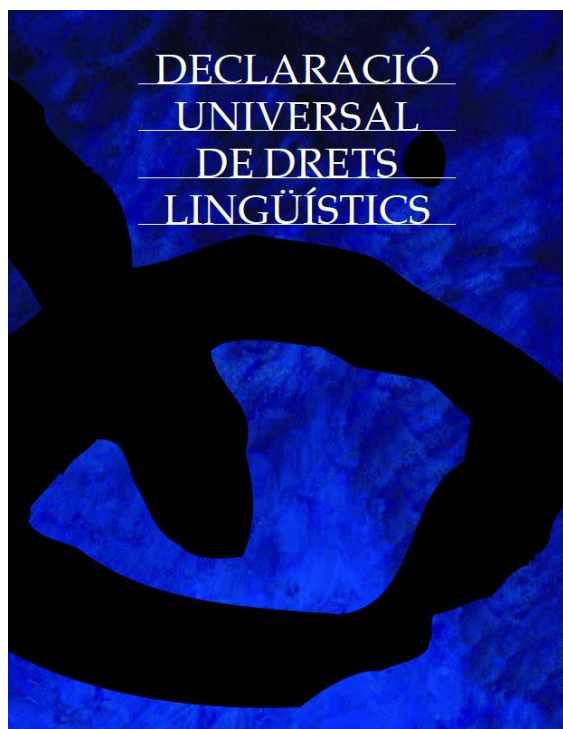
In most States in the European Union more than one language is spoken and the protection and official recognition varies despite the regulations established by the **European Charter of Regional and Minority Languages**. In this context, Catalan should not be considered a minoritarian language. Data place it in a position remarkably similar to Swedish, Greek or Portuguese in Europe, all of them languages that are fully acknowledged because they are State languages.

Therefore, if we compare the main minoritarian languages in the EU, Catalan is in the first position when considering the number of speakers. We can say that, despite being a medium-sized language when we think of the number of speakers, Catalan is a minoritized language.

Language	Speakers
1. Catalan 9,118,000	7. Frisian 400,000
2. Galician 2,420,000	8. Friulian 400,000
3. Occitan 2,100,000	9. Luxembourgian 350,000
4. Sardinian 1,300,000	10. Breton 180,000
5. Basque 683,000	11. Corsican 125,000
6. Gaelic 508,000	Total EU: 49,000,000

Minoritarian languages in the EU and number of speakers. Source: Intercat.cat-Lingcat

Linguistic rights



In 1996 [The Universal Declaration of Linguistic Rights](#) stated that a basic principle: linguistic rights are, at the same time, individual and collective, because the language is established and made available within a community, even though it is used individually.

Linguistic law is a field within legal knowledge that is devoted to the study of questions stemming from the existence of several languages that

share a common territory and that intends to define the frame of how they are studied and used.

Image 4: Cover of [The Universal Declaration of Linguistic Rights](#) (1998) Comitè de Seguiment de la Declaració Universal dels Drets Lingüístics. Diputació de Barcelona

Linguistic rights are established in The Universal Declaration of Linguistic Rights, that states the equality with no distinction between official and non-official, national, regional or local, majoritarian or minoritarian, and modern or archaic languages. Linguistic Law includes the right to be acknowledged as member of a linguistic community, to use the language in private and public, to use the name of the language, the right to engage socially with other members of the linguistic community, and the right to sustain and develop the own culture.

Image 5: extracted from [Decàleg dels Drets lingüístics del valencià \[El Temps\]](#)



You can check this on-line: [Decàleg per a ser lingüísticament sostenible](#)

European Network to Promote Linguistic Diversity

The [Network to Promote Linguistic Diversity \(NPLD\)](#) is a network that integrates regional and national governments, universities, and associations that work in linguistic policies and planification.

Image 6: Web of the European Network to Promote Linguistic Diversity



The main goal of the NPLD is to create an awareness regarding the importance of linguistic diversity, a common value for all Europeans that requires support and promotion from the main European institutions. In this sense, the NPLD works closely with the Commission, the Parliament and the Council of Europe, and acts as link between institutions and the regional department specialized in linguistic promotion, to link them together in order to exchange good practices and successful experiences.

On February 12th, 2016, the Directorate-General for Linguistic Policies and Multilingualism informed the Council of the inclusion of the Generalitat Valenciana as a full member of the NPLD.

Linguistic policies

Siguan, M. in *L'Europa de les llengües* (1995) has classified **linguistic policies of the European member States** in five types:

- (1) Monolingualism in practice and as an objective: Portugal, Germany, France, Italy and Greece. There are obvious nuances. Italy has a certain degree of linguistic autonomy. Germany recognizes the Frisian and Danish minorities, while France and Greece have been so absurdly Jacobin that they have ratified, or rather, torpedoed, the European Charter of Regional and Minority Languages.
- (2) Protection of minorities. The United Kingdom and the Netherlands give a certain acknowledgement to their Gaelic and Frisian minorities, respectively.

(3) Linguistic autonomy. Spain, for example, recognizes non-Castilian languages officially in their respective regions.

(4) Linguistic federalism. In the central government bodies the languages of all citizens are equality represented. Dutch and French in Belgium, and Italian, German, Romansh (secondarily) and French in Switzerland. However, each one of the areas is monolingual.

(5) Institutional bilingualism. Everywhere, both in central bodies and in some of the regional or local authorities, there is bilingualism. This happens in Ireland, Luxembourg, and Finland.

Official linguistic philosophy

“Europe should be a space where no language requires guardianship or protection in order to exist. It should be an area in which the different languages spoken there could develop freely, driven only by those who use them maturely and responsibly.” (Argemí 1996,17).

If we take a look at the European Commission leaflet (2004) and the linguistic policy report presented to the European Parliament (2005), we find the EU philosophy in linguistic policies: **to actively promote the peoples’ freedom to write and speak in their own language.**

The Commission’s multilingualism policy has three objectives:

- (a) encourage the learning of languages and linguistic diversity in society
- (b) foster a healthy multilingual economy (sic)
- (c) give access to the citizens to the European Union laws, procedures, and information in their own language.

The Union claims to respect minority and regional languages (articles 20 and 21 in the 200 Charter of Fundamental Rights of the European Union). Three possible situations are considered:

- (a) Regional settlements, totally or partially, in one or several States (Basque, Breton, Catalan, Frisian, Sardinian, Gaelic).
- (b) Minorities in a State, that are official and completely “normal” (German in Denmark, Danish in Germany).
- (c) Non-territorial languages (Yiddish or Romani).

We notice that the languages derived from new migrations (Turkish, Kurdish Arabic, Berber...) are not included, even if they might have more speakers than indigenous languages, as is the

case of Arabic. As Marí (2006,124-5) states, we can clearly see two rationalities in the EU. On one hand, citizens are particularly worried about the effects that the integration in the EU have or will have on the pre-existing linguistic diversity. On the other, the leaders seem more devoted to identifying the issues and implications of the European linguistic diversity for the integration process. Marí has also summarized really well how the European linguistic policy is neither systematic nor global nor explicit (Marí 2006, 125- 6).

One or more languages can work as interlanguages, but should not systematically substitute local languages: what the local language can take care of should not be taken care of by the more global language (Bastardas 2005). We must ultimately find an ecological vision of linguistic diversity management: we can only manage what we know and are concerned about (10 tesis... 2000, and Informe...2005). Let us repeat the epigraphs of the 10 thesis for a plausible future for languages and cultures:

- (1) Languages are both systems to interpret reality and means of communication.**
- (2) Languages evolve depending on the adaptation of the linguistic communities to new circumstances**
- (3) Universal linguistic diversity is a positive fact.**
- (4) Situations when there is linguistic contact are positive when ruled by linguistic ethic criteria.**
- (5) All languages are equally worthy.**
- (6) Plurilingual education is a complement to the search of linguistic self-esteem.**
- (7) Each and every language is a human heritage.**
- (8) Linguistic security is a condition to democratic participation.**
- (9) The acknowledgement of linguistic diversity is one of the conditions for peace.**
- (10) The protection of linguistic diversity is an option in favor of a more plural and harmonic world.**

Europe, therefore, can refute the myth of Babel that has made many people believe that linguistic diversity was a curse. Europe can prove that equality in rights does not necessarily mean equality in traits (sameness). This struggle for respect, acknowledgement and even encouragement of diversity must be used as well to improve the dialogue with new diversities that come from outside Europe.

Europe has always been a plural entity, a complex melting-pot of people and identities (Bauman 2006). Realizing this helps us accept with no distrust the diversity that comes from

outside Europe, due to human movements that are particularly intense today, but that have always existed. States, regions, cities, and the Union must work to render possible that this diversity becomes a real opportunity for everyone.

Albert Bastardas (2005) has presented basic principles for sustainability in an ecological concept of linguistic diversity. Two are very well known (personality and territoriality) and two are new (functional competence and subsidiarity). At an international scale, both Will Kymlicka and Alan Patten (2003) and Philippe van Parijs (2011) have dealt with the universal principles of justice in the management of linguistic and cultural diversity.

As far as principles are concerned, there are significant coincidences. Beyond the minimum marked by formal equality between linguistic communities and the speakers that coexist in a common territory, it is logical that there are supremacy criteria for the speakers of a linguistic community in their historical habitat and that historical situations that are unfairly unfavorable compel to the use of compensatory measures, of positive action or positive discrimination (equality, since Aristotle, is treating equally what is equal and compensating inequalities in order to recover balance).

Sadly, international actions with an institutional character in this sense are extremely weak and are mostly limited to declarations with no effective results. There is no perspective of seeing an advance towards an equitable world-wide plurilingualism in the United Nations' agreements, the UNESCO declarations or the actions taken by the European Union (that seemed about to lead an world-wide process of this time in a certain moment in time). Not even acknowledging that 90% of the languages in the world could disappear in this century has raised awareness of the urgent need to act at a global scale to avoid it.

Text extract from Boix-Fuster, Emili (2006): «El plurilingüisme europeu: una introducció». LSC– Llengua, societat i comunicació, 2006, Núm. 4, p. 6-18.

<https://raco.cat/index.php/LSC/article/view/5173>

2.3. USAGE AND STATISTICS



Legal frame

In Catalonia, País Valencià (Comunitat Valenciana) and the Balearic Islands, Catalan is present in the self-government status as the language of the territory and is the official language together with Castilian. Furthermore, in Catalonia, in the Aran Valley, it cohabits with Occitan, called Aranese, and also recognized as official language.

Image 7: Map of the Catalan linguistic spread from the web of Institut Ramon Llull. [Què és el català i on es parla](#)

Each regional parliament has approved specific linguistic laws:

- In Catalonia, [Llei 1/1998](#), January 7th, about linguistic policy.
- In the Comunitat Valenciana, [Llei 4/1983](#), November 23rd, regarding the use and teaching of Valencian.
- In the Balearic Islands, [Llei 3/1986](#), April 29th, of linguistic normalization of the Balearic Islands.
- In the Western Strip, [Llei 3/1999](#), March 10th, regarding Cultural Heritage of Aragon.
- In Northern Catalonia, the law regarding the use of French, [Llei Toubon](#) (1994).
- In Alguer, [Norme in materia di tutela delle minoranze linguistiche storiche](#) (1999).
- In the Principality of Andorra, according to the [Constitució de 1993](#) Catalan is the only official language.

Information from Institut Ramon Llull: [Què és el català i on es parla](#)

Regarding the acknowledgment to the European Union, some agreements have been established, according to which anyone can address the European Commission, the Council

of Ministers or the Ombudsman in Catalan. Also, the European Parliament, in 1990, decided to include a Catalan version of the basic texts and resolutions of the EU.

The proposed concept is *linguistic availability*, understood as the possibility that the citizens have to use a territorial language in the public services at a state level, to assess if the States are fulfilling (or not) the national rules and the international political compromises that are binding of developing a linguistic policy regarding the different languages.

Beyond the Constitution, that includes five references to the State languages, but that regulates linguistic officiality only in article 3, there is a wide variety of dispositions that force the Administration and other public bodies to develop a linguistic policy that guarantees a public service in territorial languages beyond Castilian. These linguistic obligations stem both from the Supreme Court's case law and from the national rules and regulations and the international political compromises ratified by the State.

The Spanish State can be distinguished by being of the most linguistically diverse States in Europe. Around 45% of the population lives in territories where a language different to Castilian Spanish is spoken. In eleven out of the seventeen regions of the State and in both autonomous cities of Ceuta and Melilla there are territorial languages present (Brohy et al., 2019). That does not mean that 45% of the population speaks a territorial language frequently, but that almost half of the State population lives in traditionally multilingual contexts. We must consider as well immigration languages.

When we analyze the data, we see that **in the State there are around thirteen million people (around 30% of the population) that talk a territorial language different to Castilian**, while Castilian is spoken by around forty-six million people. Figure 1 illustrates the distribution of territorial linguistic diversity.

ECMLR has an assessment tool that allows for a follow-up. A committee of independent experts writes periodical tracking reports on the degree of compliance of the obligations regarding territorial languages (so-called regional or minority in the reports). This is called a monitoring cycle. More than two decades after the ECMLR was ratified by the State, we still find systematic and continuous breaches in the obligations by the Administration, though they are legally binding. In Spain, the following languages are used: Amazigh, Ceutan Arabic, Aragonese, Asturian, Basque, Calo, Catalan/Valencian, Galician, Leonese and Portuguese. The situation of some of these languages is still to be defined, according to the Charter.

Chart 1. Languages, territories and officiality situation

Llengua	Territori	Estatus d'oficialitat
Amazic (berber)	Ciutat de Melilla	No oficial
Àrab de Ceuta	Ciutat de Ceuta	No oficial
Aragonès	Aragó	No oficial
Aranès (també denominat occità)	Catalunya (Vall d'Aran)	Oficial
Asturià	Astúries	No oficial
Basc (èuscar)	País Basc	Oficial
	Navarra	Oficial a part del territori
Caló (romaní)	Llengua no territorial	No oficial
Català	Aragó	No oficial
	Illes Balears	Oficial
	Catalunya	Oficial
	València (com a valencià)	Oficial (amb el nom de <i>valencià</i>)
	Múrcia (com a valencià)	No oficial
Gallec	Astúries	No oficial
	Castella i Lleó	No oficial
	Galícia	Oficial
	Extremadura (també denominat <i>fala</i>)	No oficial
Lleonès	Castella i Lleó	No oficial
Portuguès	Extremadura	No oficial

Chart from Claudine BROHY, Vicent CLIMENT-FERRANDO Aleksandra OSZMIANSKA-PAGETT i Fernando RAMALLO (2019). *Carta Europea de les llengües regionals o minoritàries. Activitats a l'aula. European Charter for Regional or Minority Languages*

As we can see in the map below, minoritarian languages are spoken in eleven of the seventeen regions in Spain and in both autonomous cities, Ceuta, and Melilla. As a matter of fact, around 45% of the population in Spain lives in a territory with an indigenous minoritarian language. That does not mean that almost half of the Spanish population frequently speaks a minoritarian language, but that an important proportion of the population lives in a bilingual or monolingual context.

Image 8: The languages of the State (Adapted from Brohy et al., 2019)



Font: Copyleft sota llicència CC BY-SA 3.0, extret de "Lenguas Iberorromance.PNG"(de Fobos92, de Wikimedia Commons) i adaptat per Víctor Fresco i Fernando Ramallo.

Amazic	Català/Valencià
Àrab de Ceuta	Gallec (inclòs la fala, a Extremadura)
Aragonès	Lleonès
Aranès (també denominat occità)	Portuguès
Asturià	
Basc (èuscar)	

International compromises of the State regarding co-official languages

In 2001, the State ratified the European Charter for Regional or Minority Languages (ECRML) of the Council of Europe, the only international legally binding tool devoted to the protection of the so-call regional or minority languages, after what the State is obliged to promote the territorial languages. Many authors consider the State ratification of the ECRML positively. As

Climent Ferrando put it, “with the ECRML, regional or minority languages were integrated into the European political agenda. Until that moment, there was no international legal instrument devoted exclusively to these languages” (2018: 2). For the linguistic communities of the State, the ECRML “led to an initial optimism that allowed to advance towards a legal frame of linguistic pluralism in the State” (Castellà, 2018: 96).

State-EU bilateral agreements (2005-2009)

En 2004, the State signed the Memorandum for the acknowledgement in the European Union for all official languages in Spain. It demanded the acknowledgement of all the languages in the State within the EU in three fields: written communications from the citizens to institutions, oral interventions of political representatives, and the official publishing of Union texts. The State did not assume the derived costs (Mir, 2006; Pons-Parera, 2006). The State co-official languages did not become official in the EU. They were included in a new linguistic category, “additional languages.”

The creation of this “additional languages” category opened the door for the first time, albeit limitedly, to a real acknowledgment, through binding administration agreements, that went beyond the generical acknowledgment of the EU’s respect to linguistic diversity (Climent-Ferrando, 2016). In the period between 2005 and 2009, six agreements were signed with different institutions, as well as a proposal of linguistic uses in the European Parliament.

It is obvious that, while the linguistic availability of co-official languages seems appropriate as far as the oral usage in the Committee of Regions and the Council, we cannot state that the same happens with written linguistic usage, that are framed in what we call “symbolic politics,” giving a false sense of the development of linguistic policy in co-official languages in the EU.

The State still has not made available approvable and coherent data regarding the number of speakers of their languages and their territorial distribution. This lack of data has been repeatedly reported by experts of the Council of Europe and also by the reporter of the United Nations for minorities, that stresses that in every public policy, like the linguistic policy, it is key to have data available in order to apply the necessary steps: “Spain does not systematically collect disaggregated data on its population’s languages [...]. This approach does not result in the precise information on the population that is necessary to design better-targeted, effective and evidenced-based government policies and programs.”

We have observed that there is a lack of real display of linguistic policies from the State, as we can see in the small number of public services fully offered in a co-official language or, in other words, a low linguistic availability. There is a lack of continuous political action, seen in the lack of actions from the public body that should be the one to deploy the State's linguistic policy, the Council of Co-official languages. We have also established that the State has conceptualized multilingualism as a reality that is foreign to the State itself. Nevertheless, we also have to admit that there is a change in the trend, though reduced and only rhetorical, since the State, for the first time, admits the lack of action, of sensibility and of data, and gives then a series of recommendations. It remains to be seen if these intentions go beyond political rhetoric, and are translated into concrete actions, so that the languages of 30% of the population and 45% of the territory are conceptualized and considered from a state perspective. In short, the State must transition to the residual and symbolic management of its multilingualism towards a multilingualism conceptualization as a State policy.

Extract from “El multilingüisme: una qüestió d’Estat? L’avaluació de la política lingüística de l’Estat espanyol a través del concepte disponibilitat lingüística.” Vicent Climent-Ferrando Universitat Pompeu Fabra. *Treballs de Sociolingüística Catalana*, núm. 32 (2022), p. 53-80 DOI: 10.2436/20.2504.01.188 <http://revistes.iec.cat/index.php/TSC>

2.4. DEVELOPMENT STRATEGIES FOR THE USE OF MINORITARIAN LANGUAGES IN LEARNING INSTITUTIONS

The educational system must promote **plurilingual and intercultural competences** like the European Union states. From an exclusively linguistic point of view, it is obvious that we have to keep an open interlinguistic approach. Translation systems deserve a very particular attention and their own policies in every field. Linguistic engineering will be key. It is important to have transliteration criteria to transform Catalan names, demonyms and other particular words to other spelling systems. Adaptation criteria for linguistic loans and linguistic creativity should have a special position in learning systems, as they are abilities all speakers need in the current context.

Text extracted from *Conflicte lingüístic i normalització: conceptes vigents per a les polítiques públiques?* Isidor Marí. Secció Filològica. Institut d'Estudis Catalans. Treballs de Sociolingüística Catalana, núm. 26 (2016), p. 219-229 DOI: 10.2436/20.2504.01.117

<http://revistes.iec.cat/index.php/TSC>

The European Union motto – **united in diversity**– becomes even stronger if we really believe that languages are an expression of culture and that, when we lose one, we lose a unique viewpoint of the world. This makes us poorer and weaker. Multilingualism is based on cooperation and not confrontation or linguistic hierarchy. That is why strategies like translanguage and intercomprehension make sense. In fact, they are natural reactions if we consider that communication and communicative cooperation are part of the human essence. Therefore, being aware of the linguistic repertoire of immigrants is key for their sociocultural integration. Strategies such as **foster classrooms** must integrate the linguistic repertoires of the new arrivals. UNESCO has been supporting **inclusive classroom for years**, to foster sustainable multilingualism, based on equality instead of substitution.

Multilingualism means equality in diversity and that has deep implications for the linguistic policy. In the European Union, most speakers of the different member States use more than one language. This linguistic diversity allows us to talk about **language ecology, linguistic intercomprehension and minority languages**.

We must not forget the distinction between plurilingual – a person who talks more than two languages – and multilingualism – applied to a linguistic community where different languages are spoken. Furthermore, there are new terms such as *multilanguaging* and *translanguaging* that are considered new ways of being multilingual. The first term refers to a manner of “talking inappropriately or with certain deficiencies,” morphological or syntactical ones, a different language than the native one or L1. Translanguaging defines the discursive practices of speakers of multiple languages, characterized by a mix of different languages at the same time in the same utterance or in different communication channels. For example, we use English as a teaching tool but Catalan to talk in class.

What is essential is to make sure that linguistic diversity is not lost, including the one granted by minoritarian languages in their daily cohabitation with dominant ones.

Extracted from the essay (2020-21) M. Carme Rosell Trullols: *Les llengües minoritàries o minoritzades en un context multilingüe*.

The adoption of measures and policies to enhance the use of Catalan as a social cohesion tool over the last few years intends to reply to the establishment of migrants. Among these policies, in the education field we find actions regarding attention to new arrived students, especially those who access late to the learning system and whose native language is not Romanic. For instance, there are **Language Workshops** (LW) in primary education, and **School Adaptation Workshops and Basic Learning Tools** (BLT) in high schools (Lapestra *et al.* 2007). These experiences were substituted in 2004 with the **Plan for Language and Social Cohesion**. This plan established that schools must deal with the welcoming and integration of foreign students that arrive.

Learning institutions started considering within their organization the design of **Linguistic Projects**. These projects consider Catalan as a social cohesion language in a plurilingual context. It also forced schools with newly arrived students to elaborate a **Welcoming and Integration Plan** to aid in the integration of all students.

To develop the practical application of the linguistic project and coordinate it with the welcoming and integration plan, we find the figure of the linguistic, intercultural and social cohesion coordinator and the Welcoming classroom with a homeroom teacher.

The application of the first linguistic immersion programs and the Catalan conjunction model, as well as experience, have led to certain observations, that have been stated in the **Plan for Language and Social Cohesion**, where the following stands out:

- a) the importance on the complicity and acceptance from the student families, especially the immigrants, since most of them do not know that Catalan is the language used in our schools nor are they familiar with immersion or linguistic conjunction programs
- b) the link that exists between learning a language and the creation of emotional links based on the acknowledgement and appreciation of the students' native language.

The degree of integrational or instrumental motivation of the foreign person can turn it into a favorable or a complicated experience. As far as the **integrative motivation** is concerned, we can consider the person's desire to become competent in Catalan to actively participate in the community or to communicate with certain people. On the other hand, when the **motivation is instrumental**, the wish to learn Catalan is due to practical reasons, like finding a job, being able to understand a film in that language or reading an instruction manual.

Whatever the case is, the motivation of the person will determine whether it is easy or hard for them to learn Catalan.

Regarding the welcoming model, it is key to design **strategies of accompaniment between peers** or the pairing with a counselor, both to learn the language and to establish social networks and become familiar with the environment. Another important aspect is the **relationship of the institution with the resource network**: counselors, social services, mediation services, translation and interpreting services, neighborhood associations. Also, the **relationship with the families**. Particularly, as far as the teachers are concerned, the use of **Catalan as classroom language** in their professional activity, as well as the importance the teacher grants to Catalan and its social function. Also key are the strategies they use in the classroom to teach the language. It is advisable to use a **communicative approach** (Navarro i Huguet, 2005). On the other hand, their attitude towards intercultural education and the presence of newly arrived students is also key. The mentions of **the culture of the taught language as well as the references to the students' native languages** are key elements.

Regarding the students, **the assessment of their previous knowledge**, both regarding Catalan and other languages, is an element to consider. Also, their age. For some authors (Lapresta, Huguet i Janés, 2008; Maruny i Molina, 2001), age is not a factor that affects the learning process of Catalan in a significant way in primary school or high school. Nevertheless, other researchs (Moreno *et al.*, 2005; Navarro i Huguet, 2005; Grañeras *et al.*, 2007) show that younger students acquire Catalan linguistic competences more easily. Regarding the possible difficulties for foreign infants, they do not only stem from the age and the particularities of infant education, but also the different profiles that these children have (Arenas, 2003).

Other core elements for the development of Catalan as a common language are the real **possibilities of interaction** that the children have both in and out of the classroom, especially between autochthonous and migrant youth. Their relationship with their environment, the importance of their community and whether they assess the language positively or negatively is also important, as well as the existence of an **Environment plan**. In short, to benefit the potentialities of the associative network to promote Catalan as a common language. The **attitudes** of young people towards Catalan are particularly relevant in this case, as Lapresta, Huguet i Janés (2008) have written.

As a conclusion, we can establish **three levels of action** to promote the learning and use of Catalan in a way that develops intercultural relationships:

1. *Community level.* It is both necessary and convenient to create environments that ease the learning of Catalan, the culture of the receiving country, the context, as well as the access to the existing services. At the same time, these environments should necessarily have a relationship-oriented intention (clubs, associations...), since these links are key for integration (Palou, 2010). On the other hand, it is necessary to train families in order to achieve an inclusive citizenship. Also, interorganizational actions are needed. In this sense, as stated by Gentili (2000) and Luque (1995), these actions imply that local communities, neighborhoods, and cities are considered privileged environments to develop an active, participative, committed and communicative citizenship.

2. *Institutional level.* The pre-existing resources for language learning are acknowledged and constantly updated. It is important to integrate language learning in all learning areas, to create intercultural curricula, to design a good-practice data base in schools in order to compile projects that are successful, as well as organizing seminars for the welcoming, and to support teachers.

3. *School level.* Even if it is necessary and interesting to include, within the curricula, viewpoints and aspects of other cultures (like what the Department considers a to-do task) and to reinforce the curriculum in counseling with transversal contents that refer to factors that ease inclusion, there are actions devoted to connect the newly arrived students with their physical and human environment. For instance, there is a recommendation to support, from the center, these students' contact with their close environment and to assess the opportunities it furnishes. Another proposal is related to the exchange of foreign students with autochthonous students: language tandems, activities as a guest in the other one's home, mentoring of immigrant students who have lived here for years with newly arrived ones... All of them, because they are quite intimate, have proven to be the most beneficial for the inclusion of the new arrivals, since they rely on the close up experience-based getting to know the other, which is the first step towards affection and acknowledgment (González, 2008).

Therefore, we must establish trust and complicity relationships between all those involved in the community (Simó, 2011, p. 160) to mobilize resources, policies and promote procedures and attitudes devoted to social cohesion of all the citizens through the protection and love towards Catalan.

Text extract from: El paper de la llengua catalana en la inclusió dels i les joves estrangers a Catalunya. Ruth Vilà i Baños, Olga González, Erika López-Dávila, Anna Velasco. *Temps d'educació*, 44, 155-175 (2013). UB

Learning Educational Models in the Network to Promote Linguistic Diversity (NPLD)

Linguistic models to be applied to education in territorial languages of the members of the NPLD: Alsace-Moselle , Balearic Islands, Basque Country, Bernstol (Trento province), Bretagne, [Catalonia](#) , Corsica, Fassa Valley (Trento province), Finland, Frisia, Friul, Galicia , Ireland, Lucerne (Trento province), Navarra , Occitania, Pomerania, Romania, Scotland, Sweden, [València](#) and Wales.

Compared perspective of linguistic models in education

The NPLD gave three researchers Mr. Vicent Ferrando, Mrs. Montserrat Sendra and Mr. Avel·lí Flors a research to compare the different immersion education models in five multilingual territories in Europe: Catalonia and Basque Country (Spain), Wales (United Kingdom), Ireland and Bretagne (France). Summary of the study regarding Catalan extracted from <https://www.npld.eu/our-publications/>

Data regarding the linguistic State and demography

- Catalan is the official language in the different Catalan-speaking territories (Catalonia, Valencia and Balearic Islands), together with Castilian. Occitan is also an official language, spoken in the Aran Valley. Outside this territory, its official status is limited. Catalan sign language also has legal support in Catalonia.
- The 1978 Spanish Constitution states that Castilian is the official language of the State, but allows regions in Spain to also officialize their local languages.
- The regions have legislative and executive competencies in educational policies and also assume all competencies that the Constitution does not openly grant the Spanish State.
- The regions are, in truth, in charge of regulating and managing all levels, degrees, types and curricula in their territories. These educational bodies have, according to the Spanish Constitution, equal status as the Spanish Ministry of Education.

For more information regarding the Catalan language model in education, see [El model lingüístic del sistema educatiu català Aprenentatge i ús de les llengües en un entorn educatiu plurilingüe i multicultural](#)

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3. MINORITARIAN MULTILINGUALISM IN EUROPE

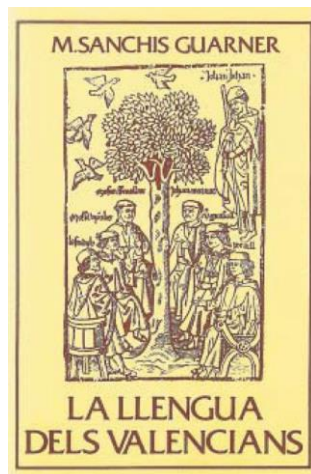
3.1 Basic notions of Valencian

3.2 Basic notions of Breton

3.3 Basic notions of Irish

“A language does not die because it does not get new speakers; it only dies if the ones who speak it stop doing so” (Manuel Sanchis Guarner)

Notes on the sociolinguistic situation of Valencian



The situation of Catalan in the Valencia region, with two territorial languages, is linked to its historical and social context. There are two main linguistic areas: the ones mentioned by the Law 4/1983, November 23rd, of the Use and Teaching of Valencian in “areas of dominance of Valencian” and “areas of dominance of Castilian”, according to the list of towns that match what Professor Sanchis Guarner published in this 1960 book *La llengua dels valencians*.



Mapa dels dominis lingüístics català i castellà al País Valencià.

During the 1960s and the 1970s, the Valencian predominancy areas receive an immense flow of immigrant communities arriving from the Castilian-dominated areas in the inside or South of the region itself or from the neighboring regions of Murcia, Andalusia, Castilla la Mancha, or Aragon. This immigrant population moved especially to big cities such as Valencia, Elche, Alicante or Sagunt, and to medium-sized cities in the metropolitan areas in Valencia and Alicante, and they only rarely used Valencian as a language in education.

It is significant that the Valencian ruling classes, Castilian speakers for centuries, keep Valencian in an unfavorable position considering it to be used exclusively by the lower classes and in honest decrease. But, from the 1960s on, an intellectual movement became apparent. It tried to recover and dignify our linguistic heritage, that had been spreading to broader sectors of society, and tried to normalize Valencia in schools and in society.

From the 1960s on, there are fruitless controversies regarding the origins of the language, shaped as an identarian conflict with an anti-Catalanist character, known as “the battle of Valencia”, particularly vicious in the capital itself. Completely ignorant of academics and scientists, where the unity of Catalan language has always been unanimous, “the battle of Valencia” obstructed all normalization attempts. Valencian was presented as a conflictive language, opposed to the academic unanimity and the social peace enjoyed by Castilian.

The appearance of Federació Escola Valenciana, a civic organization capable of uniting broad sectors of the Valencian society, with an action philosophy that held its distance from these controversies, proved to be key in the deactivation of the identarian debate. Valencian went from being an element in conflict to becoming the learning language in the most prestigious educational programs in the public school system. Nevertheless, there are diverse dynamics within the Catalan-speaking territories: there is more presence of Valencian in the North than in the South, and less in urban areas than in rural ones.

Information extracted from the essay by Jiménez-Tirado, G. (2015): [La situació del català a l'ensenyament secundari i a la universitat al País Valencià. Balanç i perspectives](#). IEC/UAB.

The native language in the Valencian educational system

In the Valencia region, after the confirmation of the Law for the Use and Teaching of Valencian (LUTV) in 1983 and following the legal rules defined in a larger legal frame, the training authorities decides to design a bilingual educational system that would allow students to be fluent in both official languages.

The precepts in the Constitution and the Self-Government Statute allow us to deduct that Valencians have the following linguistic rights and obligations: the right to know Castilian and Catalan, the right to use Castilian and Catalan, and the obligation to know Castilian. There is, therefore, no obligation to know Catalan. Nevertheless, despite this serious omission, that can be understood as a respect towards the historically Castilian-speaking areas, there are other regulations within the Statute that can indirectly be interpreted as an obligation to know the language. For example, the Generalitat Valenciana, the Valencian regional government, must guarantee the normal and official use of both languages, which implies the obligation to know the language for all citizens that must allow the application of the right to use normally and officially Catalan, particularly people with a public function or activity, such as workers in education, the health-care system or the public administration. Also, it is important to point out that the peripheral State Administration also has the obligation to accept all documents presented in Catalan, without demanding any translation, since this would imply that it is an abnormal and non-official use of the language that contradicts the Self-government Statute.

Thirty-five years after the LUTV, Law 4/2018 regarding Plurilingualism constitutes a change to match the recommendations of the Council of Europe, the UNESCO, and the opinions of

specialists and Valencian institutions: “in contexts where there is a predominant and a minority language, the most effective linguistic model is the full exposure to the language with the smallest social implantation” (CVC, 2014). The Acadèmia de la Llengua Valenciana states that, pedagogically speaking, the learning Valencian and in Valencian must be complemented and not substituted by the learning of Castilian, English, or any other European or international languages.

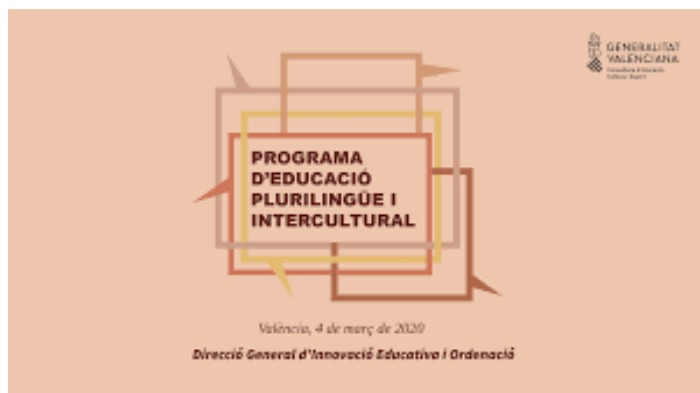
In the same sense, the report *A new linguistic model in education for a plurilingual and intercultural education in the Valencian school system* (2016), written by the Multilingual Education Units (MEU) of the public Valencian universities, states that:



“Regarding research on plurilingual programs, there is an almost unanimous agreement on the fact that the minoritarian language must be the main teaching language, and that it should never drop below 50%, if the intention is to correct asymmetrical social bilingualism” (MEU, 2016, p. 10).

Dolz and Idiazabal (2013) state that teaching in a non-native minoritarian language can be one of the basic tools to bring back to life vernacular languages, as long as they comply with certain conditions. Furthermore, the MEU report says that a unique learning model is required for everyone, to be applied gradually, in equal conditions, and with the necessary support to drive an appropriate implementation in all geographical areas of the Valencian regions, respecting their peculiarities:

There should be “a unique model for both areas, the Valencian and Castilian-speaking, even if this unique model is applied gradually and accompanied by promotion and information, and the necessary resources, in the Castilian-speaking area.” (UEM, 2016, p. 16)



The [Plurilingual and Intercultural Educational Program](#) (PIEP) aims for the acquisition of a plurilingual competence with high and equivalent skills in both languages, Valencian and Castilian, the functional use of one or more foreign languages, and a rewarding contact with languages in general. Thus, when the compulsory learning period

is over, the students would have acquired, at the very least, levels B1 in Valencian and Castilian and A1 in the first foreign language. Then, after completing the post-compulsory pre-college levels, the objective is to have acquired at least levels B2 in Valencian and Castilian and the equivalent to A2 in the first foreign language.

The law establishes that the minimum time devoted to curricular contents in each of the official languages has to be 25% of the real teaching periods, and the foreign language can range between 15% and 25%. In each language, the subject corresponding to it must be taught and, at the same time and at least, another area or non-linguistic compulsory subject. According to the law, the Ministry will foster that educational centers of public financing must teach 50% of their curriculum in Valencian, and 25% in English.

On the other hand, the law states that the teachers can teach non-linguistic areas, both in Castilian and Valencian, if they have a C1 level of the corresponding language. Teachers who have a C1 certificate in English can also teach in that language.

Martí and Garcia Vidal (2020) summarize the changes in the **linguistic programs changes in the Valencian educational system**, going from the LUTV until our days, in the following chart:

LUEV (1983)	Decret de plurilingüisme (2012)	Llei de plurilingüisme (2018)
PIP	PPEC	PEPLI
PIL	PPEV	
PEV		

Chart 1. Linguistic programs in the Valencian educational system

These last decades, the learning of Valencian has progressed, even if the data regarding the current data regarding the knowledge and use of Valencian show that there is still a lot more to do before we reach a situation of linguistic normality. In the Valencian region, we have several sociological research papers published between 1984 and today. The last one is the ***Survey on the knowledge and social use of Valencian 2015*** (2016), performed by the Studies and Planification Service (SPS) of the General Directorate for Linguistic Policy and Multilingualism Management of the Ministry for Education, Research, Culture and Sport (MERCs). This survey shows that the knowledge of Valencian has improved, both written and oral, but that the citizens increasingly prioritize Castilian.

Regarding the **situation of Valencian in schools**, *[The 2016 Report on Valencian in School](#)* written by the Valencian Teacher's Union states that the growth of Valencian has been very slow (over the last 20 years, only a 28% - from 10.2% to 38.4%), and with clear differences depending on the territory, whether the schools are public or private, and the educational level.

The Ministry of Education has decided to promote plurilingual competences among the students following the parameters suggested by the CEFR, creating a **General Directorate for Linguistic Policy and Multilingualism Management**, and drafting a decree for the management of languages in non-university education. Among other objectives, the decree includes:

“Training students for cohabitation and for their integration as full citizens in a multilingual society, nonetheless helping them to build their own identity and making sure that this identity implies the knowledge and deep experience of their own language and culture.”

Information extracted from Martí Climent, A. (2022). *Projecte docent. Desenvolupament d'habilitats comunicatives en contextos multilingües*. UV.

The Valencian linguistic model

The Valencian school system is plurilingual and intercultural, and its learning language are Valencian, Castilian, English, and other foreign languages.

Schools must promote the normal use of Valencian, complying with the current regulation that define the institutional and administrative use of the official languages in the Generalitat administration as per the terms of the Linguistic Normalization Plan (LNP).

