



DEGREE CURRICULUM
**FOSTERING SOCIOLINGUISTIC
COMPETENCE**

Coordination: SALADRIGUES ROSELLÓ, GEMMA

Academic year 2019-20

Subject's general information

Subject name	FOSTERING SOCIOLINGUISTIC COMPETENCE		
Code	100855		
Semester	1st Q(SEMESTER) CONTINUED EVALUATION		
Typology	Degree	Course	Character
	Not informed	1	OPTIONAL
	Bachelor's Degree in Primary Training	1	OPTIONAL
Modality	Attendance-based		
Course number of credits (ECTS)	6		
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	1.8	4.2
	Number of groups	1	1
Coordination	SALADRIGUES ROSELLÓ, GEMMA		
Department	SPECIAL DIDACTICS		

Teaching staff

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ebaiget@dal.udl.cat	3	Office 0.06 FDET Thursdays from 11.00 to 12.00 by appointment
SALADRIGUES ROSELLÓ, GEMMA	gsaladrigues@didesp.udl.cat	3	Send an email to get an appointment

Learning objectives

Objectives:

It is expected that the students acquire the following learning objectives:

1. Connect the different parts that belong to the curriculum of the first, second and foreign languages in the Primary Education.
2. Know innovative methodologies in the field of first, second and foreign languages and be able to implement them in the class.
3. Be able to design some proposals about the curriculum's languages integrated planning.
4. Introduce the students in the design of proposals that suppose the different contents integration in different languages.
5. Have the capacity to integrate ICTs as a formative tool in the didactics of languages.
6. Develop strategies to favour the linguistic learning in multicultural and plurilingual contexts.
7. Develop an open and respectful attitude towards the linguistic and cultural diversity.

Significant competences

Competences	Objectives
Being familiar with the curricular areas of primary education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge required for teaching and learning processes.	1. Connect the different parts that belong to the curriculum of the first, second and foreign languages in the Primary Education.
Being familiar with and applying information and communication technologies in the classroom. Selectively distinguishing audiovisual information that contributes to learning, civic formation and cultural richness	2. Know innovative methodologies in the field of first, second and foreign languages and be able to implement them in the class. 3. Have the capacity to integrate ICTs as a formative tool in the didactics of languages.
Designing, planning and evaluating teaching and learning processes, both individually and in collaboration with other teachers and staff at a school.	4. Be able to design some proposals about the curriculum's languages integrated planning. 5. Introduce the students in the design of proposals that suppose the different contents integration in different languages.
Approaching learning situations in multicultural and multilingual contexts efficiently. Encouraging the reading and critical commentary of texts from diverse scientific and cultural domains that form part of the school curriculum.	6. Develop strategies to favour the linguistic learning in multicultural and plurilingual contexts.
Valuing individual and collective responsibility in achieving a sustainable future.	7. Develop an open and respectful attitude towards the linguistic and cultural diversity.

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Subject contents

PART A: GEMMA SALADRIGUES

1. The didactics of languages in the school context.

- The school's linguistic project.
- Integrated languages and communicative competence.
- Multilingual action design.
- Content and Language integrated learning (CLIL).

2. Reading and writing from a worldwide perspective

- Creative and collaborative writing.
- Creative and collaborative reading.

3. The ICTs in the languages' learning/teaching process.

- ICT and first, second and foreign language learning.
- ICT projects
- ICT's Implementation in the languages classes.

PART B: ESTER BAIGET

1. An ELF perspective on EFL teaching

- Native vs. non native teachers' competence
- Teaching English in multilingual classrooms.

2. Maximising the use of English in the classroom

- Strategies to maximise the use of English
- The role of the L1 in the EFL classroom
- Raising language awareness in the EFL classroom

Methodology

Face-to-face classes (40%)	Out of class (60%)		
	Individual (30%)	Group (30%)	
Lectures Class activities Attendance to conferences Study work	20% 15% 5%	30%	30%
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Development plan

Course chronogram

Please bear in mind that this is a tentative outline of the contents of the course and may be subject to modifications. Any changes in the contents of the subject or in the deadlines for the projects and oral presentations will be duly notified to the students.

