



Universitat de Lleida

# DEGREE CURRICULUM

# **FOSTERING SOCIOLINGUISTIC COMPETENCE**

Coordination: SOLA CORTADA, IRIS

Academic year 2023-24

## Subject's general information

Subject name	FOSTERING SOCIOLINGUISTIC COMPETENCE			
Code	100855			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	1	OPTIONAL	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	SOLA CORTADA, IRIS			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	See methodology section.			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	English.			
Distribution of credits	See methodology section.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ester.baiget@udl.cat	3	Office 3.17 FEPTS By appointment: ester.baiget@udl.cat
SOLA CORTADA, IRIS	iris.sola@udl.cat	3	

## Subject's extra information

### Ester Baiget's sessions:

Thursday, 10.00 to 12.00 (Room 0.18, Transfronterer Building)

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### Iris Solà's sessions:

Friday, 9.00 to 11 (Room 0.18, Transfronterer Building)

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## Learning objectives

### Objectives:

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

1. Know innovative methodologies in the field of first, second and foreign languages and be able to implement them in the class.
2. Introduce the students in the design of proposals that suppose the different contents integration in different languages.
3. Have the capacity to integrate ICTs as a formative tool in the didactics of languages.
4. Develop strategies to favour the linguistic learning in multicultural and plurilingual contexts.
5. Develop an open and respectful attitude towards the linguistic and cultural diversity.

## 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.

## Subject contents

### Contents:

#### 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. European school programs:

- eTwinning programs
- Erasmus programs

#### 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.

#### 4. An ELF perspective on EFL teaching

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

## 5. 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

- Master class face to face
- Tutorials
- Group projects face to face
- Writings
- Simulations

Information on data protection in the audiovisual register in the subject:

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

## Development plan

**Ester Baiget: Mondays and Thursdays from 14th September to 30th October.**

**Project 1 (individual) deadline: 4th October.**

**Oral presentations project 2 (in groups): 23rd and 26th October.**

**Project 2 (in groups) deadline: 2nd November.**

The teacher for the second part of the course needs to be appointed.

## Evaluation

### ASSESSMENT CRITERIA:

#### -Group (oral or written) projects (40%):

2 evidences. 20% each (10% written project + 10% oral presentation)

#### -Individual (oral or written) projects (50%):

2 evidences. 25% each

#### - Active class participation (10%)

### ALTERNATIVE ASSESSMENT

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please ask for information at the Faculty's academic office .

Given the nature of the subject, students who opt for alternative assessment will have to submit the same type of evidence as specified above (i.e. 4 projects, two corresponding to units 1 and 2 and 2 corresponding to units 3 and 4 + 2 oral presentations). Oral presentations may be delivered online through the virtual campus if necessary. Furthermore, a fifth project must be submitted (a research project).

**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.

**IN THE EVENT OF PLAGIARISM, THE 'REGULATIONS OF THE EVALUATION AND THE QUALIFICATION OF THE TEACHING IN THE DEGREES AND MASTERS IN THE UdL' WILL BE APPLIED**

## 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](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.