



Sociolinguistics and  
Pragmatics

Master in Bilingual  
Education



UNIVERSIDAD  
NEBRIJA

## Teaching guide

**Subject:** Sociolinguistics and Pragmatics

**Degree:** Master in Bilingual Education

**Type:** Obligatory

**Language:** English

**Modality:** Blended and online

**Credits:** 4

**Semester:** 1

**Professor:** Dr. Ghufraan Khir Allah

### 1. COMPETENCIES and LEARNING OUTCOMES

#### 1.1. Competencies

##### Basic competencies

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

##### General competencies

CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.

CG3 To apply the knowledge acquired in decision making in relation to the different factors involved in the teaching and learning of foreign languages.

CG4 To be capable of carrying out a critical analysis, evaluation, and synthesis of new and complex ideas that allow autonomy in training and the ongoing updating of knowledge in the area of foreign language training.

CG6 To know how to communicate with colleagues within the academic community and with society in general about their area of knowledge in an environment of bilingual education.

CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

CG9 To analyse the psychological processes and factors applicable to the learning of a foreign language.

Specific competencies

CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.

CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE11 To be capable of applying different educational strategies of communicative abilities (interaction, production, and oral and written reception) in accordance with the characteristics of foreign language learners.

CE12 To know about the different variables in the process of foreign teaching/learning from the student's perspective and their communicative needs; both the process itself and their ongoing evaluation and certification.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.

## 1.2 Learning outcomes

At the end of the subject, the student must:

- Be capable of acquiring new knowledge in an autonomous manner in their field of study, the teaching and learning of a foreign language.
- Know the cultural and linguistic problems in the teaching/learning of a foreign language.
- Know how to apply the knowledge acquired in relation to the factors involved when making decisions in the process of teaching/learning foreign languages.
- Be capable of carrying out critical analysis, evaluation and synthesis of new ideas in the said area.
- Be capable of transmitting social and cultural values that attend to the reality of multilingual and multicultural Europe.
- Know how to communicate with the academic community and society in general in the teaching/learning of a foreign language.
- Be capable of knowing and understanding the different social, environmental, cultural, and educational factors involved in the acquisition of a foreign language as well as the discursive and interactive factors of the same.
- Know how to base their teaching practice in an informed manner according to the knowledge acquired.
- Know the instruments of evaluation necessary in the teaching/learning of English/Spanish
- Know how to evaluate linguistic and cultural content in Spanish/English bilingual education
- Know how to use the specialist terminology in the teaching/learning of a foreign language
- Know how to select and utilise suitable texts with a view to developing linguistic and cultural competence in English/Spanish foreign language.
- Practice and develop the skills necessary to reach C1 level of English language.
- Know the cognitive and affective factors involved in the process of foreign language acquisition; the learning strategies of the different communicative abilities (interpretation and oral and written production) and the interlanguage characteristics that make up a foreign language.

## 2. CONTENTS

### 2.1. Previous requirements

None

### 2.2. Description of content

- Sociolinguistics and ethnography of communication,
- Languages in contact: bilingualism, interference and code-switching.
- Intercultural communication. Ethnocentrism. Stereotypes. Pluri- multi- interculturality.
- Cultural variables. Symbols. Rituals. Values. Taboos. Liminality.
- Verbal communication. Linguistic varieties.
- Principle of cooperation. Conversational maxims. Theory of relevance.
- Non-verbal communication, Kinesics. Proxemics. Oculistics. Haptics. Chronemics. Iconics. Appearance. Symbolism. Paralinguistics.
- Courtesy, Negative courtesy and positive courtesy. Expressions of politeness. Euphemisms.
- Intercultural competence. Stages of acquisition.
- Attention to diversity. Design of interventions addressed to the development of competencies in the classroom.

### 2.3. Detailed content

1. Sociolinguistics, psycholinguistics & Ethnography of communication Languages in contact. Bilingualism, interference and code switching.
2. Language variation: diachronic, diaphasic, diatopic, diastratic Variables of language change: age, sex, social status.
3. Intercultural communication Ethnocentrism and Stereotypes Cultural variables.
4. Symbols, rituals, values and taboo Liminality Courtesy, intercultural competence. Euphemism.
5. Verbal communication. Cooperative Principle (Grice). Conversational maxims. Speech Acts Theory (Austin and Searle)
6. Relevance theory (Sperber & Wilson) Nonverbal communication
7. Intercultural competence. Acquisition stages. Attention to diversity

### 2.4. Training activities

Blended modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	30%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	20%

Online modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	20%

**2.5 Teaching methodologies**

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

**3. SYSTEMS OF EVALUATION**

**3.1. Grading:**

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

**3.2. Assessment**

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%

Guided activities	25%
Final exam	60%

### **3.3. Restrictions:**

#### Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

#### Attendance

Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

#### Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

### **3.4. Warning about plagiarism**

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

### **3.5. Use of AI**

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. Plagiarism is considered to be the reproduction of paragraphs taken from sources other than the student's own work (the Internet, books, articles, classmates' assignments, etc.) when the original source is not cited. The use of quotations may not be indiscriminate. Plagiarism is a criminal offense. If such practices are detected, they will be considered a Serious Offense, and the sanction cited in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and safe approach that fosters the development of digital competencies among students.

The instructor will indicate in each learning activity whether the use of Generative AI is planned, for what purpose, and the requirements for its use.

It is the student's responsibility to demonstrate transparent, ethical, and responsible behaviour in the use of Generative AI and to adapt to the application criteria established by the instructor for each activity.

The detection of any fraudulent behaviour regarding the use of Generative AI, or failure to comply with the instructor's guidelines, will result in the application of the sanctions provided for in the Student Regulations.

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## 5. PROFESSOR

Ghufran KhirAllah is a Ph.D. holder in Sociolinguistics from the Autónoma University of Madrid. A professor of Sociolinguistics at Nebrija University. Her research is multidisciplinary, encompassing cultural diversity, European identity, minority rights in Europe, religious visibility, secularism, feminism, and Muslim women's rights. Her novel research methodology CCDA (Cognitive Critical Discourse Analysis) joins Cognitive Linguistics and Critical Discourse Analysis theories to identify the mental frames that controls the public debate in the national Spanish and British press. Her expertise includes conceptual metaphors, mental frames, and public discourse on religious minorities. She is a book author: *Framing Hijab in the European Mind*. Currently, she is studying for a diploma at Zaragoza University, specializing in Religion and Law in a democratic society: challenges of coexistence in a plural context.

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