PROJECT
LINGUISTIC

JESUÏTES Sarrià
Sant Ignasi

Communicative

Multilingual

inclusive
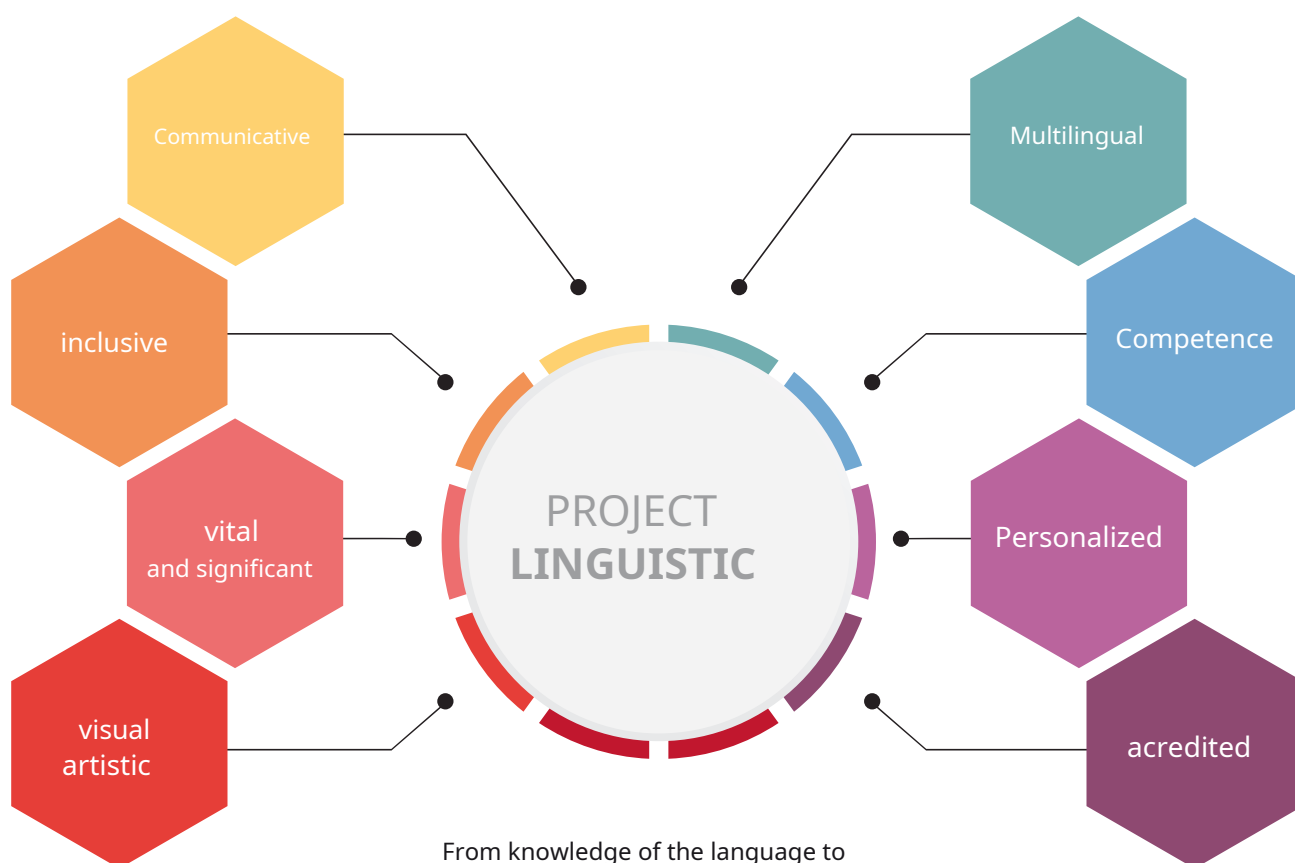
Competence

vital
and significant

PROJECT
LINGUISTIC

Personalized

visual
artistic

acredited

From knowledge of the language to
the**language proficiency**.