When the Linguistic Project of the Center (LPC) decides it, other languages, such as Romani, the language of the Gipsy people, sign language, used by deaf people in the Valencian region, and Braille, the reading and writing system used by people with visual disabilities or blindness, can also be studied and promoted.

Schools must analyze the languages of linguistic minorities in it and generate intercultural exchange possibilities. Furthermore, they must guarantee the right to a plurilingual and intercultural education to the students with special learning needs.

The students who transfer to the Valencian school system from the second grade of primary education on coming from other school systems, whether Spanish or foreign, can have, if necessary, an **adaptation of the curriculum**.

The Linguistic Normalization Plan

The Linguistic Normalization Plan (LNP) in the school is a plan that, after analyzing the possibilities offered by the context and the actual use of Valencian, as well as the objectives defined in the particular Design of the program, establishes objectives regarding the use of Valencian in the learning, administrative and social activities in the school for an average period, and specifies the yearly timing for this period, the applies strategies, the people responsible and the resources, as well as the assessment tools.

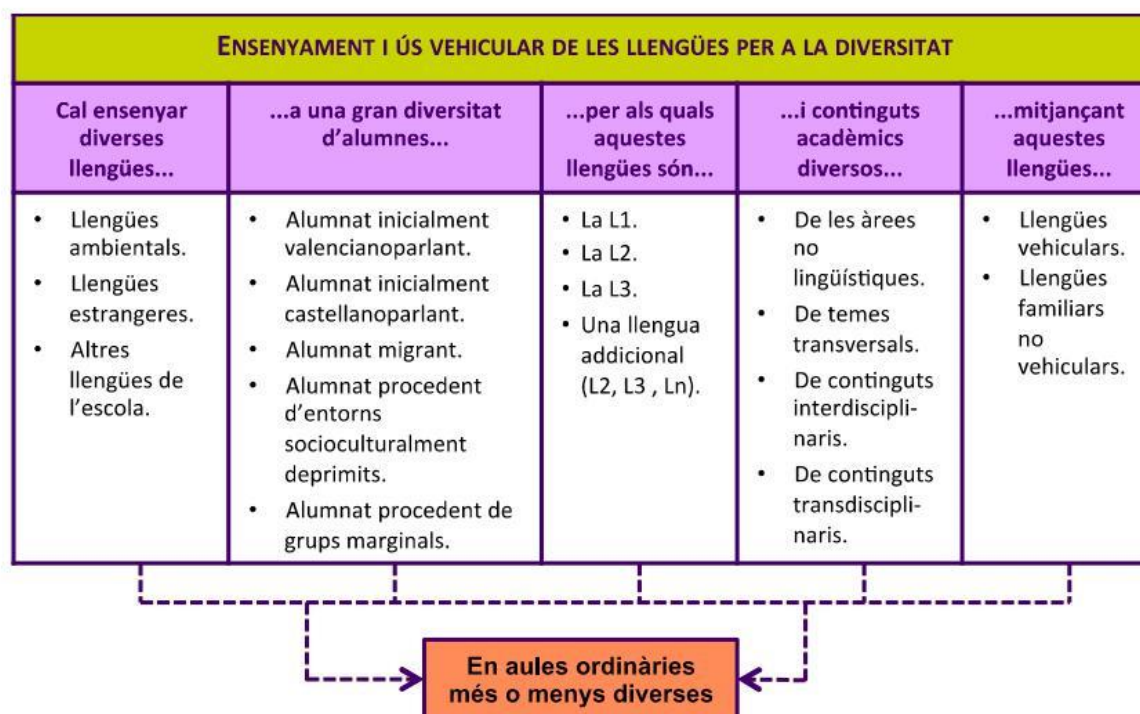
Information from *CEFIRE de Plurilingüisme* (2018). Unit 2. [El plurilingüisme en el sistema educatiu. El marc legal.](#)

As Tasa, V. and i Bodoque, A. (2016) state, there is a consensus in education, though not in the academic field, saying that bilingual educational models (Valencian and Castilian) or multilingual ones (Valencian, Castilian, and English or another language) that are successful

and allow for a good knowledge of the most common international language (English), of the socially dominant language (Castilian), and guarantee a good linguistic level of the minoritarian language (Valencian), are the ones that **place Valencian as the main and dominant teaching language**.

Plurilingual and intercultural education represents the only educational model capable of facing the challenged of the new situation. Integrating new students in our language and culture through educational and social integration in the center and assisting them so they can achieve the needed level both in the languages and in the different subjects, should be the main objectives of the educational model.

The complexity of linguistic education in our educational system can be said to stem from the need to achieve **equity** through the inclusive treatment of **diversity**. That is, schools must face the linguistic diversity, the subject knowledge diversity, the student diversity, and the education situation diversity, through a diversity in the didactic and organizational approached needed to achieve an inclusive, plurilingual and intercultural education.



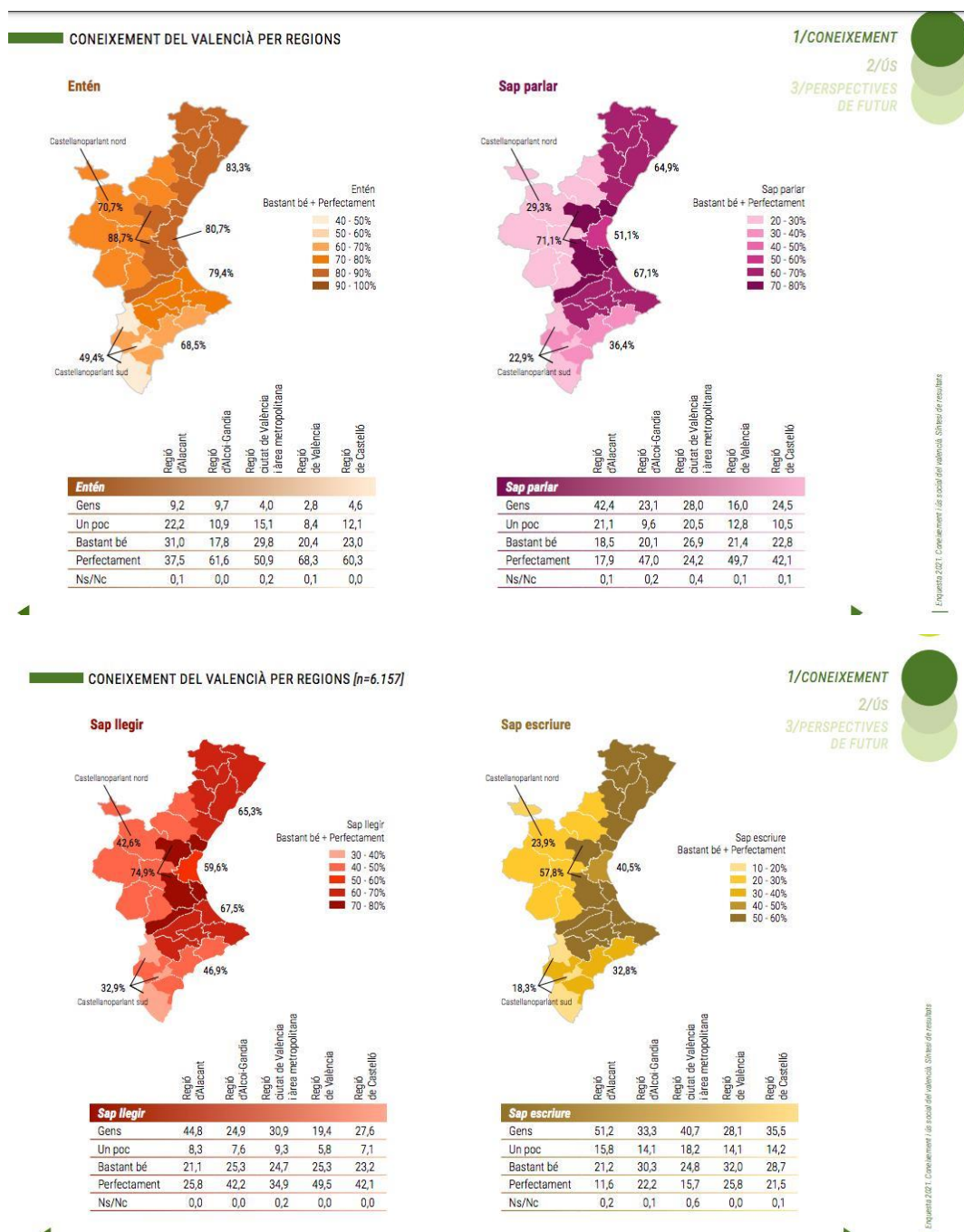
TEACHING AND LEARNING USE OF LANGUAGES FOR DIVERSITY				
Several languages must be taught....	...to a diverse group of students...	...for whom these languages are...	...and different academic contents...	...through these languages...
· Environmental languages	· Valencian-speaking students	· L1	· In non-linguistic areas	· Learning languages
· Foreign languages	· Castilian-speaking students	· L2	· In transversal subjects	· Non-learning familiar languages
· Other languages in the school	· Migrant students	· L3	· In interdisciplinary contents	
	· Students coming from socioculturally depressed environments	· An additional language (L2, L3, Ln)	· In transdisciplinary contents	
	· Students coming from marginal groups			
	In normal, more or less diverse classrooms			

Chart 2: Teaching and learning use of languages for diversity (MEU, 2015)

Knowledge and use of Valencian

According to Flors' report (2015) on the use of languages among youth, we must trust, on one hand, in the reproduction of predominantly Catalan-speaking contexts, in which Catalan is dominant as a non-marked choice, and that foster the use of the language by non-Catalan-speaking members. At the same time, some authors suggest that, in predominantly Castilian-speaking contexts, it is necessary to create interpersonal relationship spaces in Catalan (sport or leisure activities, among others), so that non-Catalan-speakers have context in which they experiment the use of Catalan outside the classroom (Bastardas 2012; González et al. 2014; I. Vila, Siqués i Oller 2009).

In the following maps of the Valencian region, we see the results of the survey on the knowledge and social use of Valencian, undertaken by the Generalitat Valenciana, the Valencian regional government:



Maps from GVA: [Enquesta coneixement i ús social del valencià \(2021\)](#)

The initiatives to promote Valencian must be conceived and designed in a plural manner.

Nicolàs (2019) defines three areas of public impact:

1) Public institutions: bodies of the Generalitat Valenciana, council offices, city councils and, eventually, the national government. Here we can track the impact of the campaign *A/ways*

yours, implemented by the General Directorate for Linguistic Policy and Multilingualism Management of the Generalitat Valenciana, or the projects developed periodically by the Valencian Council.

2) Political parties and academic organizations (public and private universities), and high range associations, with a high number of members (soccer clubs, professional associations, athenaeum).

3) Minor entities in civil society (sport and recreational clubs, musical associations, festive, neighborhood associations).

Valencian-speakers, at least those with a defined linguistic loyalty, should use it in every possible situation. That implies a frequent use of the own language whenever possible.



An example is the [Vilaweb](#) documentary, co-produced with [Televisió de Catalunya](#), [Edicions Bromera](#), [Edicions 96](#), [l'Institut Català de les Indústries Culturals](#) with the support of all the entities included in [Escola Valenciana](#) (2011). [Una llengua que camina](#), that shows the current health state of Valencian, through the analysis of the daily life of five people from different social, professional, and geographical origins,

that participated in 2010 in the celebration of the 25 years of the [Schools in Valencian meetings](#)

Also the documentary [Ser a la frontera sud](#), born thanks to [El Tempir](#), was filmed to present a collage of interviews to people from different villages of the Valencian South. The objective is to analyze the different ways of seeing and feeling what “being Valencian” means. This



documentary premiered in the “I Conference on Language and Identity in the South: Can you be Valencian without speaking Valencian?” that el Tempir organized in Abril 2016 in Elche.

Organizations that support Valencian

“Every stone helps build a wall.” (Popular idiom)

The civil society that mobilizes for the linguistic right equality in the Valencian region is broad. We can include trade unions – both students’ and workers’ –, political parties, parents’ associations, leisure entities, like hiking groups, professional groups, such as the ones linked to books, music or communication, and, in general, all sort of associations, according to Pardines (2019).



Map with the geographical distribution of associations that include among their main objectives the promotion of Valencian (Pardines, 2019)

The associative movement is considered the core of civil society, and this case is no exception. It must work together to promote the values and principles linked to linguistic diversity, to ensure the linguistic rights of Valencian speakers, and to contribute to the necessary social cohesion that the respect of this reality implies.



PLATA
FORMA
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These association organize activities to aid the reflection and generation of materials regarding the concept of linguistic rights and their application. For instance, **Acció Cultural del País Valencià** has supported the publication and diffusion of two essays written by Alfons and Francesc Esteve:

Practical guide on linguistic rights in the Valencian

region, a handbook that compiles the basic linguistic rights of Valencian speakers and that helps then know how to ensure their compliance in all official bodies, and the book ***Linguistic equality: upending the lack of use and subordination*** (Onada Edicions), a proposal for a law for the linguistic equality in the Valencian region to go further than the LUTV. On the other hand, this organization, together with **Federació Escola Valenciana and Plataforma per la**

Llengua, signed – both organizations belonging to ELEN– the **Protocol to Guarantee Linguistic Rights** in 2017. It is a new basic tool promoted by civil society to demand equal linguistic rights for the speakers of all languages.

Fundació Nexa has published several dissemination essays that, based on sociolinguistic data and the analysis of the linguistic policies of different Valencian governments, defend the right of Valencian speakers to use their language, as well as state the obligation for the public bodies to guarantee



this right in order to ensure social cohesion. The publications are *Linguistic Policy in the Valencia Region. From the Conflict to Responsible Management*, by Susanna Pardines and Nathalie Torres, *El Tio Canya has died. Notes on the Sociolinguistic Mechanics of Valencian*, by Francesc J. Hernández, and *Power and Language. Languages in Education in the Valencia Region*, by Anselm Bodoque and Vicenta Tasa.

The same organization put together in 2016 a Workshop to promote the value of multilingualism and linguistic diversity in modern societies within the European Union, which resulted in the book *Multilingualism and Linguistic Diversity: Linguistic Policies in the European Union* (Publicacions de la Universitat de València).



Courses in Valencian are included in the activity offer by many associations as a necessary means to broaden the knowledge of the language and enhance the love for it. The **Federació Escola Valenciana's** program **Valencian voluntaries** create linguistic partners including a Valencian speaker and a person who wishes to approach Valencian. This program has participant from most of the organizations that are included in the federation, as well as several city councils, and other associations, like El Teix i Socarrats.

The organizations that are integrated in Federació Escola Valenciana (FEV), like **La Cívica**, the **CAPPEPV**, the **Coordinadora de la Vall d'Albaida o el Guaix**, furnish, furthermore, counseling in schools, to families that wish their children to study in Valencian, and also the creation of optimal linguistic programs in schools.



Information from PARDINES LÓPEZ, Susanna (2019). *L'associacionisme per la igualtat de drets lingüístics*. València: Universitat de València. Càtedra de Drets Lingüístics (Quaderns d'Estudi)



The **Acadèmia Valenciana de la Llengua** is a public institution created in 1998 by the Generalitat Valenciana and the Valencian Parliament, and it is ascribed to the President. Since its constitution in 2001, it has ruling capacity over Valencian. It published rules regarding onomastics and demonyms, dictionaries, lexical books, handbooks, research documents, Valencian historical or classical texts. Among the published books, it is important to point out *Diccionari ortogràfic i de pronunciació del valencià* (2006), a first volume of *Llibre blanc de l'ús del valencià* (2004),

Grammatical normativa (2006), and *Corpus toponímic valencià* (2009). On January 2014 it approved by a broad majority the *Diccionari normatiu valencià*, including more than 93,000 concepts, and that explicitly admitted that “Valencian” and “Catalan” where compatible terms, and that could be checked on-line starting that year and published in paper in September 2016.

In July 2012 it signed, for the first time, with the **Institut Ramon Llull** (official organization in the rest of the Catalan Countries with equivalent attributions, minus the ruling) a convention for the financing of Catalan lecturers in three European universities. In May 2016, it signed with **TERMCAT** a collaboration agreement to develop the terminology in different fields of knowledge. The agreement foresees an information exchange about terminological projects, and establishes mechanisms to foster the adoption of common forms for neologisms.



The **Consell Social de les Llengües** is a social participation body that is born to give a voice to the plural Valencian society. This plurality must be enhanced with a debate and furnish new ideas to

reflect the diversity and, especially, foster a responsible participation in democratic live. The Council must:

- Participate in the linguistic normalization process and promote it in the different sectorial fields that the Council represents.
- Assess the objectives and results of the linguistic policies of the Valencian Government.

- Study and analyze issues related to linguistic planning and normalization risen by the Valencian Government, and inform regarding them.
- Articulate the coordination of all the actions promoted by the different Administrations, institutions, and civic and cultural associations, regarding linguistic policies.
- Propose to the Valencian Government the appropriate measures to optimize the application of the policies devoted to the promotion and normalization of Valencian.

Guide on the use of Valencian published by the Council of Europe



The European Charter for Regional or Minority Languages is a treaty of the Council of Europe to protect and promote, among others, Valencian in Spain. This linguistic guide shows the rules of the Charter that Spain must apply to Valencian and forces authorities to guarantee that we can demand and access information and services in Valencian.



L'Observatori del valencià is a tool to analyze the sociolinguistic status of Valencian and its legal frame. It detects real needs and the trends that help overcome them. It gives us data regarding the situation of Valencian, its legal frame,

and access to [information resources](#) like: link to webs belonging to the Generalitat Valenciana devoted to linguistic issues, like the AVL, linguistic criteria and rights, departments, services, offices and linguistic recommendations given by Valencian universities, statistical sources, and essays on the use of the language in different fields, doctoral thesis and academical essays on the situation of Valencian, books and magazines on linguistic competences and use, or organizations that help in the advance of Valencian society and culture.



The [General Directorate for Linguistic Policy and Multilingualism Management](#) is in charge of the linguistic policies of the Generalitat and of multilingualism in non-university

environments, as well as the management of official language schools. It coordinates the Interdepartmental Commission for the Use of Valencian, fosters the application of linguistic legislation stemming from the Self-Government statute, and manages multilingualism.



The [Junta Qualificadora de Coneixements de València](#) is an organization that accredits the different levels of knowledge in Valencian and has

been doing so for over thirty years. It is compromised with the promotion of the use and improvement of Valencian in all social contexts and adapts its certificates to the CERF for the teaching, learning, and assessment of languages, with the aim to become a key institution in the certification of language.

This adaptation allows and guarantees a European-level diploma for the citizens that acquire it, in order to transform languages into a link between people and a tool to allow communication as a means for social improvement.



To guarantee linguistic rights for citizen, there is [Department for Linguistic Rights \(DLR\)](#) within the General Directorate for Linguistic Policy and Multilingualism Management from the Ministry of Education, Culture and Sport, that supports and advises citizens, regarding questions about possible breached of their linguistic rights when they have suffered discrimination due to the use of Valencian.

On December 4th, we celebrate the **Linguistic Rights Day in the Valencian region** as a reminder of the need to respect our rights as Valencian speakers. In this sense, we need to remember:

- If we give up speaking Valencian with those that do not have it as a native language, we lower its value in the context of the rest of the world languages and we do not promote its learning.
- We must be aware that we cannot demand linguistic respect if we do not grant it ourselves, since anyone can easily learn the language.
- We remember that linguistic rights are defended and put in practice when we speak Valencian, that is, when we are devoted to increase the use of the language and occupy more fields.
- Public institutions are responsible for the respect towards Valencian among the population.
- We are responsible to use our linguistic rights to ensure that they are respected. We should also demand public institutions to respect us as Valencian speakers.



Image from <https://eltempir.cat/dia-dels-drets-linguistics-al-pais-valencia-reflexions/>

We also have the **Report on linguistic rights complaints** that aims to make visible the discrimination suffered by citizens when they speak Valencian in our region, despite being protected by the current law. You can check online under: [Linguistic Rights Day in the Valencian Region](#).



In the [Acció Cultural](#) web: [We have rights](#) we can find resources, materials, information and counseling to present a complaint, and you can view the linguistic rights guide. Furthermore, you will find some easy tools to stop being a “Valencian-husher” and become an active Valencian speaker.

Promoted by Acció Cultural del País Valencià (ACPV) and the Institució Cívica i de Pensament Joan Fuster (IJF), en 2006, [Octubre Centre de Cultura Contemporània \(OCCC\)](#) opened its door in the heart of the city of Valencia. It is a firm bet towards the revival of the culture and society of our country from a national and progressive perspective. Also, the bookstore **Tres i Quatre** (now called **Fan Set**), the weekly magazine **El Temps**, and the **Carles Salvador language courses** have now moved to that building.



The Civic Association for the Language “[El Tempir](#)” works, on one hand, to guarantee the Valencians’ linguistic rights, so that Valencian and Castilian are treated equally, as we promoted with the campaign [Linguistic rights](#). On the other hand, they organize activities to make Valencian present in fields like the public administration, monitoring exhaustively the linguistic use of the different administrations, as we can see with the, in education, through a broad cultural offer: [exhibitions](#), [Scrabble championships](#), [Valencianada](#), [I like Valencian](#), etc.; in the fostering or reading and campaigns such as [Our female writers](#); and equality, [Valencian women with a capital W](#); in communication media, both regional and local...; and promotes fields like [cinema](#), welcoming of new arrivals, industry, leisure, sport, etc. The objective is that Valencian has safe spaces to ease its use, so that it does not stop being a social cohesion language and is considered a heritage, also for the Valencian Castilian-speaking population. To this end, we organize campaigns to raise awareness and linguistic assertiveness, like the decalogues [Linguistic prejudices](#), [To be linguistically sustainable](#) or [Plurilingualism](#); and debate forums, like the different sessions of the [Course on Language and Identity in the South](#), a conference around the coupling language-identity, analyzed as a cultural manifestation, multilingual societies or revernacularization.



The [Associació Cívica Valenciana \(ACV\) Tirant lo Blanc](#) is a group of citizens in the Valencian region that organizes a wide range of training, communication, dynamization and linguistic normalization activities. Examples are #TirantDeLlibres, #TopsValencians, #TirantEnXarxa.

[1entretants](#), [Xarxa Cooperativa d’Experiències TIC per a l’Ensenyament en Valencià](#), is a teachers’ non-profit association, devoted to promote an analysis regarding the use of information and communication

technologies and promoting the use of these technologies to teaching Valencian. Considering these goals, the association has organized several training conferences for teachers, experiences, and ICT workshops. At the same time, they have organized several activities for students, the most important of which is the “[Valencianada](#).”



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3.2. BASIC NOTIONS IN BRETON

Breton is a Celtic language of the Brittonic branch. It is the only Celtic language still spoken on the European mainland, though its origin is insular, like the other Celtic languages in Ireland and the British islands. It is very closely related to Cornish language. It is classified as an “endangered” language by the UNESCO.

Due to the French constitution, Breton language can’t be official. The article 75-1 of the constitution nevertheless specifies that the regional languages, and therefore the Breton language, are part of the French heritage.

Actually, 225 000 people speak Breton. About 20 000 pupils are learning Breton at school and 3 500 adults.

There are three educational systems for Breton language :

- The optional classes since 1959,
- The immersive classes since 1978. They are all in the private association network DIWAN,
- The bilingual classes, in the public (and therefore secular) schools and in the private (and mostly religious) schools, since 1981.

The adults can learn Breton :

- in intensive professional training of 3 or 6 months
- evening classes organized by associations and their volunteers or employees – by following courses organized over a weekend or a week
- with online courses

A few words and sentences in Breton

Greetings

Hello : Demat !

How are you ? : Mat an traoù ganit? (singular) Mat an traoù ganeoc’h ? (plural) Mont a ra mat ganit ? (singular) Mont a ra mat ganeoc’h ? (plural)

I’m good. : Ya, mat-tre.

Nice weather today ! : Brav eo an amzer hiriv !

My name is : eo ma anv. / Me zo-me

Having a drink

Do you want a cup of coffee ? : Un tasad kafe 'po ? / Un tasad kafe a yay ganeoc'h ? A cup of tea, a glass of water, of fruit juice, of beer, of wine : Un tasad te, ur banne dour, chuf-frouezh, bier, gwin.

Yes, please. : Ya, mar plij.

Here you are! : Setu !

Thank you : Trugarez

Cheers : Yec'hed mat !

Good bye : Kenavo

Numbers / Sifroù

0 : mann

1 : unan

2 : daou

3 : tri

4 : pevar

5 : pemp

6 : c'hwec'h

7 : seizh

8 : eizh

9 : nav

10 : dek

I love you : Da garout a ran.

Where ? : Pelec'h ?

Where is the pub? The restaurant ? The hotel ? : Pelec'h emañ an davarn ? Ar preti ? Al leti ?
It's near the post-office : E-tal an ti-post emañ.

It's beside the bus station : E-kichen ar bus-arsav emañ.

It's opposite the shop : A-dal ar stal emañ.

Where is it ? Pelec'h emañ ? / E-men emañ ?

On : war

Under : dindan

Above,/ over : a-us

Near : e-tal, e-kichen

In : e

Into : e-barzh

In front of : dirak

Behind : A-dreñv

Address / Chomlec'h

Where are you living ? : Pelec'h emañ o chom ?

I'm living in Brittany. : E Breizh emañ o chom.

My address is 6, station street : 6, straed an ti-gar eo ma chomlec'h.

Colours / Livoù

Black : Du

Blue : Glas

Brown : Gell

Green : Gwer

Orange : Orañjez

Pink : Roz

Purple : Mouk

Red : Ruz

White : Gwenn

Yellow : Melen

Assessment

1. You're going to visit your friend, whose address is « pemp, straed an ti-kêr ». Which one is the right house?



2. Your friend Lila opens the door. Can you fill the dialogue, helped by what you listen ? O

Demat, Lila !

Mat an traoù _____ ?

Ya, mont a ra mat ganin. Ha ganit ?

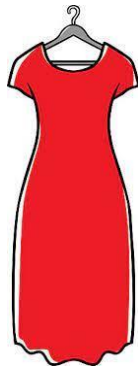
Mat-tre ! Brav eo _____ hiriv.

3. You want to reserve a pizza for dinner. The number is : Olisten

☐ 0631054627 ☐ 0756213498 ☐ 0684102984

4. You are going to the party tonight. There is a dress code : « **Ruz ha melen** » for women and « **Glas ha gwer** » for men.

Which clothes will you choose then ?



5. Which sentence goes with the pictures ?



1. A-dreñv an daol emañ ar c'hi.

4. Dirak an daol emañ ar c'hi.

2. A-us an daol emañ ar c'hi.

5. E-tal an daol emañ ar c'hi.

3. Dindan an daol emañ ar c'hi.

6. War an daol emañ ar c'hi.

6. Choose the right answer. What does « Kenavo » mean ?

☐ Thank you

☐ Goodbye

☐ Please.

7. Associate the parts of sentences :

Setu ! bier a yav ganeoc'h ? Un tasad te mar plij. Ur banne mat deoc'h ! Ya, Ur banne bier ! Yec'hed 'po ?

Answers :

1. You're going to visit your friend, whose address is « pemp, straed an ti-kêr ». Which one is the right house?



1. Your friend Lila opens the door. Can you fill the dialogue, helped by what you listen ?

Demat, Lila !

Mat an traoù GANIT ?

Ya, MAT-TRE.

Brav eo AN AMZER hiriv.







2. You want to reserve a pizza for dinner. The number is : Olisten

☒ 0631054627 ☐ 0756213498 ☐ 0684102984

3. You are going to the party tonight. There is a dress code : « **Ruz ha melen** » for women and « **Glas ha gwer** » for men. Which clothes will you choose then ?



4. Which sentence goes with the pictures ?

 <p>3. Dindan an daol emañ ar c'hi.</p>	 <p>6. War an daol emañ ar c'hi.</p>	 <p>4. Dirak an daol emañ ar c'hi.</p>
 <p>2. A-us an daol emañ ar c'hi.</p>	 <p>5. E-tal an daol emañ ar c'hi.</p>	 <p>1. A-dreñv an daol emañ ar c'hi.</p>

5. Choose the right answer. What does « Kenavo » mean ?

☐ Thank you

☒ Goodbye

☐ Please.

6. Associate the parts of sentences :

Setu ! Ur banne bier ! Un tasad te 'po ?

Ur banne bier a yay ganeoc'h ? Ya, mar pli.

Yec'hed mat deoc'h !

3.3. BASIC NOTIONS OF IRISH

Background

Irish (Gaeilge) is a Celtic language, spoken mainly on the island of Ireland. Its closest relation is Scottish Gaelic, with the two languages sharing a range of vocabulary and grammatical similarities. Irish is one of the oldest written vernacular languages in western Europe, with some existing texts dated to the 7th century AD. At the start of the 19th century, Irish was the majority language of the island but a large-scale language shift to English, provoked by the earlier military and political conquest of Ireland, continued over the following hundred years.

Modern context

The end of the 19th century saw a cultural revival movement which sought to reverse the trend of language decline. The partition of Ireland in 1921 created two political jurisdictions with two very different language policies. Irish would become the first official language of the new independent Irish state (today known as Ireland, sometimes referred to as the Republic of Ireland), which makes up the larger portion of the island. In the territory known as Northern Ireland, which remains part of the United Kingdom, the language and its speakers received no State recognition or support until relatively recently.

Today, Irish is a minority language in Ireland. Perhaps because the language is a core part of the primary and post-primary education system, some 1.7 million people claim some ability to use the language according to the most recent census data (2016). It is spoken daily, outside of the education system, by approximately 73,000 people. Regions where Irish has remained a community language, and which contain the largest concentration of native speakers of the language, are collectively known as An Ghaeltacht.

In Northern Ireland, State policy has historically ensured that the number of Irish speakers has remained comparatively low but the past 30 years have shown a steady increase in the number of people indicating an ability in Irish, rising to over 12% of the population in the most recent census (2021). Much of this progress has come about as a result of community action in favour of Irish-medium education, language rights and resources.

While Irish faces many of the challenges common to minority languages existing in the face of a dominant, global language, many worthwhile advances have been made. On 1 January 2022, Irish gained full status as an official language of the European Union. Public attitudes towards the language are increasingly positive and there is significant demand for Irish-medium education on both sides of the island's political border. Irish has vibrant creative and literary sectors and its economic value as a unique aspect of Ireland's modern culture is achieving more and more recognition.

Basic phrases

Hello. Dia duit.

Hello (*in reply*) . Dia is Muire duit.

How are you? Cad é mar atá tú?

I'm good. Tá mé go maith.

I'm okay. Tá mé ceart go leor.

It's a nice day today. Lá deas atá ann inniu.

It's a bad day today. Drochlá atá ann inniu.

I'm Pól. Is mise Pól.

What's your name? Cad is ainm duit?

My name is Deirdre. Deirdre is ainm dom.

number uimhir

1 a haon

2 a dó

3 a trí

4 a ceathair

5 a cúig

6 a sé

7 a seacht

8 a hocht

9 a naoi

10 a deich

colour dath

white bán

black dubh

yellow buí

orange oráiste

red dearg

pink bándearg

green glas

blue gorm

brown donn

purple corcra

Where do you live? Cá bhfuil tú i do chónaí?

I live in Roscommon. Tá mé i mo chónaí i Ros Comáin.

Where is the restaurant? Cá bhfuil an bhialann?

Where is the pub? Cá bhfuil an teach tábhairne?

Where is the hotel? Cá bhfuil an t-óstán?

It's beside the shop. Tá sé in aice leis an siopa.

It's near the bus stop. Tá sé gar do stad an bhus.

It's opposite the post office. Tá sé os comhair oifig an phoist.

on ar

under faoi

over/above os cionn

Coffee, please. Caifé, le do thoil.

Thank you. Go raibh maith agat.

You're welcome. Go ndéana a mhaith duit.

I drink tea. Ólaim tae.

I don't drink tea. Ní ólaim tae.

Do you drink tea? An ólann tú tae?

Goodbye. Slán.

Self-assessment

1. Fill the blanks in the following short conversation and compare your answers to the recording:

A: Dia duit.

B: Dia is _____ duit.

A: Cad é mar atá tú?

B: Tá _____ go maith. Lá _____ atá ann inniu. Is mise Ciara. Cad is ainm duit?

A: Marc _____.

2. Read the following telephone numbers aloud and compare your answers to the recording:

1. 086 1893665
2. 074 9016782
3. 033 4517097
4. 0044 38 9016 4281

3. Take a look at the pictures below. Say the outfit's main colours in each case.



4. Place the following sentences in the correct order and compare your answer to the recording:

- Go raibh maith agat.
- An ólann tú tae?
- Go ndéana a mhaith duit.
- Ní ólaim tae. Caife, le do thoil.

4. PROPOSALS FOR THE INCLUSION OF MINORITARIAN LANGUAGES IN LEARNING AND INCLUSION

4.1. The minoritarian language as an inclusion mechanism.

4.2. Modal elements to transmit emotion in minoritarian languages. Strategies, resources, and educational personalized experiences.

4.3. Digital activities and resources in minoritarian languages in the classroom.

4.4. Useful apps to ease interaction and teamwork.

4.5 Reference and support bibliography.

«Everyone is entitled to receive an education in the language proper to the territory where he/she resides» (*Universal Declaration of Linguistic Rights*, Article 29/1)



An old legend says that a long time ago, there was a king who heard that in his country there lived a truly wise man. He was so wise, they said, that he could speak all the languages in the world. He knew the song of the birds and understood it as if he were one of them. He knew how to read the shape of the clouds

and immediately understand their meaning. Any language he listened to, he could answer without hesitation. He could even read the thoughts of men and women wherever they came from. The king, impressed by all the qualities that were attributed to him, called him to his palace. And the wise man came.

When he was there, the king asked him:

“Wise man, is it true that you know all the languages of the world?”

“Yes, Sir,” was the answer.

“Is it true that that you listen to the birds, and you can understand their song?”

“Yes, Sir.”

“That you know how to read the shape of the clouds?”

“Yes, Sir.”

“And, as I have been told, that you can even read people’s minds?”

“Yes, Sir.”

The king still had a last question...

The king looked at him as if defying him, as if testing him, and asked him the final question:

“In my hands, which are hidden behind my back, there is a bird. Wise man, answer me: is it alive or dead?”

The answer of the wise man was addressed to everybody. In our case, to everybody who has any responsibility in promoting linguistic rights, from the activist to the writer, from the teacher to the legislator. For that wise man, surprisingly, felt scared. He knew that, whatever the answer, the king could kill the bird. He looked at the king and remained silent for a long time. Finally, in a very serene voice he said,

“The answer, Sir, is in your hands.”

The wise man’s answer is for everyone. In our case, anyone who has responsibility in the promotion of linguistic rights, from militants to writers, from teachers to legislators.

The answer is in our hands.

Extracted from the Preface, by Carles Torner i Pifarré from the [Universal Declaration of Linguistic Rights](#)

Published by [Multilenguës](#).

4.1. THE MINORITARIAN LANGUAGE AS AN INCLUSION MECHANISM.

Inclusive education evolved from Special Needs Education and its philosophy to counterbalance the exclusion and discrimination of children with disabilities. In a wider context, this debate only used the label “integration” to refer to groups with learning disadvantages, such as migrants, cultural and linguistic minorities, children or adults from a lower economic or social class, etc.

The debate concerning the educational reform and change that were needed to achieve a quality education for everybody have shown that the diversity challenge cannot be reduced to integrating a marginalized group of people. Rather, everyone must pursue and work

towards the common objective of finding a holistic goal that guarantees equal opportunities and rights for everyone.

In this context, inclusive approaches are launched as a way of creating learning environments that allow learning processes, results and democratic, effective and sustainable results for everyone.

Plurilingual education and the resulting pedagogical approaches aim to respect and develop the linguistic repertoire of each student, so that they can use languages with different degrees of competence and adapted to different contexts (home, school, public, private, professional, etc.).

The concept of plurilingualism appeared for the first time within the Common European Framework of Reference for Languages (Council of Europe, 2001). The approach was that the implementation of a plurilingual education would have a deep impact on the linguistic education, since it would foster a change from the ideal of “dominating” a foreign language to the perspective of developing linguistic abilities and competences that are unique to each student.

In the debate regarding quality education for everyone, the social aspect of plurilingual education has been pointed out. The awareness-raising activities towards the languages present in the classroom, but that are only seldom considered learning tools, are now considered as a powerful means to develop the learning among peers based on tolerance, respect, and knowing each other. Considering this dimension, plurilingual education is the perfect complement for the inclusive and intercultural components of the foreseen pedagogical focus.



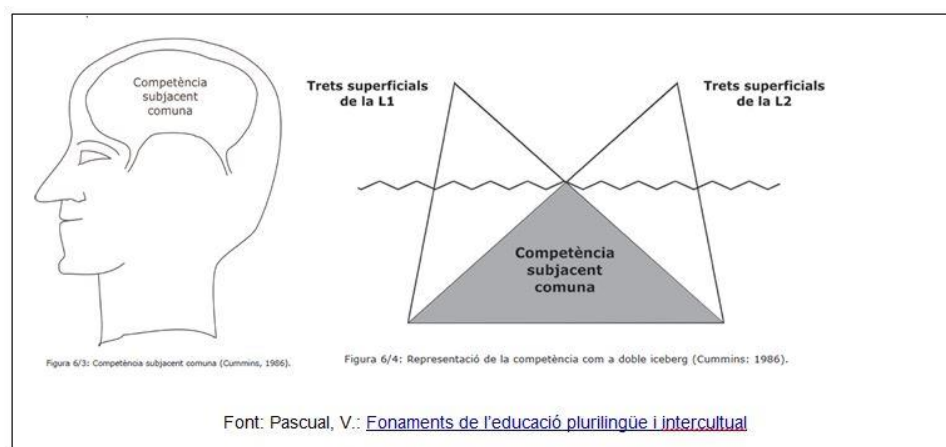
context.

The European citizens need to develop **intercultural competences**, as educational authorities and professional teachers have repeatedly stated. The [White Paper on Intercultural Dialogue](#) (2008) says that attitudes, behavior, knowledge and the different skills in intercultural contexts are not acquired as a secondary effect of the development of linguistic competences. On the contrary, they must be placed explicitly in the educational

LANGUAGES IN TEACHING

Plurilingual competence is not the result of adding competences in more than one language, but a different skill that allows people to use the linguistic repertoire of all the languages they know depending on their communicational needs. Until the 1970s, competence in different languages was considered to have to be gained separately, as if the brain had different warehouses for each of the languages. They also thought that teaching in an L2 was a disadvantage for the student. These conceptions defined the learning methods for second languages.

The approach changed when Cummins (1979) developed the “**hypothesis for interdependent development**,” according to which some skills in the use of languages, once the skills for Language A have already been developed, do not need to be learnt again to acquire the use of Language B, when this latter one is acquired afterwards. Hence, children with a development of the L1 did not have any difficulties in accessing immersion programs. Therefore, the success in bilingual education programs depends on the competence level acquired in the L1 by the children when they are first integrated in school.



