



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160402 **Name:** Applied Linguistics

Credits: 4,00 **ECTS Year:** 4 **Semester:** 1

Module: Language Teaching and Learning

Subject Matter: Linguistics **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: Language and Literature

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1164A	<u>Maria Estornell Pons</u> (Responsible Lecturer)	maria.estornell@ucv.es
1164B	Andrea Carcelen Guerrero (Profesor responsable)	ANDREA.CARCELEN@UCV.E
1164DCT	Carlos Castello Vercher (Profesor responsable)	CARLOS.CASTELLO@UCV.E
1164Z	<u>Pablo Ortiz Sierra</u> (Responsible Lecturer)	pablo.ortiz@ucv.es
116DI5B	Andrea Carcelen Guerrero (Profesor responsable)	ANDREA.CARCELEN@UCV.E
116DI5C	Celia Peris Peris (Profesor responsable)	celia.peris.peris@ucv.es
116DI5Z	<u>Pablo Ortiz Sierra</u> (Responsible Lecturer)	pablo.ortiz@ucv.es



116OL4	<u>Pablo Ortiz Sierra</u> (Responsible Lecturer)	pablo.ortiz@ucv.es
1224D	<u>Maria Estornell Pons</u> (Responsible Lecturer)	maria.estornell@ucv.es
1413PD	<u>David García Ramos Gallego</u> (Responsible Lecturer)	david.garcia@ucv.es
CAAL	<u>Maria Del Mar Montoro Martín</u> (Responsible Lecturer)	mar.montoro@ucv.es
CAGD	<u>Maria Del Mar Montoro Martín</u> (Responsible Lecturer)	mar.montoro@ucv.es
CATR	<u>Maria Del Mar Montoro Martín</u> (Responsible Lecturer)	mar.montoro@ucv.es



Module organization

Language Teaching and Learning

Subject Matter	ECTS	Subject	ECTS	Year/semester
Linguistics	4,00	Applied Linguistics	4,00	4/1
Modern Language	12,00	English	6,00	1/2
		English II	6,00	2/1
Language and Literature and its Didactics	13,50	Literary Background for Teachers (Valencian)	4,50	3/1
		Oral and Written Language (Catalan)	4,50	1/1
		Teaching of Valencian Language and Literature	4,50	4/1
		Literary Background for Teachers (Spanish)	4,50	3/1
		Oral and Written Language (Spanish)	4,50	1/2
		Teaching of Spanish Language and Literature	4,50	3/1

Recommended knowledge



The recommended knowledge that the student should possess for the course of the subject is related to oral and written comprehension and expression. They are defined on the basis of the operational descriptors established by Royal Decree 217/2022 for competence in linguistic communication:

CCL1. Express themselves orally, in writing, signed or multimodal with coherence, correctness and appropriateness to different social contexts, and participate in communicative interactions with cooperative and respectful attitude both to exchange information, create knowledge and transmit opinions, as well as to build personal bonds. CCL2. Understands, interprets and evaluates with critical attitude oral, written, signed or multimodal texts of personal, social, educational and professional fields to participate in different contexts in an active and informed way and to build knowledge. CCL3. Locates, selects and contrasts in a progressively autonomous way information from different sources, evaluating its reliability and relevance according to the reading objectives and avoiding the risks of manipulation and misinformation, and integrates and transforms it into knowledge to communicate it adopting a creative, critical and personal point of view while respecting intellectual property.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student describes and efficiently applies the basic theoretical and methodological principles of various areas of Applied Linguistics to solve specific language-related problems
- R2 "The student will carry out oral and written readings and activities that demonstrate their ability to reflect on and interrelate language studies with the purpose or reality they impact."
- R3 "The student demonstrates sufficient knowledge of the linguistic difficulties of those who are unfamiliar with one of the two official languages of the Valencian Community, specifically Spanish, and efficiently demonstrates their ability to proceed in language learning-teaching situations
- R4 The student demonstrates knowledge and effectively applies the prescriptions of academic and professional language, as well as a level of communicative competence in the vehicular language of the advanced-level subject in all their productions



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	That students will know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem-solving within their area of study.				X

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			X	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	

SPECIFIC		Weighting			
		1	2	3	4
CE42	Comprehend the basic principles of language and communication sciences.				X



CE45 Speak, read, and write correctly and appropriately in the official languages of the corresponding Autonomous Community (Level C1 of CEFR).

x

CE51 Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.

x



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	0,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	60,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4	20,00%	Projects. Development and/or design works.