From language teaching to
integrated language treatment.
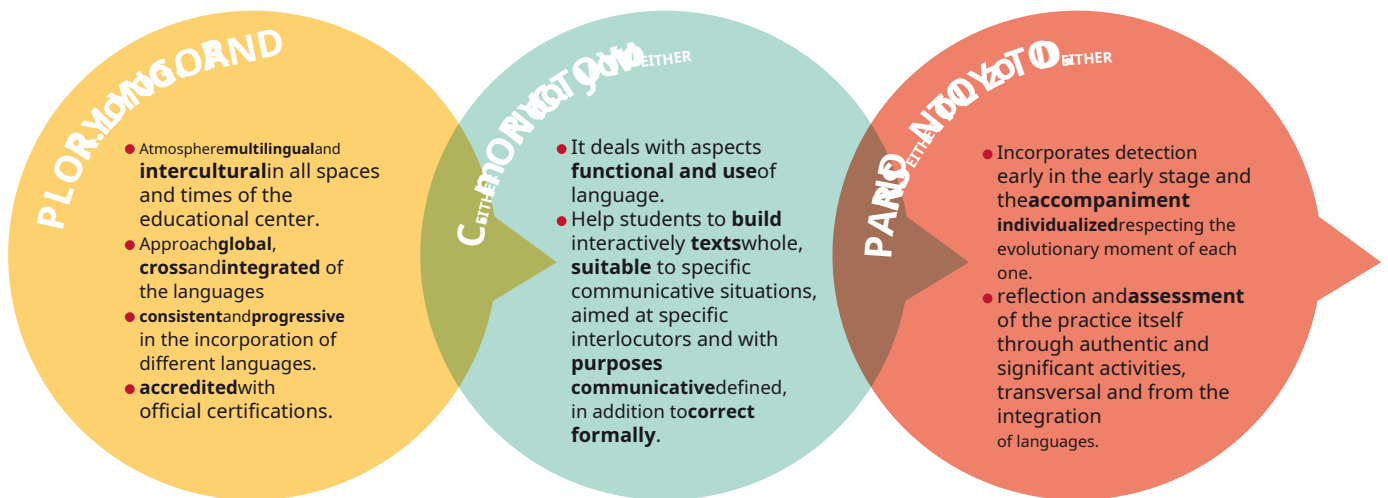
From right/wrong to what
suitable / inadequate.

From the sum of monolingualisms
to the**multilingualism**.

From native speaker to**heterogeneity
competitions**.

From foreign languages   to
**integrated language treatment
and contents**.

The language learning model in our school seeks to train people **multilingual**, **communicatively competent**, capable of creating language and rigorous in the use of language. Students who develop a unique communicative competence and who use different languages for the **construction of the person and their learning**. This will be the descriptive framework of our linguistic project.

PLORMONGORND

- Atmosphere **multilingual** and **intercultural** in all spaces and times of the educational center.
- Approach **global**, **cross** and **integrated** of the languages
- **consistent** and **progressive** in the incorporation of different languages.
- **accredited** with official certifications.

Cetuomnykot Qua EITHER

- It deals with aspects **functional and use** of language.
- Help students to **build** interactively **texts** whole, **suitable** to specific communicative situations, aimed at specific interlocutors and with **purposes communicative** defined, in addition to **correct formally**.

PARND ANTOOYZOTO EITHER

- Incorporates detection early in the early stage and the **accompaniment individualized** respecting the evolutionary moment of each one.
- reflection and **assessment** of the practice itself through authentic and significant activities, transversal and from the integration of languages.

A framework that is specified in some general objectives in relation to with the learning and use of languages.
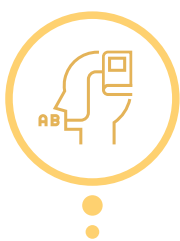
Develop **consciousness** of own ability communicative.

recognize others realities (competences, linguistics, cultural ...), be capable of **interact with I respect** to build a citizenship democratic.

buy some **hello good skills communicative**: an expression and oral comprehension, written expression and comprehension reader and suitable to different contexts.

understand and express yourself from **proper way** in one or more **languages additional**: english and french or german.

develop the autonomy as **reader and writer asset**.

Develop skills for the **critical analysis of the information**, in different supports, through instruments digital and others, for **transform the information in knowledge**.

OUR
PROPOSAL

All**the educational community**is responsible for modeling the language, making us all referents.

Language is the fundamental tool of learning, as such communicative competence is a **transverse axis**to all fields of knowledge. Functional learning of the language is carried out outside the strictly linguistic spheres.