Furthermore, Cummins talks about an **educational approach**, that is, the teachers’ attitude regarding linguistic skills for students and the expectations created regarding their linguistic learning, as key factors to turn the introduction of a second language into a positive experience.

Information extracted from Guasch, O. (2011): Les llengües en l’ensenyament. En Camps, A. (coord.). *Llengua catalana i literatura. Complements de formació disciplinària*. Graó.

To manage the citizens’ **social multilingualism**, there are certain challenges that need to be solved:

- Regarding the plurilingualism among natives, it is necessary to review teaching practices to avoid that teaching languages in an endless loop of repetitions and badly-learned concepts.
- Regarding plurilingualism among non-natives, it is necessary to develop Catalan promotion policies, to give the right value to arriving languages, at least as far as the Administration can, and to assume that some segments of society will not integrate linguistically (tourists, immigrants on transit, elderly people, etc.)

Finally, these and other challenges can only be undertaken in the frame of a project that complies with two general conditions. On one hand, it must be socially fair, that is, to consider that languages are above all a cultural capital that promotes social progress. Therefore, linguistic policies must be able to combine the objective towards social cohesion, resource distribution and the acknowledgement of differences. On the other hand, any linguistic policy that hopes to be successful must be sociolinguistically realistic. The history of linguistic policies is full of cases that show that when regulating the linguistic reality of a country it is as important to not be hasty as it is to avoid the temptation, almost inevitable among those who suffer, to get carried away by hopes and wishes.

Extracted from: Vila, F. X. (2016) Sobre la vigència de la sociolingüística del conflicte i la noció de normalitat lingüística. *Treballs de Sociolingüística Catalana*, núm. 26 , p. 199-217 DOI: 10.2436/20.2504.01.116 <http://revistes.iec.cat/index.php/TSC>

PLURILINGUAL COMPETENCES IN SCHOOL

When someone enters a school or high school, they must do so with their whole background, personal, cultural and linguistic. Once they are inside, we must pay attention to this background, because it is the basis on which we can build the learning process. There was a metaphor about this idea that clarifies a lot. The metaphor used –and still uses– the terms submersion and immersion. To submerge is to place under, while to immerse is to place inside. Submersion hides, immersion contextualizes. In the music classroom, on leaflets, when we consider what festivities we celebrate, etc., we cannot ignore the linguistic and cultural reality present in our school. Languages, just like cultures, must be visible, must be breathed in as soon as we enter the door.

Creating links is, in a way, protecting each other, filling out the empty space that exists between my world and worlds I know little about beyond mere stereotypes. There is no doubt that this emptiness must be filled with words, but also with what we know as sympathy, the ability to look for the space where experiences and feelings meet. Approaching others without allowing prejudices to blind you, with the will to break possible asymmetries that

might exist, because they speak different from me, because they are not from here, because they do not know our habits, etc. Creating links implies what some authors call “de-centralizing oneself.” Others call it “expose oneself to difference.” And there are some who call it “reducing social distance.” We must be capable to go beyond ourselves and the way me and my people think and live in the world, so that we can join and get involved in a collective space. Creating links, because everyone needs to feel respected by the law, valued by society and loved by the group.

Learning through contrast. Contrast, navigating between cultures and languages to learn, is not something we link to superposition, occasional actions, or impositions, but to a stimulus for personal growth. The difference is not an anecdote. The difference must be recognized in its identity and validity. It is right in this that speeches who talk about tolerance differ from those who aim towards plurilingualism. Tolerance is a concession and, hence, the approach is unidirectional; plurilingualism is acknowledgement, and there the approach is in both directions: the kid feels looked at by his teacher, and the teacher feels the eyes of the kid, eyes that demand comprehension. In the frame of plurilingual education, nothing and no one is alien, because there is a constant shift between all manners of feeling, doing and saying. Learning through contrast, because, when knowledge travel to unknown places, it is never the same upon its return.

Information extracted from: Palou Sangrà, J. i Fons Esteve, M. (coord.) (2019). *La competencia plurilingüe a l'escola. Experiències i reflexions*. Octaedro. <https://octaedro.com/wp-content/uploads/2019/11/80184.pdf>

We live in an increasingly multilingual and multicultural society, and schools must mirror this diversity. The challenge of plurilingual education is huge: to teach plurilingual people making sure that their education includes a minority language.

We can say that languages and cultures that are present in school were not taken into consideration. On the contrary, there is as separation between school content and linguistic areas, which provokes, for example, the repetition of concepts and the terminology variations regarding the same terms depending on diverse grammar traditions or theoretical reference frameworks. The plurilingual reality demands approaching metalinguistic reflection in a linked manner, comparing different phenomena depending on the languages spoken by the students. An integral approach to the languages to be learnt is a must so that linguistic theory can be treated as a whole towards improving educational techniques. This linguistic situation

in schools should also be taken as a chance to teach and learn, in general, and to teach and learn languages, in particular.

Linguistic borders do not often match territorial borders. As a matter of fact, multilingualism is frequent. It is strange to find a state where they only speak one language. The existence of a state with only one language is an exception, the most frequent situation being that diverse linguistic communities cohabitate inside a state. That has driven the different states to adopt different linguistic policies, aimed towards promoting the use of the chosen official language and erase all the other, or promote the use of all languages.

According to Nicolás (2021), in language didactics it is advisable to use neutral terms, with less connotations than *native language*, such as *familiar language* or *first language* (L1), in contraposition to *second language* or *acquired language* (L2). Furthermore, in the language teaching field in a plurilingual context and with territories with due official languages, as Bataller (2019) points out, there is a difference between L1 and L2, that have an official status, and FL, with no official status. In our particular sociolinguistic situation, there is an obvious difference between what we define as second languages. While some are truly foreign languages (English, French, etc.), Catalan or Castilian, depending on the case, are languages that are present, in a broader or smaller degree, among our students, even if one, and only one, is their first language, and, from those two, only one, Catalan, is the language of their country. We must add that, instead of using the term *foreign language* (FL), we use the term *additional language* (AL), which is the one we learn after acquiring speech through our first language.

Linguistic and cultural diversity, so definitory of the 21st century, has driven the interest in learning languages in multilingual contexts. Boix and Vila (1998) consider *monolingualistic* the model used by states that choose a single variety as national language. They believe there are other two models: the *plurilingual model*, that accepts in different degrees the citizens' linguistic diversity, and the *control model*, that allows subordinate groups a changing degree of collective autonomy, with a delegation of linguistic policies, but always within the limits marked by the dominant group, so that the subordinate group needs to adapt its values and rules to the majoritarian one.

The **linguistic immersion program** is an educational model that partakes in the so-called enrichment models (Fishman, 1976) and that is a totally bilingual program. Etymologically, the word *immersion* is related to swimming, to completely surround oneself with water and, in this case, to completely surround oneself, in a natural, specific and controlled manner, with the language that one wants to learn, to make one's own. It is the acquisition of a new

language in special circumstances, that do not oppose the 1928 principles of the Luxembourg Office or the UNESCO principles. Linguistic immersion is not a reaction to the destruction of a language. Rather, it aims for a greater equality and, especially, a means of possessing – or giving the means to possess – a language that was previously alien, totally or partially.

It is an L2 learning program, aimed for the students within the majoritarian language and culture. Its objectives are bilingualism and biculturalism. The students keep L1 because of the way it is treated in school and for the support and status it has outside the school, but learn L2 through a natural, non-forced process, using the language as a learning tool in the different subjects. These programs have a high degree of success, because academic success is equivalent to the one achieved by students learning in the L2, but they acquire a better competence in L2. They promote added bilingualism because it, to the knowledge of their own language and culture, they add another one.

According to the **Plurilingualism Law**, teachers must adapt their teaching programs to the goals defined by the Center's Linguistic Project (CLP), using integral language and content learning, plural approaches or active methodologies as the methodological reference that prioritizes the students' role, that must be placed in the heart of the educational process, while promoting the use of the language.

Information extracted from Martí Climent, A. (2022). *Projecte docent. Desenvolupament d'habilitats comunicatives en contextos multilingües*. UV.

MODELS AND DIDACTICAL INTERVENTION

As we saw in the plurilingual and intercultural teaching model, the education system has three levels: the **Institutional Framework**, that establishes the objectives, the organization in just one plurilingual and intercultural program, and the official integrated curriculum; the **Center's educational project**, through which the teachers, within the limits defined by the Institutional Framework, organize the teaching and the teaching use of languages, the normalization of the social and institutional uses of Valencian, and the promotion of Valencian in the relationship with parents and the environment; and the **Didactic Intervention** in the classroom, that manages the use of languages in class, and the planification and execution of the learning and teaching activities.

The results of the educational system, therefore, do not depend only on the Didactical Intervention, that is, on the work in class that teachers and students do, but also on the joint influence of the different levels. Any attempt to assess the students' performance must consider them all, and analyze each level's influence in the results.

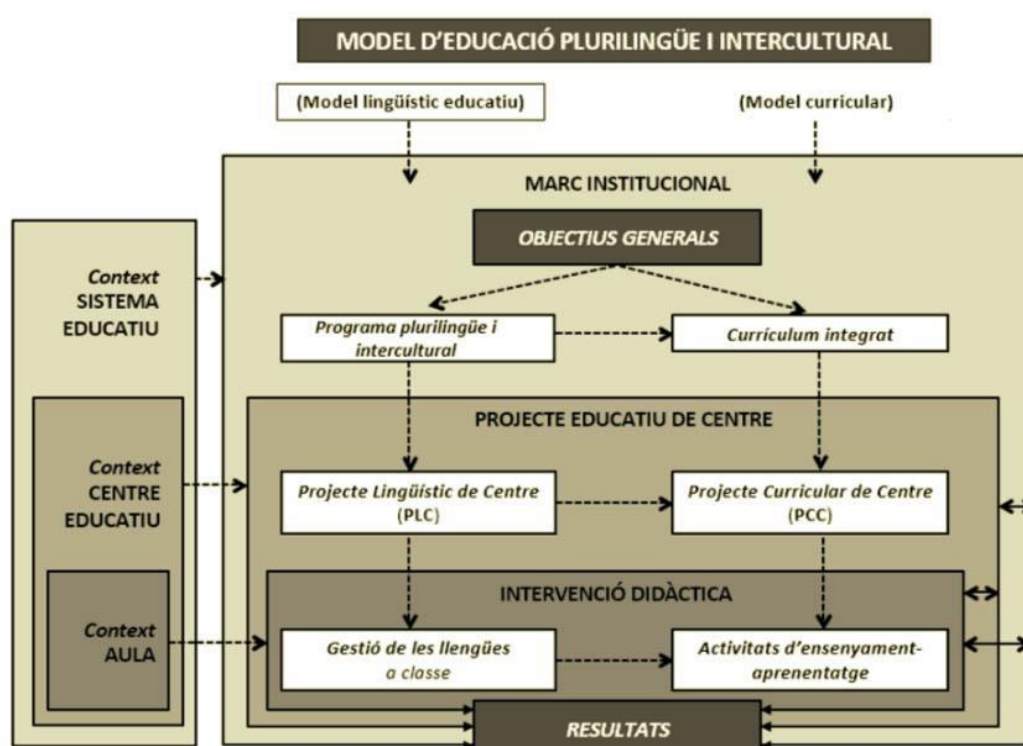


Figure 1: Structure of the Plurilingual and Intercultural Educational Model (Baldaquí i Pascual, 2021)

Beyond the forecasts of a plurilingual learning program, what is important is how we apply it, that is, how it really reflects in the classrooms. In truth, it is the classroom teachers that must face the most complex problems: the need to teach the same curriculum to a diverse group of students, the attitude, that more or less negative attitude of the families and the students towards the use of the minoritarian language as a teaching and learning tool, the lack of knowledge of the teaching languages by part of the students, the inappropriate teaching materials for a plurilingual teaching, etc. And always taking inclusion into consideration, trying that each student achieves their full potential regardless of their starting point. To allow that, in these circumstances, this group of heterogeneous students reaches their curricular goals

and that they become aware of the advantages and possibilities that knowing Valencian might mean, that they acquire optimal competences, and that it states their will to communicate normally in this language, whether it is their L1 or not, implies making decisions in two fields, in the **language management in the classroom** and in the **didactic planning and actions**.

In order to achieve the objectives of the Plurilingualism Law, Baldaquí and Pascual (2021) propose an **educational plurilingual and intercultural model that is self-centered**, a model of bare minimums to advance in the construction of a Valencian school that must:

- a) turn Valencian into the core of the linguistic and learning planning;
- b) adopt a particular perspective, a Valencian one, on the curriculum;
- and c) promote favorable attitudes towards Valencian and its use as a the daily language.

Information extracted from Baldaquí, J. M. i Pasqual, V. (2021). Gestió de les llengües en entorns educatius multilingües: una perspectiva valenciana. *Revista de Llengua i Dret*, Journal of Language of Law, 75, 64-84. <https://doi.org/10.2436/rld.i75.2021.3588>

TOWARDS A COMPETENCE-ORIENTED LEARNING OF ADDITIONAL LANGUAGES

The approach in additional languages didactics that is on the base of the *Common European Framework of Reference* defends the need to formulate learning objectives regarding competences. Competences specify what students must be capable to do when they complete the different phases of the learning process.

In this approach, the new methodologies put the learning in the center of the process, instead of the learning subjects, while they place the students as the main character and responsible for their own process. From this point of view, we must emphasize the need to understand the learning of the **additional language as capacitation, instead of understanding it only as instruction**.

The promotion of plurilingual competence becomes key, because it refers to the ability – inherent to all bilingual and plurilingual speakers – to interlink languages: the individual does not stack these languages and cultures in different drawers, in airtight containers. On the contrary, they develop communicational competences that are fostered by all linguistic knowledge and experiences. Languages relate to one and other and interact in the students' mind.

Information extracted from: Esteve, O.; Vilà, M. (2018): Cap a l'aprenentatge competencial de llengües addicionals. *Articles de Didàctica de la Llengua i la Literatura*. 78. Graó.

In order to interpret both the advances and the difficulties of the students who are learning and in order to furnish a customized learning experience, teachers should consider the **particularities of the learning process of an additional language** in an academic context:

- Complex: has abundant intermediate processes, several routes and causes.
- Gradual: it implies to fit in shapes, meanings and uses.
- Non-linear: when the acquired knowledge is restructured, there are falls and moments of apparent standstills.
- Dynamic: learning factors and strategies change during the process.
- Non-influenceable: students learn certain contents when they are ready for them, that is, in a particular stage of their learning.
- Irregular: not everyone learns at the same speed or reaches the same level.
- Social: interactions between L1 and L2 speakers or those between L2 speakers are key to develop the learning process.
- Mobilization of previous knowledge and experiences: learners formulate, more or less consciously, hypothesis of how to articulate what they want to say and they check them with they interact with other speakers.
- Open to improvement through the appropriate educational action: students who receive a formal learning in the language and engage in thinking and interaction process that are controlled do not fossilize wrong versions of their interlanguage. Rather, they can evolve towards an acquisition of L2. It is important to point out that, according to research, the systematic and immediate correction does not seem productive at all. We must avoid working the language following morphological lists and paradigms, and, on the contrary, must articulate significant and contextualized activities in broad didactic processes and that make sense for the speakers.

These particular characteristics of the initial learning of a language must not lose sight that, even if specific supports are needed, it is also key that **the students participate in standard classrooms** from the first moment and advance to learn both languages and contents in areas and subjects.

Information extracted from ADCL - [Didàctica del català com a segona llengua per a l'alumnat nouvingut](#). Gencat.cat

EDUCATION IS A CONVERSATION

In education we assist every day to a conversation between the school culture and the students' culture, between the world of adulthood and the world of childhood, adolescence, and youth. For this reason and with the object to make sure that this conversation does not turn into a monologue by teachers, it is convenient that academical culture (the curriculum and especially the activities that are performed in the classroom) opens to the analysis and reflection on the reference cultures of children present in pedagogical institutions and, therefore, takes into consideration of languages, cultural habits and the ways in which language is used, turning education into an **intercultural dialogue** between teachers and students, where learning would be built with what they already know, what they can already do and who they are when they come into the classroom.

The language pedagogy must be able to conjugate the estimation of linguistic diversity in the classroom (languages, register, styles, sociolects, geographical dialects...) and the criticism to cultural prejudices that are often observed in some languages, their speakers and their uses (especially regarding languages and the uses that the students with the native language in unfavorable and vulnerable environments). The goal is to allow children to become familiar with other ways of talking, with other oral and written genres, with other language registers, with other communicative environments and with other cultures that are alien to their daily environment, so that they can ensure the right that students have to know how to do other things with words in changing communicational situations.

COMMUNICATIVE COMPETENCE AND CULTURAL CAPITAL

Linguistic education must foster the communicational emancipation of the students, that is, their communicational competence to promote the use of the right language levels depending on each context and communicational situations (including public contexts or formal interaction situations), without underestimating the original ways of speech, that are absolutely legitimate, consistent and efficient in their informal and familiar environments. Only as long as the ways they use the language are valued and loved in the classroom, with no prejudices or contempt (and no normative obsession), **students will understand the sense of what they are learning through the contrast between their daily uses of the language and the social uses of the languages that are a must in other contexts, different from the family and cultural environment they live in.** In the end, communicational competence is not only the main objective of linguistic education. It is also, and foremost, a cultural capital of undeniable value in our societies.

Information extracted from: Lomas, C.; Jurado, F. (2021): *Llengua de l'alumnat, llengua de l'escola. Articles de Didàctica de la Llengua i la Literatura*. 91. Graó.

4.2. MODAL ELEMENTS TO TRANSMIT EMOTION IN MINORITARIAN LANGUAGES. STRATEGIES, RESOURCES, AND EDUCATIONAL PERSONALIZED EXPERIENCES.

It is necessary to encourage initiatives that allow is to give **emotional resources** to face situations where there is a backing down or a cognitive dissonance. Contexts in which not speaking Valencian does not ease communication and, furthermore, generates frustration and harms the self-esteem (Suay i Sanginés 2010).



Social networks are key to create an affection and solidarity connection towards the language. Speakers with a higher degree of commitment and availability can apply it through formulas, such as **linguistic voluntary work**, support in conversation groups or linguistic tandems. It is not necessary to be a member of a collective or association devoted to the language in order to contribute in some way. The key is to have the will and the possibility to encourage attitude changes. Actually, the idea is to

positively contribute to **eradicate prejudices** that are stopping the progress of Valencian. In the central decades of the 20th century, Kurt Lewin, a German psychologist living in United States due to the Nazi regime, established the foundations of scientific social psychology. Lewin studied the requirements and phases that regulate attitude changes in social groups. His initial premise that we can only understand a social reality well if we intend to change it. He defined three stages in all change process. In the first one, which he called “unfreeze”, the goal was to dismantle beliefs and practices that were considered inappropriate. The second stage sees how the certainties in the old system sink, generating discomfort and confusion. The third stage started when new convictions and behaviors started appearing. Lewin called it refreeze and it implied a hurtful learning process, since it demanded people to embrace and restructure thoughts, attitudes, emotions, and perceptions to substitute the old ones. Lewin’s observation had a practical use. United States had entered the war against the fascist countries. In the rearguard, women participated actively in the war effort. Lewin observed the women participated even more when they were integrated in discussion groups that had debates regarding the new rules and values that the government wanted to promote. If they only received instructions even if it was through formal informational talks, the results were

not as good. They had to feel involved, and look and experiment novelties, and share information among themselves.

Information extracted from Nicolás Amorós, M. (2019). *Del conflicte lingüístic valencià als consensos del multilingüisme "autocentrat"*. València: Universitat de València. Càtedra de Drets Lingüístics. (Quaderns d'Estudi). Online: <https://www.uv.es/cadrelin/quartllibre.pdf>

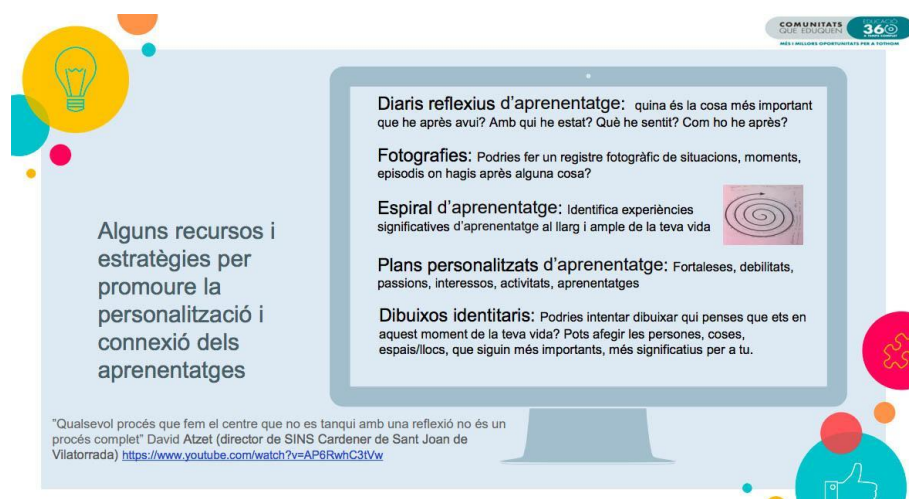
CUSTOMIZING LEARNING

In the last decades, there have been significant changes in the parameters linked to learning: where, when, how, with whom and what we learn. These changes define a **"a new learning ecology"**, that is radically different to the one previously present in schools, and hence presents challenges and opportunities that require different educational actions, policies and practices. Customized learning contributes to the identarian construction process, since it helps the children to better understand who they are and offers them tools to understand the past, the current conditions, and the generation of future expectations and actions. Therefore, customization is defined by a series of resources, diversified and heterogeneous strategies aimed towards **allowing the learner to find a sense and a personal value in everything they learn.**

We consider significant learning experiences the situations, practices or activities where the learner admits having learnt something and, furthermore, because they have impact, either positive or negative, they are organized hierarchically as particularly relevant, important and valuable.

It is necessary to find an agreement shared by all the agents, as well as the participation of the learner, which makes it easier for them to be involved. Therefore, for example, it is necessary to diversify school educational projects and activities, co-developed with territorial entities ,to offer the learner's options to develop **customized learning plans** depending on the particular learning concerns, the needs, the interests, and the objectives.

It is therefore essential to offer children and youngsters the space and time to connect learning experiences ,to co-identify and co-create interests, to link them with the educational contexts, resources, and opportunity, which include **actions shared between different educational bodies and agents within the community**. The final goal is, hence, to connect educational agents spaces and times in a local educational ecosystem understood as a customized educational space.



Text Extracted from Esteban-Guitart, M. (2020) [La personalització de l'aprenentatge: itineraris que connecten escola i comunitat](#). Educació 360.

Image extracted from Esteban-Guitart, M. (2018). [Personalització de l'aprenentatge](#). Universitat de Girona.

PROPOSALS, IDEAS AND SUGGESTIONS TO RESPECT LANGUAGES

The first fundamental step, without which all other steps will be wrong, is the respect to all languages. The idea that all languages are the same, that there are no languages that are better than others, that there are no primitive or word-lacking languages, that there are no uneducated languages. This is something we should all understand. Turning our back to this reality is in the origins of many negations and concealments of the own language. If we do not have a more open-minded approach towards linguistic diversity, a respectful, interested approach, that appreciates this wealth and does not consider it a problem, it will be difficult to achieve anything. School, that is, a key part of our education, has, as usual, a lot to say about this. It is necessary **to train teachers specifically and combatively against linguistic prejudices**.

We must also propose a new linguistic order that overrides the identification of language and State, and whose main goal is building a world where diversity is possible. Often, linguistic planning is only a crazy race towards hegemony, meaning a suppression of all "rival" languages. We need to design a plan that guarantees survival without oppressing the others.

Extracted from Comellas, P. [et al.]. (2014). [Què hem de fer amb les llengües de la immigració a l'escola? Un estudi de representacions lingüístiques a l'Anoia](#). Horsori.

WHY IS IT KEY TO EDUCATE IN THE NATIVE LANGUAGE?



Languages, with their complex links to communication, identity, social integration and education, are strategic factors for the development of societies. Nevertheless, languages are increasingly endangered. In some cases, some are completely disappearing. When a language dies, not only does it disappear as a language, but also as a means to interpret the world and, therefore, all of humanity suffers a loss. According to UNESCO, there are currently **around 3000**

languages that are endangered and their destruction implies also a decrease of the rich world-wide cultural diversity network. It means the loss of countless traditions, memories, thought systems, expressions, and many valuable resources that are necessary for a wealthier future.

Research shows that **educating in the native language is a key factor for inclusion and quality learning, and that it also improved the learning and performance results.** Every initiative towards promoting native languages implies not only a promotion of diversity and intercultural dialogue, but also a strengthening of cooperation, of knowledge societies that are integrative, and of the preservation of the cultural material and immaterial heritage.

According to United Nations, it is likely that more than 50% of the almost 7000 languages spoken in the world disappear in only a couple generations, and 96% of them are spoken by 4% of the population. Only a couple hundred languages have had the privilege to be included in educational systems and in the public domain, and less than a hundred are used in the digital world.

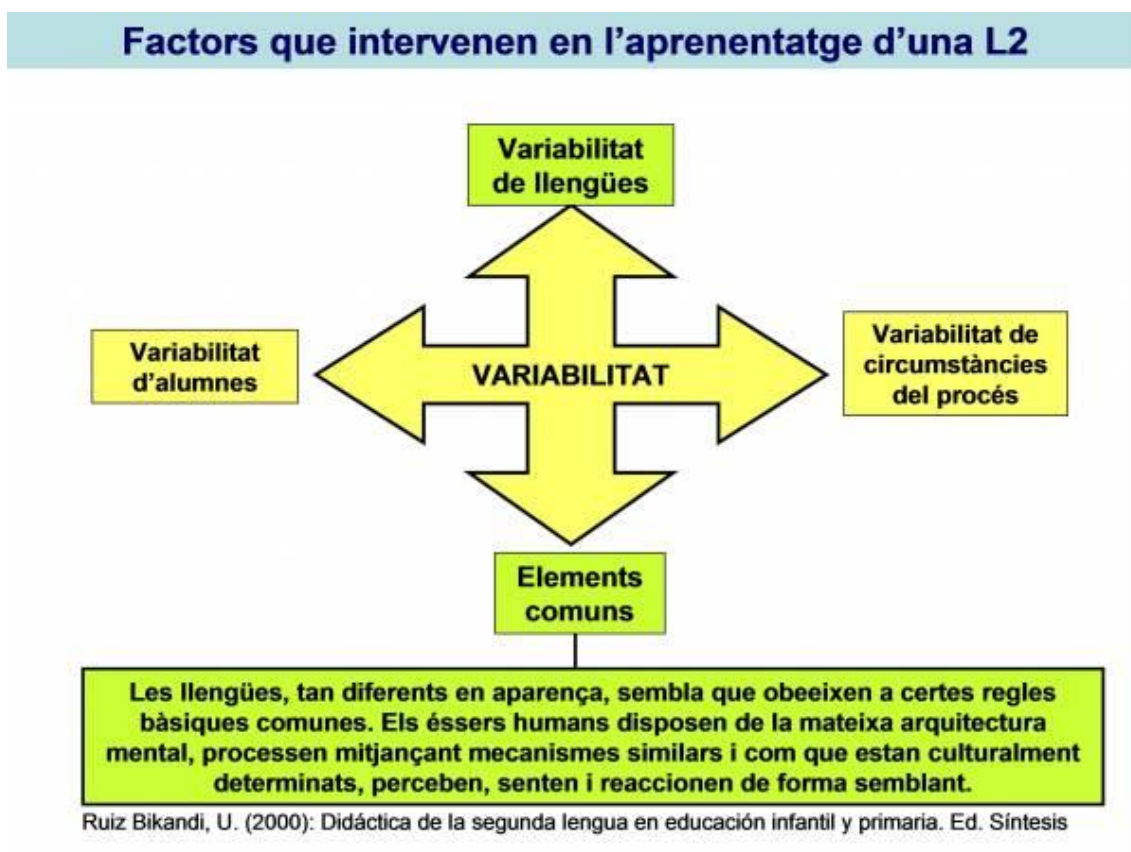
Text adapted from UNESCO (2022). [“Why is mother language-based education essential”](#). International Mother Language Day.

Image extracted from Lingkon Seroa/Shutterstock.com

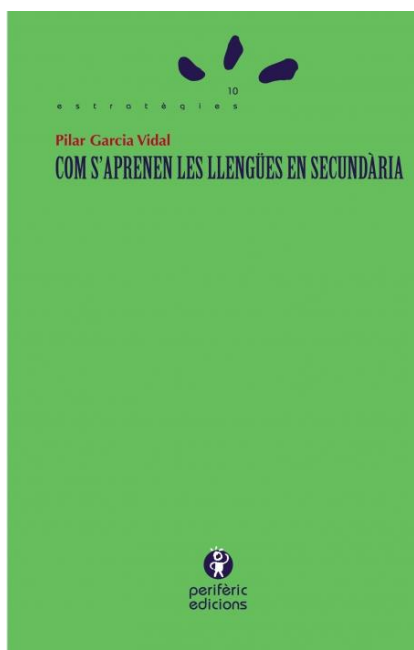
BELIEFS SURROUNDING THE LEARNING-TEACHING OF LANGUAGES

As Ruiz Bikandi (2000) states, the acquisition of an L2 can mean the acquisition of a second identity, the learning of a new culture, which might trigger that the own identity struggles and fears disappearing. On the other hand, certain elements, such as **self-esteem, extroversion or introversion, anxiety degree, empathy or risk capacity affect the learning process.** It

seems obvious that linguistic acquisition and some attitudinal factors feedback on one another.



Research regarding language learning confirm that the motivation and the emotional factors are key. According to Guasch, Milián and Ribas (2006) it is convenient to consider the diversity of the expectations of an heterogeneous student body and their belief system in order to make progress in a more effective educational practice. Garcia Vidal (2018) points out that **the learning process among students depends greatly on their motivation and personal abilities**. The classroom is a space where we find students with very heterogeneous profiles and with a wide variety of learning styles. **It is advisable to take multiple intelligences,**



affective education, attention to diversity, and individuality into consideration in order to improve learning.

Information extracted from Garcia Vidal, P. (2018). [*Com s'aprenen les llengües en Secundària*](#). Perifèric.

LINGUISTIC AND SOCIOLINGUSITIC REFLECTION

The students with more awareness are also more insecure from the linguistic point of view. It is highly relevant to reflect on the reasons for this insecurity, to analyze the comments where it is expressed, or the prejudices it hides. For this reason, we propose **tasks that include critical thinking** and that, afterwards, allow for a practical

and real application. Finally, with the excuse to take a sociolinguistic neighborhood where the students come from or where they live, it is necessary to undertake a sociolinguistic study

les llengües
de la meua
vida

that includes a quantitative and a qualitative interview to some randomly chosen individuals (in centers, stores or passers-by). The interview will furnish information regarding the needed variables (age, relationship with the languages, stated uses, attitude, etc.), and will also make them experiment the

reactions of the interviewee when a stranger talks to them in Catalan.

Another task that allows for reflection are **linguistic biographies** or linguistic life stories. As Palou and Fons (2010: 260) explain: "Teachers can create contexts that allow promote reflection on the own linguistic repertoire. This metalinguistic and metacultural reflection can help to realize the potential that linguistic diversity always entails."

Linguistic and sociolinguistic reflection is necessary to revert attitudes: raising awareness, the comprehension of the country's sociolinguistic situation and the linguistic consequences that it has, exposing linguistic prejudices, etc. In this sense, it is convenient to combine a dose (not excessive) of objective and questioning information with a reflection on real or induced experiences.

Information extracted from Vila, F. X. Boix-Fuster, E. (eds.). (2019). [*La promoció de l'ús de la llengua des del sistema educatiu: realitats i possibilitats*](#). UB.

LINGUISTIC USES IN MINORIZATION CONTEXTS

All communicational situation is a source of stress for humans (Sapolsky 2004), especially for the speakers of a minority language, who must face situations of linguistic uncertainty with each new social interaction (Suay i Sanginés, 2010). While speakers of dominant languages (DL) use their languages comfortably in every social situation and with all kinds of partners, the speakers of minority languages (ML) live in a completely different situation. We can differentiate three main categories of **ML speakers depending on how they exert linguistic submission when they talk to a DL speaker**:

a) **Proactive**: they start their interactions directly in the DL and only use their language when their partner has said that they are a speaker of this language;

b) **Reactive**: they start speaking in the ML, and change to the DL when their partner identifies as a speaker;

and c) **Resistant**: they insist on speaking the DL, even if the speaker is not. It is not necessary to say that these behaviors have an origin and historical causes that have generated them and that admit well-founded psychological explanations.

In order to counteract the negative impact created by the well-known convergence rule of the dominant language, Suay (2019) proposes the **Catalan Conservation Rule** (CCR) defined as the attitude to continue speaking Catalan with everyone who is capable of understanding it. It is true that understanding a language is not always straightforward. As a matter of fact, one of the main strengths of the imposition of Spanish or French in Catalan-speaking areas has been, and still is, the existing of monolingual speakers (in Spanish or French), who insist that they do not speak, or even understand, Catalan. Ignorance is hence difficult to counteract, and places the pressure on the minoritarian speaker, who is, in this case, the most capable, that is to say, the less ignorant one. Systematically speaking in Catalan, as long as communication is possible, is what we, as individual speakers, can do in order to contribute, partially regardless of the political situation of the moment, to the language's well-being.

Information extracted from Suay, F. (2019). Com incidir sobre els usos lingüístics? Una perspectiva psicològica. En Vila, F. X. Boix-Fuster, E. (eds.) [*La promoció de l'ús de la llengua des del sistema educatiu: realitats i possibilitats*](#). UB.

LINGUISTIC AND DIALECTAL DIGLOSSIA. LINGUISTIC DISCRIMINATION

The first one to define diglossia was the linguist A. Ferguson (1959), referring to a language and its variants. In this case, we call **internal diglossia**: “[...]a relatively stable linguistic situation where, beyond the dialects of a language, there is an extremely divergent superimposed variety, very standardized, used in literature and in school, but where no one uses the language in normal conversation.”

Later, sociolinguist J. Fishman applied the different use of languages in the same linguistic community. A language is used in formal and standard functions. This is what we call the prestige language, known as language A. The other language, the speaker’s own, is used in informal situations and is called language B. In this case, we use the term **external diglossia**.

If in a situation of contact languages there is diglossia, that is, if there is a hierarchy and non-majoritarian languages are displaced, many minoritarian languages (with few speakers) can become **minority languages** (the number of speakers is reduced further). However, people tend to increasingly acquired **plurilingual competences** and the societies have, as well, a population that is increasingly diverse and with multilingual communicative practices. In order to guarantee for all speakers that capacity to combine the knowledge and use of different languages there should be a justice-based plurilingualism.



If we want all the languages to have the same rights, it is logical that there are primacy criteria for the speakers of a linguistic community in their own historical habitat and that historically unfair situations have compensatory measures, with affirmative actions or **positive discrimination**. Equality, since Aristotle, is to treat with equality what is equal and to compensate inequalities.

Now, institutionally-based international actions in this sense are extremely weak as far as advancing towards **equitable plurilingualism** is concerned. Not even the realization that 90% of the world languages can disappear this century has made people aware of the urgent need to act at a major scale to avoid it. Some possible actions that could be taken are:

- establish a constitutional frame that acknowledges **linguistic diversity** as a valuable human capital that multiplies relationship options, both in the cultural and the economical fields, and contributes to social cohesion;

- acknowledge diversity and **fight against inequality**;
- promote **the knowledge of languages recently arrived** to a territory regarding the cultural or economic links with the rest of the world;
- develop **plurilingual and intercultural competence**;
- maintain an **open interlinguistic perspective**: adaptation of loans and development of the linguistic creativity skills.

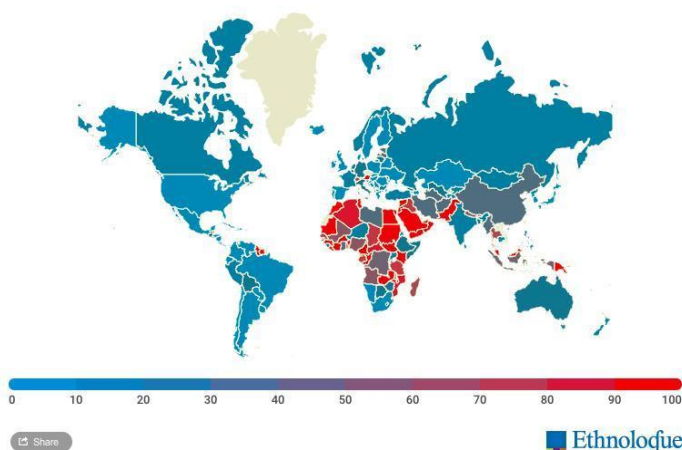


We can see this in **dissemination and information campaigns for linguistic equality** in posters or videos, such as “[Linguistic equality is ...](#)” from the Linguistic Policy Service in the Universitat de València.

Just as there are no reasons to discriminate human beings, there are no reasons to discriminate languages. Even if the *Universal Declaration of Linguistic Rights* states that «**Everyone is entitled to receive an education in the language proper to the territory where he/she resides**» (Article 29/1), the data in the *Ethnologue* show that 35% of the children in the world start their education in a language they are not familiar with.

Language is, by definition, a cohesion factor, or a social discrimination factor. Social psychology differentiates, in this context, two kinds of motivations for learning a language: **integrative (or symbolical) motivations**, that refer to the speakers’ interest to become a part of a linguistic group; and **instrumental motivations**, which concentrate on the promotion and socioeconomical success options offered by each language. Successful linguistic policies, like the ones

Percent of children whose first language is not a language of instruction in their country, 2021



developed in Israel, for example, are the result of a creative combination of this fruitful ambivalence. The Irish case, on the contrary, is an example of the conversion of the language into a symbol separated from its real uses. The Republic of Ireland is a European state with only one national language: English. The emphatic constitutional declaration (“The Irish language as the national language is the first official language”) has not stopped Gaelic from becoming a socially residual language, both socially and geographically.

“Valencian-speakers are increasingly devoted to reporting attacks on their language.”

Natxo Badenes, president of Escola Valenciana, in an interview in *Les notícies del matí* in À punt (IValencian regional TV) (3-12-2021)



On the other hand, **linguistic discrimination cases** are frequent. The institution **Escola Valenciana** has reported many of these cases, like a family who complained about the treatment they received by a clerk in a health center in Alicante, who refused to engage with them unless they spoke in Castilian.

Image extracted from the news: Escola Valenciana denuncia una nova discriminació lingüística a Alacant: «[O em parles en castellà o no podem atendre la teua filla](#)» (Vilaweb, 25-9-22)

This family explains the “absolute vulnerability” that they felt, when the worker snapped at them “If you don’t speak to me in Spanish, we cannot treat your daughter.” Furthermore, they say “it is not acceptable that you have to choose between having your daughter treated or expressing yourself in your native language.” Escola Valenciana points out that this is not an isolated case. The health system suffers an alarming situation, since it accumulates 1 out of every 3 reports to their **Linguistic Rights Office**.

