



## IDENTIFYING DATA

### Sociocultural and Linguistic Aspects in Teaching Second Languages

Subject	Sociocultural and Linguistic Aspects in Teaching Second Languages			
Code	V01M126V01206			
Study programme	Máster Universitario en Lingüística Aplicada			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Optional	1st	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Valcárcel Riveiro, Carlos			
Lecturers	Valcárcel Riveiro, Carlos			
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Web	<a href="http://https://mila1206.wordpress.com/">http://https://mila1206.wordpress.com/</a>			
General description	(*)Este curso céntrase en coñecer os aspectos socioculturais relacionados co ensino de linguas segundas linguas ambientais e estranxeiras.			

## Training and Learning Results

Code	
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## Expected results from this subject

Expected results from this subject	Training and Learning Results
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## Contents

Topic	
1. Socio-cultural and linguistic contexts in the teaching and learning of foreign languages	<p>1.1 Basic concepts: first language or L1, background L2, foreign L2 and linguistic repertoire.</p> <p>1.3. Teaching contexts for background L2: school reception, programmes for immigrants, language immersion, CLIL.</p> <p>1.3. Teaching contexts of foreign L2: L2 for young learners (preschool and primary school), instrumental L2, L2 for seniors, L2 for specific purposes.</p>
2. Macro-social factors: linguistic ecosystems and teaching of L2s.	<p>2.1. L2 status and identities.</p> <p>2.2. Acculturation models.</p>
3.- Microsocial factors.	<p>3.1. Basic concepts: language competence and communicative competence, language community and community of language.</p> <p>3.2. Variation and standard norm.</p> <p>3.3. Interaction and acquisition.</p>
4. Intercultural and interlinguistic factors.	<p>4.1. Biculturality and interculturality.</p> <p>4.2. Intercultural competence and L2 teaching/learning.</p>



## Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may be subject to an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students involved, will seek to guarantee the use of all the means necessary for SEN students to demonstrate the achievement of the course objectives.

## Working languages

As linguas de traballo do curso serán o galego/portugués, o castelán e o inglés. En principio, o profesor presentará o contido da materia en galego/portugués, aínda que o pode facer en castelán se unha parte significativa do alumnado así o solicitar. O alunado pódese dirixir ao profesor en calquera unha das linguas de traballo ou en calquera outra lingua que o profesor puiden comprender. Na sala de aula, é preferíbel o uso do galego/portugués e o castelán.

The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Repeated use of machine translation in a report or a review may lead to the suspension of its evaluation.

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## Sources of information

### Basic Bibliography

- Bigelow, M. e Ennsner-Kananen, J., **The Routledge Handbook of Educational Linguistics**, 1, Routledge, 2015
- Ellis, R., **Understanding Second Language Acquisition**, 1, Oxford University Press, 2015
- Grass, S.M. e Mackey, A., **The Routledge Handbook of Second Language Acquisition**, 1, Routledge, 2012
- Hinkel, E., **Handbook of research in second language teaching and learning. vol. 2**, 1, Routledge, 2011
- Lantolf, J.P., **Sociocultural Theory and Second Language Learning**, 3, Oxford University Press, 2004
- Lantolf, J.P., Poehner, M.E. e Swain, M., **The Routledge Handbook of Sociocultural Theory and Second Language Development**, 1, Routledge, 2018
- VanPatten, B. e Williams, J., **Theories in Second Language Acquisition: An Introduction**, 2, Routledge, 2015

### Complementary Bibliography

- Arabski, J. e Wojtaszek, A., **Aspects of culture in second language acquisition and foreign language learning**, 1, Springer, 2011
- Byram, M., **From Foreign Language Education to Education for Intercultural Citizenship**, 1, Multilingual Matters, 2008
- Byram, M., **Teaching and assessing intercultural communicative competence**, 1, Multilingual Matters, 1997
- Byram, M. e Grundy, P., **Context and Culture in Language Teaching and Learning**, 1, Multilingual Matters, 2003
- Duranti, A., Ochs, E. e Schieffelin, B.B., **The Handbook of language socialization**, 1, Wiley-Blackwell, 2012
- Ellis, R., **Second Language Acquisition**, 9, Oxford University Press, 2003
- Feng, A., Byram, M. e Fleming, M., **Becoming interculturally competent through education and training**, 1, Multilingual Matters, 2009
- Jackson, J., **The Routledge Handbook of Language and Intercultural Communication**, 1, Routledge, 2012
- Kotthoff, H. e Spencer-Oatey, H., **Handbook of Intercultural Communication**, 1, Mouton de Gruyter, 2007
- Mackey, A. e Gass, S.M., **Research Methods in Second Language Acquisition. A Practical Guide.**, 1, Blackwell Publishing Ltd, 2012
- Martin-Jones, M., Blackledge, A. e Creese, A., **The Routledge handbook of multilingualism**, 1, Routledge, 2012
- Ortega, L., **Understanding second language acquisition**, 1, Hodder, 2009
- Piccardo, E., Germain-Rutherford, A., e Lawrence, G., **The Routledge handbook of plurilingual language education**, 1, Routledge, 2021
- Robinson, P., **The Routledge Encyclopedia of Second Language Acquisition**, 1, Routledge, 2013
- Saville-Troike, M., **Introducing Second Language Acquisition**, 3, Cambridge University Press, 2017
- Tollefson, J.W., **Language policies in education : critical issues**, 1, Lawrence Erlbaum Associates, 2002
- VanPatten, B. e Benati, A.G., **Key Terms in Second Language Acquisition**, 1, Bloomsbury, 2010

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## Recommendations

### Other comments

Attendance at classes and regular work are recommended, as well as the use of the library's resources.

It is also recommended to consider the following two aspects:

1. Copying or plagiarism in whole or in part in any type of work or examination will result in a zero on that examination. Alleging ignorance of what plagiarism means will not relieve students of their responsibility in this regard.
2. Students are responsible for consulting the materials and news about the course on the corresponding website and for being aware of the dates on which the examination dates take place.