Instructor: Ester Baiget			Instructor: Gemma Saladrigues		
Session	Content	Assessment	Session	Content	Assessment
Week 1 12/09/19	-Presentation of the subject -Writing your sociolinguistic profile		Week 1 13/09/19	-Presentation of the subject. -Analysis of our sociolinguistic context.	
Week 2 19/09/19	-An ELF approach to teaching English in primary education		Week 2 20/09/19	-Multilingualism and its benefits. -Primary education curriculum and its competences and dimensions.	
Week 3 26/09/19	-Intelligibility		Week 3 27/09/19	HOLIDAY: Festa de Sant Miquel	
Week 4 03/10/19	-Teaching English in the multilingual classroom		Week 4 04/10/19	-Working with the primary education curriculum. Linguistic part. -Analysis of a school linguistic project.	
Week 5 10/10/19	-Teaching English in the multilingual classroom		Week 5 11/10/19	-School educational project -Mindmap (class concepts)	
Week 6 17/10/19	-Session in the library: bibliography and cites.		Week 6 18/10/19	-Analysis of a school linguistic project. -Projects' examples and opinions.	
Week 7 24/10/19	-Teaching English in the multilingual classroom		Week 7 25/10/19	-Design of CLIL activities. -Some examples.	
Week 8 31/10/19	-Teaching English in the multilingual classroom		Week 8 01/11/19	HOLIDAY: Tots sants	
Week 9 07/11/19	-Teaching English in the multilingual classroom		Week 9 08/11/19	Project's presentation in groups.	PROJECT 1 GEMMA: group oral and written project. 20%
Week 10 14/11/19	-Teaching English in the multilingual classroom	PROJECT 1 ESTER: Individual project 25%	Week 10 15/11/19	-Collaborative and creative reading. -Design of activities.	
Week 11 21/11/19	-Teaching English in the multilingual classroom		Week 11 22/11/19	-Collaborative and creative writing and reading projects in schools.	
Week 12 28/11/19	-group tutorial		Week 12 29/11/19	-ICT in the language classroom. -Analysis of different language tools.	
Week 13 05/12/19	-group tutorial		Week 13 06/12/19	HOLIDAY: Festa de la Immaculada	

Week 14 12/12/19	-presentations Project 2 (in groups)		Week 14 13/12/19	-Creation of a language project based on ICT. -Presentation of the project.	
Week 15 19/12/19	-Presentation Project 2 (in groups) -Conclusion of the subject	Project 2 ESTER: Group project + oral presentation 20%	Week 15 20/12/19	-Revision of the term. -Conclusion of the subject.	
				EXAM PERIOD	Project 2 GEMMA: 10th January Individual written project - 25%

Evaluation

ASSESSMENT CRITERIA:

- Group (oral or written) projects: 40% (2 evidences)
- Individual (oral or written) projects: 50% (2 evidences)
- Active participation in class: 10% (students are supposed to come and participate actively in the class)

-All projects will be in the English language. Your oral and written linguistic accuracy will be assessed as follows:

- **0,25 points will be discounted from the evidence/project's final mark for each orthographic, morpho-syntactic, text cohesion mistake.**
- **If there are more than 5 mistakes in any of the evaluative evidences/projects, the evaluation will be failed in that evidence.**

-If there is any kind of plagiarism in a project, this will be failed. If this happens a second time, the subject will not be passed.

Bibliography

Basic bibliography

- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Generalitat de Catalunya. Currículum Educació Primària. http://phobos.xtec.cat/edubib/intranet/file.php?file=docs/primaria/curriculum_ep.pdf. (Bibliografia Bàsica, BB)
- Graddol, D. (2007). *English next. Why global English may mean the end of 'English as a foreign language'*. London: British Council (BB)
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Harlow, Longman. (BB)
- Nunan, D. (ed.) (2003). *Practical English Language Teaching*. McGraw-Hill. (BB)
- Mackay, S. & N. H. Hornberger (1996) *Sociolinguistics and language teaching*. Cambridge University Press.
- Mackay, S. L. (2002) *Teaching English as an international language*. Oxford: Oxford University Press. (BB)
- Mehisto, Peeter, et al. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Education
- Pence, L. & Justice, L. M. (2008). *Language development from theory to practice*. Pearson Prentice Hall: New Jersey.
- Slattery, M.; Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press. (BB)

Complementary bibliography

- Vázquez, J. M. (2000). *Fundamentos lingüísticos en la enseñanza de lenguas extranjeras*. Barcelona: Ariel Lenguas Modernas.
- Wragg, E. C. et al. (1998). *Improving Literacy in the Primary School*. Routledge.