

DEVOTE OPEN ONLINE COURSE (OOC)

Content Description for IO1/MODULE 3: National linguistic support

Module/Topics Sections of the module	Aim/Learning Objectives	Learning Outcomes	General Information about the module
<p>Module 3: National linguistic support</p> <p>3.1 Introduction</p> <p>3.2 Distinction between L2 (second language) for communication and L2 for study</p> <p>3.3 Map of the main barriers to access the language of the study and tools for needs analysis</p> <p>3.4 Didactic strategies to overcome difficulties</p> <p>3.5 Criticalities in the application of teaching strategies and proposals to overcome difficulties</p>	<p>The aim of the module lies in the possibility of increasing the awareness of teachers / facilitators both on the extent of the difficulties encountered by students with migrant backgrounds and on the tools available to schools and to teachers.</p> <p>The objectives of the chapters:</p> <p>3.1 Define the specificity of L2 for study</p> <p>3.2 Identify and analyze a repertoire of the main difficulties and their link with school failure and school dropout of students with a migrant background</p> <p>3.3 Know and analyze the main teaching strategies currently in use in schools</p> <p>3.4 Stimulate the creation of new</p>	<p>By the end of this module, learners will:</p> <ul style="list-style-type: none"> - Have a greater awareness of their role - Have greater skills in defining personalized educational paths - They will test themselves through exercises in using tools to facilitate the learning of the disciplinary contents - They will develop a critical sense regarding tools available - They will have the opportunity to reflect on a less simplistic approach in dealing with the complexity of a multilingual class 	<p>The module starts with an important consideration: students with migrant backgrounds not only need to master the second language to communicate in everyday life, but they also need to speak the national language to access the disciplinary content. For this reason, the first paragraph was dedicated to defining the specificity of the L2 for study and its differentiation from L2 for communication. The module then proceeds by reviewing the main difficulties encountered by students in the school environment which, as it appears evident, are not only linguistic but relate to a lack of command of the language at a deeper level. These situations are often difficult to identify and remain submerged, and are often classified as generic disengagement. The transition from basic competence to the more complex and elaborate one is not so immediate and natural and cannot be delegated to language teachers alone, but must be shared with teachers of all disciplines. This step requires a series of possible didactic actions. In fact, the following paragraph analyzes some techniques to facilitate the access of students with migrant backgrounds to the disciplinary contents, such as simplification, drafting of highly readable texts, and textual facilitation.</p> <p>Since these techniques are the subject of debate, in paragraph 3.5 some critical issues in the use of these strategies are examined,</p>

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tools for the analysis of students' school needs and experiences and the creation of new models for more motivating school pathways

which would make them difficult to apply. Specifically, two dichotomous positions are outlined concerning facilitation techniques: on one hand those who consider it the only way to guarantee students the understanding of written texts, on the other those who would instead orient the facilitation activity on the reader without manipulating the text. It then concludes by imagining conciliatory and practicable proposals bearing in mind that the objective of disseminating a culture of attention to the difficulties related to the language of study in schools and among teachers must somehow translate into an organizational didactic, aimed at creating the spaces and tools to concretely intervene on the difficulties widely described.