Escola Valenciana offers their resources to every person who needs them, so that no linguistic breach remains unanswered, and informs that, when there is a complaint, like in this case, the institution will report to the Ombudsman, the Linguistic Rights Office of the Generalitat and the relevant institution, in this case, the Ministry of Health.

In the linguistic section in the journals [La Veu](#), [ARA](#) and [Vilaweb](#) you can find more examples of reports.

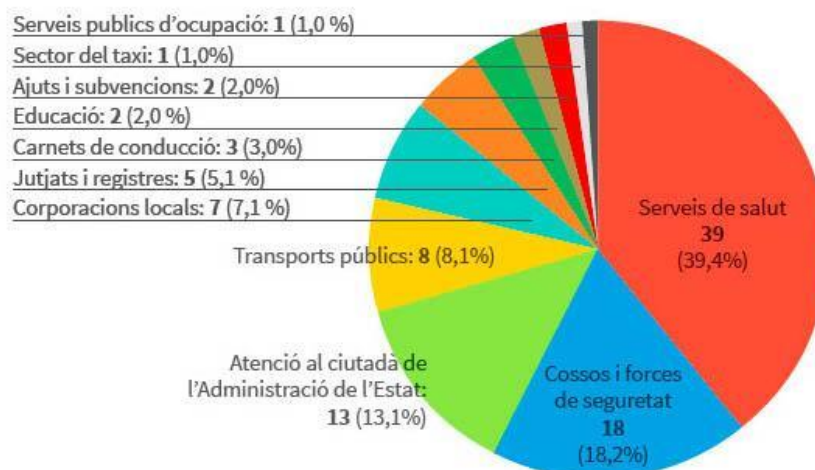
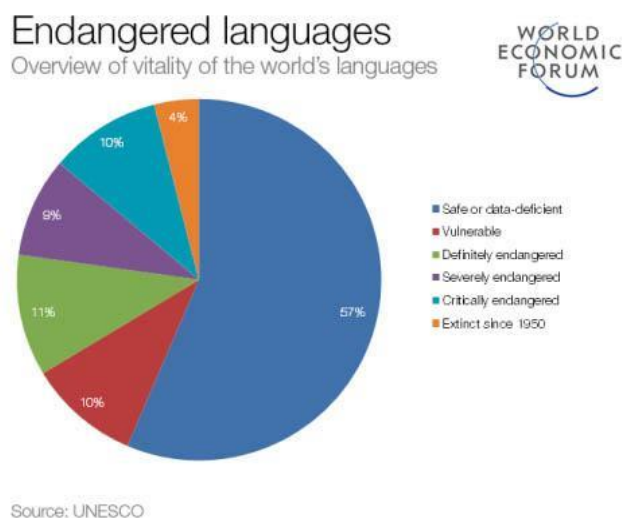
Figura 9. Casos de discriminació lingüística per àmbit administratiu (2021)

Chart extracted from Tena, V. (2022): Discriminacions lingüístiques de rècord. *El Temps*.

VULNERABLE LANGUAGES

Diversity is frequently considered a problem. Most languages in the world are very vulnerable nowadays. An important portion of them will disappear during the next few decades, but this is no spontaneous process. It is due to a uniformization process that causes suffering, and that is a symptom of the propension towards domination and exclusion, and the lack of ability to cohabit with diversity.



The danger of the disappearance of hundreds of languages due to an abuse that can undermine the self-esteem, make people vulnerable, generate self-hate. Furthermore, it is a symptom of the world in which diversity is considered a problem, or even offensive. **There is no need to erase a language to acquire another one. The vulnerability of linguistic diversity is the vulnerability of a world that is not capable of cohabiting without abandoning diversity.**

Text extracted from Comellas Casanova, P.2021 «Llengües vulnerables: la diversitat lingüística en perill». *Compàs d'amalgama*, Núm. 4, p. 44-48.
<https://raco.cat/index.php/compas/article/view/392781>

4.3. DIGITAL ACTIVITIES AND RESOURCES IN MINORITARIAN LANGUAGES IN THE CLASSROOM.

The [European Framework for the Digital Competence of Educators](#) (EFDCE, 2017) defines five competence areas that all teachers should consider in their personal and professional training: information and informational alphabetization, communication and collaboration, creation of digital content, security and problem resolution. At the same time, we can set the digital competence level of the teachers depending on their development and autonomy, from level A1 to the highest C2 level.

As Rodríguez (2015) states, we must guarantee a didactic instrumental training for teachers, as well as the use of effective models that can reproduce and that can support their teaching tasks. It is hence key to develop the **teachers' integral competences for the digital world** (Castañeda et al., 2018) of future teachers, a competence that is constantly changing and considers technology as a tool to achieve educational goals, but also a type of knowledge and

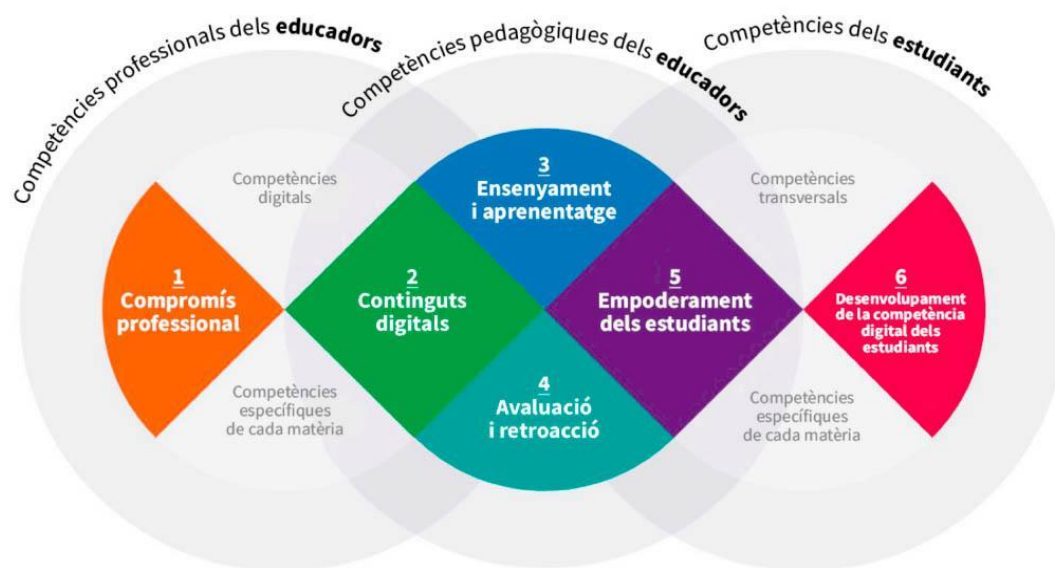
a way to interact with the world. Furthermore, teachers must be able to generate emergent pedagogies through technology (Adell i Castañeda, 2012).

Martí (2021) classifies **teaching-learning activities with ITC** in three big types:

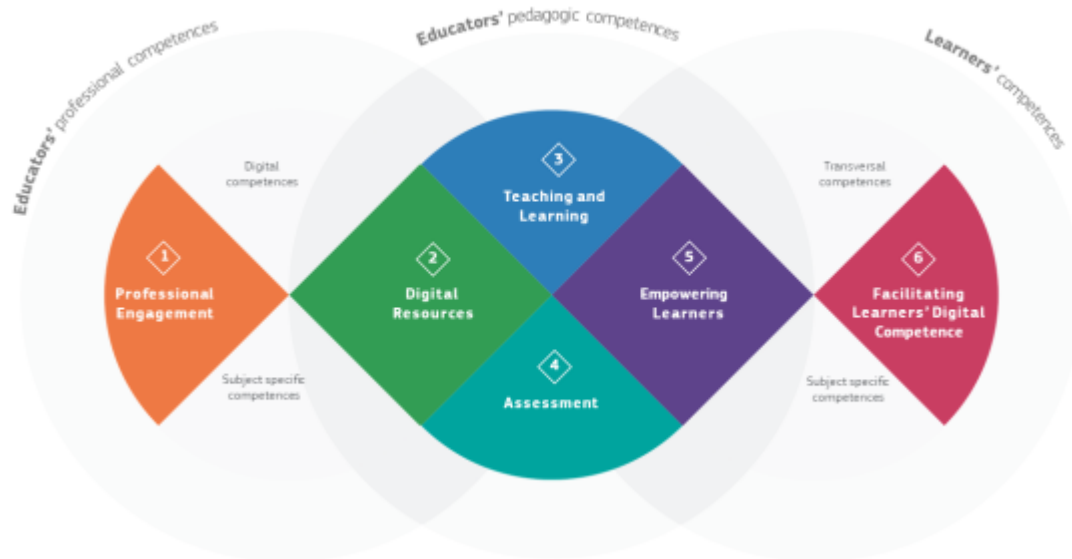
1. Exceptional or support activities of in-person tasks in the classroom: search of information or Internet data, creation of multimedia presentations, presentations with digital interactive boards, writing and saving of online documents, online questionnaires, seeing videos and participating in forums.
2. Complex activities: collaborative projects with ITC among the students and web-surveys.
3. Activities in virtual rooms: e-tutoring, creation of message boards, videoconferences, elaborating and updating a blog, using Moodle, creating virtual rooms (Wix, Google Sites, etc.) and the use of social media.

Information extracted from Martí Climent, A. (2022). *Projecte docent. Desenvolupament d'habilitats comunicatives en contextos multilingües*. UV.

Recently, the [European Framework for the Digital Competence of Educators](#) (2022) describes the digital competences of every teachers of the subjects regulated in the Organic Educational Law in the different phases of their professional development, regardless of the subject, the phase or the type of teaching. It is, therefore, general and is structured around the tasks that all teachers share.



Il·lustració 2. Àrees i abast del marc DigCompEdu ©Unió Europea (2017)



ACTIVITIES ON LEARNING LANGUAGES



A **linguistic autobiography** is a document where a person describes their experiences related to languages and cultures they have been in contact with in their life. It is a didactic activity of the Council of Europe -the **European Language Portfolio** – that, following the Common European Framework of Reference for Languages, suggests that every person gathers information on the languages and cultures they

are familiar with in order to promote plurilingualism, respect towards diversity and easing the internal mobility in the European context.

The objectives that this activity allows us to share with the students can be several: **reflect on the relationship with the languages in their lives; sensitize towards plurilingualism, interculturality and diversity; to get to know better their peers' cultures; to be curious about other languages and cultures; and acquire tools to know themselves better.**

Therefore, in order to promote the acknowledgement of all the languages in our school, as well as the cultures of foreign origin students, a linguistic autobiography is a high-value pedagogical tool that will help us in the task of educational inclusion.

To perform this didactic sequence we can use different instruments and formats, and use digital tools (videos, audios, online written text, infographics or the technique *Draw my life* that implies recording oneself with a fast camera while they draw with a narrator in voice over.)

Proposal to write a linguistic autobiography

Writing a text that develops the following aspects in an organized, ordered, and unified manner.

-Title: it is a summary that acts as presentation of the essay, regarding its content and everything that is written down.

-Introduction: the idea is to present the personal data (name, surname, age, places where you have lived and how long you spent in each place).

Family-related data (who you live with, number of siblings, where your grandparents live).

Other circumstance regarding your life (places where you spend summer or the weekends).

-Development: the core part of the essay will be giving the relevant information regarding the languages you know, regardless of how well you speak them or how frequently you use them.

Write about your experiences considering the following aspects. You must include things that are interesting or surprising regarding each one of the languages that conform your biography.

Native language

- When you started speaking it, what were the first words you uttered, who were you with?
- With whom do you currently use it?

Other languages you know

- Competence level (understand, talk, read, write).
- Why did you decide to learn it?
- If you learned it for pleasure or because you wanted to, explain your reasons.
- Who do you talk it with? Since when? How frequently?
- What do you use it for?
- Have you had the chance to learn in its own linguistic territory?
- What do you like best of this language? Phonetics, idiomatic expressions, similarities and differences with your native language?
- How did you start learning this language? Vocabulary, alphabet...?
- Tricks to learn spelling rules, pronunciation, words, etc.
- Cultural aspects you have discovered in the language you have learned.
- Linguistic anecdote: explain a funny or peculiar situation related to the language.
- Linguistic future projects: what other languages would you like to learn and why?

Conclusion: assess the most relevant aspects regarding the languages you know and the way you use them.

Examples to work on a linguistic biography:

- If you prefer working more artistically, here are two [types of drawings](#) (landscapes and bodies) offered by the *European Centre for Modern Languages from the Council of Europe* in the project developed within the ECML's program **Learning through languages** called "Teaching the language of schooling in the context of diversity " (Maledive).

- If you decide to write a text, you can use several genres (interviews, poems, narrative). This [link](#) has examples of linguistic biographies written by students of the Linguistic Normalization Consortium, on video or collective video.
- [GELA](#) organizes a linguistic autobiography context and you can find the winners' biographies of the different editions in this website.



You can explore the personal experiences told by these writers [Matthew Tree](#), [Agota Kristof](#), [Elias Cannetti](#) and [Puri Pinto](#). You can also check the interview that [el Punt](#) television did to this writer or read her book, *Amb Q de formatge* (Edicions 1979) with thoughts about her linguistic adoption.



More examples from Xtec: [Linguistic autobiography](#)

Other examples in Linguistic Normalization Consortium. The Languages of my Life. [Online linguistic autobiographies](#)

Model of a [video of a linguistic autobiography](#) and [group video](#) in the Linguistic Normalization Consortium for **The Languages of my Life**.

In the essay by Martí Climent, A. and Garcia Vidal, P. (2020) students in the 10th grade were given instructions by their language teachers in class to prepare linguistic autobiographies. The analysis of these texts has allowed is to understand what the students' social representations of their languages and their learning processes are. The formulation given to the students was:

You must write a linguistic autobiography where you write about the various aspects of the languages you know. You can give it the title you prefer. It must be a page long and you must write it as a personal story, answering questions such as: What languages do you know? When did you learn them? How did you learn them? What languages do you hear more often? Where do you hear them? Which ones do you use and when? Do you know people who talk other languages? Which ones? How do you communicate with them? Which ones are easier and which ones are harder? Why? Is learning languages interesting for you? What would you like to learn? Why? How do you think we learn a language better?

After analyzing the texts, we could see that the assessment the students do regarding learning the languages differs from the use and consideration that they have. In fact, students recognized the importance of knowing many languages and the transference from one language to another. Despite the linguistic difficulties many students had due to their different and pluricultural origin, all of them valued positively multilingualism and the plurilingual education they were receiving.

The results of this research on the social representations of students regarding language learning and plurilingualism as a modern society issue allow us to reflect on teaching strategies. Plurilingual education is important and must be adapted to the Valencian educational system, prioritizing the teaching of the minority language.

It is important to consider the context in which these languages are learned: a bilingual or trilingual school that requires a metalinguistic reflection to compare the situation depending on the languages the student body knows (Ruiz Bikandi, 2006). On the other hand, as linguistic anthropology proposes (Boix-Fuster, 2004), we need policies that grants exclusive, and not less prestigious, functions to the minority language. Without these functions, the globalization trend can erode the uses and representations of speakers of minoritarian languages.

More information under Martí Climent, A.; Garcia Vidal, P. (2020). [Autobiografies lingüístiques de l'alumnat de secundària: una visió de l'aprenentatge de llengües en el sistema educatiu valencià](http://revistes.iec.cat/index.php/TSC). *Treballs de Sociolingüística Catalana*, núm. 30, p. 249-263 DOI: 10.2436/20.2504.01.170 <http://revistes.iec.cat/index.php/TSC>

EXAMPLES OF ACTIVITIES IN THE HIGH SCHOOL PORTFOLIO

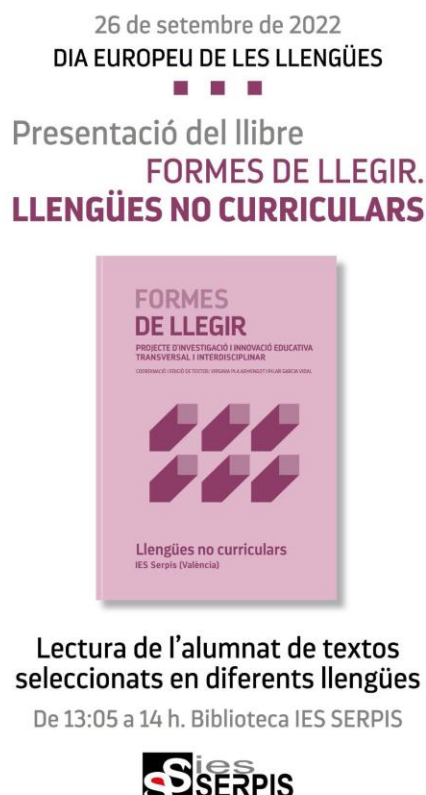
Activity Portfolio	Languages	Teachers
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IES SERPIS Year 21/22		
Video-news on Egypt	Valencian and Castilian	Carlos Settier
Drama workshop Students in the 6th, 7th, and 8th grades (theater). The whole school year.	Castilian and Valencian	Gemma Sanchis
Poetry booklet. 7th grade	Valencian and Castilian	Pilar Puchades
Fanzine workshop with the 7th grade about refugees, wars, peace and welcoming.	Valencian and Castilian	Joan Carles Queralt
Posters on women we admire	Valencian and Castilian	Pilar Garcia Vidal
Video “Valencia, un espace de santé et culture”	Valencian and French	Rosa Real
Collective reading of El Quijote with students from the 8th, 9th, 10th and 11th grade (3rd trimester)	Castilian, Valencian, English, French...	Mar Serrano
Digital newspaper on the World War II, ‘false primary source’	Castilian and English	Clara Aranda
Poetry reading in different languages. Poetry day. All highs school levels.	Castilian, Valencian, Chinese, Urdu, Arabic, Russian, Uranian, English, French, Romani, etc.	Pilar Puchades Pilar Garcia Vidal Gemma Sanchis Mar Serrano Cristina Velencoso

OTHER PLURILINGUAL ACTIVITIES IN HIGH SCHOOL

Celebrating the European Language Day (September 26th)

Reading plan activities. Ways to read: creating a book of non-curricular languages by the students at the IES SERPIS.



Presentation of the book *Non-curricular Languages* framed in the project Ways to Read on the European Language Day.

Publishing the book *Non-curricular Languages*, we celebrate the European Language Day with which the 46 Member States of the Council of Europe celebrate plurilingualism and encourage more than 700 million Europeans to learn more languages. Linguistic diversity is a tool for a better intercultural comprehension and a key for our continent's rich cultural heritage.

The IES Serpis is an example of plurilingualism and you could hear languages from all over the world, those that are spoken by the students in the high school, that are presented together with a translation into one of the curricular languages (Valencian, Castilian and English). These texts have been illustrated by students of the Serpis,

coordinated and aided by their Art teacher, Joaquín García Jiménez. Choosing and translating the texts has been made possible by a collaboration of students and teachers, and the help of educational institutions: the Institut Confucio of the Universitat de València, the Official Language Schools in Valencia and Madrid, the National College Grigore Moisil d'Onesti (Romania). Readers and illustrators participated in the event reading the illustrated texts, that came from different genres in their original languages: Italian, Polish, Hungarian, Romani, Dutch, Portuguese, Chinese, Arabic and Bulgarian.

Other online examples [of activities to celebrate the European Language Day](#): [Curiositats lingüístiques](#), [Famílies de llengües](#), [Prejudicis lingüístics](#), [EUROPEAN WORDTRANSLATOR](#).

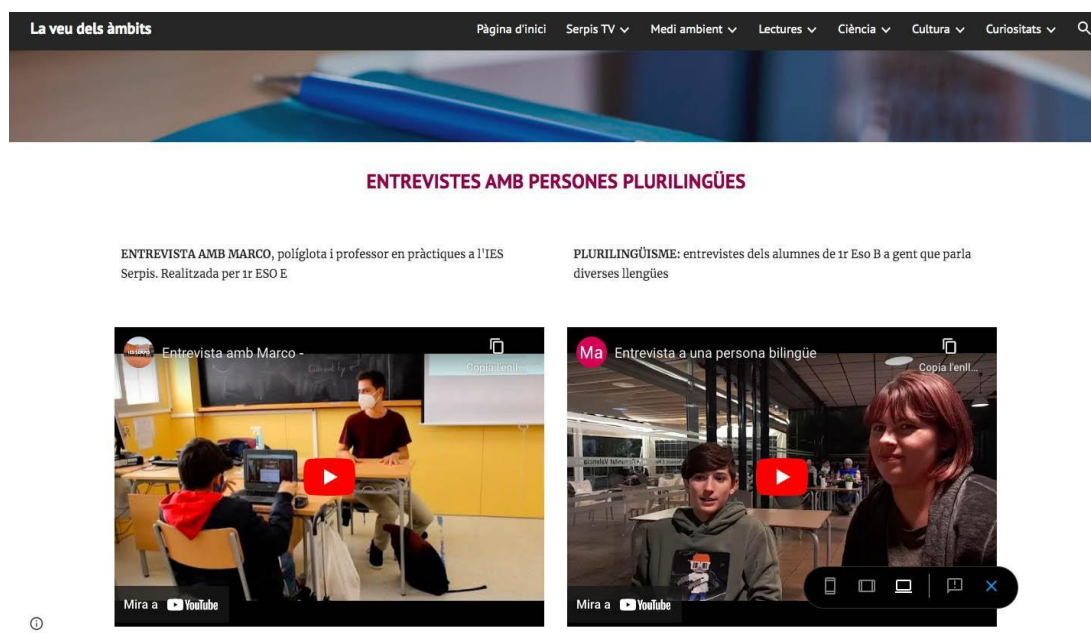


Link to [Exhibition on alphabets and untranslatable words](#): creation of a template where we can color the different alphabets that exist in the world and exhibition of expressions in different languages that are not directly translatable into another language.



També hem rotulat algunes paraules que ens agraden en diferents llengües. Com aquestes:

[Interviews with plurilingual persons](#): high school students interview peers, teachers, and families on the languages they know.



Women's Words, exhibition and [reading of women writers' texts](#) in different languages to celebrate Women's Day

In **March 8th, Women's day**, at the IES Serpis students in the 7th grade read different texts written by women from all over the world: poems, songs or riddles in English, Castilian, Valencian, Aragonese, Basque, Galician or Asturian to reclaim all those women writers that have not been acknowledged at the same levels as male writers who had done the same.

The week before, the students prepared posters about the women. They included a picture of the writer, a short biography and one of her texts, that they then read in front of their peers and teachers (Sofía, 7th grade)



Activity [Song of the week](#). During the school year, they chose their favorite songs to share them through the high school's PA system. They presented the words, the interpreters and information on the album they were included in. They included a picture or drawing that illustrates it to prepare a presentation poster that was uploaded to the school's social media. The

selection criteria were: musical and word quality, link with current affairs or general interest, linguistic diversity, translation of the words into Valencian.

Video "[Word challenge](#)" in which two persons say words in different dialects of Catalan.

MYSTERY SKYPE

Contest to guess the localization of a high school through an online link with students and questions to identify the dialectal traits of Catalan corresponding to each school, using a dialectal Catalan map designed by the participating students. Example of online **dialectal map** for Valencian and poster of a map of the Catalan linguistic area drawn by the students in the 7th grade of the IES Serpis in Valencia in the following image:



MYSTERY SKYPE®

ON ES PARLA LA NOSTRA LENGUA?

DESCOBRIM EL NOSTRE TERRITORI I ELS TRET LINGÜÍSTICS PARTICULARS D'ALGUNES ZONES

Dues escoles es connecten per videoconferència.

L'objectiu és: fer preguntes si/no per endevinar on es troba l'altra escola.

Aprenem també sobre les tradicions, la gastronomia i la festa comunes.

01

GRUP 1: Llegiran un text en veu alta que inclourà expressions i pronunciació característica.

02

GRUP 2: Prepararan les preguntes si/no que volen fer a l'alumnat de l'altra escola.

03

GRUP 3: Són els encarregats de fer les preguntes en pantalla.

04

GRUP 4: Són els encarregats de respondre les preguntes en pantalla.

05

GRUP 5: Consulten les preguntes al mapa i intenten resoldre l'enigma.

MYSTERY SKYPE

NORMES BÀSIQUES DEL JOC

PER TAL D'ENDEVINAR EL LLOC ON ESTAN ELS ALTRES, HEM DE SEGUIR UNES NORMES.

Aquestes normes ens serviran per conèixer les particularitats del dialecte dels altres i descobrir aspectes culturals.

- La primera intervenció és la **lectura en veu alta**. Es pot demanar la lectura a alumnes diferents.
- Només es poden fer **preguntes de si/no**.
- Per tal de resoldre l'enigma han de fer-se **necessàriament preguntes**:
 - 3 ó més preguntes de tipus **lingüístic** "Digueu jo estime?"
 - 3 ó més preguntes de tipus **geogràfic** "Esteu en una illa?"
 - 3 ó més preguntes sobre **tradició i cultura** "Feu de castellers?"
- Si una escola endevina el lloc abans que l'altra, pot continuar fent-li preguntes **per trobar altres particularitats**.

les SERPIS

4.4. USEFUL APPS TO EASE INTERACTION AND TEAMWORK.

In order to ease interaction, collaborative work, and the development of projects, we can benefit from the use of different digital tools, like the creation of web sites in the classroom. You will find a selection in the following link: [Web sites](#)

Furthermore, the same web presents online examples of [didactic application of ITC](#)



To include integral teaching of languages in schools, you will find in the following links recommendations and an example of an [application guide for the integral treatment of languages](#), [ITC guide for high school](#)

Interaction among students is one of the strengths of **Moodle**. The teachers can easily use Moodle activities to offer contents and assess learning, but Moodle also supports activities and collaborations organized by the students, especially when combined with the use of groups.

Interaction can be rich and diverse in chats and online meetings through **WhatsApp**, **Telegram**, **Instagram**, **Twitter**, **Tik-tok** and other social media.

Instagram image of the project **#Instacera** to find spelling mistakes and typos on posters.

To organize meetings, we can use **Skype**, **Teams**, **Zoom**, etc.

To data bases and collaborative tools, we can use **Google Drive**, **Symbaloo**, **Padlet**, **G. Sites**, etc.

On the other side, the use of videos must be focused towards production and not only watching. Students can create audiovisual productions that contribute to their mediatic education and that have a didactical and communicative intention. Like this, we can promote the interpretation, critical sense and reflection on the videos they see and make themselves. We have examples like **bibliotrailer**, **videoreviews**, **videopoems**, **videostories**, **digital stories**,



videoling or linguistic videos. For example, here you have an image of the video “Plurilingualism and the plurilingual reality of the Iberian Peninsula”, shot by the students of the High School Master for the subject *Complements for the specific training in language and literature*:



More information on Martí Climent, A.; Garcia Vidal, P. (2019). Instagram and YouTube in language teaching. *Congreso In-Red 2019*. UPV



We can do highly effective visual presentations in Canva and Genially. For example, the presentation [Social media in educational contexts](#) by Martí and G. Vidal, where they talk about how the use of social media with a teaching approach can promote collaborative learning and information exchange. Furthermore, a social network is a global resource center

that can integrate several applications, brings formal and informal learning closing, promotes the development of linguistic and communication skills through hypertext that is set up with a combination of graphic and sound verbal codes, and the communicational interaction that is generated through the discussion and debate on the network. Therefore, each user is sender and receiver of different texts.

More information in Martí Climent, A.; Garcia Vidal, P. (2012). Les xarxes socials com a recurs educatiu. Aplicació didàctica en la formació del professorat de secundària. Articles de Didàctica de la Llengua i de la Literatura, núm. 57, p. 105-113.

PROFESSIONAL NETWORKS WITH DIGITAL EDUCATIONAL RESOURCES

-  **unentretants**
xarxa cooperativa d'experiències TIC
per a l'ensenyament en valencià [1entretants](#)

-  **educ@con**
TIC
[Educ@ con tic](#)

-  **en la nube TIC**
un blog de docentes para todos... [En la nube TIC](#)

-  **Internet en el Aula**
Red social docente para una educación del siglo XXI [Internet en el aula](#)



• [Novadors](http://novadors.org)

INSTITUTIONAL EDUCATIONAL ARCHIVES



- [Mestre a casa](#): Generalitat Valenciana platform with news and novelties related to the educational field, pedagogical utility information, access to more than 2,000 educational contents, online educational programming in different curricular areas, interesting links and additional resources, communities to discuss and get to know

didactical experiences in schools that use technology as one of the resources in the teaching-learning processes.

- [\(REDI\)](#): archive where teachers can find working proposals for all educational levels.



- [XTEC](#): Educational telematic network in Catalunya with educational resources for teachers in different subjects and levels: [Newly arrived students](#), [Support materials for Social Sciences, Natural Sciences and Math](#), [Universal and mobile learning design](#).



- [Edu365.cat](#): Generalitat de Catalunya platform devoted to the different educational levels in Kindergarten, Primary, High School and Professional Training. [Edu365 landing page](#).



- [Edu3.cat](#): Generalitat de Catalunya platform with audiovisual resources for learning in different subjects.



- [Leer.es](#): Ministry of Education web to promote the love for reading and to encourage it, as well as materials and advice for teachers and families.



[TITLE](#): Training for inclusion in territorial linguistic learning. European Network for Languages. Training of teachers for inclusion through minoritarian languages.

Resources:

- [Teaching units](#)
- [Classroom for Catalan language and literature](#)
- [Videos](#)
- [Dynamics](#)
- [Extra supporting material](#)



[European Center for Modern Languages of the Council of Europe](#): The ECML is an institution whose goal is to promote excellency and innovation in language teaching and to help Europeans learn languages in the most efficient possible way in a Europe that is committed to linguistic and cultural diversity.

LINGUISTIC AND DIGITAL TOOLS

- [Aprendre valencià](#)
- [Àrea de Promoció i Normalització Lingüística UPV](#)
- [Ben dit](#)
- [Corrector en línia](#)
- [Corrector valencià](#)
- [Del Núvol A L'aula](#)
- [Diccionari valencià](#)
- [Dubtes lingüístics](#)
- [Educació Plurilingüe](#)

- [Gramàtica valenciana](#)
- [Jocs per a l'aprenentatge oral del valencià](#)
- [Junta Qualificadora de Coneixements de Valencian](#)
- [Materials de vocabulari bàsic per a nouvinguts](#)
- [Materials per a l'acolliment lingüístic](#)
- [Publicacions del Servei d'Educació Plurilingüe](#)
- [Ras i curt](#)
- [Recursos Alumnat Nouvingut/ Mestre A Casa](#)
- [Recursos de valencià en línia](#)
- [Recursos per a practicar el valencià](#)
- [Servei de Política Lingüística UV](#)
- [Traductor valencià](#)
- [Vocabulari bàsic interactiu](#)
- [Vocabulari en imatges](#)

4.5. REFERENCE AND SUPPORT BIBLIOGRAPHY.

Alart, N. i altres (2010). *Metodologies, eines i estratègies TIC per a una educació multicultural a l'ESO*. Editorial UOC.

Coll, C. (2018). [La personalització de l'aprenentatge](#). Graó.

Coll, C.; Esteban, M.; Iglesias, E. (2020). [Aprenentatge amb sentit i valor personal. Estratègies, recursos i experiències de personalització educativa](#). Graó.

Esteban-Guitart, M. (2020). [La personalització de l'aprenentatge: itineraris que connecten escola i comunitat](#). EDU 360.

Ethnologue: [Explora Les Llengües Del Món. Trobeu, llegiu i investigueu les 7.151 llengües vives conegudes del món.](#)

Gencat.cat: DIEE - [Inclusió educativa i estratègies de treball a l'aula](#)

Gen.cat: GVA: [Guia per a l'elaboració del Projecte Lingüístic de Centre \(PLC\).](#)

Masats, D. i Nussbaum, L. (2016). [Enseñanza y aprendizaje de lenguas extranjeras en Educación Secundaria Obligatoria](#). Madrid: Editorial Síntesi.

Nunan, D. (2011). *La enseñanza de la lengua basada en tareas*. Editorial Cambridge.

Plataforma per la llengua: [És el català una llengua minoritària? I minoritzada?](#)

Portolés, L. (2020). El multilingüisme a l'escola: tendències educatives i nous reptes. *Caplletra*, 68. DOI: <https://doi.org/10.7203/caplletra.68.16474>

[Publicacions del GELA](#) (Grup d'Estudi de Llengües Amenaçades)

Vilà i Baños, R.; González, O.; López-Dávila, E.; Velasco, A. (2013). El paper de la llengua catalana en la inclusió dels i les joves estrangers a Catalunya. *Temps d'educació*, 44, 155-175 . UB. Online: <https://raco.cat/index.php/TempsEducacio/article/view/268257>

Vila, X. (2016). Sobre la vigència de la sociolingüística del conflicte i la noció de normalitat lingüística. *Treballs de Sociolingüística Catalana*, núm. 26, p. 199-217 DOI: 10.2436/20.2504.01.116 <http://revistes.iec.cat/index.php/TSC>

Vila, X.; Boix-Fuster, E. (eds) (2019). [La promoció de l'ús de la llengua des del sistema educatiu](#). UB.

INSTITUTIONS IN THE STATE LANGUAGES

[AVL](#) | Acadèmia Valenciana de la Llengua

[IEC](#) | Institut d'Estudis Catalans

[IRL](#) | Institut Ramon Llull

[ALLA](#) | Acadèmia de la Llengua Asturiana

[Euskaltzaindia](#) | Reial Acadèmia de la Llengua Basca

[Generalitat de Catalunya](#) | Direcció General de Política Lingüística

[Govern d'Aragó](#) | Direcció General de Política Lingüística

[Govern del Principat d'Astúries](#) | Direcció General de Planificació Lingüística i Normalització

[Govern Illes Balears](#) | Direcció General de Política Lingüística

[Govern Basc](#) | Departament de Cultura i Política Lingüística

[IC](#) | Institut Cervantes

[RAE](#) | Reial Acadèmia Espanyola

[Xunta de Galicia](#) | Secretaria General de Política Lingüística

UNIVERSITIES

[UA](#) | Universitat d'Alacant, Servei de Llengües i Cultura

[UJI](#) | Universitat Jaume I de Castelló, Servei de Llengües i Terminologia

[UMH](#) | Universitat Miguel Hernández d'Elx, Oficina de Llengües

[UPV](#) | Universitat Politècnica de València, Servei de Promoció i Normalització Lingüística

[UV](#) | Universitat de València, Servei de Política Lingüística

[Xarxa Vives](#) | Xarxa Vives d'Universitats

GRAMMAR HANDBOOKS

- ACADÈMIA VALENCIANA DE LA LLENGUA, *Gramàtica normativa valenciana*, València, 2006 (2008, segona reimpressió)
- ACADÈMIA VALENCIANA DE LA LLENGUA, *Gramàtica valenciana bàsica*, València, 2016
- UNIVERSITAT DE VALÈNCIA, SERVEI DE POLÍTICA LINGÜÍSTICA, *Gramàtica zero. El millor ús amb la mínima gramàtica*, València, 2011

GENERAL DICTIONARIES

- ACADÈMIA VALENCIANA DE LA LLENGUA, *Diccionari normatiu valencià*, València, 2016
- INSTITUT D'ESTUDIS CATALANS, *Diccionari de la llengua catalana*, 2a edició

- Diccionari català-valencià-balear, Editorial Moll

ORTHOLOGY AND PRONUNCIATION

- ACADÈMIA VALENCIANA DE LA LLENGUA, L'estàndard oral del valencià

LINGUISTIC CRITERIA, HANDBOOKS AND STYLE BOOKS

- ACADÈMIA VALENCIANA DE LA LLENGUA, Manual de documentació administrativa, València, 2011
- Criteris lingüístics de l'Administració de la Generalitat, Generalitat Valenciana, 2a edició, 2017
- Manual de documents i llenguatge administratiu, Universitat Jaume I – Universitat Politècnica de València – Universitat de València – Universitat d'Alacant – Universitat Miguel Hernández, Publicacions de la Universitat Jaume I, Castelló de la Plana, 2004 (2009, 3a edició, revisada)
Manual de llenguatge administratiu de les universitats valencianes. La seua consulta pot ser útil com a complement del manual de l'AVL

TERMINOLOGICAL REPERTOIRES

- ACADÈMIA VALENCIANA DE LA LLENGUA. Portal Terminològic Valencian
- Enciclopèdia Catalana
- Ésadir, Corporació Catalana de Mitjans Audiovisuals
- Optimot
- Termcat, Centre de Terminologia

GENERAL VOCABULARIES AND THEMED GLOSARIES

- BiblioCiT, Biblioteca en línia de publicacions terminològiques, Secció de Ciències i Tecnologia de l'Institut d'Estudis Catalans
- Recursos de valencià. Vocabularis específics
- Serveis i recursos lingüístics. Idiomes a la UPC
- TERMCAT, Dictionaris en línia

DEMONYMS

- Col·lecció «Toponímia dels Pobles Valencians», Acadèmia Valenciana de la Llengua
- Criteris per a la fixació de la toponímia valenciana, Acadèmia Valenciana de la Llengua, València, 2015 (juny, 2016, edició digital actualitzada)
- Corpus toponímic valencià, Acadèmia Valenciana de la Llengua, València, 2009
- Els pobles valencians, Acadèmia Valenciana de la Llengua

5. METHODOLOGIES

5.1. Active methodologies. Successful projects: ILT, ILCT, PBL, translanguage, working per fields, interdisciplinary projects, learning-service, cooperative learning, didactic sequences, gamification, geolocalization, etc.

5.2. Interlinguistic reflection. Evidence to improve competences in linguistic communication.

5.3. Resources, archives, professional networks.

“We either educate to avoid the hierarchical organization of languages or minoritarian languages are lost” (Juli Palou)

5.1. ACTIVE METHODOLOGIES. SUCCESSFUL PROJECTS: ILT, ILCT, PBL, TRANSLANGUAGE, WORKING PER FIELDS, INTERDISCIPLINARY PROJECTS, LEARNING-SERVICE, COOPERATIVE LEARNING, DIDACTIC SEQUENCES, GAMIFICATION, GEOLOCALIZATION, ETC.

We propose working with **active methodologies** that involve students and make them the main characters: Project-Based Learning (PBL), Cooperative Learning (CL), didactical sequences (DS) that are able to get through to students, Learn to Learn (LL) and Competence Learning (CL), with resources such as gamification or geolocalization.

One of the options that better allows for the integration of languages and contents is **project-based learning with digital tools (ICT)**, which allow to promote creativity, ease the elaboration and dissemination of the final product.

Project-Based Learning (PBL) is a *centenarian innovation*, as Trujillo (2017) says. Its origins can be traced to the United States between the end of the 19th century and the beginning of the 20th, specially to Kilpatrick’s 1918 proposal. This educational proposal has an enormous potential, especially in linguistic areas, since there is “a broader proportion of *flexible* curricular elements, *social applications* and related to the *know-how*” (Trujillo, 2017: 46).