The**oral language dimension**, introducing languages in the early stages from the oral dimension (comprehension and expression), from a differentiated oralization of languages (phonological awareness) and emphasizing a**dialogic learning**, promoting conversational methodologies.

The design of the different learning scenarios is promoted in sequences where all linguistic abilities intervene in an interrelated way: listening, speaking, reading and writing, promoting the development of **communicative competence**.

The vehicular and reference language for learning at school is**Catalan**. In other words, the Catalan language is the reference language for learning other languages and for the rest of the fields of knowledge.

The**multilingual competence**of our students must be in four languages:**Catalan**,**Castilian**,**English**and **French** either**German**.

The first additional language[1]is, prescriptively, the**English**, true*lingua franca*of transnational communication in today's global village. French and German are the additional second languages of a curricular nature. He **French**, due to the fact that it belongs to the same Romanesque family as Catalan and Castilian, due to its geographical proximity and its educational tradition. The working languages of the EU are English, French and**German**, and the latter is the one with the most speakers as a first language in Europe, in addition to being part of the same linguistic family as English.

In Kindergarten and in MOPI (Infant Education from P3 to P5) both Catalan, Spanish and English are the learning languages that will be maintained in later educational stages. It is in 5th NEI (Primary Education) when French or German is incorporated at the student's choice.

It should be noted that from our model we promote the exposure of students to additional languages with the presence of native referents (conversation aids) from kindergarten in English and in French from 5th NEI.

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1. We use the term additional language [1]nstead of foreign language, since we are in a context in which each of the languages, from those that are introduced at school to those that come from home, enrich the learning process. acquisition and learning of others, projecting a more inclusive and integrating view of languages.

	exchanges virtual		mobility
Kindergarten	**MOPI**	**PIN (1st – 4th)**	**NEI (5º – 2º ESO)**
Catalan **Castilian** **English**	**Catalan** **Castilian** **English**	**Catalan** **Castilian** **English**	**Catalan** **Castilian** **English** **French / German**
	• 2 English Sessions	*• 4 English Sessions*	*• 3/4 English sessions (levels)* *• 2h French / German Sessions*
• *assistants of conversation in English*	• *assistants of conversation in English*	• *assistants of conversation in English*	• *Conversation assistants in English and French*
• story workshops • classroom library • Natural spaces in English	• Corners and workshops in English • *Kids Club* • *lunch time* • Enchanted Forest • classroom library • *english friday*	• learning environments • *hands on* • Drama • *chit-chat* • research box • we are readers • language corners • communicative space • Traveling suitcase of books and games	• Projects in 3 languages • classroom library • dual baccalaureate (*Some subjects start*) • International project integrated into the resume.

mobility	mobility	mobility	mobility
tqe (3rd and 4th that)	**baccalaureate**	**Training professional**	**education non-formal -menoF**
Catalan **Castilian** **English** **French / German**	**Catalan** **Castilian** **English** **French / German** **Latin / Greek** (Humanities)	**Catalan** **Castilian** **English** **French**	**English**
• 3 h English sessions (levels) *• 2 h French / German sessions*	*• 3 h English sessions (levels)* *• 3 h French / German sessions* *• 3 h Latin / Greek*	*• 2 h Technical English sessions in all cycles* *• 2 h French sessions in the Hospitality and Tourism area cycles.*	*• According to the course* *• 1 h English session from MOPI 3* *• 2 h English sessions from 1st to 6th grade of Primary* *• 2:45 h English sessions from 1st of ESO to 2nd of Baccalaureate*
• *assistants of conversation in english and french*	• *assistants of conversation in english and french*	• *assistants of conversation in English and French*	
• linguistic project • literary constellations • Dual Baccalaureate (*some subjects start*) • International project integrated into the resume.	• *discussion leagues* • dual baccalaureate		**other non-formal activities and programs in english** • *Arts & Crafts / Drama / STEAM Technology / Robotics and Programming / 3D Design and Virtual Reality / Virtual Exchange Program Spellian* **official certifications** Preparation and presentation to official exams of: • Cambridge FCE and CAE (B2 and C1 levels) • Trinity College ISE II and ISE III (B2 and C1 levels)