

1. BASIC INFORMATION

Course	Applied Linguistics in Second Language Teaching
Degree program	Master's Degree in Bilingual Education
School	Online
Year	1
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English and Spanish
Delivery mode	Online
Semester	First
Academic year	2024-2025
Coordinating professor	María Jennifer Estévez Yanes

2. PRESENTATION

Applied linguistics plays an essential role within the discipline of second languages teaching (2LT) by serving as a bridge between theoretical linguistics and the practical aspects of language acquisition. The field of research known as applied linguistics uses linguistic concepts to tackle practical language-related problems, with a particular emphasis on its relevance to the teaching of 2L. The creation of effective teaching strategies is considered a significant contribution of applied linguistics to the field of second language education. Educators develop insights into the acquisition and use of language through engaging in research within domains such as language acquisition, psycholinguistics, and sociolinguistics. This understanding contributes to the development of instructional strategies that are customised to the requirements of individuals learning an L2, facilitating enhanced understanding, communication, and proficiency.

Moreover, the field of applied linguistics performs a crucial role in the development of curriculum design and evaluation practises. Through the examination of language competency standards and the implementation of empirical research, educators can synchronise their instructional materials and assessment techniques with established linguistic benchmarks. This process guarantees that learners can achieve predetermined language objectives. The field of applied linguistics helps the development of knowledge regarding the impact of cultural and sociolinguistic elements on language utilisation. The aforementioned insight empowers educators to incorporate cultural sensitivity and language skills that are relevant to the environment, so enhancing the overall language learning encounter.

Applied linguistics serves as a fundamental component in the field of efficient 2L instruction, granting educators the ability to utilise empirically supported methodologies that augment learners' proficiency in both language and culture, so facilitating more triumphant language acquisition.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB8. Integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9. Communicate conclusions – and the knowledge and ultimate reasons that support them to specialised and non-specialised audiences in a clear and unambiguous way.
- CG1. Analyse and evaluate theories, methodologies, and theoretical linguistic models.
- CG4. Argue and debate constructively with other professionals in the academic community and with the rest of society.
- CG5. Analyse and solve problems related to the teaching of second languages, in relation to the social, linguistic, and cultural aspects of bilingual education.
- CG6. Acquire basic theoretical knowledge that supports adequate and informed teaching practice in the context of bilingual teaching.
- CG8. Reflect on the internal and external factors and processes that intervene in learning a foreign language.

Cross-curricular competences:

- CT2. Strategic communication. Ability to effectively transmit messages (ideas, knowledge, feelings, arguments), both orally and in writing, in such a way that the interests of the different agents involved in communication are strategically aligned.
- CT6. Critical analysis.
- CT7. Resilience.

Specific competences:

- CE2. Advanced knowledge of the theoretical and methodological bases of teaching the English and Spanish language and content in an integrated way.
- CE7. Act and apply advanced theoretical knowledge in Spanish and English in a critical and reflective manner in a multilingual and multicultural environment.

Learning outcomes:

- Identify the factors that influence language acquisition and learning.
- Recognize the influences of linguistic theories on language teaching.
- Analyse the importance of sociocultural factors in the language learning and teaching process.

The following table shows the relationship between the competences developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
CB8, CB9, CG1, CG4, CG5, CT2, CT6, CT7	Identify the factors that influence language acquisition and learning.
CB8, CB9, CG6, CT2, CT6, CT7, CE2	Recognize the influences of linguistic theories on language teaching.
CB8, CB9, CG4, CG5, CG8, CE2, CE7	Analyse the importance of sociocultural factors in the language learning and teaching process.

4. CONTENTS

Introduction to Sociolinguistics.

Introduction to Pragmatics.

Psycholinguistic foundations in the acquisition of second languages.

Methods and approaches to second language teaching.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Masterclass.
- Cooperative Learning.
- Case Method.
- Project-Based Learning.
- Reverse Learning.
- Simulation Environment.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Online mode:

Learning activity	Number of hours
Master classes	8
Virtual classes (synchronous)	22
Case analysis	10
Test of knowledge	2
Oral presentations	10
Research and projects	22
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
TOTAL	150 h.

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Online mode:

Assessment system	Weight
Test of knowledge	60%
Oral presentation	10%
Case/problem	10%
Research and projects	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Language acquisition theories in practise	1 December
Introduction to Psycholinguistics	22 December
Communicative-Based Methods in 2LT	19 January

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Bakhtin, M.M., Michael Holquist, Vern McGee, and Caryl Emerson (1986) *The Problem with Speech Genres. Speech Genres and Other Late Essays*. University of Texas Press.
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- Lozanov, G. (1978). *Suggestology and Outlines of Suggestopedya*. Gordon and Breach.
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- Wilkins, D. A. (1976). *Notional Syllabuses*. Oxford University Press.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.