Observations

A. Written testsAs stated in the evaluation system, written tests account for 60% of the final grade. These correspond to two different exercises: a reading control and a final written test. The first one constitutes 10% of the final grade and in it the student will have to prove the reading and comprehension of the different texts proposed by the teacher as compulsory readings. As for the final written test, this represents 50% of the final score and consists of different theoretical-practical questions. It is essential to take into account the following indications: a) It is necessary to pass the final written test with a grade equal to or higher than 5, as well as to obtain an overall average in the set of evaluation instruments equal to or higher than 5 in order to obtain a passing grade in the subject. b) The teacher must be a professional speaker and therefore the order ECI 3857/2007, of December 27th, establishes the attainment of a C1 level for students of this degree. As a consequence of this, in the subject a correct written expression must be evidenced through the written tests, and this will be a necessary condition for passing. Specifically, it is a condition for passing the subject not to commit more than five spelling mistakes. Each spelling mistake, without exceeding the allowed limit, will result in a penalty of -0.2 points (out of 10) of the final grade of the test. Repetitions of the same error or punctuation marks (except for the comma between subject and predicate) will not be taken into account. In the rest of the tests, according to criteria such as length, time or available resources, the type of penalty to be applied will be specified. Likewise, taking into account the aforementioned language level and the descriptors established in it, the



course will contribute to demonstrate competencies such as the following:- Writes clear and well-structured expositions on complex topics highlighting the main ideas. Extends at some length and defends points of view with appropriate complementary ideas, reasons and examples.- Comprehends with relative ease most lectures, discussions and debates.- Can take detailed notes during a lecture dealing with topics in his/her field, transcribing the information so accurately and closely to the original that the notes could also be useful to others.- Can understand in detail a wide range of long, complex texts likely to be encountered in social, professional or academic life, and identify subtle details including implicit and explicit attitudes and opinions.

B. Classroom activities- They are presented during the sessions and the delivery date is delimited on the platform. - The classroom activities in which the process is evaluated are graded with the scale pass vs. fail / done vs. not done. - The correction of the result is done in a large group and the student must be able to contrast if the result of his exercise coincides with the one presented by the teacher as correct. - Classroom activities in which the result is assessed are graded numerically and the student receives specific indications about his exercise.

C. Additional considerations- Those works that are based on simple copying, uncritical textual summary will be penalized. Plagiarism or the use of illicit means will result in the student's failure. - All the material presented and worked on during the classes will be considered as subject matter for the exam. - The content of the slides is an index of the aspects to be dealt with, which are developed during the classes and in the recommended bibliography. Consequently, the content of the slides of the topics, as it is expressed there, is in no way sufficient to answer the questions posed in the final written test. It is the student's responsibility, and part of the development of the competence of autonomous learning, to establish the strategies and instruments (explanations provided in the classroom, recommended bibliography ...) to be able to develop these contents. - To achieve success in the subject, the student is recommended to perform daily work related to the subject maintaining a constant habit of study, daily access to the platform to consult materials, notices and activities and ask the teacher all those doubts that have not been able to solve autonomously.

Exceptional evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot submit to the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system.

In this case, it will be evaluated as follows:

The student will have to take **a global written test of theoretical-practical character** in which he/she will demonstrate having worked the different learning materials and resources provided by the teacher and in which he/she will evidence the different learning outcomes of the subject. In order to pass the test, it is necessary to obtain a grade equal to or higher than 5. In the evaluation of the test, the indications that appear in section A.b. will be applied.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
----------------------------	--------------------	-------------------



R1, R2, R3, R4	60,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	20,00%	Projects. Development and/or design works.

