

## Language, Diversity and Globalisation (A005394)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits** 5.0                      **Study time** 150 h

**Course offerings and teaching methods in academic year 2023-2024**

A (semester 1)	Dutch	Gent	lecture
			independent work

**Lecturers in academic year 2023-2024**

Slembrouck, Stef	LW06	lecturer-in-charge
Van Avermaet, Piet	LW06	co-lecturer
Vantiegheem, Wendelien	LW06	co-lecturer

**Offered in the following programmes in 2023-2024**

	<b>crdts</b>	<b>offering</b>
<a href="#">Master of Science in Teaching in Languages (main subject African Languages and Cultures)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject Applied Language Studies)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject East European Languages and Cultures)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (main subject Oriental Languages and Cultures)</a>	5	A
<a href="#">Master of Science in Speech Language and Hearing Sciences (main subject Audiology)</a>	5	A
<a href="#">Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)</a>	5	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Language, multilingualism, globalisation, diversity, ideology, education

**Position of the course**

This course invites students to develop a perspective on a number of contemporary challenges posed by conditions of globalisation, incl. multilingualism and diversity, and to do so with specific reference to the implications for school policy and teaching practice. What are the conceptual tools needed to understand and map these developments?

**Contents**

1. What is globalisation? Its historical context. Different conceptual models (flows, scale, friction, trajectory, etc.). Overview of relevant transnational landscapes (cf. - *scapes*, Appadurai).
2. Language in times of globalisation. Diversity and linguistic diversity. The imperative to rethink "language" and "linguistic repertoire". European (national and regional) multilingualism, multilingualism worldwide (North/South) and migration-affected multilingualism.
3. Migration/international mobility, language and integration: language political agendas, education for newcomers, language certification and the CEFR, language assessment.
4. Language and education: multilingualism, Dutch and inequality at school and in the

classroom; L2-Dutch as a specific challenge.

5. Comparing the Flemish context with other "national" contexts (incl. Spanish and English in the USA; migration-related multilingualism in Scandinavia and Northern Europe).

6. Commercial "customised" multilingualism. Is it relevant for classroom practice?

7. Translation and interpreting in the classroom.

### **Initial competences**

Bachelor of Arts in Linguistics and Literature.

### **Final competences**

- 1 Develop a conceptual understanding of processes of globalisation, language and diversity, incl. interconnecting dynamics. Develop a critical evaluation of the assumptions underneath theoretical models and educational policy.
- 2 Capacity to analyse and interpret relevant developments in contemporary school and classroom contexts. To be able to situate these developments in a broader social and sociolinguistic analysis.
- 3 Reflect in a practice-oriented way on the potential of specific linguistic and diversity-oriented strategies in learning environments - in classrooms and elsewhere (formal and informal learning environments).

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Lecture, independent work

### **Extra information on the teaching methods**

The course will host a number of guest lectures.

### **Learning materials and price**

Powerpoint presentations.

Reading list.

Data for analysis (from current and past research projects).

### **References**

### **Course content-related study coaching**

### **Evaluation methods**

end-of-term assessment

### **Examination methods in case of periodic evaluation during the first examination period**

Assignment, oral assessment

### **Examination methods in case of periodic evaluation during the second examination period**

Assignment, oral assessment

### **Examination methods in case of permanent evaluation**

### **Possibilities of retake in case of permanent evaluation**

not applicable

### **Extra information on the examination methods**

Students will be expected to develop an analysis of empirical data and write a report about this.

The report will be one of the topics during the oral examination.

### **Calculation of the examination mark**

The written report represents 35% of the final mark for the course (7/20).

Students who obtain a mark lower than 10/20 for one of the two parts, cannot obtain a pass mark for the course as a whole. In those cases where the average overall mark is higher than 10/20, the final mark will be reduced to the highest non-pass mark (= 9).

### **Facilities for Working Students**

1. Student attendance of the sessions is compulsory.
2. Oral exam can be taken at some other point during the academic year.
3. Feedback can be given by email or by appointment.

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and Philosophy.