

ΠΡΟΣΚΛΗΣΗ ΣΕ ΟΜΙΛΙΑ

Στο πλαίσιο των δραστηριοτήτων του Εργαστηρίου Γλωσσολογίας (ΕργΓΛΩ) του Τμήματος Γλωσσικών & Διαπολιτισμικών Σπουδών, θα πραγματοποιηθεί στις 16 Φεβρουαρίου 2022 διαδικτυακή (μέσω MS Teams) ομιλία του κ. David Little, Professor & Fellow Emeritus (CLCS), Trinity College, University of Dublin, IE:

Ομιλητής	David Little
Σύντομο βιογραφικό	David Little is a Fellow Emeritus of Trinity College Dublin. His principal research interests are the theory and practice of learner autonomy in second language education, the development of plurilingual approaches in schools and classrooms, and the use of the <i>Common European Framework of Reference for Languages</i> to support the design of curricula, teaching/learning programmes and assessment. He has published widely on each of these topics. David Little has contributed to the Council of Europe's work in language education since the 1980s, with a particular focus on the European Language Portfolio (ELP), the linguistic integration of adult migrants, and the teaching/learning of Romani. Between 2004 and 2011 he led two projects on the ELP for the European Centre for Modern Languages, and he currently coordinates the ECML's QualiRom Training and Consultancy, which supports the educational inclusion of Roma, and the Council of Europe's Romani/plurilingual policy experimentation
Ημερομηνία	ΤΕ, 16.02.2022
Ώρα	18:00-19:30
Τίτλος ομιλίας	Responding to the challenge of linguistic diversity: a plurilingual approach to primary education
Περίληψη	In this lecture I shall introduce one Irish primary school's response to the challenge of extreme linguistic diversity-more than 50 home languages among 320 pupils. I shall begin by briefly describing the Irish context: language, demographics, the structure of primary schooling, and the learner-centred ethos of the primary school curriculum. I shall then explain why the school in focus decided to adopt an inclusive language policy, welcoming home languages into the discourse of the classroom. Next I shall share some examples of the school's plurilingual approach in action, focusing in particular on the development of language awareness and plurilingual literacy. After that I shall describe three unexpected bonuses that derive from the approach: a strongly positive impact on the learning of Irish (the obligatory second language of the curriculum), the early emergence of a capacity for autonomous learning, and high levels of pupil self-esteem. In conclusion I shall offer a general explanation for the school's success and propose three questions for further reflection.
Σύνδεσμος ομιλίας	ΠΑΤΗΣΤΕ ΕΔΩ

Ο Διευθυντής

Ιωάννης Γαλαντόμος
Αναπληρωτής Καθηγητής
Εφαρμοσμένης Γλωσσολογίας