Observations

a) It is necessary to pass the final written test with a grade equal to or higher than 5, as well as to obtain an overall average in the set of evaluation instruments equal to or higher than 5 to obtain a passing grade in the subject.

b) Since the teacher has to be a professional of the word and therefore the order ECI 3857/2007 of December 27th, establishes the attainment of a C1 level for the students of this degree. As a consequence of this, in the subject a correct written expression must be evidenced through the written tests, and this will be a necessary condition for passing. Specifically, it is a condition for passing the subject not to commit more than five spelling mistakes. Each spelling mistake, without exceeding the allowed limit, will result in a penalty of -0.25 points (out of 10) of the final grade of the test. Repetitions of the same error or punctuation marks (except for the comma between subject and predicate) will not be taken into account.

In the rest of the tests, according to criteria such as length, time or available resources, the type of penalty to be applied will be specified.

Likewise, taking into account the aforementioned language level and the descriptors established in it, the course will contribute to demonstrate competencies such as the following:

Writes clear and well-structured expositions on complex topics highlighting the main ideas. Extends at some length and defends points of view with appropriate complementary ideas, reasons and examples. Comprehends with relative ease most lectures, discussions and debates. Can take detailed notes during a lecture dealing with topics in his/her field, transcribing the information so accurately and closely to the original that the notes could also be useful to others. Understands in detail a wide range of lengthy and complex texts likely to be encountered in social, professional or academic life, and identifies subtle details including both implicit and explicit attitudes and opinions.

c) Classroom activities

They are presented during the sessions and the platform delimits the due date. Classroom activities in which the process is assessed are graded with the scale pass vs. fail / done vs. not done. The correction of the result is done in a large group and the student must be able to contrast if the result of his exercise coincides with the one presented by the teacher as correct. Classroom activities in which the result is assessed are graded numerically and the student receives specific indications about his exercise.

d) Those works that are based on simple copying, uncritical textual summary will be penalized.



Plagiarism or the use of illicit means will cause the student's failure.

e) All the material presented and worked during the classes will be considered as subject matter for the exam.

f) The professor will establish a series of compulsory readings that will be made available to the student on the platform. The completion of these readings will be essential to pass the course.

g) The content explained in the slides is an index of the aspects to be dealt with, which are developed during the classes and in the recommended bibliography. Consequently, the content of the slides of the topics, as it is expressed there, is in no way sufficient to answer the questions posed in the final written test. It is the student's responsibility, and part of the development of the autonomous learning competence, to establish the strategies and instruments (explanations provided in the classroom, recommended bibliography...) to be able to develop these contents.

h) To achieve success in the subject, the student is recommended to perform daily work related to the subject maintaining a constant habit of study, daily access to the platform to consult materials, notices and activities and ask the teacher all those doubts that have not been able to solve autonomously.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- | | |
|----|----------------------------|
| M1 | Participatory Master Class |
| M3 | Project-based Learning |
| M4 | Learning Contracts |



M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1	R1, R2, R3, R4	23,00	0,92
Practical Class M7, M9	R1, R2, R3, R4	13,00	0,52
Tutoring M9, M10	R1, R2, R3, R4	2,00	0,08
Evaluation M7	R1, R2, R3, R4	2,00	0,08
TOTAL		40,00	1,60

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R2, R3, R4	20,00	0,80
Individual work M7, M10	R1, R2, R3, R4	40,00	1,60
TOTAL		60,00	2,40

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4	20,00	0,80
Practical class (e-learning mode) M18, M20	R1, R2, R3, R4	10,00	0,40
Evaluation (e-learning mode) M18	R1, R2, R3, R4	2,00	0,08
TOTAL		32,00	1,28