The main **objectives** to be promoted with this technology are: **attention to diversity in the students’ interests and skills, integrate the four linguistic skills, foster interdisciplinary relationships, and introduce educational assessment.** We prioritize the importance of

cooperative work and the individual learning effort, as well as the fact to start **research activities, analysis, and internalization of information**, and its **relationship with the social context** in which the learning takes place (according to Camps and Vilà, 1994).

The methodological approach is based in the development of a work project related to a curricular area with the use of ICT. They prepare **organized and sequenced activities depending on a particular result or product** (a linguistic route, an audiovisual project...). There are many advantages. For example: to integrate the work of various kinds of texts, to grant importance to reading, writing and orality activities, and to promote the assimilation of learning. As opposed to the traditional teaching model, the insertion of contents in a project, that follow an itinerary until we arrive to a final product, gives consistency and sense to learning.

Trujillo (2017) points out that PBL is an innovative, assessable and observable strategy. It furnishes, through the use of portfolios, headings and learning diaries, many data that allow us to know if the learning has been effective, if there have been difficulties, as well as assess in order to grade and to regulate learning.

In order to prepare projects, we design activities to follow a **didactic sequence (DS) model that is open**, and not an unmovable design, that includes a communicational approach and that integrates the interaction between teachers and students.

According to Camps (1996), a language project includes **three phases: preparation, development, and assessment**. In the first one, we present the goals and objectives of the project. In the second one, we organize the planning activities for contents, textualization and revision, both adapted to the students' learning process. In the third phase, we assess the final project together with the process followed by the students during the project development phase. Each project will define what activities are more appropriate.

We must point out the importance of three defining traits that are considered key to develop in a didactically efficient manner the DS and that we adopt from Milian's and Camps' (2006) proposal: **the activity, the development and the DS resulting project, the process to stimulate metalinguistic reasoning, and the interaction between teachers and students**.

PLANIFICATION

The activity sequence we present follows Kilpatrick's 1918 proposal when he defined the project methodology as a working plan that intends to realize something that wakes up one's own interest. The working phases are: **approach or proposal, planification or development, and presentation and assessment**.

FASES DEL PROJECTE >>

FASES	ACTIVITATS
1. Proposta	Els estudiants es constitueixen en grups de fins a 4 persones i seleccionen la temàtica del projecte tenint en compte que els materials didàctics que es preparen han de ser aplicats i avaluats en contextos escolars reals, com pot ser la classe del centre de secundària on fan les pràctiques del màster
2. Planificació	Es planifiquen els mitjans i les etapes de realització
3. Elaboració	Es desenvolupa el treball segons el pla establert
4. Presentació i avaluació	Es presenta i avalua el producte elaborat, s'analitza el procés seguit i la participació dels alumnes en la tasca

Chart 1. Outline of the working project phases (proprietary production)

1st phase: Proposal. The **working groups** are created, in an heterogeneous manner, allowing the promotion of cooperative work. The projects are defined as per the proposed models with the ICT resources that will be used.

2nd phase: Planification. There is a follow-up of the project organization and groups are training on the use of ICTs and their didactical application.

COMPLEMENTS / DISSENY DEL PROJECTE

Títol: _____

OBJECTIUS I COMPETÈNCIES: 	CONTINGUTS: 	CRITERIS D'AVALUACIÓ: 
SEQÜÈNCIA D'ACTIVITATS: 	RECURSOS, EINES TIC, BIBLIOGRAFIA 	PRODUCTE FINAL I DIFUSIÓ 

NOMS DEL GRUP
PARTICIPANTS I TASQUES
ASSIGNADES A CADASCÚ

Chart 2. Index card for a work project planification (proprietary production)

3rd phase: Development. Collection of information, activity development in DS and production of the final product.

4th phase. Presentation and assessment. The groups present their projects, and the rest of the class assesses their peers' work, making notes of the interesting aspects and asking questions that they might have related with the presented themes. Afterwards, there is a discussion to talk about the difficulties and advantages found in the different projects. Furthermore, each students must individually answer an assessment questionnaire to evaluate the originality, structure and interest of the presented projects, as well as the presentation done by each group.

It is important to **disseminate the project** in social media (*YouTube, Twitter, Instagram*, etc.), or with presentations in the school or the city, or participating in contexts related with the project.

The results must have **a communicational and didactic intent**, as Barroso (2013) states, establishing a series of general principles where we need to clearly state that learning is not depending on the means, but on didactical strategies and techniques that we can apply. ICTs must be integrated in the curriculum to benefit from their enormous potential as means to promote communication processes, as well as for innovation and for an improvement of educational practices.

INFORMATIONAL COMPETENCES IN THE CLASSROOM

The term informational competences is born from the need to find a specific term to designate learning and teaching concepts, skills and attitudes related with the use of the information, while integrating the different languages and communicational means, and involving all processes related to the search, treatment and use of information that take place, in order to facilitate the **transformation of information into knowledge**. The term is recent, but the processes and skills that it implies have always existed, though linked only to written culture.

We must emphasize the cognitive and linguistic processes that activate the information management and the knowledge creation. The idea is to learn how to think, decide and share. It includes three main skills that are developed in the following image:

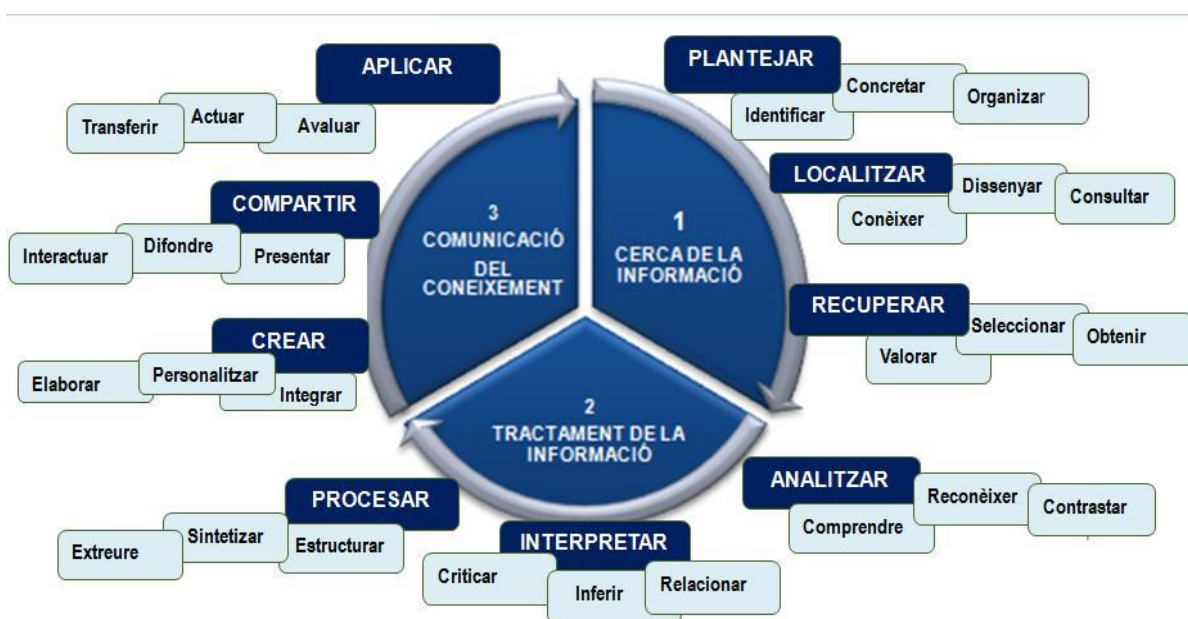


Chart 3. Outline representing the three informational competence capacities, which develop 3 skills and three 3 basic abilities



Chart 4. Summary on informational competence related to other competences

The idea is not to stop disseminating contents, but to learn how to think with, starting from and through contents.

RESEARCH PROCESS IN AN DS

1. **Starting with an engine starting point.** The idea is to present a situation-problem to be resolved and to trigger a key question.
2. **Activating previous knowledge.** Students must be able to express and communicate with others regarding what they think about the presented question.
3. **Formulating a hypothesis.** We must ease the formulation of ideas regarding the situation-problem and, consequently, activate the search for possible responses.
4. **Planning the research.** Allows the organization of a working plan and the definition of the time-line for the tasks to be performed.
5. **Performing the planned activities.** They are actions that will allow the students to reach out for information and refers to the specific process of information localization and recovery.
6. **Interpreting the results and reaching the conclusions.** These are indispensable actions to validate or refute the starting hypothesis and become key to generate personal knowledge.
7. **Expressing and communicating the results of the research.** The research process ends with the elaboration of a particular product that can be relevant, that has the aim of compiling and communicating the conclusions obtained after the information search.
8. **Reflecting on the learning and the process.** The real closure of the learning activity requires a metacognitive process that the teacher must necessarily drive.

Before guiding the students, the teachers must have defined the several aspects that define the reach of the **information need**. There are two main ones:

- **content quality** of the search object (generic or specific)
- **the amount of information** that we need (a little, a lot, in the middle). We define this by specifying a minimum or maximum of documents to be found.

Extracted from the web [Informational competence in the classroom](#).

PROPOSALS FOR ITL (Integral Treatment of Languages)

The **linguistic integral approach** constitutes a basic principle in education to achieve/build a multilingual society (Apráiz et al., 2012; Ibarluzea et al., 2021), to elaborate a unique program for all languages with common objectives, methodologies and assessment criteria, and with distributed learning contents, but practically no language integration models have been developed (Dolz and Idiazabal, 2013).

Some authors suggest terms like *translanguaging* (García, 2009; Vallejo and Dooly, 2020) and *multiliteracies* (García and Kleifgen, 2020) to emphasize that communicational competences in multilingual speakers are dynamic and heterogeneous. Cenoz and Gorter (2017) defend a *sustainable translanguaging* in a context of use of regional minority languages, in the frame of *pedagogical translanguaging* (Cenoz and Gorter, 2019, 2020).

Diverse researches prove that the use of familiar languages (FL) in the classroom fosters a better integration of students with immigration backgrounds and a better assessment of the own identity (Cummins, 2001; Stille and Cummins, 2013), as well as a proper development of multilingual competence and an improvement of learning results (Ball, 2010, and Benson, 2009, quoted by Portolés, 2020).

The **Council of Europe recommends lending value to and use linguistic diversity**, including languages that are not taught in schools, as a learning resource, implying the families in language learning (Council of Europe, 2019). As a matter of fact, in the promotion of multilingual education in current European educational systems, as Portolés (2020) states, there is **a dominant trend regarding the inclusion, maintenance and promotion of minoritarian and family languages**. In this sense, Portolés (2020) defends an “educational system where all the students’ languages, regardless of whether they are inherited, local or global, are known, acknowledge and valued as learning means” (p. 139).

Torralba and Marzà (2022) proof that **identarian texts** are an ideal tool to work on the diverse linguistic repertoires that are present in multilingual classrooms and talk about the need of working in a planned manner with familiar languages during the whole schooling period, including integrating the families into the project. We define **linguistic repertoire**, following Palou (2011: 19), as a group of different languages or a series of linguistic varieties, learned in particular circumstances and that can be used in different situations.

Diverse researches proof that including familiar languages in the classroom improves the integration of students with immigrant backgrounds and increases the appraisal of their own

identities (Cummins, 2001; Cummins and Stille, 2013). But benefits are not only identitarian. In the United States, Thomas and Collier (2002) observe that the best predictor for the English level for non-English speaking students is the degree of formal schooling in their native language. Similarly, in our context, Oller and Vila (2011) state that foreign students in Catalan contexts that use their own language in a familiar context with an academical goal, that is, to read it and not only to talk, obtain good results in written Catalan and Castilian, while those that only use them for the daily familiar exchanges, but not academically, have worst results in these areas (Torralba, Marzà, 2022)

To be competent from a plurilingual point of view, it is essential to know languages and how to manage them. **Intercultural and plurilingual competence** is not a superposition or adding up of monolingual competences (Palou and Fons, 2019a, 2019b). These authors also state that there are three key concepts in this competence: **receive, create links and contrast in order to learn**. In this sense, Palou (2011) considers that teachers have two particular challenges:

“The first one: **listen to the students’ voices**. The second one: **make sure that the experience aids in learning languages**. To face these two challenges, it is necessary to create contexts that promote reflection on the linguistic repertoire. This **metalinguistic and metacultural reflection** will certainly help to gain awareness regarding the potential that linguistic diversity always has.” (Palou, 2011, p. 26)

In order to facilitate good learning conditions, Dolz et al. (2009) consider that language didactics for languages need means (**didactical sequences**) and a different set of tools to allow the teaching-learning of ideas and capacities applied to particular contents.

Information extracted from Martí Climent, A. (2022). *Projecte docent. Desenvolupament d’habilitats comunicatives en contextos multilingües*. UV.

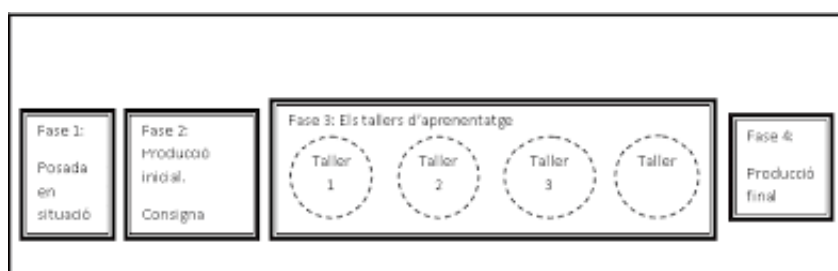


Chart 5: Diagram on didactic sequence (Dolz and Schneuwly, 2006)

More information under Dolz, J. and Schneuwly, B. (2006). *Per un enseignement de l'oral. Iniciació als gèneres formals a l'escola*. València/Barcelona: Institut Interuniversitari de Filologia Valenciana i Publicacions de l'Abadia de Montserrat.

PROPOSES FOR LCIT (Language and Content Integral Treatment)

LCIT is defined by “content treatment in one or more non-linguistic subjects —Science, History, Math, Arts...— together with the linguistic resources that are appropriate to learn one or more languages” (Pascual, 2008).

These treatment implies an interdisciplinary **curricular organization type**, that can include two or three subjects, coordination (possible connections between curriculum and methodology), flexibility (they can start with one issue to be faced from different perspectives in order to complete it or enrichen it), and co-teaching (more than one teacher per classroom).

We must, therefore, consider linguistic transfer and the linguistic peculiarities of each language when creating the programs. We must also work with diverse textual genres.

There are two parallel objectives: **teaching the academic content of each of the different subjects, and simultaneously furnish competences in the language or languages upon which these contents are constructed.**

When learning-teaching Valencian and Castilian as an L1, at least part of the contents of the communicational competence, what we call *academic language*, is processed better when it is integrated with *non-linguistic areas* (NLA) rather than when they are treated in the areas of the different languages themselves.

In LCIT we must focus on interdisciplinary and globalized approaches that promote collaborative construction of knowledge through document search, direct research, reflection, and production.

These approaches allow us to group students together in *big groups*, in *working teams*, in *work in pairs* or *individual work*. Furthermore, each of these grouping types must be strategically organized in order to guarantee the necessary support to complete the task, promote the collaborative work between students, and grant access to internal individual resources.

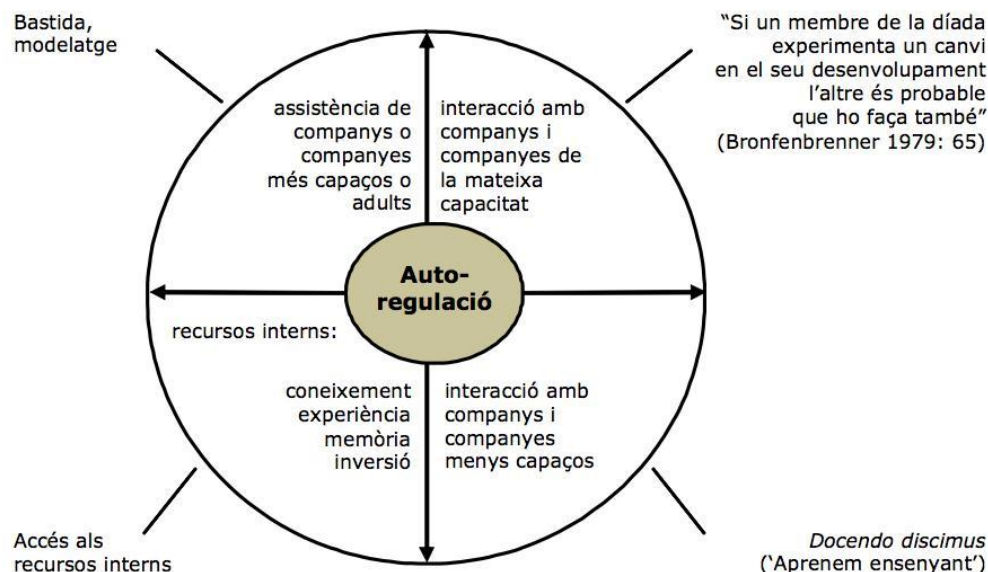


FIGURA 19. Zona de Desenvolupament Pròxim ampliada (van Lier 2004, segons la citació de Walqui 2006: 208)

In this **scaffolded learning**, there is a redistribution of responsibility in the achievement of the task, that progressively goes from the teacher to the student. This participation is particularly visible when they work in projects with materials and resources:

- Different formats in multimedia modalities.
- From dissimilar sources with diverse perspectives, complementary visions and contrasting points of view. Appropriate for the comprehension skills of the students (it might be necessary to adapt).
- External sources or sources created by the students themselves.

The didactic approach entails an **experimental work; knowledge built upon different perspectives; deep command of languages for observation, analysis, experimentation, deductive reasoning, and the construction and communication of knowledge.**

It is also key to use ITC as an additional working tool, considering the environment as the ideal study field to understand it, and the basic setting on which to act to improve it.

KEY COMPONENTS OF LCIT TO CREATE A DIDACTIC UNIT

In the model presented by Pascual (2008) the key elements are: *academic* (contents in non-linguistic areas), *cognitive*, and *linguistic development*; *attention to use*, and *cultural elements* and *sociocultural context*. Furthermore, these components are complex and are completely intertwined.

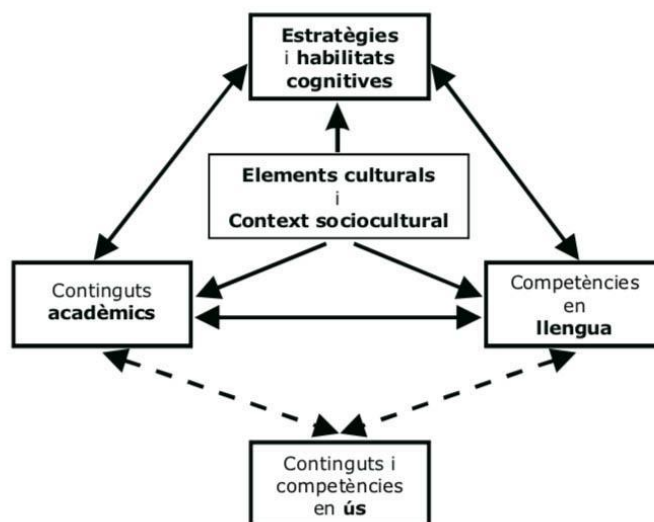


Figure 2: Model for the application of LCIT (Pascual, 2008)

STRUCTURE AND ORGANIZATION OF AN LCIT UNIT

A. Objectives, contents, and assessment criteria

Objectives	Academic, linguistic, cognitive and cultural (independent or integrated)
Contents	<p>Academic (facts and concepts, procedures and attitudes of non-linguistic areas).</p> <p>Linguistic:</p> <ul style="list-style-type: none"> • Language in the learning area (compulsory language). • Language to learn the area. • Language to be learnt while learning the language (compatible language). <p>Cognitive:</p> <ul style="list-style-type: none"> • Cognitive abilities (intellectual reasoning).

	<ul style="list-style-type: none"> • Information processing skills (gathering, processing, and communicating information). • Learning strategies and intellectual work techniques. <p>Cultural</p>
Assessment criteria	Academic, linguistic, cognitive, and cultural (independent or integrated)

B. Teaching/learning process

Before	<p>Activities that:</p> <ul style="list-style-type: none"> • Motivate students and rise their interest on the subject. • Promote that previous knowledge is explicit and shared. • Present the key concepts and vocabulary related to the theme. • Create a big previous organizer to include all previous knowledge and establish a framework to integrate all the contents to be discusses in the unit. • Specify the activity or final product of the unit.
During	<p>Activities that allow students to:</p> <ul style="list-style-type: none"> • Construct/elaborate the relevant knowledge for the unit. • Have opportunities to confirm their understanding and to correct false ideas. • Acquire linguistic elements (vocabulary, structures...) and skills (reading comprehension, writing) in their context. • Acquire/practice strategies and cognitive abilities. • Develop critical thinking (analyzing the immediate and mediate environment).
After	<p>Activities that allow students to:</p> <ul style="list-style-type: none"> • Apply/practice independently/broaden the concepts they learned. • Represent the acquired information in other formats (for example, the information on a text in a diagram). • Create new knowledge. • Transfer knowledge and skills to other fields and other situations. Elaborate or present the activity or final product of the unit.

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Reflect on what they learned and how. |
|--|---|

C. Curricular materials and resources

With different formats in different multi-reading-writing.

From diverse sources and multiple perspectives, complementary views

From diverse sources with diverse perspectives, complementary visions and contrasting points of view. Appropriate for the comprehension skills of the students (it might be necessary to adapt).

External sources or sources created by the students themselves.

D. Groupings

Flexible groupings, that allow:

- Big groups.
- Working in teams or in pairs.
- Working individually.

E. Participation of the families and the social environment

They participate...	<p>As informants, from their home.</p> <p>As connoisseurs of the group culture, participating in the classroom.</p> <p>As experts on a subject, participating in the classroom.</p>
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F. Assessment

Characteristics	<p>Must consider all the factors: contents, cognition, culture.</p> <p>Must be contextualized as teaching-learning.</p> <p>Must be contrasted with the parents' opinion.</p>
Types	<p>Initial: explicitation of previous competences and knowledge.</p> <p>Continuous: control of the teaching/learning throughout the unit.</p> <p>Final: of the knowledge and the process (materials, teachers' intervention, and teaching-learning process).</p>

Chart 5. Model of a unit, according to V. Pascual (2008), *Caplletra 45*

The linguistic content added to a unit must be:

- Integrated in the activities on subject content.

- Developed through class interaction.

Knowledge will be decontextualized and empty of meaning if it is limited to the classroom. In order to allow them to acquire their full educational and transformative potential, they must be generated/applied in a dialectal relationship with the environment, considering the learners' perception regarding the unknown and the problems of their inner worlds, as well as the local or global reality that surrounds them. This perception allows them to ask questions and give answers, analyze problems, and furnish solutions. With these answers and these solutions they express their own vision of the world and their own identity. Additionally to explaining with scientific arguments the physical, natural, and social reality they live in, it allows students to critically analyse and do their part in changing it and improving it.

This new, researched, processed and critically-developed knowledge that has been acquired with a social action will, can easily be the *final activity or product* of a unit, and be shaped as:

Oral documents	Oral presentation, debate, theater play...
Written documents	Written report, mural, album, report, feature, leaflet, manual, poster...

Chart 6. Final activities to synthesize/generate new knowledge

In LCIT, therefore, we find a transformative and critical pedagogy that allows for the generation of new knowledge and for action upon the social reality, avoiding the use of didactical approaches aimed towards one-way transmission of fragmented knowledge that has already been elaborated by the different academic disciplines and that must favor interdisciplinary and globalized approaches that promote the collaborative construction of knowledge through documental search, direct research, reflection, and production.

Information extracted from Pascual Granell, V. (2008). Components and organització d'una unitat amb un tractament integrat de llengua and continguts en una L2. En: *Caplletra: Revista Internacional de Filologia*, No. 45: 121

PROPOSALS FOR LIT/LCIT PROJECTS

The proposal “**Home Languages, School Languages**” was generated by a collaborative team of university researchers and schoolteachers. It is a didactic project revolting around culture and linguistic identity as a framework to provoke interactions in the classroom implying all familiar languages (García and Sylvan, 2011). The experience of adding familiar languages has

been organized around what we call bilingual “identarian texts,” defined as creative products that the students generate in a pedagogical context, in written, spoken, visual, musical or dramatic forma, in this case, in the language or languages spoken at home, and the schooling language (Cummins and Early, 2011; Cummins et al, 2005).

The study “**Home Languages, School Languages**,” directed by, G. and Marzà, A. (2017), shows how the inclusion of familiar languages in the classroom fosters an improvement in the integration of immigrant students and an increase of their assessment of their own identities.

The research has taken place with the collaboration of three schools in the Castellón province, and, in it, the students have created so-called bilingual “**identarian texts**”, that is, texts that are written or uttered in the native language and the schooling language, where they reflect on their own identity. In this case, the children, often with the help of their families, have approached issues ranging from trips to gastronomy or politics, and have done so in Valencian and in the languages they talk at home, including Arabic, Chinese or Romanian.

On one hand, the results prove that it is possible to integrate in the classroom languages that are unknown to most of the students and the teachers. On the other hand, that thit sort of projects help develop integration and self-esteem of immigrant students, as well as the intercultural perspective of those of Spanish origin. Nevertheless, in the environment it is possible to observe that teachers are lacking more training in language integration to help them overcome their fears and the difficulties of working in a classroom with languages they do not know, hence the importance of this kind of projects.

You can see part of the project in this video: «[Home Languages, School Languages](#)»:



Information extracted from Torralba, G. and Marzà, A. (2017). «**Home Languages, School Languages**», de Gloria Torralba and Anna Marzà. Presented in the VIII International Seminar “L’aula com a àmbit d’investigació sobre l’ensenyament and l’aprenentatge de la llengua”. UVic-UCC. <https://mon.uvic.cat/aula-investigacio-llengua/files/2015/12/TorralbaMarza.pdf>



The **EUROMANIA** project is born from a European project aimed to reveal plurilingual interests and move towards plurilingual reading competences in seven Romance languages: **Catalan, Castilian, French, Occitan, Romanian, Italian, and Portuguese.**

The materials to work on the Euromania project is the result of three years of work in a group of experts. It has 20 files for multilingual learning in the following areas: Math, History, Science, and Technology. It is aimed at students with ages ranging from 8 to 12 years old.

The originality of the Euromania method lies in its duality. They work on the subjects with the aid of supports written in the Romance languages. At the same time, intercomprehension

competences are built with the different areas' support.

The document that exposes [how to model a Euromania module](#), specifically unit 20 "Não te percas" by J. Ortiz (UPF) can be used as an example for the remaining modules, and allows for the observation of the linguistic elements to be considered when preparing classes. They also include supplementary materials.

- [Module 1 : Le mystère du "mormoloc"](#)
- [Basic elements for the pronunciation of Romance languages](#)
- [Strategies to work on comprehension](#)

Other materials and resources

[Lecturio+ Project](#)

Corpus of stories to develop intercomprehension in the classroom.

[Un minut de ciència](#)

One-minute videos of scientific subjects in Catalan, French, and English. They include the text transcription.

[Euromania handbook, Catalan version](#)

Material to work on the Euromania Project written by an expert group. It has 20 files for multilingual learning in the following areas: Math, History, Science, and Technology. It is aimed at students with ages ranging from 8 to 12 years old.

[Romania Minor](#)

Website to present a new project on minoritarian Romance languages. We can find information on their geographical location, their dialects, their current situation, a summarized grammar for each language, literary texts, etc.

[ESORom](#)

Born from the will to integrate the study of all Romance languages in high school classrooms, and centered on reading comprehension.

[Romànica Intercom](#)

Learning course to learn four Romance languages simultaneously (to choose between French, Italian, Catalan, Spanish, and Portuguese). The idea is to do it in a really short period of time, between thirty and forty hours, developing reading strategies that allow us to the linguistic commonalities between Romance languages.

[Dictionaries](#)

Access to automatic translation tools between different languages:

- [Dictionnaire.tv5fitxer](#)
- [Le conjugueurfitxer](#)

[Ethimology of words in European languages](#)

Web including the ethimology of words in European languages.

DIDACTICAL PROJECTS



These projects have been designed with digital tools to develop curricular aspects of subjects like Language and Literature, and the Linguistic and Social fields in high school. Here are six proposals for projects, three for Language and three for Literature, to be developed in the classroom.

1. **Linguistic route with several types.** Creation of an itinerary to take a linguistic walk along the territories, town, city, neighborhood streets or mountains of the chosen geographic area. Students must discover the meaning of the name of the places that surround them. The final project is an audiovisual production or a graphic feature based on the programmed route to reflect the linguistic references of the visited places.
2. **Video-ling.** Dramatized audiovisual practices regarding linguistic questions. The students are divided into groups to prepare an instructive and explanatory text to learn how to correctly use a particular grammar or lexical issue. Furthermore, they must prepare a script for a dramatized text where there are examples of the correct and incorrect use of the issue in particular.
3. **Typo-hunt.** The students are divided into groups (4 or 5 per group). They must look for linguistic mistakes in their surroundings. After analyzing them, they must prepare an oral presentation with 20 slides with 20 seconds to present each one of them.
4. **Literary enigmas.** Game to discover the mysteries surrounding Valencian legends. The students are divided into groups that must overcome a challenge by solving a series of enigmas or related tests before the allocated time is over. It is an exceptional experience, since the students must read, discuss, have opinions, and contribute in order to achieve the goal of solving the enigma.
5. **Video-review.** The students are divided into groups and must film a video where they analyze artistic-literary books. The audiovisual product, with a maximum length of 5 minutes, must contain a valiative description of the work (plot, etc.), and also talk about the most relevant artistic aspects (images, comparison with traditional or original version, etc.), among others.
6. **Video-story, video-poem.** Audiovisual production based on the adaptation or creation of a narrative or poetic literary text. The students are divided into groups to film a video based on one of the programmed readings of the school year. It is possible to work with different genres and the end result can be a *video-poem*, when the result rhymes or a poetical image is created; or a *video-story*, if it is a narrative text.

More information: Martí Climent, Alícia; Garcia Vidal, Pilar (2020). *DidàctICS. Projectes de llengua i literatura per a l'aula de Secundària*. Bromera.

PROGRAMMING BY SPHERES. PLANNING AND INTEGRATION OF LANGUAGES AND CONTENTS

The introduction of **spheres in high school** has brought a meaningful change to the school organization and their didactic planning. Factors such as **co-teaching and didactic coordination, the integration of languages and contents, and the use of active methodologies** allow for a more integrative and integral teaching. This fosters learning in the students, in a moment that is particularly sensitive: the change from primary to secondary school.

The integration of subjects promotes **interdisciplinarity**, and **the integral treatment of languages** (more important for regions with a co-official language) and the **language and content treatment** (LCIT). This project promotes the use of **digital tools** (ICT) and **virtual learning environments** (VLE).

On the other hand, we must underline that **spheres are highly inclusive**. The presence of two teachers allows for a better management of the conflicts inside the classroom, and also a better attention to educational needs and the different learning rhythms. This factor is further fostered with **cooperative work**, which promotes discussions within a respectful framework, an enriching transference thanks to multiple intelligences, and the broadening of contents.

A key issue in this change in the professional culture is the learning between teachers thanks to co-teaching and to the weekly coordination meetings, that are translated into an extremely rewarding exchange of materials, strategies and techniques. Hence, we, as teachers, also learn from our peers, our students, and the possibilities of this new organizational framework we call “sphere.”

In the organization in spheres, **any curricular area can be integrated in a linguistic area**. Language teachers and those of the subject they are merged with prepare the program to make sure that the teaching-learning process makes sense and they use digital tools to promote this. **Working with webs, with shared documents or in social media** eases the collaboration, allows to review the activity sequence during the working process, and promotes the dissemination of the final product (Garcia Vidal, 2020).

In the spheres in the IES Serpis they agreed to create a newspaper, [*Mèdia Serpis: La veu dels àmbits*](#), where they **disseminate plurilingual projects** developed during the school year, not

only in the linguistic sphere, but also in the social and scientific spheres. Mèdia Serpis includes the section Serpis TV, environment, reading, science, culture and curiosities. The linguistic subjects can work on the journalistic genres.



Image 1: Project design Mèdia Serpis

The continuity of the sessions and the work programmed allows to develop didactical sequences with more time, favors interaction between teachers and students, the attention to diversity, inclusion, and training assessment.



Image 2: Website of the project Mèdia Serpis

Information extracted from Garcia Vidal, P.; Villar Porta, M. (2022). Programar per àmbits. Planificació i integració de llengües i continguts en l'àmbit sociolingüístic. *Articles de Didàctica de la Llengua i la Literatura*, 94, p. 35-40. Graó

More information on this working experience in the video [GAUDIM ELS ÀMBITS 2020-21](#) and the presentation [Els àmbits a l'IES Serpis: coordinació, metodologies and projectes](#)



PROJECTS IN SPHERES



PROJECT: [growing an ecological vegetable patch](#)

We plant a vegetable patch in our school. The work will be assessed in the **linguistic and social sphere, as well as the scientific one**. Activities:

- Study vocabulary on tools and tasks in agriculture.
- Organizing and planning farming an ecological vegetable patch in coordination with the scientific sphere.
- Work to defend the environment and sustainability in the school.
- Listen to experts who advise us how to manage the vegetable patch.

Ecologic agriculture helps us obtain organic vegetables that are healthier while respecting and ensuring the ecological quality of the surroundings, and contributing to a better knowledge and respect of all the natural cycles for all the elements that are a part of this ecosystem.

Having a vegetable patch allows us to actively put in practice many of the foundations of sustainable culture, and is fun. However, it also requires us to be responsible and is challenging, since, in order to achieve results and progress, we need to take care of it and pay attention.

[Project infographic](#)

Apart from the produce, the following things are generated:

[Class vegetable patch newspaper](#): We publish a newspaper every week.

[Individual vegetable patchwork notebook](#): Every time you go to the vegetable patch with your team, you must explain what you did and included photographs or pictures.

[Vegetable patch riddles](#)

THE UNIVERSE: Projection on the planets in the Solar System



Els virus

Fem pràctiques de laboratori

PROJECTE INTERDISCIPLINARI "L'UNIVERS A L'IES SERPIS" REALITZAT EN L'ÀMBIT CIENTÍFIC I SOCIOLINGÜÍSTIC DE 1r d'ESO



The interdisciplinary project “[The Universe at the Serpis High School](#)” is done with the participation of all the groups in the seventh grade. It connects Key Competences in Science and Math (KCSM). They acquire knowledge on the main traits of rock and gas planets on scale, and Linguistic Communication Competences (LCC), because they write texts and use scientific language to express and discuss specific scientific issues.

The science sphere is present in the design of the eight planets with cork semi-spheres that are hung from the ceiling of a long corridor in the high school. The distance between them is scaled. The students have decorated each semi-sphere using real images of the planets found on the web site: www.nasa.gov.

The sociolinguistic sphere is present in the preparation of informative panels that are hung next to the planets where there is information on their main characteristics and curious data on each one of them.

The project gives a global image of the work performed in the scientific and sociolinguistic spheres, by treating the same content from different and complementary perspectives.

SERVICE LEARNING (SL)

The SL is an educational proposal that combines learning processes with community service in a sole project that is very well articulated. The participants are trained while working on the real necessities of their surroundings with the intention of improving it.

More information in the web [APRENTATGE](#)

SERVEI

You can find more resources and experiences in SL in [Gencat](#)

TRANSLANGUAGE (TL)

This term defines the way in which people use the linguistic resources they have in the different languages they know. Researchers define it as “An approach regarding the use of language, bilingualism and education bilingual people that considers linguistic practices in bilinguals, not as two autonomous linguistic systems, as it was done traditionally, but a sole linguistic repertoire with traits that have been constructed socially as pertaining to two different languages” [García & Wei \(2014, p. 2\)](#).

The idea of combining different languages is associated to the integral language (and content) treatment that several schools and high schools already apply, where teachers are coordinated to avoid repeating content and so they can work on them in an integrated manner from the areas of Catalan, Castilian and the foreign language.

The critiques of translanguage can be faced with the following alternatives:

First, defend the use of scaffolding by teachers as a key strategy to motivate both language comprehension and production in students from multilingual environments (Lyster, 2019; Llompart et al., 2020). That includes, for example, helping students to use their L2 correctly during an activity.

Second, implementing approaches that combine different languages, so that they strengthen each other, and taking abilities and production needs into consideration, as well as having children understand two or more languages. That is, if a child has a high comprehension level in one language, they must be helped to produce in another language or vice-versa (rebalancing approach, Lyster 2007; 2016; 2019).

Third, in contexts where there are minority languages, like Catalan, it is necessary to implement a sustainable translanguage. For example, regarding the use of Basque, Cenoz and Gorter (2017) propose four principles to arrive to a sustainable TL for the cohabitation of minority language: 1) design safe spaces for the use of the minority language, 2) develop the need to use the minority language also in TL, 3) reinforce the metalinguistic reflection of all the languages in the linguistic repertoire, and 4) relate the spontaneous TL with pedagogical activities. From the principles described by the authors, the role granted to metalinguistic reflection in more than one language (or linguistic resources) so that students can reflect deeply on form and meaning is key. This principle is not new at all. It connects with the didactic tradition centered around the importance of metalinguistic reflection (Camps et al., 2005).

Translanguage makes us reflect on linguistic repertoires that the students have but let us not forget that sociolinguistic contexts are different when there is a cohabitation of languages with unequal power relationship.

Information extracted from Comajoan-Colomé, LI. [Tra, tra, translanguageing](#). Vilaweb. GELA.

Translanguage is using all of the linguistic repertoire “without considering the socially and politically limits defined for languages with a name.”

We often assume that bilinguals have a dominant language and that, therefore, there is a hierarchical relationship between the languages they speak.

A translanguage classroom takes the students’ whole linguistic system into consideration. It gives the change to deploy all their linguistic repertoire.

Students can speak and talk either language. The idea is to benefit from this potential. In school, we often forget the students’ linguistic repertoire. When we mention multilingualism, we talk about people with an L1 and then L2, L3, that are inferior. There is a hierarchy of languages.

When we mention plurilingualism, we mean the contact with different languages, but there is a different power depending on the languages, even though it is not present among speakers. In translanguage there is no hierarchy. The speakers merely select their linguistic repertoire. There is always an internal current between the languages we know. Translanguage is the space that is created when we deploy all of our linguistic repertoire, and we consider each person’s unitary linguistic system. When we do not consider translanguage, we are being unfair to students from linguistic minorities, and we assess learners with less than half of their repertoire.

It is important to consider what transformations are produced thanks to translanguage. Identities are complex, dynamic, and changing. Translanguage lives in border areas with linguistic minorities because it corrects the differences in power and the control systems that are integrated in the language conceptions due to colonial expansion. It is not a mere border crossing, but inhabiting a world, and it goes well beyond language.

