

**Spanish Philology: Research, Profession and Transfer**

Code: 106380  
ECTS Credits: 6

**2025/2026**

| Degree                          | Type | Year |
|---------------------------------|------|------|
| Spanish Language and Literature | OB   | 4    |

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Since, during the previous courses, the student has had to demonstrate that he has achieved the linguistic skills necessary for the degree in Spanish Language and Literature, in this subject he must be able to express himself correctly orally and in writing. For this reason, if spelling and expression errors are detected, 0.25 points will be deducted for each one.

## Objectives and Contextualisation

*Spanish Philology: Research, Profession and Transfer* is a compulsory fourth-year subject designed to introduce students to the main professional opportunities to which the degree in Spanish Language and Literature gives access.

This is a subject with cross-curricular content and an applied dimension in which the skills acquired during the previous three years are related to the professional practices that the student will be able to develop in the future.

## Objectives

- Deepen and expand the applied dimension and the theoretical-critical tools of Spanish Philology.
- Learn about the map of professional opportunities in Spanish Philology and its foundations.
- Develop writing and critical analysis skills through the preparation of reports, essays, reviews, etc.

## Competences

- Act in one's own field of knowledge, assessing the social, economic and environmental impact.
- Advise organisations and institutions on linguistic or literary issues.
- Apply ethical academic principles to the processing of information.
- Apply the techniques and methods of critical editing and digital processing to the analysis and treatment of written texts and multimedia files.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Identify the most significant periods, traditions, trends, authors and works in Spanish-language literature in their historical and social context.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Recognise the main theories, themes and genres of literature in the different Spanish-speaking countries.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Analyse a situation and identify points for improvement from a linguistic point of view.
2. Apply and use digital media and instruments appropriate to the teaching of philological contents.
3. Apply the tools of literary theory to the analysis of a text.
4. Be able to plan methodological strategies using ICT.
5. Conceive and develop new areas and strategies for scientific, cultural and heritage transfer to society.
6. Critically analyse digital information, evaluate its purpose and relevance.
7. Detect errors related to all levels of linguistic analysis.
8. Develop skills in the use of digital tools from a linguistic point of view.
9. Distinguish the literary sources of a text and its links with the Western tradition.
10. Evaluate the possibilities of applying ICT to one's own research and study subjects.
11. Extract data sources to obtain pedagogical material from different corpora and apply it to disciplines related to Spanish philology.
12. Identify how the management and dissemination of digital data can affect the linguistic context.
13. Identify the ethical and legal implications of the new context of research, management and dissemination of data in the digital era.
14. Identify the main themes, periods and stylistic features of a literary author.
15. Identify the social, economic and environmental implications of academic-professional activities in the field of linguistic knowledge.
16. Learn about the different statistical tests related to parametric and non-parametric variables in philological analysis.
17. Propose new methods and alternative solutions based on linguistic reasons.
18. Propose new methods and theoretical and practical approaches to critical editing.
19. Recognise the main characteristics of a literary period and its aesthetic ideological programme.
20. Solve the main problems related to the normative which may appear in a text.

21. Suggest resources and methods from the Digital Humanities applied to textual analysis that facilitate the understanding of texts and their relationship with other literary texts.

## **Content**

1. Research: Spanish Literature

1.1. Research as a profession (I)

1.2. The scientific study of literature: disciplines

1.3. The subject under study

1.3.1. Hypothesis and objectives

1.3.2. State of the art and/or theoretical framework

1.3.3. Work methodology

1.3.3.1. Establishment of the corpus

1.3.3.2. Data analysis and discussion

1.4. Process of writing a research paper (I)

1.5. Knowledge transfer (I)

2. Research: Spanish Language

2.1. Research as a profession (II)

2.2. Scientific study of language. Hypothesis and research objectives. Induction and deduction

2.3. Research in Linguistics: theoretical models

2.4. From theory to practice: documentation methods in linguistics

2.4.1. Data collection: data banks, language samples and the experimental method

2.4.2. Data processing. Databases. Statistical analysis

2.4.3. Data interpretation: observation and argumentation

2.5. Process of writing a research paper (II)

2.6. Knowledge transfer (II)

3. The publishing world

3.1. Publishing houses: culture and business. How the publishing world works

3.2. From the author to the bookseller: the publishing professions

3.3. Editing, style correction and orthotyposigraphic correction

3.4. The book production process: design, layout, covers, printing...

3.5. Reading reports

4. Spanish language and literature in secondary education

4.1. Access to the teaching career. Functioning of the centers

4.2. Spanish language and literature in the curriculum of compulsory secondary education and high school

4.2.1. Communicative and linguistic competence

4.2.2. Oral and written expression and comprehension

4.2.3. Reflection on the language and its uses

4.2.4. Reading, interpretation, analysis and evaluation of literary works

4.2.5. Aesthetic appreciation of literature

4.3. Educational materials and resources

5. Teaching Spanish as a foreign language

5.1. What is being a teacher of ELE?

5.2. Documents and resources for the teacher of ELE.

5.3. Linguistic and didactic aspects. Planning and preparation of ELE courses and classes

5.4. Professional orientations for ELE teachers

## Activities and Methodology

| Title                                    | Hours | ECTS | Learning Outcomes   |
|--|-------|------|---|
| <hr/>                                    |       |      |   |
| Type: Directed                           |       |      |   |
| <hr/>                                    |       |      |   |
| Classes                                  | 50    | 2    | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |
| <hr/>                                    |       |      |   |
| Type: Supervised                         |       |      |   |
| <hr/>                                    |       |      |   |
| Evaluation activities                    | 6     | 0.24 | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |
| <hr/>                                    |       |      |   |
| Type: Autonomous                         |       |      |   |
| <hr/>                                    |       |      |   |
| Preparation of classes and papers, study | 76    | 3.04 | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |
| <hr/>                                    |       |      |   |

The learning of this subject by the student is distributed as follows:

- Directed activities: Lectures and practical classes on the theoretical activities carried out previously.
- Supervised activities. Tutorials scheduled by the teaching staff dedicated to the correction and commentary of the activities carried out during the course.
- Autonomous activities. These activities include both the time dedicated to personal study and to the completion of individual and/or group work and exercises.

