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	http://https://mila1206.wordpress.com/
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

Expected results from this subject

Expected results from this subject	Training and Learning Results

Contents

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

5. Specific groups and specific purpposes.

5.2. Linguistic immersion in school context.

5.1. CLIL

5.2. Reception classes.

5.3. L2 for specific purposes.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	4	6
Seminars	10	32	42
Presentation	3	24	27

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Introductory activities	In the first in-person class, the teacher will explain the objectives, contents and evaluation system of the course, as well as the modalities of tutor sessions. Details will also be given on the creation of the students' online portfolios.
Seminars	Interactive group classes focused on the collaborative learning of this course contents.
Presentation	In groups, students should prepare a review of a scientific article related to the course contents. This review will be presented orally during on-site classes. The lectures will be evaluated by the teacher using a rubric previously presented to the students.

Personalized assistance

Methodologies	Description
Seminars	Given the inter-campus nature of the course, personalised attention will be given by videoconference (by appointment) or e-mail.
Presentation	Given the inter-campus nature of the course, personalised attention will be given by videoconference (by appointment) or e-mail.

Assessment

	Description	Qualification	Training and Learning Results
Seminars	Students will write five reports where they will include their class notes, with descriptions and personal reflections on the learning made in the classroom sessions. The teacher can also ask for reports on a specific reading. In any case, they must be submitted to on the learning platform on the dates agreed with the class. The reports will be evaluated by the teacher using a rubric that will be presented at the beginning of the course. Finally, the average grade of all submitted reports will be calculated.	75	
Presentation	In groups, students will present an oral review of a scientific paper related to the contents of the subject. The article will be agreed with the teacher, who will evaluate the presentation according to a rubric presented at the beginning of the course. In any case, the reviews will be submitted to the learning platform on the dates agreed with the class.	25	

Other comments on the Evaluation

Justified absence Students unable to attend classes in person for justified reasons (official academic exemption, illness etc.) may carry out an essay on a course topic agreed with the teacher, who will evaluate it from a rubric available on the course's website. Academic works presented by the students in the course may be incorporated into the database of a plagiarism detection tool. If this circumstance occurs, the measures included in the Norms of evaluation, revision and claim of the qualifications of bachelor's and master's degree studies may be activated.Students with attendance dispensation will also be entitled to continuous assessment.

Second Examination CallStudents who do not attend or pass the first examination call may attend the second one. In this case, students must take a written exam on 100% of the course contents. The exam will take place on the official date set in the master's calendar. It will be scored from 0 to 10 according to a rubric provided by the teacher. The exam will include a theoretical question and a hypothetical case study that the students will have to solve. The work carried out during the course will not be taken into account. The evaluation system for the second examination call will be also applied in the December call.

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 puider compreender. 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.

Sources of information

Basic Bibliography

Bigelow, M. e Ennser-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

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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

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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

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.