Information extracted from the videos from García, Ofelia –[What is translanguageing?](#) and "[Translanguageing](#)" during the Multilingualism & Diversity Lectures (2017).

More information: web [Multilingualism & Diversity Lectures \(MuDiLe\) 2017](#)

COOPERATIVE LEARNING

A key element in the methodology used in the teaching-learning process is the way to organize the educational activity in the classroom, which can be individual, competitive, or cooperative. As countless studies prove, cooperative organization in learning is a lot better, in many aspects, than individualistic and competitive organizations.

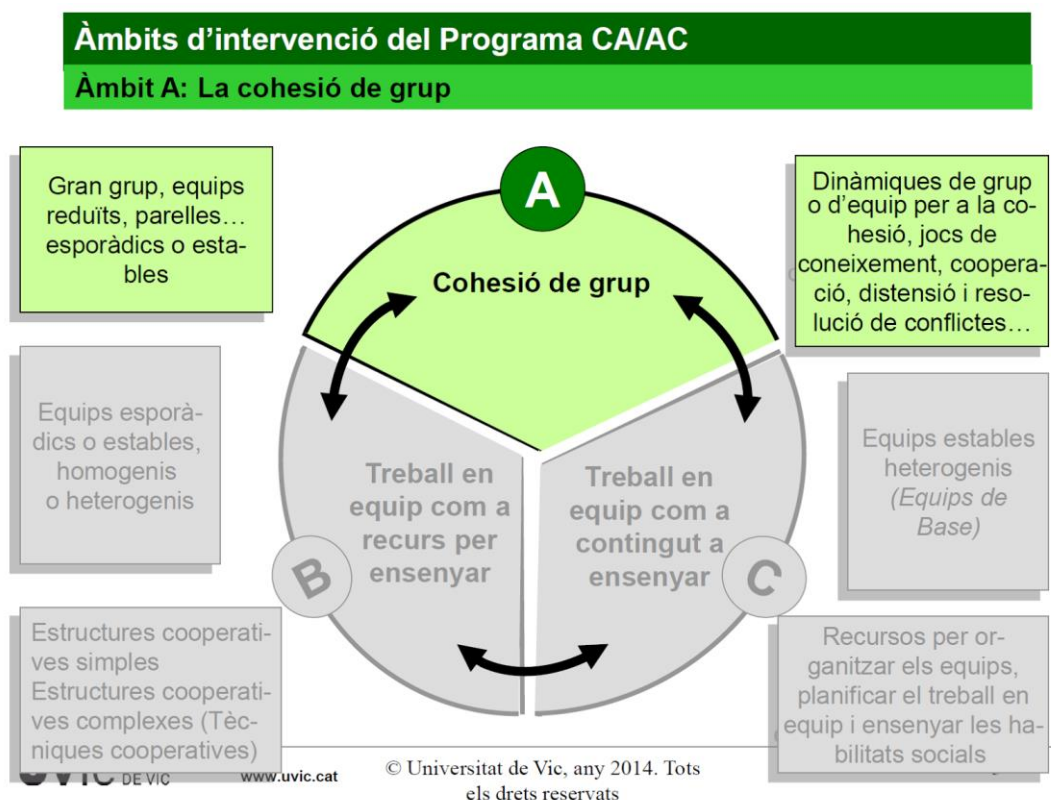


Image 3: Intervention spheres to implement cooperative learning in the classroom

Some cooperative structures

Three-minute stop

When the teacher explains to the whole class, they do a “three-minute stop” every now and then, so that each base team thinks and reflects on what has been explained to them up until then and they must think of three questions on the subject. When the three minutes are over, each team asks one of three questions they thought, one per team for each round. If that question or a similar one, has already been asked by another team, they skip it. When all the questions have been asked, the teacher continues with the explanation, until there is a new three-minute stop.

1-2-4

Within the base team, first (1) each one thinks what the right answer is of a question that has been asked by the teacher. Second, they come together in pairs (2), exchange responses and discuss them. Finally, and third, the whole team (4) has decided what the more appropriate answer to the answer is.

Spinning paper

The teachers gives a task to the base teams (a word list, writing a story, the things they know about a particular subject to know what their initial ideas are, a sentence that summarizes the key ideas of a text they read or the theme they have been studying, etc.), and a member of the team starts writing in a “spinning” paper. He or she passes it onto the person sitting next to them, and so on, until all the members of the team have participated. Each students can write their part with a different colored pen (the same one they used to write their name on the top of the paper), so that it is immediately clear who wrote what.

Pencil in the middle

In the structure “Pencil in the middle” the teacher gives each team a paper with as many questions or exercises on the subject they are studying in class as base team members (normally four). Each student is in charge of a question or exercise (they must read it out loud, making sure that all their peers contribute and express their opinion, and verify that they all know and understand the agreed answer). They decide the order of the exercises. When a student reads “their” question or exercise out loud and they all discuss how to do it and decide what the right answer is, everybody’s pencil is set on the center of the table to clarify that in that moment they can only talk and listen, but not write. When they all know what to do or how to solve the exercise, they each grab their own pencil and write the answer in their

notebook. In that moment, no one can talk, just write. After, all pencils are placed again on the center of the table, and they proceed the same way with the next question or exercise, but this time directed by another student. And so on until all the exercises are finished.

The number

In “The number” the teacher gives the whole class a task (answer some questions, solve some problems, etc.). The students must finish the task with their base team, making sure that all the members know how to do it correctly. Each student has a number (for example, one assigned by alphabetical order). Once the time devoted to completing the task is finished, the teacher extracts a number from a bag where all the students’ numbers are. The chosen student must explain in front of all the class the task they have done or, if it is the case, solve it on the blackboard. If it is correct, he – and his team – obtain recognition, with public congratulations from the teacher and the rest of the teams.

Word game

The teacher writes on the blackboard some words related to the subject they are working on or have been working on. In each base team, each student must formulate a sentence with one of these words, or express the idea that is “behind” one of the words. Once they have written it down, they show their teammates, that can correct it, expand it, modify it, etc. until they consider it “theirs and the team’s.”

The key words can be the same for every team, or each base team can have their own key word list. The sentences or ideas generated with the key words of each team, when put together, are a summary of the whole theme.

Substance

It is an appropriate structure to determine key ideas – that are substantial – to a text or a theme. The teacher invites each student of a base team to write a sentence on the key idea of a text or of the theme they have been working on. Once they have written it, he shows it to the team mates and they all discuss if it is correct and, if it is not, correct it or nuance it. If it is not correct or they consider it does not apply to any of the key ideas, they set it apart. They do that with all of the sentences written by the team members. They do as many rounds as necessary until all the ideas they consider relevant or substantial have been expressed.

Once they have all the sentences they consider correct, they organize them in a logical manner and they then copy them to their notebooks. Like this, they have a summary of the text’s or theme’s key ideas. Anyway, when they copy onto their notebook, they do not have

to merely copy literally, if they do not want to, the previously written sentences. They can insert changes or the sentences they find more appropriate.

Brain teaser

- We divide the class into heterogeneous teams with 4 or 5 members each.
- The content is divided into as many parts as members in the team, so that each member only receives a fragment of the information related to the issue that, when put together, is being studied by all the teams, and does not receive the ones available to the rest of their peers to prepare their own “subtheme.”
- Each team member prepares *their* part with the information furnished by the teacher or what they have found out themselves.
- After, with the members of the other teams that have studied the same subtheme, they create a “group of experts”, where the exchange information, delve into key concepts, create diagrams or conceptual maps, clarify doubts, etc.
- Then, everyone returns to their original team and is responsible to explain the part they prepared to the whole group.

Research Groups (RG)

- *Election and distribution of subthemes*: students chose, depending on their skills or interests, specific subthemes within a general theme or problem, normally presented by the teacher following the curriculum.
- *Constitution of class teams*: The teams must be as heterogeneous as possible. The ideal number of members ranges between 3 and 5.
- *Planning the study of the subtheme*: Students in each team and the teacher plan their specific goals that they want to achieve and the procedures to acquire them. They also distribute the tasks (information search, organizing it, summarizing it, schematizing it, etc.)
- *Development of the plan*: The students’ development in the designed plan. The teacher follow each teams’ progress and offer their help.
- *Analysis and synthesis*: Students analyze and assess the information they have obtained. They summarize it in order to present it in front of the rest of the class.
- *Presenting the work*: Once their subtheme has been exposed in front of the whole class, they ask questions and answer possible issues, doubts or extensions that can arise.

- *Assessment*: The teacher and the students evaluate the team work and exhibition. It can be completed with an individual assessment.

It is not easy to work in cooperative learning teams. Individual structures are deeply rooted and, in the best-case scenario, even when our students do something in a team, they often end up presenting a series of small individual essays. Therefore, developing a series of actions to improve the environment in the classroom, and persuading people to work in teams is a first step that is necessary, but not enough. The use of cooperative structures and techniques can help us to render it possible, though we must be vigilant that they are not mere pseudo-cooperative structures. We must make sure that, within each team, everyone has a relevant role (responsibility and individual activity), and, at the same time, that there is more interaction between them. At any rate, which does not suffice. It is also necessary that students improve their team-working skills, so we must review the way the team works, and proposing improvement objectives is a good way to help them work better in a team.

Combining actions in these three fields is the best way to benefit from the advantages of working in cooperative teams as a learning tools. These advantages go beyond acquiring new knowledge in the different curricular areas and also furnish a wide range of social skills that are increasingly necessary in our current society.

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5.2. INTERLINGUISTIC REFLECTION. EVIDENCE TO IMPROVE COMPETENCES IN LINGUISTIC COMMUNICATION.

We cannot consider languages as hermetic compartments, considering that we live in a plurilingual society and school reality. According to Ruiz Bikandi (2005) **we must tackle the metalinguistic reflection in a related manner, comparing phenomena from the starting point of the languages the student knows**. The objective is to achieve, in learners, higher levels of linguistic command, a deep distinction of codes, and a more abstract, complex, and deep reflection of the phenomena compared to when they are used in only one language. The proposal promotes a reflective and indagatory attitude that helps the learner to review consciously their own linguistic knowledge.

Both in leisure activities (social media, music, videogames, etc.) as in the school environment, children and youth use different languages in their daily lives. This permanent use implies a continuous metalinguistic activity, often spontaneous, during which **speakers connect the knowledge in each of the languages they use**, which, among other things, characterizes plurilingual speakers, which is not a mere adding up of monolingualism (Guasch, 2010). Having this spontaneous **metalinguistic activity** turn into the ability to reflect on languages requires a particular and constant educational attention. Students must learn to observe, analyze, and compare, both their systems and their uses, the goal being that this knowledge contribute to the improvement of their linguistic skills and upgrades their love for languages – for all languages – as identarian signs and sociocultural realities of the different communities of the speakers. Therefore, the linguistic shows how particular languages, as manifestation of an observable activity, share characteristics that allow to characterize the human skill of language (Moreno Cabrera, 1991; Escandell, 2014).

With these considerations as a starting point, we need to reflect, in an interlinguistic manner, within the classroom in contrast with the accumulative and isolationist approach for language learning, which is still fully present in our school system. When learning a language, the other languages that the learners know are always present, to a larger or smaller degree. This is the reason why it is important to prepare teaching proposals that delve on interlinguistic reflection, understood, not as error analysis, but as an acknowledgement that metalinguistic phenomena (determination, temporality, expressions, etc.) are not manifested the same in the different languages. **Knowing several relationship patterns among languages fosters and improvement of learning, because it makes you more aware** (Guasch, 2014).

Clua, E. (2019) in “**Linguistic intercomprehension: A tool to foster plurilingualism**”, talks about the value of treating plurilingualism in teaching to establish effective communication paths between speakers of different languages and cultures in an increasingly globalized world. He analyzes **two types of intercomprehension, integrated and non-integrated**, and is centered on applying intercomprehension practices in high school teaching. His didactical proposal has the key goal of sensibilizing students and help them start in **intercomprehension strategies in similar languages**, specifically, the receptive competences between Romance languages.

Serra, E. (2019) in “**False friends and linguistic intercomprehension**”, considers that the linguistic analysis between related languages is a very useful resource to develop the students’ metalinguistic reflection skills. The author exposes a **series of didactic strategies that ease linguistic reasoning**; for example: propose the insertion of a false friend in a text,

or the need to start the learning game in other languages as didactic resources to allow students to ask questions regarding how languages work, and have them extract conclusions.

Alguns falsos amics en francès i en català. Pots trobar-ne la definició de cada escú?

Trebal·leu per parelles i intenteu unir cada terme amb el seu significat.

TERMES

1. Ampoule / ampolla
2. Attendre/ atendre
3. Atterrir/ terrificar
4. Balade/ballada

DEFINICIONS

1. Bombeta/botella
2. Prestar atenció/esperar
3. Aterrar (avió) / fer por
4. Bal/ Pasejada

Image 4: False friends in French and Catalan (Image extracted from https://pt.slideshare.net/AnabelSoler/els-falsos-amics?next_slideshow=true)

Ortiz, J. (2019) in “Catalunya Intercomprehension, a Project for Plurilingual Reading Comprehension”, defends the **intercomprehension of Romance languages as a methodology to face the students’ plurilingual and pluricultural competence**. The author exposes the objectives and principles that validate the Catalunya Intercomprehension project and, then, in a second essay called “Understanding Languages without Learning Them”, together with Carmen Pi, the authors show a particular application of this projects with students in the seventh grade. The starting point is the **assessment of linguistic diversity as a transversal axis to systematize knowledge and acquire plurilingual competences** linked to three spheres: curricular, interdisciplinary and non-formal.

García Folgado, M. J. and Rodríguez Gonzalo, C. (2019) in “Researching Languages, Reflecting on my own Language” present a didactic proposal for higher education students, where they defend the need to develop the metalinguistic reasoning skills of students and the multicultural sensitivity. Their proposal is aimed to have students face an unknown language with a linguistic perspective, as if they were language experts, in order to understand the way it works and be able to explain it. On the other hand, the objective is also to have the students gain awareness of the multilingual reality of most of the countries in the world. The intention

is that, from a plural perspective, the analyze the diversity of the linguistic reality of each country, beyond the official languages.

Information extracted from *La reflexió interlingüística. Articles de Didàctica de la Llengua and la Literatura* (2019), núm. 81. Graó.

EVIDENCE TO IMPOROVE THE COMPETENCE IN LINGUISTIC COMMUNICATION



In the monographic of [Dossier](#) (2020) magazine, Rodríguez Gonzalo presents five evidences resulting from research on language teaching-learning processes in natural situations in the classroom:

1. Help students to find their own **author voice** when interacting with their peers, and with handbooks to articulate content and expression in distinct types of texts (logical genres, oral, written, and multimodal).
2. **Give time and support to the students in the classroom** to plan writing situations, organize ideas, write drafts, and review them before writing the definitive version.
3. **Help them to interpret texts** (literary and non-literary, on paper or with screens) considering the reason they were written and why they are read in the classroom.
4. Transform the classroom into a space **to learn how to talk in public and how to expose or defend their ideas**.
5. Promote that, in the classroom, the students talk and **reflect on the language**, their use and the elements that constitute it.

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Un entre tants: [Xarxa cooperativa d'experiències TIC per a l'ensenyament en valencià.](#)

6. CLASSROOM PLANNING AND MANAGEMENT METHODS

6.1. The transversality of minoritized languages in classroom management and preparation.

6.2. Link between specific strategies and educational curriculum

6.3. Educational ecosystem: connection between agents, spaces and educational timeline.

6.4. Links with the environment and non-formal and informal spaces.

6.5. References and supporting documents.

"The central role of verbal language in schooling, the linguistic diversity of schoolchildren and the curricular prescriptions that demand the teaching of two or three languages require language teaching planning that is the responsibility of all teachers and not only of those teaching" (Guasch, 2011)

6.1. THE TRANSVERSALITY OF MINORITIZED LANGUAGES IN CLASSROOM MANAGEMENT AND PREPARATION.

"Science teachers should write poetry and language teachers should study science" (Lemke, Jay L.)

Coordinating the language learning that takes place in all the curricular areas signifies the need **to connect the different languages taught in the centers through all the teaching and learning activities**. Also with respect to the didactic proposals focused on the linguistic aspects of the other curricular areas, based on the fact that formal teaching-learning is based on the comprehensive manipulation of oral and written texts.

The Linguistic Plan of the Center (PLC)

Planning for the teaching and treatment of languages in schools, in some educational administrations of the Spanish State, must be formalized in a document: the Linguistic Plan of the Center (PLC), **which describes the schools' sociolinguistic reality, the detection of the student's problems and difficulties for the linguistic education, and proposals made to overcome these difficulties** (Ferrer, 1997; Guasch, 2007, 2011a; Ruiz Bikandi, 1997). In order to avoid student segregation, the PLC must equally distribute curricular time in each of the vehicular languages to all students in the course.

The PLC, as part of the Educational Plan of the Center (PEC), is the organized collection of agreements that the educational community elaborates on the educational proposals for the teaching and learning of languages and communication. It is a tool for the consistent and effective development of the center's educational activities. The information and instructions for the preparation of this tool, as a pedagogical tool, must be flexible and adaptable to all environments. It is advisable to avoid the complexity of the more formal and legal aspects that may constrain the project into a simple administrative document, without any function in terms of the center's educational activity. It is therefore necessary to insist that the Administration facilitate and accelerate the preparation of the document that specifies the PLC, thus impacting the agreements for the centers daily educational management. The PLC must strive to guarantee the right of all children living in Catalonia to be able to use Catalan and Spanish for multiple purposes, orally and written, with the use of the different means of communication with the languages used (especially audiovisual). It must also provide clues to help **develop a multilingual competence that allows for effective use for a spectrum of text and from different linguistic and cultural origins**. To achieve this, the PLC will have to consider different areas: the social environment of the school, the center as a communicative space and the specific classes.

Extracted from [*Consell assessor de la llengua a l'escola: Conclusions*](#). Department of Education and Universities. Government of Catalonia.

PLC diagram:

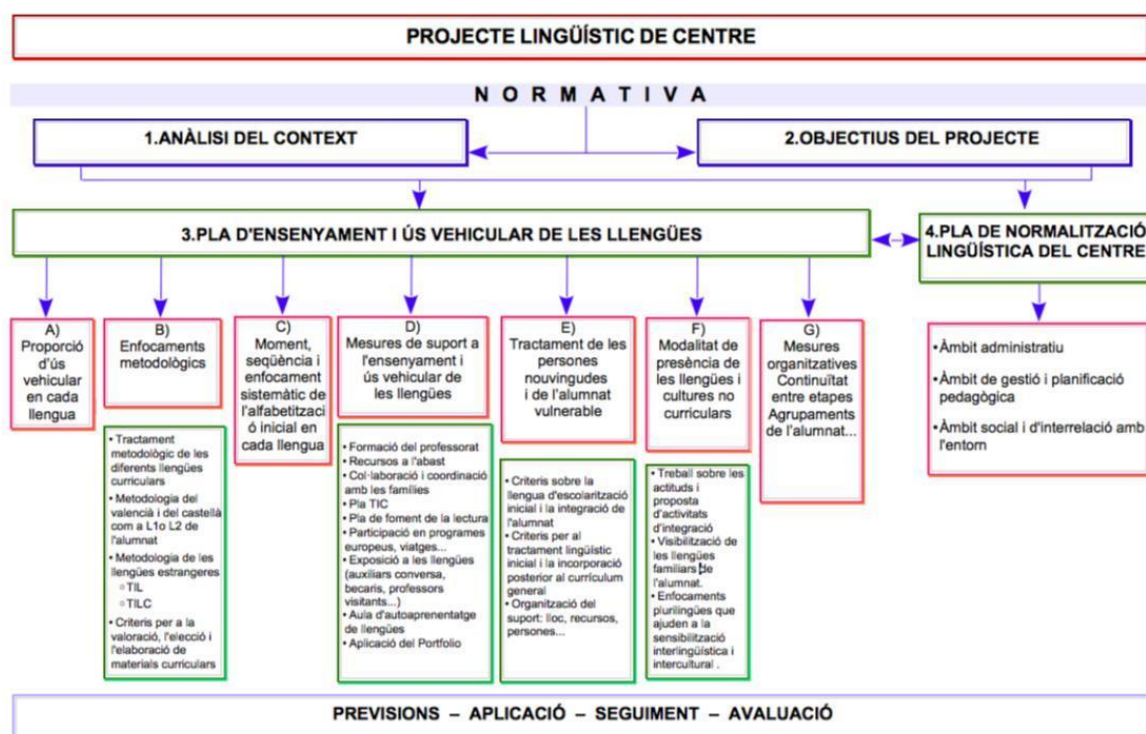


Table 1: Structure of the Linguistic Plan of the Center (Source: Ministry of Education, Culture and Sport of the Generalitat Valenciana, 2018)

The Language Plan that each center must develop includes, within the various organizational sections, a specific section on methodological approaches in the treatment of the different curricular languages, both considered as vehicular or as second languages. [The Guide for the elaboration of the Linguistic Plan of the Center](#) (Secondary education, Baccalaureate, Professional Training and Adult Education) of the Plurilingual Education Advisory Board for Educational Innovation and Organization demonstrates a series of actions or methodological actions that educational centers must assess. [In the Methodological Approaches of the Linguistic Plan of the Center](#) (PLC), each action is developed with specific proposals.

The communicative approach is the indispensable aspect that must be present in all proposals for the selection of materials in the language areas. Several authors define what a communicative approach signifies:

"Speech acts are performed within linguistic activities, but these activities are part of a wider social context, which is the only one capable of giving them complete

meaning. We talk about tasks in the sense that they are actions carried out by one or more people who strategically use their own specific skills in order to achieve a certain result. The action-based approach, therefore, also takes into account cognitive, emotional and voluntary resources, and the full range of specific capacities that individuals apply as social agents." (MECR, 2003, 27).

"Communicative activities must allow students to develop strategies and skills to communicate their message effectively, although grammatical accuracy is often sacrificed in favor of communicative effectiveness." (Littlewood 1998).

It is necessary to distinguish between two types of competences, which are interrelated:

- **Global skills:** they are necessary to carry out actions of all kinds, including language activities.
- **Communicative language skills:** they enable the use of specific linguistic means. They are activated by carrying out various linguistic activities, which include reception, production, interaction or mediation.

When **distributing the curricular contents**, it is necessary to first identify which contents are shared by the different language subjects by level and which they can collaborate on. To do this, we must start from the **Bridge Document** (see bibliography) for each subject, which contains the contents, evaluation criteria, success indicators, stage objectives and skills of each course.



Table 2: Intervention in the classroom. Excerpt from the [Guide for the preparation of the Linguistic Plan of the Center](#).

Multilingual Education Service.

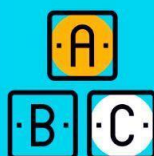
It is therefore evident that it is necessary to reach a **methodological agreement following the Content and Language Integrated Learning (CLIL)**, which involves working with languages collaboratively, and not as separate entities. Language skills are developed through tasks with an explicit communicative purpose. Additionally, this ensures the largest possible variety of genres, which guarantees the

study of various pragmatic-linguistic aspects. Once it has been agreed how the contents of the three language areas will be distributed, the second foreign language can be added. Dual programming implies that **some common content is taught in two or more areas and others are distributed** separately in a balanced manner.

ALUMNAT L1, L2 O LE

Orientacions per a les àrees lingüístiques

PROPOSTA D'ACORDS



1.) OBJECTIUS COMUNS DE LES ÀREES LINGÜÍSTIQUES

- a. Facilitar i ampliar les possibilitats de comunicació i de relació de l'alumne
- b. Capacitar l'alumne per a ordenar el seu pensament
- c. Possibilitar l'entrada de l'alumne en tots els àmbits de la cultura
- d. Dotar-lo dels instruments d'anàlisi de l'entorn per tal d'afiançar la pròpia seguretat personal, la capacitat de moure's en àmbits diversos i fomentar la comunicació, la relació i la participació.

2.) ASPECTES METODOLÒGICS QUE ES DERIVEN DE LA PRESENCIA D'UN CONTEXT MULTILINGÜE



- e) Reconeixement i ús de les diferents manifestacions textuais
- f) Adequació de les produccions textuais a les situacions de comunicació
- g) Aplicació de capacitats verbals i no verbals per a resoldre deficiències en les altres competències i assegurar la comunicació
- h) Certs aspectes de la competència lingüística en cada llengua tindran també aspectes que hauran de tenir un mateix enfocament

3.) PROGRAMACIÓ DIDÀCTICA: L1, L2, LE I ELS PROGRAMES PLURILINGÜES

Enfocament comunicatiu en totes les àrees. En les àrees en les quals l'alumnat tinga una grau de competència menor s'haurà de tenir especialment en compte:

- a) Donar major importància a les habilitats lingüístiques (capacitat de produir missatges).
- b) Major consideració del nivell oral.
- c) Incidir més en l'ús de la llengua que en l'ensenyament del codi i les seues normes, sense deixar de banda una exigència progressiva pel que fa a la correcció i a la sistematització dels aspectes gramaticals.

4.) ACORDS ALUMNAT AMB UNA COMPETÈNCIA MENOR



- Estratègies per potenciar el desenvolupament de l'oral en alumnat castellanoparlant.
- Criteris de correcció de l'oral per a l'alumnat de PEV. Treball intensiu de l'expressió oral formal.
- Planificació del treball oral en LE.
- Coordinació pel que fa a la distribució dels continguts.
- Decisions sobre quins gèneres es treballaran en cada àrea, en funció de les necessitats expressives de l'alumnat.



5.) TREBALL DE LES ACTITUDS LINGÜÍSTIQUES

Haurà de ser assumit per totes les àrees per tal de crear en l'alumnat una concepció igualitària de les llengües i una actitud positiva cap a l'aprenentatge lingüístic com a eina fonamental de qualsevol tipus d'aprenentatge.

6.) ACORDS ACTITUDS LINGÜÍSTIQUES

- Planificació del treball dels continguts actitudinals al llarg de la secundària obligatòria.
- Coordinar criteris de correcció i exigència amb el professorat d'àrees no lingüístiques.

DIRECCIÓ GENERAL D'INNOVACIÓ EDUCATIVA I ORDENACIÓ
SERVEI D'EDUCACIÓ PLURILINGÜE

Table 3: Guidelines for language areas: Working with the L1, L2, L3 in multilingual contexts.
Multilingual Education Service.

Other recommended actions for the PLC:

- Coordinate with language departments to decide which linguistic and communicative content is included as part of the assessment of the subject, area or non-linguistic module.
- Coordinate correction criteria and linguistic requirements with the teaching staff of non-linguistic subjects.
- Plan the organization of the center in order to facilitate work by area, shared teaching, flexible groupings, etc. that make the CLIL effective.
- Organize the content and curricular skills in interdisciplinary projects that make effective the communicative approach to languages and that encourage the inclusion of students.

More information in [Methodological approaches: Linguistic Plan of the Center \(PLC\)](#). SUPPORT MATERIAL FOR THE GUIDE FOR THE PREPARATION OF THE LINGUISTIC PLAN OF THE CENTER (SECONDARY, BACCALAUREATE, PROFESSIONAL TRAINING AND ADULT EDUCATION). General Directorate of Educational Innovation and Multilingual Education Service Organization. Ministry of Education, Culture and Sport. Valencian government.

6.2. LINKS BETWEEN SPECIFIC STRATEGIES AND EDUCATIONAL CURRICULUMS

In the PLC, a methodology must be implemented through a didactic intervention in the classroom. This methodology favors the teaching and vehicular use of the curricular languages and classroom programming with the intended objectives in accordance with the Common European Framework of References for Languages. In this sense, it is necessary to take into account a series of organizational measures that are consistent between the different educational levels.

COHERÈNCIA ENTRE ELS DIFFERENTS NIVELLS EDUCATIU



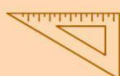
COORDINACIÓ ENTRE LES ÀREES LINGÜÍSTIQUES

- Dissenyar models textuais comuns
- Establir acords per a la terminologia gramatical
- Acordar criteris de correcció de textos orals i escrits
- Programar conjuntament el treball dels gèneres literaris.



COORDINACIÓ ENTRE NIVELLS AL MATEIX CENTRE

- Planificar el treball dels continguts actitudinals
- Elaborar un pla lector de centre
- Promoure intercanvis amb centres estrangers i la participació en programes europeus
- Desenvolupar el Portfolio Europeu de les Llengües



COORDINACIÓ AMB ELS CENTRES ADSCRITS DE PRIMÀRIA

- Orientació a les famílies sobre el canvi d'una etapa a altra
- Conformació d'equips de transició estables
- Intercanvi d'informació sobre necessitats de l'alumnat
- Convergència metodològica i de continguts entre 5è i 6è de Primària i 1r cicle de Secundària



CONTINUÏTAT DELS PERCENTATGES LINGÜÍSTICS

Manteniment dels percentatges de les llengües vehiculars dels centres adscrits de primària, entre les diferents etapes de secundària i amb el batxillerat

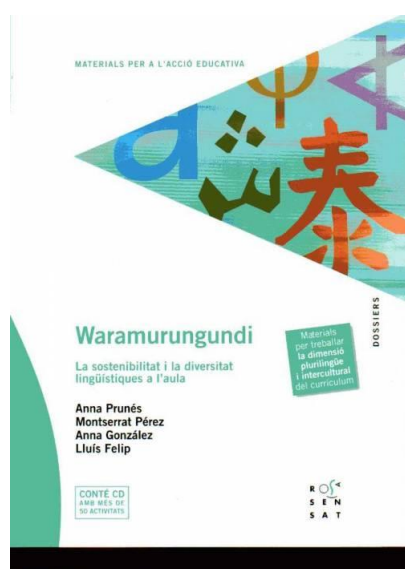
MESURES ORGANITZATIVES

Table 4: Organizational measures. Excerpt from the [Guide for the development of the Linguistic Plan of the Center](#) The Multilingual Education Service.

Working with linguistic and cultural diversity in the classroom

Linguistic diversity must occupy a prominent role in educational planning because language didactics themselves tell us that effective language learning cannot occur if we ignore the learners' actual language practices and uses. In addition, the treatment of multilingual **competence requires curricular spaces that integrate the students' languages and linguistic competences** as, otherwise, a real achievement of this competence is not possible.

The Department of Education of the Government of Catalonia has been encouraging the material production to work on this plurilingual and intercultural dimension, such as, for example, the **Waramurungundi** teaching file.



Sustainability and linguistic diversity in the classroom.

This is a material published in 2008 by the Rosa Sensat Teachers' Association, with the collaboration of the Department of Education, in order to coax the plurilingual and intercultural dimension of the curriculum (upper primary and secondary education). Specifically, it deals with the function of language as an element of identity and configuration and explanation of the environment; the characteristics of its linguistic, social and environmental diversity; the importance of linguistic sustainability; the various legal frameworks that support or do not support linguistic diversity; the situation of languages in our country; language learning in a multilingual and intercultural context like ours; and

a final section that aims to be a reflection on the linguistic future of Catalonia. In addition, the book contains a CD with more than 50 activities for students.

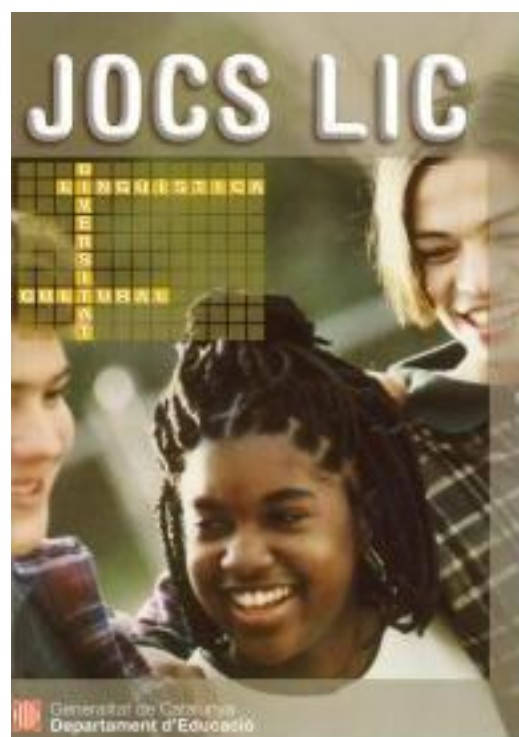


Ara i Adés was published in 2011. *Aprenentatge del català i llengües d'origen*. It is a set of materials that constitute manipulative material for students, guidelines for teachers and complementary material where the **characteristics of some languages are presented based on the comparison between Catalan and the students' languages of origin.**

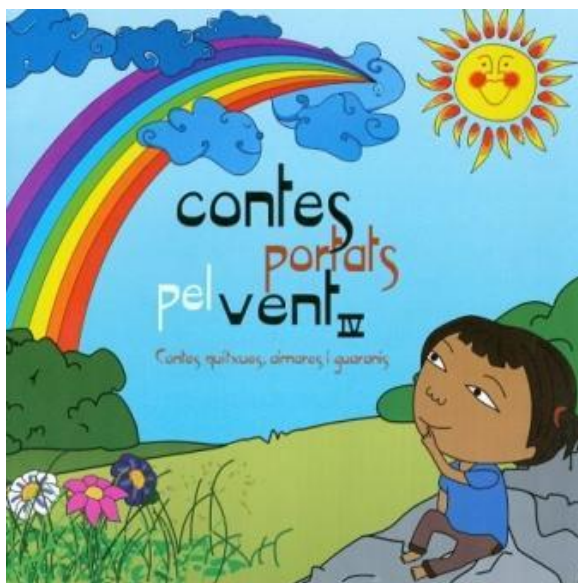
Another example can be found in the publication by the Department of Education of two games **to strengthen linguistic and cultural diversity. The aim of these games is to reveal, in a fun and entertaining manner, among the students positive attitudes towards the linguistic and cultural**

richness of our society.

We want to encourage curiosity, interest in topics and concepts that will allow the development of intercultural and multilingual competence. Linguistic prejudices, the relationships between languages (for example, loanwords), sociolinguistic concepts (such as minoritized language), the linguistic diversity of the states, knowing the origins of some words... And it is done through self-defined, word search, labyrinths, word snakes,, illustrated quizzes, crosswords, mini quizzes, hieroglyphs...



Regarding the updating of the language immersion program, in order to adapt it to the new socio-cultural and socio-linguistic reality of Catalonia, it must be said that it has been based, mainly, on teacher training of teachers and material preparation. In this sense, various materials related to the students' languages of origin have been produced, among which we could cite. For example, the edition of **bilingual interactive**



stories in Catalan and other languages: Amazigh, Arabic, Ful, Soninke, Wolof , Hindi/Urdu, Wu Chinese, Mandarin Chinese, Bengali, Quechua, Aymara, Guarani...

Information extracted from the following website [Com treballar la diversitat lingüística i cultural a l'aula](#)

More information on [The Treatment of Linguistic Diversity in an Educational Center](#): online training seminar for primary and secondary school teachers, which will reflect

on how to manage linguistic diversity in an educational center.

The diversity of languages at the center of the school proposal

Some starting points for planning interventions that place linguistic diversity in a central place include:

- Design tasks in several languages, which must be solved through the use of translation or interpretation, and imply a significant cognitive challenge.
- Comparison, reflection on the similarities and differences between languages, the incorporation of specific translation activities into school languages, etc.
- Design of a project where languages obtain the status of an available, valued and legitimate resource. This project must involve the different curricular areas.
- Designing projects that positively impact everyone in the neighborhood or town, that show that linguistic diversity is recognized, valued and celebrated.

Extracted from Barrieras, M; Comellas, P.; Fidalgo, M.; Junyent, M. C. i Unamuno, V. (2009). *Diversitat lingüística a l'aula. Construir centres educatius plurilingües*. Eumo

[Universal Design for Learning \(UDL\)](#)

The UDL is a model that provides the framework **for creating learning contexts in which multiple ways of presenting information, multiple modes of action and representation, and multiple modes of engagement are provided.**

The universal aspect of the UDL does not signify a solution for everyone, but raises the need to design, from the beginning, flexible and personalized activities, tasks and contents according to the reality of each classroom.

People are different in the way they manage, contextualize and express themselves, and, for this reason, we need a model that allows us a variety of options so that everyone can find their own way of learning.

There are three fundamental principles based on neuroscientific research that guide UDL: **representation, action and expression, and participation.**

The document [Pautes sobre el Disseny Universal per a l'aprenentatge](#) on Universal Design for Learning has a complete definition of each principle and its corresponding Guidelines, as well as descriptions and examples of each guideline.

A CAST (2018). Universal Design Guide for Learning version <http://udlguidelines.cast.org> is the most up-to-date version of the guidelines in English.

The goal of education in the 21st century is not simply the mastery of content or the use of new technologies. It also consists in the mastery of the learning process itself. Education should help students move from novice learners to expert learners: people who want to learn, who know how to learn strategically, and who, from a highly flexible and personalized personal style, are well prepared for lifelong learning. Universal Design for Learning (UDL) helps educators achieve this goal by providing **a framework for understanding how to create a curriculum that meets the needs of all students from the beginning.**

The UDL Guidelines, an expression of the overall UDL framework, can help anyone planning lessons or developing a syllabus (objectives, methods, materials and assessments) to **reduce barriers as well as to optimize levels of challenge and support to meet the needs of all students.** They can also help educators identify barriers present in current curriculum.

Information extracted from [Pautes sobre el Disseny Universal per a l'aprenentatge](#)

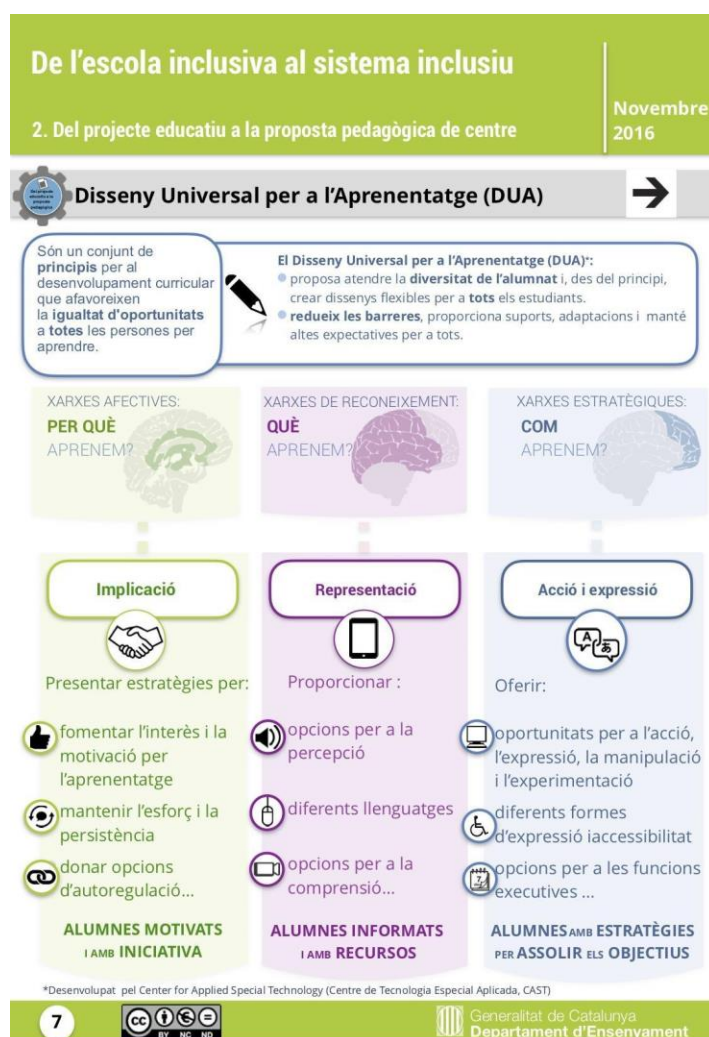


Table 5: Infographic taken from [Universal Design for Learning \(UDL\)](#)

6.3. EDUCATIONAL ECOSYSTEM: CONNECTION BETWEEN AGENTS, SPACES AND EDUCATIONAL TIMELINE

The organization of the center as a communicative space is a condition for communication to become the nucleus from which verbal and non-verbal linguistic activities are meaningful. In the same vein, relations with other educational centers must be considered as enhancing exchanges that facilitate the realization of learning activities: school correspondence, research, camps, school exchanges... In addition, the center can organize language contexts of use that are diversified and meaningful

for the participants. In this area it is very important that the PLCs properly organize the centers in the school zones to facilitate coordination between the different educational levels.