- Evaluation activities. The evaluation of the subject will be carried out through written tests of various types.

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for the completion by the students of the surveys evaluating the performance of the teaching staff and evaluating the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

| Title        | Weighting | Hours | ECTS | Learning Outcomes   |
|--------------|-----------|-------|------|---|
| Portfolio    | 30%       | 6     | 0.24 | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |
| Written test | 30%       | 6     | 0.24 | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |
| Written work | 40%       | 6     | 0.24 | 6, 1, 3, 2, 10, 5, 16, 8, 7, 9, 11, 12, 14, 13, 15, 18, 17, 19, 4, 20, 21 |

#### Continuous assessment activities

- Subject dossier (30% of the grade): Students must submit to the teachers of each of the five parts of the subject syllabus the activities carried out in these sessions (between one and three for each part) and a final reflection.

- Written work on one of the five parts of the subject (30% of the grade): The work will develop one of the topics that the teachers will specify and explain at the beginning of the course, at which time the delivery date will also be indicated. The student may choose between the following options:

- Preparation of a research project on a topic in Spanish or Spanish-American literature.
- Preparation of a research project on a linguistic aspect.
- Preparation of a reading report.

d) Carrying out a reflection in which one of the items of the curriculum is related to the training received in the degree and how it is treated in an ESO or Baccalaureate textbook is examined.

e) Completion of a paper on Spanish as a foreign language.

- Written exam (40%). The test, of a theoretical and practical nature, will cover all the course content.

At the time of each assessment activity, the teaching staff will inform students about the procedure and date for reviewing the grades.

To pass the subject, it is necessary to obtain at least a 5 in the weighted average of the assessment activities. Students who do not reach this grade and who have previously been assessed in at least two thirds of the subject may participate in the retake (from which the course dossier is excluded), provided that they have obtained a minimum average grade of 3.5. The grade obtained in the retake will replace the grade initially obtained for the final calculation of the weighted average.

The student will receive the grade of Not Evaluable when they have not completed more than 30% of the assessment activities.

If the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the assessment acts of the same subject, the final grade for this subject will be 0.

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will result in the activity being graded 0 and not being able to be recovered, or greater sanctions in serious cases.

This subject does not provide for the single assessment system.

## Bibliography

\*\*Complementary bibliography will be provided to the length of the course.

Ariño, A. y López-Cortés, N. (coords.) (2022): *Metodologías lingüísticas: de los datos empíricos a la teoría del lenguaje*. Número monográfico de la revista *Estudios de Lingüística del Español* (número 55). Disponible en <https://infoling.org/elies>.

Bustelo, Ana (2024). *Manual del editor de mesa*. Córdoba: Almuzara.

Carrión, Jorge (2013). *Librerías*. Barcelona: Anagrama.

Chicote, Gloria; Rodríguez Temperley, Mercedes; Gabrieloni, Ana Lía; Nofal, Rossana; Gerbaudo, Analía; Dalmaroni Miguel (2020). *La investigación literaria: problemas iniciales de una práctica*. Buenos Aires: Universidad Nacional del Litoral.

Epstein, Jason (2002). *La industria del libro: pasado, presente y futuro de la edición*. Barcelona: Anagrama.

Ferrús, Beatriz; Poch, Dolors (eds.) (2014), *El español entre dos mundos*. Madrid: Iberoamericana.

Foucault, Michel (2012). *La arqueología del saber*. México: Siglo XXI Editores.

Jardí, Enric (2019). *Así se hace un libro*. Barcelona: Arpa.

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Litosseliti, L. (ed.) (2010): *Research Methods in Linguistics*. London: Bloomsbury.

Marqueta, Bárbara; López-Cortés, Natalia y Ariño-Bizarro, Andrea (eds.) (2022): *Avances de la Lingüística y su aplicación didáctica*. Madrid: Akal.

Martín Vegas, Rosa Ana (2009): *Manual de Didáctica de la Lengua y la Literatura*. Madrid: Síntesis.

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Miquel, Lourdes; Ruíz Campillo, J. Plácido; Martínez Gila, Pablo; Castañeda, Alejandro; Ortega Olivares, Jenaro; Alonso Raya, Rosario, (2020) *Gramática Básica Del Estudiante De Español (Nueva Edición Revisada)* . Madrid: Difusión.

Muñoz-Basols, Javier; Gironzetti, Elisa y Lacorte, Manel (eds.) (2019): *The Routledge Handbook of Spanish Language Teaching. Metodologías, contextos y recursos para la enseñanza del español L2*. Oxford: Routledge.

Pöckl, Wolfgang; Franz Rainer y Bernhard Pöll (2004). *Introducción a la lingüística románica*. Madrid: Gredos.

Queralt Estévez, Sheila (coord.) (2023). *Lingüistas de hoy. Profesiones para el siglo XXI*. Madrid: Síntesis.

Teixidor, Emili (2007). *La lectura y la vida*. Barcelona: Ariel.

## Software

It is not necessary to have any special computer program.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| Name                       | Group | Language | Semester       | Turn          |
|----------------------------|-------|----------|----------------|---------------|
| (PAUL) Classroom practices | 1     | Spanish  | first semester | morning-mixed |
| (TE) Theory                | 1     | Spanish  | first semester | morning-mixed |