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M18, M19	R1, R2, R3, R4	58,00	2,32
Group Work (e-learning mode) M18, M20	R1, R2, R3, R4	3,00	0,12
Theoretical-Practical Class (distance mode) M11, M18	R1, R2, R3, R4	7,00	0,28
TOTAL		68,00	2,72

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1. Introduction to Applied Linguistics	<ul style="list-style-type: none">1.Applied linguistics: origin, development and fundamental features2.Areas of applied linguistics3.Linguistic theories and their contributions
Unit 2. Teaching Spanish as a foreign language (SFL)	<ul style="list-style-type: none">1.Methods and approaches to SFL2.Difficulties in the teaching of SFL
Unit 3. The language for specific purposes: academic and professional use	<ul style="list-style-type: none">1.Characteristics of academic language: communicative, formal and structural aspects2.Other specific languages and their professional applications



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1. Introduction to Applied Linguistics	5,00	10,00
Unit 2. Teaching Spanish as a foreign language (SFL)	10,00	20,00
Unit 3. The language for specific purposes: academic and professional use	5,00	10,00



References

- Alonso Cortés, A. (2002). *Lingüística general*. Madrid: Cátedra.
- Cassany, D. (1995). *La cocina de la escritura*. Barcelona: Anagrama
- Cortés Moreno, M. (2012). *Guía para el profesor de idiomas. Didáctica del español y de las segundas lenguas*. Barcelona: Octaedro.
- Cuenca, M. J. (2000). *Teories gramaticals i ensenyament de llengües*. (3ª ed.). Valencia: Tàndem.
- De Bustos Guadaño, E. (2004). *Lenguaje, comunicación y cognición: temas básicos*. Madrid: UNED.
- Escandell Vidal, M. V., Aguiar, V. M., Fresnillo, C. C., Rodríguez, E. G., & Cano, N. P. (2011). *Invitación a la Lingüística*. Madrid: Editorial Universitaria Ramón Areces.
- Eusebio, S., Lara, F., Mena, M., Martín, M., Zuheros, L., Martínez, M., San Isidro, F.X., Ojeda, D., Rojas, B., Trujillo, F., Carilla, M.P., Herrera F., González, V., Pujolà J.T., Nussbaum, L., Orta, A., Ramos, C. y Alonso, E. (2016). *Enseñar español a niños y adolescentes. Enfoques y tendencias*. Barcelona: Difusión.
- Gómez Torrego, L. (2007). *Gramática didáctica del español*. (9ª ed.). Madrid: SM.
- López, A. et alii (1994). *Lingüística general y aplicada*. Valencia: Universitat de València.
- Montolío, E. (2014). *Manual de escritura académica y profesional* (Vols I y II). Barcelona, España: Ariel.
- Moreno Cabrera, J. C (2010). *Spanish is different. Introducción al español como lengua extranjera (Estudios Gramaticales para la enseñanza del español como lengua extranjera. ELE)*. Madrid: Castalia.
- Payrató, Ll. (1998). *De profesión, lingüista*. Barcelona: Ariel.
- Peirats, A. et al (2018). *Cómo elaborar un trabajo académico en el área de humanidades*. Valencia: UCV.
- Real Academia de la Lengua Española (2010). *Ortografía de la lengua española*. Madrid: Espasa.
- Real Academia de la Lengua Española y Asociación de Academias de la lengua (2005): *Diccionario panhispánico de dudas*. Madrid: Santillana.
- Sánchez, A. (2005). *Historia de la Enseñanza del Español como Lengua Extranjera*. Madrid: SGAE.
- Santos Gargallo, I. (2015): *Lingüística aplicada a la enseñanza-aprendizaje del español como lengua extranjera*. (5ª ed.). Madrid: Arco-Libros.
- Soto-Aranda, B., Penas-Ibáñez, M. A. e Ivanova, O. (2023): *Paradigmas lingüísticos en la enseñanza y aprendizaje de lenguas*. Madrid: Síntesis.
- This bibliography may be supplemented with different readings for specific units.