We cannot forget that one of the basic purposes of education is inclusion. Including students with different ways of learning, welcoming all students (whether they are immigrants or not), means **changing the teaching methodology or classroom structures that must make interactions between peers and with the teaching staff, and restructure the spaces and time for learning taking into account the promotion of communication between those who educate and those who learn, that is to say, attend to all students, attend differentially to what is different, which also implies think about the organizational structures of schools.** In line with what is proposed in this area, it is necessary to think about the relationships between the school, the families and the Parents Association, as much knowledge is grown through the impact that school tasks have at home, and especially by the domestic and cultural activities of the family: the ways of dealing with reading, the habits regarding the use of television or the media, visits to museums or outings to the cinema and the theatre. It is clear that the development of a coherent **environment plan** can play a role in this whole approach.

Actions that summarize possible proposals to help students progress are:

- **Organize spaces (times and places) for consultation with teachers**, in which students who have difficulties should be helped to understand the causes and resources provided to overcome them (which is not the same as taking supplementary classes). It must be remembered that some students who have well-developed cognitive intelligence may have problems in other types of knowledge, whether emotional or social, which, on the other hand, are basic components of many skills.
- **Facilitate help between peers**, so that some students help others and reflecting on the fact that at the same time they reinforce their knowledge (it is well known that a content is better understood when it has to be verbalized and explained to another).
- **Give importance to the establishment of routines related to thinking and action strategies**, an aspect that is not contradictory to personalizing them or developing creativity, as long as you reflect with the students on the reasons why they may be suitable and useful (metacognition). For example, what to think about or what steps to follow to write a narrative, to compare, to construct

a graph to research or to critically read a text. Even so, once internalized, it will be important to encourage people to think about whether there are better itineraries and to create new ones, promoting that everyone finds their own paths.

- **Design, collect and use various didactic materials for the treatment of specific basic difficulties inside or outside the classroom:** especially computer applications, games, simulations or others found on the network or that are manipulative. Avoid repetitive activities such as those that were done and that have not helped some students to learn significantly. There are students who learn better from certain types of activities and specific ways of communicating them, and some students prefer others. It's worth diversifying.
- **Establish medium-term work contracts** with some students, agreeing on the commitments of both parties - the student and his or her teacher and, even, with family members -, which specify well the proposals to progress (going much further beyond the traditional recommendations that "The student must work more, be more attentive, make more of an effort..."), and establishing periodic review mechanisms to assess possible progress.
- For students with significant learning difficulties, coordinate the action with the **specialist support teachers and come up with an action plan** suitable to the needs and possibilities of each student. In this case, the assessment must be done in accordance with this individualized support plan.
- Finally, it will be necessary to constantly create **new ways of attending to all types of students**, applying large doses of imagination in accordance with the available resources. Each center is different and there are no defined rules or pre-established formulas. We need to discard the rigidity that often results from the organizational and timetable structures of many centers and think of others that are more serviceable to all classes of students.

The objective established within the framework of UNESCO is that **all students should complete Compulsory Secondary Education having reached an appropriate level - depending on personal characteristics - in each of the skills and, to achieve this, many current school practices and structures need to be rethought and reinvented.**

One of them is related to grade repetition: all studies show (for example, those carried out based on the PISA assessments) that repetition falls mainly on students from disadvantaged social environments and only achieve results in a few cases.

Extracted from "Evaluation from an inclusive perspective" in [Evaluating is learning](#)

Proposal for the use of spaces in the center to improve the use of languages



UTILITZACIÓ D'ESP AIS DEL CENTRE PER A MILLORAR L'ÚS DE LES LLENGÜES

AULA D'IDIOMES

Espais especialitzats per a l'ensenyamentaprenentatge de les llengües curriculars ien què les no curriculars també tenen presència



UTILITZACIÓ D'ESP AIS DEL CENTRE PER A MILLORAR L'ÚS DE LES LLENGÜES

AULA DE CONVERSA

Per a promoure la conversa lliure, les assemblees, els tàndems de conversa, intercanvis lingüístics, les tertúlies dialògiques, els clubs de lectura, tertúlies al voltant d'interessos comuns, la mediació comunicativa entre iguals...

Un espai agradable i tranquil on poder parlar, on no es pot entrar amb mòbils i sí amb un café per exemple.



UTILITZACIÓ D'ESP AIS DEL CENTRE PER A MILLORAR L'ÚS DE LES LLENGÜES

BIBLIOTECA

- Inclourà espais de temps per a totes les aules/nivells del centre
- Facilitarà l'ús en horari escolar
- És un espai d'aprenentatge
- És un centre de recursos
- Ajuda al desenvolupament del currículum
- Està a l'abast d'escolars, docents, famílies i personal
- Té una comissió responsable que:
 - * Promou el gust per llegir
 - * Dinamitza activitats
 - * Orienta l'alumnat, docents i famílies
 - * Manté al dia el catàleg
 - * Ajuda a desenvolupar la competència informacional



UTILITZACIÓ D'ESP AIS DEL CENTRE PER A MILLORAR L'ÚS DE LES LLENGÜES

EL PATI

- És un espai d'acció i de relació.
- És un espai d'inclusió i d'intercanvi.
- És un lloc de llibertat d'expressió però també de respecte cap a les diferents llengües i cultures de relació
- Promoure activitats i accions fora de l'aula i a l'aire lliure on professorat i alumnat puguin comunicar-se d'altra manera i interactuar amb
- Fomentar racons on es puga conversari conèixer gent nova, ...

El context real



Table 6: Use of spaces in the centre to improve the use of languages. Extracted from the [Guide for the elaboration of the Language Plan of the Center](#) of the Plurilingual Education Service.

LINGUISTIC ECOLOGY

The fundamental idea is the defense of linguistic diversity. In this sense, the contributions of M. Carme Junyent stand out, especially in the field of education, focused on the recognition, visualization and assessment of diversity (on a global and local scale) and on a critical mistrust towards planning mechanisms based on the power of the state ("the state, especially in its current conception, has been the force that has played the most in favor of linguistic homogenization" (1998: 67)). According to Junyent (1992: 10), "the future of Catalan cannot be separated from the future of all languages and especially all threatened ones. The preservation of linguistic heritage must be global for it to be plausible". It is necessary to build a new linguistic order that breaks the binomial: one state - one language.

Additionally, we find the works of Jesús Tusón, also with a clear divulgative intention (especially, Tusón, 2004); also Comellas (2006); likewise, works such as *Projecte*

ecolingüística, by Bernat Joan, in this case oriented towards European policies (Joan states the parallelism between threatened languages and species in danger of extinction). It should also be remembered that ecolinguistics, in the area of civic action, has a long history in the Catalan area, as evidenced by institutions such as **Ciemen or Linguapax**. In recent years, even a government entity, Linguamón, has been created, which is clearly oriented in this direction. Also in the academic field, institutions such as the UNESCO Chair in Languages and Education (directed by Joan A. Argenter), the **Linguamón-UOC** Chair in Multilingualism (directed by Isidor Marí) or the Threatened Languages Study Group (GELA) (directed by M. Carme Junyent) focus their research on diversity.

Information extracted from Comellas Casanova, Pere. (2011) «[Ecologia lingüística](#)». *Treballs de sociolingüística catalana*, 21, p. 65-72.

6.4. LINKS WITH THE ENVIRONMENT AND NON-FORMAL AND INFORMAL SPACES

It is necessary to create **safe spaces for the use of the minoritized language** inside and outside the classroom. These are spaces in which "traditional" speakers can showcase their linguistic identity without hindrance and in which "new" speakers can incorporate themselves into the use of the minoritized language without being judged or delegitimized by the varieties they use to serve and/or for possible limitations in language proficiency.

From the start , **the role of teachers must focus on creating spaces and moments of language use in the classroom**, within the framework of teaching-learning activities. To ensure that the classroom becomes a safe space for the use of the minoritized language, it is necessary, however, to adopt appropriate teaching strategies to ensure that students make active use of the minoritized language within this framework.

Secondly, **teachers, educators and also the non-teaching staff of the center can play the role of linguistic model and encourage the use of the minoritized language outside the classroom**. Uses that by definition occur in **more informal** registers and with a more interpersonal orientation than those that occur within the framework of teaching-learning activities. The results of the research tell us that students who have sufficient competence in the minoritized language and are involved in interpellating contexts will mostly converge towards the language of their interlocutor. Therefore, by involving all the school staff, it is possible to ensure that the entire school

institution, and not just the language class, becomes a safe and welcoming space that invites the use of the minoritized language.

Thirdly, and without yet leaving the school institution, **teachers and educators can get involved in the creation of spaces for non-formal learning and language use outside the classroom** (for example, in extracurricular activities or in more specific activities, such as experiments where students are transformed into “new speakers” for a limited time). The primary focus of these activities may not be linguistic (for example, playing a sport or participating in a book club). However, the focus on using the marginalized language and subverting social norms that restrict such use has to be clear and shared between educators and students without losing sight of the fact that the students' participation in these activities will be voluntary. This is due to the fact that, as we have seen, the intervention on the private interpersonal uses of the students is outside the legal possibilities of the school.

To finish, we must understand that the enhancement of these safe spaces for the use of minoritized languages must necessarily go beyond the educational field and also **involve the associative world, the sports clubs or the audiovisual offer**, among others. Activities and products that are significant and that generate positive references for the identification and use of minoritized languages for children, adolescents and young people beyond the school institution are necessary.

Extracted from d'Eskola Hitzun Bila XXV—[Aprendre del passat, centrant-se en el futur en basc](#).

d'Avel·lí Flors-Mas Intervention (Universitat de Barcelona)

COORDINATION PROPOSALS WITH THE LOCAL AND GLOBAL ENVIRONMENT

– School and community radio:

<https://ieslaslomas.es/agenda/visita-radio-comunitaria-juan-xxiii/>

<http://mestreacasa.gva.es/web/iesmediterrania/noticia-radio-informacion>

–Local

press:

<http://ieselpla.edu.gva.es/revista/>

- Community projects in association with other educational centers in the area:

"Benidorm presents through three totems the project 'Turismo de Emociones' a project, driven by young people and which is committed to healthy leisure. The project is promoted by students from nine schools and high schools in the Community; among them, cuatro from Benidorm".

<https://benidorm.org/comunicacion/es/articulo/benidorm-da-conocer-traves-tres-totems->

el- [proyecto-turismo-emociones-impulsado-jovenes-y](#)

– L'escola canta/The school sings:

<https://www.escolacanta.com/>

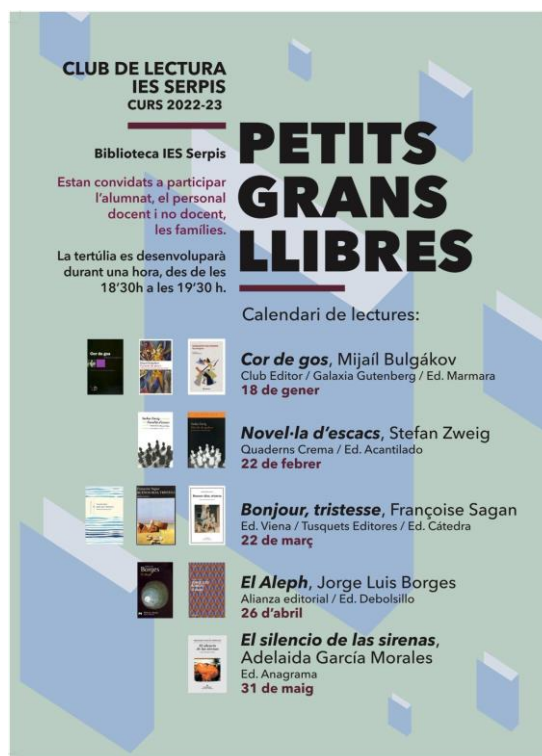


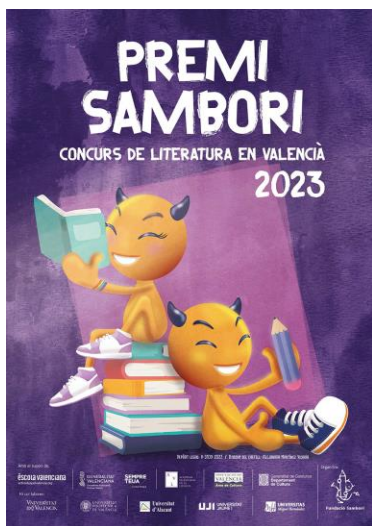
<https://www.comsonaleso.com/> An annual meeting of students and teachers of secondary and high school music where a great concert is being prepared: 1500 people singing, dancing and playing. A unique and spectacular experience. A bet by the public school for the public school.

–Reading clubs: <https://ivc.gva.es/val/escena-val/proyectos-escena/clubs-de-lectura-escena-val>.

Culture ministry launches children's reading clubs in Valencian libraries.

Also at any other educational level, such as Secondary, we find reading proposals in several languages, which invite the entire educational community to participate: students, teachers, families, non-teaching staff.





– El Tempir Civic Association: activities aimed at the



educational field such as Valencianada del Sud
(<http://eltempir.cat/valencianada/>),

the campaigns Dones valencianes, Plurilingüisme, Prejudicis lingüístics, Drets lingüístics, M'agrada el valencià/Valencian women, Multilingualism, Linguistic prejudices, Linguistic rights, I like Valencian
(<http://eltempir.cat/campanyes-dara/> or the Scrabble competition::
<http://eltempir.cat/scrabble/>

– Debate league(<https://escolavalenciana.org/lliga-debat/>



– Valencia Schools meeting

(<https://escolavalenciana.org/web/trobades/trobades-2023/>



Trobades 2023

"Recuperem el verd amb Carme Miquel"



Dedicades a Carme Miquel, donaran a conèixer la mestra, escriptora, ecofeminista i activista per la llengua i el País. També aspiren a continuar la seua tasca, hui referent. Sostenir i llegar el seu compromís és una responsabilitat que assumim amb orgull i alegria.

Amb el lema "Recuperem el verd amb Carme Miquel", les Trobades d'Escoles en València 2023 són una crida a l'acció i un cant a l'esperança en la recuperació de la consciència ecologista mitjançant l'educació.



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7. EVALUATION INSIDE AND OUTSIDE THE CLASSROOM

7.1 Formative evaluation.

7.2 The results of the evaluation linked to the vehicular language

7.3 Teachers and evaluation through multilingualism

7.4 Evaluation in the classroom

7.5 Evaluation outside the classroom

“It doesn’t matter how to evaluate competences, it matters how evaluation helps the development of competencies.” (Neus Sanmartí)

7.1 FORMATIVE EVALUATION

Evaluation is decisive to regulate the teaching-learning process, it provides the necessary perspective to adjust the objectives pursued and perfect the tools and methods used, it allows to monitor the evolution of the students in the acquisition of knowledge and in the progressive mastery of competences. It can be carried out at different times of the course and attend to both the processes and the learning outcomes. The evaluation criteria must be explicit from the beginning, to allow an adjustment between the intentions of the teaching staff and the expectations of the student around the subject.

The **evaluation process** is developed in **three phases**:

1. **Initial**, which is carried out during the initial weeks of the course.
2. **Formative**, during the three established evaluations.
3. **Final**, which determines the promotion of the students.

On the other hand, **two purposes** of evaluation can be differentiated, as Sanmartí (2010) points out:

- **Formative assessment**, as a means to regulate learning, that is, to identify difficulties and mistakes and find ways to overcome them.
- **The qualifying-accrediting evaluation**, as a means to verify what has been learned and quantify or qualify the results of a teaching-learning process. The objective is to guide students in their future studies, and the teachers and people who manage the educational system in the changes that must be introduced, to accredit learning or to classify or select students.

It is important to make clear the two purposes of assessment as a means of regulating learning and as a means of checking what has been learned.

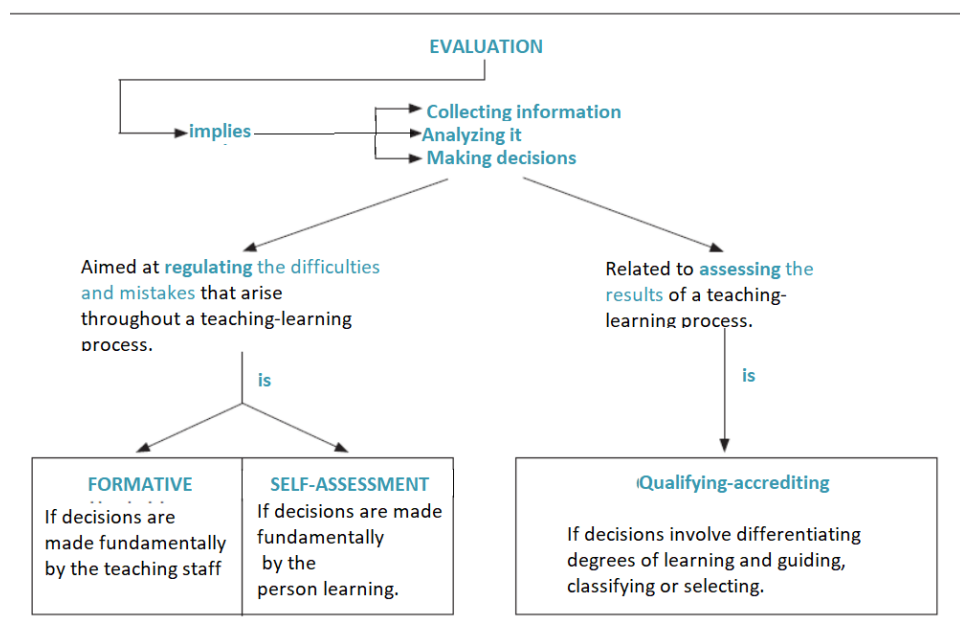


Chart 1: The purposes of the evaluation (Sanmartí)

These purposes are closely interrelated and must be coherent, so that not only the evaluation of the results is assessed. It is better to highlight the value of formative assessment, also known as "**assessment to learn**", as Jones (2014) points out, based on an approach that supports students to learn better and be better learners. This type of evaluation highlights not only what has been learned, but also "**how it has been learned**". Descriptions of student progress are essential and more useful if they are shared with the thoughts that arise between teachers and students. **It is a type of evaluation, also called a trainer, in which decisions are**

made by the learner and that is carried out during the learning process; In this manner, (de esta manera) moments that invite self-regulation, self-evaluation and reflection are created. Therefore, **the main objective of the evaluation must focus on knowing what is learned and how it is learned in order to learn better, and the best way to know it is through the student itself** (Sanmartí, 2020).

Both qualitative data and descriptions of student progress are essential. It is said to be a **formative evaluation** because decisions are also made by the learner, it is carried out during the learning process and its purpose is to correct mistakes and difficulties. It is not only the teachers who evaluate but also the students.

Formative assessment should not be the main purpose of grading students, but must be carried out **throughout the teaching-learning process** in order to improve it and, therefore, it has to achieve the following (Boluda, 2013):

- **Stimulate an attitude of observation, data collection and analysis;**
- **Perceive the abilities of the students and the faults of the educational action as soon as possible;**
- **Helping teachers teach better;**
- **Provide feedback during the process to improve the final results;**
- **Make the student participate in their learning process and in decision-making.**

COMPETENCY-BASED ASSESSMENT

In the syllabus of a course it is necessary to foresee tasks especially aimed at evaluating. We must ensure that these activities are as real as possible. To see if students know how to elaborate an argumentative text, we must create an environment in which we have to convine; Decontextualized tasks do not help the development of the evaluable competencies. The sense that participants give to the evaluation activities will condition the fact of being able to give information about their real competences and the ability to transfer them. The review process "masks" the context of linguistic use and provides distorted information.

It is necessary to differentiate between **information/content and knowledge**. The school has been devoted to transmitting information. It used to make sense, but now it can be easily accessed via the Internet. Exams ask for information rather than knowledge, which requires a more complex process and must be memorized. This process is now reformulated with competency-based work. **One cannot be competent without having knowledge. The school**

must make this knowledge understood. Knowledge is not to be memorized but to be used to act in real situations, which are complex and unplanned.

The problem is that knowledge is created disciplinarily but, for example, ecology is transversal although now it is also included in a subject. The meta-reflection on how you are learning is very important. If the goal is to pass and not learn, students develop strategies to pass with minimal effort.

The objective of the evaluation is fundamental: it must have a competent vision if not, innovative methodologies are not transformative. We must learn to be critical, autonomous and responsible, and we must link it to a new culture of evaluation. A contradiction of the education system would therefore be to take make-up exams in a week.

Assessment includes **self-assessment and co-evaluation** on the idea of competence that includes PBL and cooperative work. It is necessary to make this reflection on what is learned. Teaching activities must be aligned with the evaluation. We will start from a formative conception of evaluation: **students participate in the management of their learning**. It is necessary to propose tools that are developed with the collaboration of teachers and students to help students become aware of what they learn: plan what they have to do, the characteristics that the task must have, strategies to work, review and present the work. There can be several tools according to the type of work: **learning diaries, portfolios, metacognitive conversations and questionnaires, oral presentations of recapitulation of what has been done to learn, etc.**

The evaluation is based on indications that allow an assessment to be made and a decision to be made, as stated by Ribas (2012). Among the different modalities that exist, formative evaluation allows to better organize and guide the educational action since we can confirm or modify the representations of the students and thus adjust the activities to the degree of knowledge acquired. Formative assessment is closely linked to the learning activities of each student. In the area of language and literature, qualitative data that allow us to appreciate the peculiarities of individualisation are of interest, according to Mendoza (2000).

With **digital tools**, the learning objectives, reviews and corrections can be shared more immediately and continuously throughout the process so that it is clear what we want to be taken into account to reach the final result. Collaborative work with tools such as *blogs or*

Google Drive, and with social networks, such as *Instagram* or *YouTube*, allows one to review the sequence of activities during the process and disseminate the final product.

The **evaluation criteria of the projects** focuses on the contents, the competencies, the elaboration process, the clarity of the presentation, the active participation of all the members of the group and the creative, dynamic presentation adjusted to the expected time. It is a type of formative evaluation, individual and group, in which, in addition, a self-evaluation or regulation of the learning process itself is carried out, a co-evaluation between the students, and a shared evaluation or participatory, established by teachers and students to grade the learning achieved.

Teachers can contribute to learning by assessing and explaining the reasons for the difficulties. However, decisions must be made by the learners themselves, often by contrasting their own productions with those of their classmates through co-evaluation, as Oliveras, Sanmartí and Simón (2018) point out.

In the didactic proposals to work on language and literature in secondary and baccalaureate with digital tools, an attempt has been made to implement a type of evaluation to learn where the work process is taken into account in the different phases, starting from planning, elaboration and oral and written presentation, to the final product.

In this way, the aim is to attend to the diversity of interests and skills of the student, integrate the four language skills and give a didactic application to the wealth of resources of the network.

The **evaluation tools** may be different depending on each project. Different evaluation modalities can be prepared before, during and after the task entrusted, from a questionnaire to detect previous ideas, the evaluation of a draft or a correction of a text to a rubric for evaluation criteria agreed upon with the student.

This would lead to **active cognitive learning**: thinking about what is being learned by connecting it with other subjects. The characteristics of the competences would be connected to the type of evaluation:

- **They are linked to a specific and situated action.** The evaluation should allow us to observe and help direct the process, provide the necessary help when students need it. For example: proposing students to make explicit recaps of what they already know

how to do, of what they already understand; explain to a colleague how to solve a task; record the evolution of the mastery of a certain aspect for a limited period of time. All of these activities represent an awareness of the process itself and what will have to be taught to be done, because metacognitive capacity must be achieved through accompaniment.

- **Social character.** Learning and evaluation refer to socially shared knowledge, stabilized through the community, but in constant transformation. In the same way that we will evaluate the ability to be informed about a topic to be talked about, we will also evaluate strategies to adjust the text to what readers expect, which is determined by their experience in a community of users.
- **They articulate global knowledge, responsible for complex knowledge** (such as writing a text, understanding a speech, etc.), **with local and more delimited knowledge** (such as knowing the spelling of a word, knowing a spelling rule, mastering the pronunciation of a sound, etc.).

Information extracted from Ribas i Seix, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua*. Graó.

However, teachers need to have evidence of the competences that have been achieved from the different assessment tools, which allow them to monitor students in their learning process. There are many tools that provide us with data that manifest complex thinking, inferences and interpretations referring to real situations that belong to the context of the students and that would be the most appropriate in a framework of competence learning. This data would be at the service of **highlighting the difficulties and errors in order to reflect on how to improve on and overcome them**. With the analysis of the data obtained, decisions can be made, and the most appropriate methodological and organizational changes can be applied to overcome obstacles.

In order to reach a **qualification of the degree of competence acquired**, it is necessary to identify the components that we will work on of each competence. Based on the data collected through the evaluation tools, an assessment is made taking into account the established evaluation criteria, which help us to specify what we want to evaluate for each competence. Once the activity, task or project has been designed, it is related to the

corresponding competence, so that we can obtain evidence to grade the students' work according to the evaluation indicators that have been agreed for each activity or task.

Area SL	Competence in Linguistic Communication (CLC) 40%	Cultural Awareness and Expression (CAE) 20%	Learning to Learn (L2L) 20%	Digital Competence (DC) 10%	Sense of Initiative and Entrepreneurship (SIE) 5%	Social and Civic Competences (SCC) 5%	Total 100%
1r ESO/ Year 8/ 7 grade	Oral and written comprehension and expression, knowledge of the code, interaction.	Specific contents of the subject, literary texts and historical heritage, artistic creativity.	Comprehensive, critical and creative thinking, strategies for planning, learning with others, co-evaluation and self-evaluation.	Use of technologies for didactic purposes and a critical and reflective attitude.	Autonomy and personal initiative, learning from mistakes, decision-making and project implementation.	Respect and a constructive, supportive and dialogic attitude. Conflict resolution. Cooperative work.	Final mark
Student	Projects, tasks, activities: posters, readings, video, audio, workshop, glossary, spelling, grammar, conceptual map, debate, stories, poster, portfolio...						
X							
X							

Chart 2: Proposal for a grading scale for the degree of competences acquired in the Linguistic and Social Area

EVALUATION TOOLS

If we want to encourage diversity awareness and the various learning possibilities of students, it is advisable to use **different assessment tools**. This also facilitates the evaluation of key competencies, shared reflection on what has been learned and on the difficulties that arise, and the monitoring of the learning process (Garcia Vidal, 2020).

Each activity or project requires different assessment tools depending on the learning possibilities it entails or the objectives to be evaluated. (que se quieren evaluar) **Several evaluation modalities can be activated before, during and after the assigned task**: from a questionnaire to detect previous ideas, the assessment of a draft or a correction of a text, to grids of criteria agreed with the students, which promote self-regulation of learning (Vilà & Rodríguez Gonzalo, 2020).

On the other hand, it should be considered that **self-assessment and co-evaluation** between students and teachers include a reflection on the most outstanding aspects and suggestions for improvement that allow progress in the learning process. Several fields of didactic knowledge (Sanmartí, 2019) emphasize the need to include moments in this process to generalize and synthesize thought and action.

Below, we will see some examples of evaluation tools that can be combined and used according to the different evaluation phases or the objectives to be evaluated:

- **Objective written, oral and visual tests**, such as questionnaires, interviews or oral presentations, graphs, posters, timelines, concept maps, Gowin's V, drawings, photos, audios, videos..., which will allow to objectively check the planning and degree of achievement of the contents of the work. They can be prepared by the students individually or in groups.

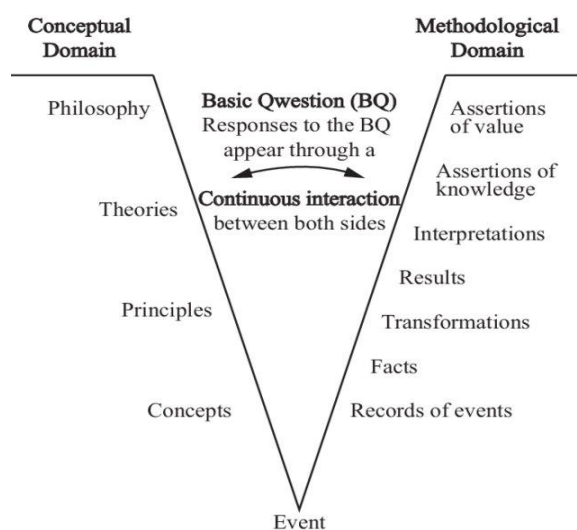


Chart 3: Example of Gowin's V. Source: researchgate.net

- **Evaluation of the work process with metacognitive activities:** class notebook, portfolios or learning portfolios, class diaries with a self-assessment rubric and a reflection on what has been learned, reports about what is learned and how it is learned, research work linked to projects that are evaluated from rubrics, checklists. For example, a rubric on a work project can present the assessment of different sections: content, formal aspects, organization of the work team, technical aspects, etc.

Content (30%)	Very good	Good	Poor	Unacceptable
Title	The title reflects its content in a synthetic and clarifying way. It's creative and original.	The title reflects the content, although it is not synthetic and/or original enough.	The title of the video review is the same as the book or books reviewed, or it is not sufficiently clarifying.	The title does not reflect the content clearly or synthetically enough.
Composition	High level of elaboration with adaptation of the composition to the intention through an original and creative idea.	Good level of elaboration with adaptation of the composition to the intention through an original and creative idea.	Level of elaboration appropriate of the composition to the intention through an unoriginal and predictable idea.	Low level of elaboration with little adaptation of the composition to the intention through a very unoriginal and very predictable idea.

Ability to synthesize and express information	The ideas presented are relevant and transmit the information correctly.	The ideas presented are appropriate and convey the information with sufficient correctness.	The information is not significantly highlighted and is not expressed correctly enough.	The information is not highlighted correctly.
Resolution of linguistic questions	The linguistic issues raised have been resolved correctly.	The linguistic issues raised have been resolved with some inaccuracies.	The linguistic issues raised have been partially resolved with a significant percentage of inaccuracies.	The linguistic issues raised have not been resolved, as there were many inaccuracies.
The topic and approach	Both the topic and the approach adopted are relevant.	The topic and approach adopted are relevant, although some aspects fall within that goal.	The topic or approach is not relevant.	Both the topic and the approach are not relevant.

Table 4: Rubric model of content language projects (Martí Climent & Garcia Vidal, 2020).

Regarding confrontation lists, or checklists “They consist of a repertoire of qualities or behaviors , to which a certain competence belongs, on which the evaluator must verify their presence or absence in the work evaluated” (Gil Flores, 2007: 95). If the list is negotiated by participants, teachers and students, it can guide the learner to solve a task more successfully and in this way the students participate directly in the evaluation process and develop their autonomy with self-regulation. For example, after working on the instructional text to prepare a cooking recipe, the students agree with the teacher on a list of characteristics that must be met by the video prepared to present the recipe.

When you have the video recipe ready, evaluate it based on compliance with the following instructions	Yes	No
1. Is it objective information, doesn't it give any opinion?		

2. Is the name of the recipe and ingredients indicated?		
3. Are the instructions accurate, are the right words used, without repeating them?		
4. Verbal forms of imperative appear such as: Take, cut, stir,...?		
5. Verbal periphrases of obligation are used such as: having to + infinitive, need to, being necessary..?		
6. Is the elaboration process explained with the ordered instructions and with ordinal and cardinal numerals such as first, second, one, two...?		
7. Doesn't the video exceed 5 minutes?		
8. Does editing the video allow you to see the elaboration well and listen to the explanation well?		
9. The credits appear with the name of the authors of the elaboration of the recipe and its origin (country, region, city...)		
10. It contains other information: number of people, cooking time, degree of difficulty, ideal time or time for consumption, calories, suggestions to prepare it in a healthier way.		

Table 5: Checklist example.

We can also use Radar Charts, that specify visually and clearly what we want to evaluate, and that are very useful for self-evaluation and co-evaluation. This tool can be done in a very simple way, with as many concentric circles as there are evaluation scales, similar to the rubrics. It is divided into vertical lines and each resulting part refers to the aspect to be evaluated. The students paint them according to the level they think they have achieved.

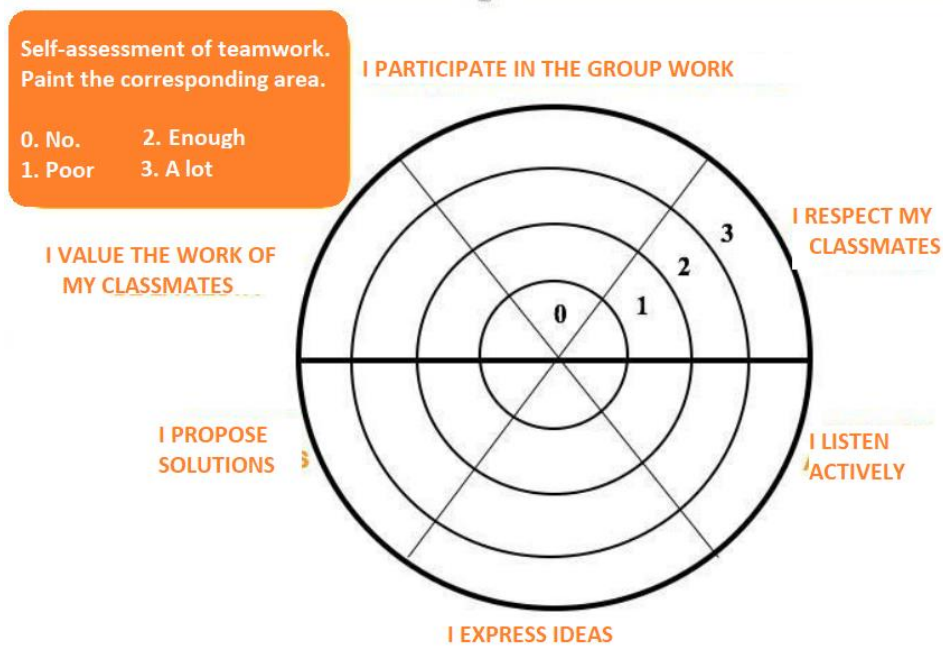


Chart 6: Example of a self-assessment radar chart.

- Evaluation of classroom work:** from direct observation, the student's work in class and the performance of daily work with respect to classroom rules, cooperative work and active, positive and entrepreneurial participation can be valued. This data can be collected by writing it down in a journal, with tables or graphs, recordings, videos, photos, interviews and what is called a focus group, in which 6 to 8 students meet with the teacher to moderate the discussion about how they are learning.
- Evaluation with digital tools:** they facilitate access to details of the work process that allow formative evaluation in order to better organize and guide educational action, as stated by Ribas (2012). It is essential to share learning objectives, reviews and corrections throughout the process. Working on websites, shared documents and social networks facilitates collaboration, allows us to review the sequence of activities during the process and disseminate the final product (Garcia Vidal, 2020). With telematic monitoring in distance classes, teachers have found that with ICT you can learn competently, according to Canals (2020). These tools make it easier to share the work and evaluate the process, as in the case of **Drive, the creation of blogs and websites for cooperative work or online questionnaires.**

It is important to bear in mind that any tool is only a means of detecting the point where the students are in the learning process and not just an indicator to grade the results.

EVALUATION CRITERIA

In order to learn in a significant way, students must take into account the evaluation criteria and thus recognize the quality with which they carry out the tasks entrusted. The evaluation criteria and basic competences are established in relation to the contents of each subject. Article 2 of RD 1105/2014, of 26 December, establishes the evaluation criteria that are the specific reference for evaluating students' learning. The bridging document proposes a relationship between the prescriptive elements of the curriculum (contents, evaluation criteria, learning standards and key competencies), also proposes guiding elements for the evaluation of the contents and the evaluation criteria are specified in achievement indicators, called success indicators. **These indicators make it possible to define the learning outcomes**, since they specify what must be known, understood and known how to do in each subject. They must be observable, measurable and evaluable, and must allow for the grading of performance or achievement. Its design must contribute to and facilitate the creation of standardized and comparable tests (RD 1105/2014, of 26 December). Consequently, **teaching activities must be aligned with the evaluation**. Each criteria can be evaluated according to different evaluation tools, which allow us to collect and analyze the data and evidence in order to make decisions on how to continue progressing.

In addition, the Content and Language Integrated Learning (CLIL) **involves an evaluation of both the content related to the subject matter and the language in which this content is verbalized**. The criteria applied to evaluate the tasks or activities that are considered relevant in the learning process must be previously **agreed** with the other teaching staff so that they are coherent; and with the students, to verify that they understand what they have to do, both in terms of the content and the way they present it. In this way, the construction of a **self-regulation system** that allows students to better understand what the work they have to do is like is promoted. If they believe that they can solve the challenges that arise, they will have more confidence and motivation to carry them out and will not be discouraged by the difficulties that arise.

Therefore, it is important to reflect with students on what they have to do and how they can know if they are doing it right

To analyse data from a competency-based perspective, there are tools that help to understand the reasons why the results are better or worse (Sanmartí, 2020). For example, proposals can be shared with students and agree on what is considered most appropriate with a **chart or checklist**. Systemic networks can also be used, which collect the different meanings from an expression or drawing about which the students want to express, thus showing their implicit thinking. Another useful tool to check the learning outcome is the **“evaluation contract”**, which aims to review what is achieved and the possible causes of the non-achievement. Also the rubrics can help to better define the objectives and what is important to work on in a competence, if they are written in such a way that they are useful to learn with the indication of what should be done to improve.

The qualification criteria will be more clarifying if they are agreed upon with the students, in addition to considering the oral and written **reasoned self-evaluation** on what they have known how to do better or what should be improved.

NAME, SURNAME AND GROUP *

Your answer _____

What grade do you think you deserve and why? Justify it in relation to the work you have done and your participation *

Your answer _____

Which of these activities would you like to continue doing the next trimester? *

- ☐ Do tasks on Drive
- ☐ Do tasks on Aules
- ☐ Work on readings with videos and literary gatherings
- ☐ Reading aloud and recitation.
- ☐ Exhibition of class work in groups.
- ☐ Complementary activities: literary walks around the city, theatre, exhibitions, workshops
- ☐ Creative activities such as writing stories, poems or making an original video

Suggest other activities or ways of working to improve in the next trimester *

Your answer _____

Table 7: Example of a self-assessment questionnaire.

Peer assessment or co-evaluation is also very useful. Students become protagonists in decisions about the type of work and the correction of mistakes made.

HOW HAVE WE DONE IT?

Write down the name of your colleagues in the gray row. Make a cross in the column.	Very good	Good enough	Still learning
SYNTHESIZER:			
Summarizes the information in a clear, well developed and presented way.			
The summary is correct. No important details of the book are left to tell.			
RESEARCHER			
Shows interesting and coherent topics on which he has researched.			
Their proposals are innovative, surprising and creative.			
VOCABULARY ENRICHER:			
Interprets and identifies the most complex words in the text.			
Wides the vocabulary present in the work with synonyms, antonyms and expressions.			
FINDER:			
Has located on a map the places that appear in the story.			
Provides more information about these places and related ones.			
CONNECTOR:			
Makes relevant and consistent connections between some topic of the work and reality.			
Their proposals are innovative, surprising and creative.			
MUSICIAN AND ILLUSTRATOR:			
Presents images or music that are related to the work.			
Explains in detail the relationship of the image or music with the work read..			

Table 8: Co-evaluation table of literary circles (Adaptation of a proposal by María Pascual)

Teachers can help students to value their work and know how to recognize the difficulties that have arisen. It is not necessary to grade students when they are still learning or to constantly give grades to get their average grade. To encourage learning, the work done is valued and feedback is given, but it is more convenient to grade when there is a probability of success. Objectivity comes more from the triangulation of the evaluation tools, the analysis and the different assessments made by the people involved (Sanmartí, 2020), that is, by the student, the teacher, the coteachers and the support teachers. With this objective, a discussion and a **pre-evaluation** is carried out where the different perspectives are discussed and a reflection is made on the evolution and results of the work carried out in order to reach an agreement on the grade. In this way, it seeks to encourage students to be aware of the difficulties they have had and make proposals for change to improve.

EVALUATION FOR ATTENTION TO DIVERSITY

Attending to all students in a personalized way can be complicated with the number of students we have in class. It is convenient to diversify tasks, since in a classroom we find different skills, interests and ways of learning. Classes should be organized in such a way that, from time to time, a part of the students do autonomous work, while those who need a more direct follow-up of the teacher receive more individualized attention. With the co-teaching that has been introduced in the different education fields, this possibility is more feasible, since having two teachers in the classroom, students can be helped, in a more personal way, to overcome the difficulties that arise or deepen the learning process. You can also count on specialist support or therapeutic pedagogy teachers, with whom planning must be proposed to meet the needs of the students with the most difficulties.

It is convenient to program open activities, which have different degrees of development and can be proposed to students with different levels of understanding in the classroom. These types of activities do not presuppose unique answers and are aimed at all students regardless of their ability. It is also necessary to program activities that regulate learning itself that help students to control what happens in the classroom and to reflect on their progress and difficulties, with the help of teachers and their classmates.

The objective is to achieve the inclusion of all students, so that at least an average level is met in each of the competences, at least 85% of the students, as established by the framework of the European Union. In order to achieve this, the organization of the work, the reflection and concretion of the relevant aspects studied, the revision and questioning of

those concepts or skills that dominate or believe that they dominate and the difficulties they show (Rodríguez Gonzalo & Garcia Vidal 2002) is essential. It is intended that **students regulate their own learning process, through a formative evaluation, essential to "learning to learn competence" and thus achieve autonomy in learning.**

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7.2. THE RESULTS OF THE EVALUATION LINKED TO THE VEHICULAR LANGUAGE

CLIL evaluation in the classroom

It is necessary for the teaching staff –the centre – to agree and debate on the teaching of curricular languages. **Decisions regarding the treatment of linguistic-educational aspects – referring to the teaching and vehicular use of languages, and social, academic and administrative use- and linguistic evaluation** are of fundamental importance.

When evaluating in CLIL, the balance between content and language must be taken into account. What should be evaluated? Language, content or both at the same time? In fact, assessment in the CLIL environment tends to be based heavily on content, although this should not be the case.

However, according to Coyle (2015), teachers should take into account the unit's level of linguistic demand. From this it can be deduced that in CLIL environments language is a determining factor that should not hinder students' ability to demonstrate what they have learned. The evaluation process, therefore, should not neglect these three dimensions: **content-procedure-language**.

In CLIL environments, and in any learning process, it is of paramount importance to involve students in the evaluation criteria in order to understand the implications derived from what they do and what they learn. The transparency of the evaluation process can be achieved through the rubrics since they layout the objectives to be achieved from the first moment.

Language is important and is a factor that should not hinder students' ability to express concepts or show basic skills and attitudes to achieve the objectives. So, how can assessment be addressed in CLIL? It is necessary to focus on these aspects:

- What is the linguistic demand to develop the contents?
- What is the relationship between the text and the task (final task or project)?
- Does the communicative requirement allow the task to be completed?
- Does the task involve reading, writing, listening or speaking?

If these questions are rigorously planned, the integration of language and content into the learning process will allow students to effectively manage the following aspects:

- Decide the key aspect or purpose of the task.
- Understand the key concept of the task.
- Be able to structure information.
- Be able to use language to interact, contrast, compare and give opinions.

Information extracted from CEFIRE Plurilingüisme. [L'avaluació en el procés d'ensenyament i aprenentatge](#). Regional Ministry of Education, Culture and Sport.

Correction and evaluation

If we pay attention to correction, the content and essential concepts must be the same as those learned in the classes taught in the L1. Priority should be given to correcting content mistakes and not mistakes in form: the subject must take precedence over the correctness of the language. Therefore, it is recommended that if students manifest any problem when expressing themselves both orally and in writing, they turn to L1 before leaving the intervention incomplete. Constant and systematic linguistic corrections must be avoided. A good strategy is for the teacher to repeat the correct form in the face of a faulty pronunciation or barbarism, for example.

Some linguistic errors can be allowed as long as they are not related to the lexical and syntactic content worked in class. In addition, the **teaching staff will coordinate with the corresponding language department to determine which language errors they must correct taking into account the contents worked on throughout the course and the level of competence that students must demonstrate.**

When it comes to tests or exams, with regard to the assessment of language skills, it is advisable to include a first section in which, above all, the content of the subject is evaluated and a second section to assess linguistic aspects. The first is based on understanding and can be structured as a test. The second section can be oriented to linguistic aspects based on a text in L2 or foreign language and with open-ended questions, the answers of which must also

be given in L2 or foreign language. In this way, in the same test, in addition to purely linguistic aspects (achievement of the specific lexicon, of the communicative structures studied, etc.), reading comprehension and written expression can be evaluated.

Information extracted [Llengües vehiculars en el Programa d'Educació Plurilingüe i Intercultural \(PEPLI\) orientacions metodològiques](#). Directorate-General for Educational Innovation and Planning Education Service PLurilingue .

Good practice in the evaluation and development of language tests

The EALTA Executive Committee (European Association for Language Testing and Assessment) appointed a working group to review the draft Code of Practice received from the ENLTA Project (European Network for language testing and assessment). The task of the working group consisted of developing a **code of practice or guidelines for good practice in the development of tests and the evaluation of languages** appropriate to EALTA and its objectives.

The objective of EALTA is to **promote the understanding of the theoretical principles that govern the development of language tests and assessment and to improve and share assessment practices throughout Europe**. To establish these guidelines, the working group took into account the following facts:

Europe is a multilingual continent, where the diversity of languages, cultures and traditions is of great value. Part of this diversity is reflected in a diversity of education systems and assessment principles and procedures.

For this reason, EALTA members must strive to comply with the principles of transparency, responsibility and quality most appropriate to the contexts and particular areas in which they develop their professional activity in the field of language assessment.

EALTA is open to all professionals interested in language assessment, and therefore wants to meet the needs of this broad group. For this reason, the EALTA guidelines are aimed at three different audiences: people involved (a) in teacher training in evaluation, (b) in classroom assessment and (c) in the development of tests in public or private institutions or bodies.

There are a number of general principles applicable for all three groups: **respect for students/examinees, responsibility, impartiality, reliability, validity and collaboration between the parties involved**. These general principles are set out in several existing codes of practice. The EALTA guidelines for **good practice in test development and language**

assessment can be found at the *European Association for Language Testing and Assessment*. (2006). [EALTA guidelines for good practice in language testing and assessment](#).

7.3. TEACHERS AND EVALUATION THROUGH MULTILINGUALISM

Language didactics, with project work or didactic sequences to learn language (Milian, 2012; Rodríguez Gonzalo, 2008), has developed a series of devices to create real contexts in which the contents to be learned are necessary to act. These same contexts provide **environments for inserting assessment tasks**. For example, a story told to younger classmates in another class can be an opportunity for real evaluation, meaning: it allows you to explain and check what the target audience has understood, what they have missed, etc.

Coordinated approaches to language teaching and learning

a) The processing of linguistic uses

The objectives of linguistic knowledge that are proposed for compulsory education are primarily procedural in nature: the set of knowledge that is expected to have been developed at the end of this educational stage is focused on **mastering linguistic uses in their different modalities and for different contexts**. At the moment we know that the mental operations involved in the use of language have a translinguistic character, that is, they are not specific to each individual language. And they are not to the extent that as they are not strictly linguistic either, because they are linked to the general capacities of information processing. The agreement in the theoretical presuppositions and in the teaching practices in which the activities for the teaching and learning of reading and writing and oral uses are formalized in the classrooms is one of the key factors in the improvement of the linguistic training of schoolchildren in multilingual programs.

b) Knowledge of discursive situations and genres of text

The focus of teaching on linguistic use makes it unavoidable that the linguistic areas of the curriculum must address three key areas: that of discursive situations, or contexts where communicative activity takes place, that of the conception of texts as discursive units, and that of text genres, as forms of communication typified socially and culturally.

c) Interlinguistic metalinguistic reflection

The methodological traditions rooted in our educational environment have tended to reserve the reflection on the linguistic system in the first languages and to preach for the second and foreign languages the almost exclusive attention to their use. This classical scheme, however, has been radically questioned by research: **attention to reflection on language and its uses**,

with the particularities of each case, has been accepted as an essential component in both the learning of first and second languages (Schmidt, 1995). And the reflection on different languages has raised the problem of the construction of an **interlinguistic metalinguistic apparatus** appropriate to the needs of teaching and learning: A new view of the role of contrast between languages or translation in education shows us that it will be essential to normalize this common space (Guasch, 2008).

d) Knowledge of linguistic diversity

Hawkins (1987), with the aim of overcoming the limits posed by the teaching and learning of specific languages, proposed a global approach to the linguistic fact that he called Language Awareness and which he articulated in six areas of reflection on verbal language: **verbal language as a tool of communication, the diversity and evolution of languages, the functions of languages, uses: social and geographical varieties, orality and writing, and language acquisition**. This approach was at the origin of a parallel Francophone movement: the EVLANG (Éveil aux langues) (Candelier, 2003; Pietro, 2003). We believe that it is important that the consideration of languages as a formalization of human capacity for verbal language and the social and cultural value of this phenomenon be constituted as an object of teaching and learning.

e) Linguistic attitudes

It is known that the treatment of linguistic attitudes, of values linked to linguistic diversity, is a responsibility that goes beyond the strict scope of language areas (Ferrer, 1997) and affects all areas and agents that act in the educational system. There is no doubt, however, of the specific responsibility of the language areas as a whole in establishing the criteria for education in democratic values with respect to linguistic diversity and for the establishment of the necessary actions in each context to promote these values.

Extracted from Guasch, O. (2011). [El tractament integrat de les àrees de llengua](#). *La mirada experta: ensenyar i aprendre llengües, Col·lecció Innovació i Formació (1)*, 27-43.

Learning to live together in multilingual contexts

Following Moore and Gajo (2009) we can affirm that in the process of learning languages and developing one's own identity, what is situated in a preeminent place is the **awareness of multilingualism itself**. Far from the image of Matryoshka dolls, which provides us with an isolated representation of languages, the notions of linguistic repertoire and multilingual competence refer to the need to train **people with the capacity to move from one language to another**.

Awareness – or metalinguistic and metacultural reflection – must be carried out in schools based on the languages in presence. Until recently we could explain gender and number as distinctive features of the Catalan language or the Spanish language and, indirectly, we implied that all languages mark these distinctions; now, from the **contrast between linguistic systems**, we can learn, for example, that there are more that have number than those that have gender, because gender is a trait found in very few languages of the world (Junyent, 1999). We can point out other examples if we leave the strictly linguistic aspects and ask questions that affect matters related to pragmatics: what ways of greeting or thanking or requesting are common in each of the cultures we know?

Learning a language involves the internalization of linguistic and cultural conventions. That is why, when considering what it means to teach languages in multilingual contexts today, we cannot ignore the need to have a special sensitivity towards linguistic and cultural diversity. It is important to encourage a reflective attitude that helps to understand that some languages are no better or worse than the others. It is clear, on the other hand, that not all languages can be learned, nor the specific way of using them. But it is necessary to learn and teach that **each language and culture make available to speakers a way to conceptualize reality**. Let's look at the following example: from vulgar Latin *oblitare* were formed in the Romance languages *oblidar* (Catalan), *olvidar* (Spanish), *oublier* (French), *obliare* (Italian), etc. If we look at Germanic languages and, specifically, English, we will see that the same concept is treated as a back-and-forth movement, since the word *forget* is formed by (to) get (get) preceded by *for*, a combination that results in not obtaining.

Is stopping getting and forgetting the same thing? What can they have in common? What nuance separates them?

Students, both those who have already been born here and those who consider themselves newcomers, will not be able to succeed in schoolwork if they do not access linguistic registers that allow them to solve complex cognitive problems. To access these registers it is necessary to use the language and promote reflection on the use. That is why the **consideration of cultural and linguistic differences and the ability to relate, compare and contrast**, acquire now and here a high educational value.

Teachers have two special challenges. The first: **listen to the Students' voices**. The second: **to give meaning to the experience of learning languages**. To address these two challenges, it is necessary to create contexts in which **reflection on the linguistic repertoire** is promoted. This metalinguistic and metacultural reflection should undoubtedly help to become aware of the potential that linguistic diversity always entails.

Extracted from Palou, J. (2011). [Educar per al plurilingüisme](#). *La mirada experta: ensenyar i aprendre llengües, Col·lecció Innovació i Formació (1)*, 27-43.

7.4. EVALUATION IN THE CLASSROOM

Progress must be made towards a humanistic and emancipatory education which, far from producing servile and functional individuals, is oriented towards the development of critical citizenship, social participation and awareness of oneself and one's own life.

The current moment requires being able to rethink what opportunities, what accompaniments, what experiences and what knowledge formal education can offer that are beneficial to love learning and never stop doing so, consciously, ever; to be able to do it **inside and outside the classrooms of the educational centers and, in addition, to be able to do it from the diversity of interests and wills of each person.**

From this proposal, tensions and apparent contradictions can be raised:

- Does the school have to make visible the learning that takes place in other environments and institutions? Does the school have to mediate? Should the school keep them in mind and empower them?
- How do you learn alone and what does it mean to learn in community? Does the socio-constructivist model and the idea of personalization learning and of individual learning contradict itself? How can we find learning environments where these personal itineraries can be shared and built in interaction with others?
- Is there a break between face-to-face learning and distance and online learning? How are digital technologies and learning related? Are we able to think critically and intervene effectively?

More information at UAB: [Itinerari Aprendre a dins i aprendre a fora de l'escola: ruptura o contínuum?](#) Institut de Ciències de l'Educació

Evaluate to learn, evaluate to motivate

In recent years, despite the implementation of internal evaluation and external evaluation systems, despite the impact of PISA tests and despite the growing number of evaluation actions of all kinds, most of the training activities aimed at teachers have been related to the

analysis of results and how to improve them. The learning of techniques that allow teachers to observe and identify what students learn in relation to learning objectives reliably, and the training in the development of assessment tools adapted to the needs of each context integrated at the same time in the teaching and learning process has been maintained in the background. It is necessary for teachers to approach the world of **rigorous, valid and reliable assessment, taking advantage of the debate to really turn the classroom into a space where teaching, learning and evaluation, coexist harmoniously with the main objective of facilitating and improving language learning.**

Extracted from Figueras, N. (2011). [Avaluar per aprendre, avaluar per motivar](#). *La mirada experta: ensenyar i aprendre llengües, Col·lecció Innovació i Formació (1)*, 27-43.

The key to it all: good feedback

From a traditional perspective of formative assessment, the responsibility for regulation, that is, to provide **feedback to help learners identify and overcome the difficulties that arise throughout the learning process**, is essentially the teacher's, who is the one who recognizes the mistakes of the students and decides which are the most appropriate strategies to progress forward. On the other hand, evaluation with a formative purpose implies much more involvement of students in their self-regulation, based on self-evaluation and co-evaluation processes.

The work of teachers should focus more on promoting systems that favour evaluation, understood as **peer regulation, and self-assessment**, understood as a reflection on what needs to be improved and how, than on what we call "correcting" student productions. It goes without saying that the strategies to be applied must be creative, avoiding routines, so that students perceive them as useful and rewarding. Good feedback cannot focus on identifying errors but, firstly, on recognizing what is already done well enough or believed to be done well enough (and, therefore, should not be forgotten) and, secondly, on helping to understand the appropriateness of the applied logic in carrying out the activity, because it is the one that needs to be reviewed, and to suggest possible ways to progress.

As we have seen, in order for students to be able to self-evaluate (and co-evaluate) they must take ownership of the learning objectives, and represent how to anticipate and plan actions to apply the broad types of knowledge in competency activities and the criteria for evaluating

their quality. This does not mean that these three items should be evaluated/regulated always and separately. If learners internalize them, since they are all interrelated, it is often not necessary to evaluate them separately, since, for example, an orientation base makes it possible to check whether the person learning represents the objectives of what they are doing and, at the same time, the evaluation criteria. And vice versa, while talking about the evaluation criteria, you can recognize what is important to plan how to solve a type of task and its objectives.

Undoubtedly, evaluating/regulating all these aspects related to the learning activity promotes that a learning process has a much greater probability of success and, therefore, that it increases the **self-esteem** of learners. Instead of spending a lot of time going over what has not been learned well enough, it is much more practical to use it in prevention. We already know that prevention is better than cure. Therefore, the three actions that we have traditionally differentiated at school cannot be separated: **teaching, learning and evaluating**, since without formative evaluation there is no learning and without encouraging students to face their difficulties and overcome the obstacles they encounter, we cannot talk about useful teaching. Thus, it must be an **activity integrated into the learning process**, so it is necessary to promote feedback from the students themselves based on tools that, with the help of teachers, they must use with meaning and not mechanically.

The evaluation seen as an activity to check what has been learned

There is no doubt that evaluation also aims to know what the learning outcomes have been, both to check whether the objectives have been achieved and to identify what is still to be learned, and to prove the results. In addition, the information obtained will be useful to **evaluate the quality of the applied teaching process and identify the aspects to be improved** when it is put back into practice. The evaluation of competences involves recognizing whether one is able to mobilize the different types of knowledge, in an interrelated way, to carry out an action (that is, in the resolution of open, real, complex and productive problems). It makes no sense to evaluate knowledge on the one hand and competences on the other, nor does it make sense to consider that a student has achieved a satisfactory competence without having the knowledge linked to it. This does not mean that from an evaluation task it is not possible to identify the achievement of each of the knowledge that is part of the competence, but it is necessary to be aware that if they are learnt in isolation and do not know how to integrate them into the action, it cannot be concluded that it is competent or that the knowledge has been acquired. Therefore, the evaluation carried out at the end of the learning around a

specific topic must be of a competency type and a demonstration of progress in specific knowledge of each competence in each of the areas of the area or subject must be identified.

In any evaluation, it is necessary to take into account the **targets to be evaluated** (knowledge of different types and their interrelation in competences) and **the criteria for deciding on the quality of learning, which must be consistent with the objectives, and also what is the starting point**, in order to recognize how it has been improved in the achievement of competence. Learners are diverse at the beginning of a learning process and also at the end, but all must have improved.

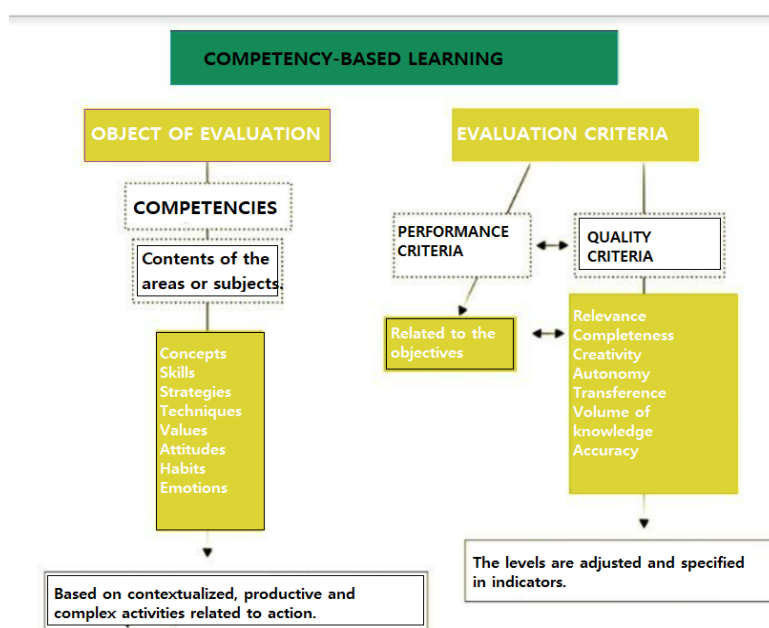


Table 9: Objects and criteria for evaluation according to competence objectives (Sanmartí, 2020)

Evaluating is much more than "grading". We must be aware that evaluation conditions everything that constitutes the school activity: what students want to learn (objectives), how to sequence learning over the years so that there is progress and the new ones are built on the previous ones, how the classroom can be organized so that peer learning can become a reality, how teachers can be organized so that the objectives and evaluation criteria are shared, what values are to be promoted so that learners can understand them from experiencing them, how we can respond to the different educational needs so that everyone

is enriched and progressing how the relationship with families can be considered so that we can go from informing them to sharing and collaborating, etc.

That is why it is so difficult to change assessment, because it requires systemic change. We know that the whole is not the sum of the parts and, therefore, when a school and teachers consider reviewing how they evaluate, they need to rethink their entire way of promoting learning, while recognizing that **evaluating is learning**.

Excerpted from Sanmartí, N. (2020). [Avaluar és aprendre](#). Government of Catalonia. Department of Education.

Inclusive evaluation

Evaluating involves **collecting information, analysing it and making decisions**. According to the instructions for organization and operation at the beginning of the course:

"Student assessment must be continuous and global. The purpose pursued with the evaluation is to detect the difficulties as soon as they occur, to find out the causes and to take the necessary measures so that the students can successfully continue their learning process." (Department of Education, 2009:Instructions for the operation and organization of public schools)

The evaluation from the social point of view allows **quantifying**, grading to be able to classify, select, this is how the exams for Public Service are understood, the entrance exams ... But evaluation from the pedagogical side, helps to **regulate** the teaching-learning process, to adapt individual and collective strategies, to contrast the achievement of the objectives set, to guide students, to contrast progress and when this is developed in a shared teacher to student way educates for self-regulation, necessary to continue learning.

When evaluating for grading, the focus is on assessing the results, while when evaluating for regulation it is on understanding the reasons for difficulties and mistakes.

Guidelines for inclusive assessment

- Evaluation should **encourage interest in improving**; it should not exclude and punish, but offer the possibility of redoing a task better, which is why it is not yet ready.

- Establish a **coherent and conscious curriculum** that provides correct, adequate and relevant information.
- Make **consensual decisions** regarding learning and assessment materials that are relevant and useful.
- **Link assessment to learning and vice versa**, which helps identify individual needs in learning and allows the person to ask for support without having the feeling of failure.
- The evaluation must be **detailed and improvable**. It is necessary to clearly establish the evaluation criteria, students must know in advance what is expected of them, what tools they have to overcome and what types of help they can have to improve.
- **We must start from the point where the student is**, that is, from their previous concepts and see their evolution.
- **Provide varied and different evaluation activities**: diagrams, conceptual maps, summaries, answering specific questions, giving time to do them... using different formats and diversifying language and representation systems. It can also be a choice of the students themselves.
- It is necessary to make use of **different assessment tools**: observation, scales, oral and written tests, multiple choice tests, multiple-choice questions, open-ended questions...
- **Plan together teachers and students the evaluation activities**, carrying out preparatory activities in the classroom and / or sharing correction criteria.
- **Propose evaluation activities at the beginning, middle and end** of the sequence of contents, as specific activities.
- **Carry out self-assessment activities, hetero-evaluation**, share them among different classmates, as brainstorming in class. These procedures achieve a critical and comparative vision, and help students to grow.
- It should help each student to **enrich their learning and to know the strengths and weaknesses** of the process.
- All students do not grow according to their age. Sometimes they exceed the standards and sometimes they fall below. It is necessary to consider **different types of competences, for the different activities** that the student requires.
- It is very important that the results of the evaluation are discussed with the teacher individually, in order to **encourage, support, and allow the students to reflect** on the results they obtain and the effort themselves.
- Assessment should aim to **offer multiple forms of evidence on students' learning**.
- **Education levels should be assessed**, without imposing standardization.

7.5. EVALUATION OUTSIDE THE CLASSROOM

Evaluation with ICT

What do digital tools (ICT) provide for the evaluation of students' work? With ICT, a formative evaluation can be achieved in a more accessible way that allows us to better organize and guide educational action, as stated by Ribas (2012), since they **make it easier for us to access details of the work process**. In addition, with ICT we can appreciate the evolution of students' progress and, following Mendoza (2000), in the area of language and literature, qualitative data that allow us to appreciate individualized peculiarities are of interest.

B.9.1 Valuation of the 2nd evaluation and planning for the third.



6. Propose types of activities to improve your learning and the classroom work environment.

questions:

1. How do you think you could improve your personal work in order to get a better grade in Valencian?
2. How do you think you could work better with the blog? And with the notebook?
3. Propose an activity that you would like to do during the 3rd evaluation
4. Which activity did you like the most and with which do you think you have learned the most in this evaluation?
5. What activity did you like the least and think it has been less useful to learn in this evaluation?

6. Proposa tipus d'activitats per millorar el teu aprenentatge i l'ambient de treball de classe.

Table 10: Indications in the blog of the subject for the assessment of the work

Qualitative data and descriptions of students' progress are essential and are more useful if they are shared with the reflections that arise between teachers and students. It is a type of evaluation, in which decisions are made by the learner, it is carried out during the learning process and its purpose is to regulate errors and difficulties.

Teachers value and explain the difficulties. However, decisions must be made by the learners themselves, often by contrasting their own productions with those of their colleagues through co-evaluation, as Oliveras, Sanmartí and Simón (2018) point out.

Digital tools allow learning objectives, reviews and corrections to be shared throughout the process. Work on **blogs, Google Drive and social networks, such as Instagram and YouTube**, facilitate collaboration and review of the sequence of activities during the process and disseminates the final product. **With ICT, work can be evaluated from outside the classroom** as it is achieved during the work process:

- Monitor the processes of research, selection, preparation and presentation of the final product
- organize and review information
- resolve doubts and collaborate through the shared construction of knowledge
- Regulate and correct errors and difficulties, both individually and in group work.

Students can be protagonists in decisions about the type of work, the most appropriate digital tools to do it and the correction of mistakes made. Teachers must value their work and know how to recognize the reasons for the difficulties that have arisen so that the work can be reviewed and improved. In addition, working with ICT allows the **dissemination of the productions carried out** in the projects and facilitates a **fluid exchange between participants**.

We highlight that ICT tools can support the evaluation of key competencies, shared reflection on what has been learned and on the difficulties that arise, as well as facilitating the monitoring of the learning process and attention to the diversity of students.

Information extracted from Garcia Vidal, P. (2020). [L'avaluació en projectes de literatura amb TIC](#) Articles de Didàctica de la Llengua i de la Literatura, 85, p. 21-30. Graó.

The role of teachers. Evaluation boards

With regard to teachers, training in both specific learning needs and different ways of assessing them is a crucial aspect for the development of teaching attitudes and skills that promote the success of inclusion.

Salvia and others (2007) argue in a study on inclusion in education that if assessment tests are used to effectively support teaching and learning, it is necessary to change the way

teachers think about how to evaluate, from the mere collection of data to its interpretation of student results, to the achievements and improvements of teaching and from the profitability models located in schools, to models located first in the classroom.

Teachers must evaluate, understand, and interpret with a basis to decide how to intervene, they must know what the children know, and from there structure objectives and use the appropriate resources to support them.

In faculty meetings it is necessary to make good **self-evaluations of the didactic proposals that are proposed to the students**, based on their application and what we have observed. Work in **shared teaching** can help us to do it more and better, since it is observed more, and what is observed can be analyzed together.

The evaluation board with the direction of the group's teacher and the Head of Studies of the Center, is in charge of **monitoring learning and making the resulting decisions**, therefore they must analyze, for each student, the learning in the subject set in relation to the specific objectives and competences of the area and general established in the curriculum.

Sharing of the results of the evaluation with the students' families

The evaluation must be transparent in all its dimensions, from what is evaluated, to how and, especially, the reasons for the decisions that are made and the decisions that can be made. For many students and their families, everything that surrounds assessment is often an enigma, but only if the reasons for some results are understood, actions can be implemented to regulate them.

Strategies to share with students the assessments of their learning and to jointly generate ways to overcome difficulties are needed. The results should not come as a surprise to those who learn, as it would mean that nothing could be done to fix the mistakes.

Regarding the parents or legal representatives of the students, it is prescribed that after each evaluation session of the teaching staff, the teacher must inform in writing in relation to the learning process of the students. But it is not just about getting the results, but about **sharing as much information as possible**. As in the case of children and young people, adults need to understand the causes of difficulties in order to help their children learn significantly. Reducing the problem to that they do not study or do not try hard enough, is not an orientation/position that explains some results by itself. Many times the lack of effort is explained because the student does not know exactly where to direct this effort, what to do and for what.

Traditionally, it seems that numerical grades give clearer information about the students' trajectory than written reports. Often, however, after reading a written report, parents do not know how to say whether their son or daughter has reached an acceptable level of learning (in relation to what is expected depending on their age) or not, and it seems to them that a numerical indication keeps them more informed. But it will be necessary to explain to them that two equal grades can have different causes and that the numerical grade alone does not allow them to know what they can help their son or daughter with. On the other hand, **a well-done report highlights the aspects achieved and those that should be improved.** In order to have information regarding what is expected of the students, in some cases the results can be given according to the average (of the center, of other years or of the country).

On the other hand, in order to understand the results of a competency assessment, it will be important to share with the children's families, first of all, what is meant by competence and why currently it is proposed to evaluate learning from this point of view everywhere. It is necessary that they perceive the **need to have significant knowledge, not so much to memorize it as to apply it to many different situations, many of them generated in the family environment.**

Secondly, it is also necessary to share the **characteristics of the activities that arise at school for their child to learn and the reasons that justify them.** Parents often expect their children to do the same kind of tasks that they did and to learn the same thing, when the world, culture and technologies have greatly changed the way they learn.

And, thirdly, it is necessary to **share the evaluation criteria** and, together with them, proposals to help regulate the problems detected, or to encourage further study in one of the fields of knowledge.

It is true that in many cases, adults have significant difficulties in understanding the meaning of everything their children do and learn at school, but these obstacles should not prevent the search for strategies to promote communication between the students' relatives and the school.

Some **examples of useful strategies** are:

- **Propose some of the reports based on the evaluation criteria that are used to conclude the level of a student,** so that families can understand how an assessment is reached. It is not always necessary to share the criteria of all areas or school subjects, but throughout schooling, family members must be able to know those that the school considers to be nuclear and transversal.

- **In grade-level meetings communicate what has been done, when a job is considered well done and possible ways to help students overcome the difficulties detected.** For example, each family provides the portfolio with the work of their son or daughter and talks about the reasons for some of the most significant activities and the criteria applied to assess them, as well as the possible ways to help them overcome the difficulties detected. Of course, we must avoid talking about specific cases and promoting comparisons. In any case, it can be a good way to promote interfamily help, that is, the reception by some of them, at specific times, of one of their son's or daughter's colleagues who has some difficulty in doing their homework or performing some task. It should be remembered that students who do cognitive tasks quite well, may need help to learn how to communicate with classmates.
- **Promote the periodic display of works** from school, with participatory spaces for families.
- In accordance with the representatives of the families, make a **magazine or newsletter** in which they systematically talk about any of the competences, their components, the evaluation criteria and the way of working on them, with specific examples. It would be important to avoid broad lists and instead make it explicit using journalistic style. It goes without saying that the school website can also be a means of communication, always looking for a way to get the editorial staff to connect with the interests and needs of family members.
- **Promote the participation of the students themselves and some people from the family sphere in the writing of the text that includes the learning carried out and the aspects that need to be improved.** Remember that an objective qualification comes more from triangular assessments, than from having a lot of information and calculating average marks. It is a very good practice that at least one of the reports is written by the students themselves.

In any case, it will be important for evaluation to make it possible to recognize that you never fully learn and that competence requires being able to constantly bring yourself up to date and be open to change in order to succeed in new situations.

Excerpted from Sanmartí, N: (2020). [*Avaluar per aprendre*](#). *L'avaluació per millorar els aprenentatges de l'alumnat en el marc del currículum per competències*. Government of Catalonia. Department of Education.

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Sanmartí, N. (2019). *Avaluar i aprendre: un únic procés*. Ed. Octaedro.

Serveis educatius Xtec.cat: [*L'avaluació dels aprenentatges competencials a l'educació obligatòria*](#)

8. END-OF-COURSE

Revision and self-evaluation

To understand the language, you need to absorb the culture and to understand the culture, you need to speak the language. Language is who we are, I don't know much about how we can refer to our identity if we are not able to speak the language.

Rex Lee Jim, American poet in the Dineh or Navajo language (1962)

To evaluate the understanding of the knowledge acquired during the course, a **review of the contents** of the different teaching units is proposed to respond to the questions raised through an **online self-assessment questionnaire** on key aspects of each unit. In addition, it will be necessary to prepare a proposal for a **class or school project** where linguistic diversity can be made evident **with the intention of working on the multilingual and intercultural dimension of the curriculum**.

This proposal could be included in the School Linguistic Project, the document that explains how the teaching of different languages is carried out at the centre and how they are used. This document takes into account the linguistic characteristics of all students and specifies the use of Valencian as a vehicular language, teaching and learning, as well as the learning of Spanish and foreign languages.

To take the **self-assessment questionnaire**, go to the following link.

<https://forms.gle/JHQv3dopRT5BWmZh8>

To propose the didactic proposal, follow the diagram of the Canvas model that allows you to clearly visualize the constituent elements of the project. In the [link](#) you have a model that you can use to plan your project to work on linguistic diversity. In the following images you can see the template and the proposed model:

PROJECT DESIGN: Title Author:.....		
COMPETENCES <ul style="list-style-type: none"> + Linguistic communication + Multilingual + ? 	PHASES AND FINAL PRODUCT <ul style="list-style-type: none"> + ? + ? + ? + ? 	ICT RESOURCES AND TOOLS <ul style="list-style-type: none"> + ? + ? + ?
LEARNING OBJECTIVES <ul style="list-style-type: none"> + ? + ? + ? 	CONTENTS <ul style="list-style-type: none"> + ? + ? 	TIMING <ul style="list-style-type: none"> + ? + ? + ?
EVALUATION METHODS <ul style="list-style-type: none"> + ? + ? + ? 	DISSEMINATION <ul style="list-style-type: none"> + ? + ? 	GROUPINGS AND ORGANIZATION <ul style="list-style-type: none"> + ? + ? + ?

Image 1: Template for project design

Project design: MÈDIA SERPIS. <i>La veu dels àmbits, periòdic i TV.</i> Author: Pilar Garcia Vidal.		
Competencies <ul style="list-style-type: none"> + Linguistic communication + Plurilingual + Personal, social, learning to learn. + Citizenship + Cultural awareness and 	PHASES AND FINAL PRODUCT <ul style="list-style-type: none"> + Planning and design of the digital environment + Preparation of publications in different languages and subjects + Text revision + Publication 	ICT resources and tools <ul style="list-style-type: none"> + Google sites, Drive + Computers/mobiles, audio editing applications, videos and photos
LEARNING OBJECTIVES <ul style="list-style-type: none"> + Integrate languages and content. + Encourage interdisciplinary and collaborative work. + Working on journalistic genres + Create a digital and educational means of communication 	CONTENT <ul style="list-style-type: none"> + Journalistic genres of information and opinion + Multimedia texts on topics worked on in different subjects: written, oral, audiovisual 	TIMING <ul style="list-style-type: none"> + The entire course + Each trimester the projects prepared for publication are collected.
EVALUATION METHODS <ul style="list-style-type: none"> + Rubrics (self-evaluation, co-evaluation, heteroevaluation, teacher self-evaluation) + Radar charts (self-evaluation) 	DISSEMINATION <ul style="list-style-type: none"> + Sharing on the website and social networks of the center. + Presentation of projects in contests such as Sambori, MICE 	GROUPINGS AND ORGANIZATION <ul style="list-style-type: none"> + Teamwork + Individual work + Heterogeneous teams

Image 2: Project model

Once the template of your project has been completed, develop the proposal with an introduction that justifies it, following the ideas set out in **units 1, 2, 3 and 4**, and a **didactic guide** where the **activities of the different phases** of the didactic sequence are displayed until the elaboration of a **final product model**. You can follow the recommendations and examples of projects in **units 4 and 5**,

dedicated to proposals for the incorporation of minoritized languages for learning and inclusion, and methodologies for preparing TILC projects, using PBL, CL, ICT, etc.

It is important that **interlinguistic reflection** is included and **evidence is used to improve language communication skills**, following the indications of unit 5. You must also incorporate aspects of the **transversality of the project, interdisciplinarity** and include materials to work on the **multilingual and intercultural dimension**, as indicated in **unit 6**.

Finally, you will have to specify some **evaluation criteria** and create different **evaluation tools** to achieve a **formative evaluation**, such as those recommended in **unit 7** (Rubric, checklist, radar chart or self-evaluation and co-evaluation questionnaire, etc.

Once the project has been developed, send it to the address indicated in the course.

References and examples in the [Final Project](#).



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title

TRAINING FOR
INCLUSION IN
TERRITORIAL
LANGUAGE
EDUCATION