



Teaching Guide				
Identifying Data				2018/19
Subject (*)	English Teaching and Learning	Code	613505014	
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Floyd Moore, Alan	E-mail	alan.floyd@udc.es	
Lecturers	Floyd Moore, Alan	E-mail	alan.floyd@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	All information referring to this subject can be found on the above web site.			

Study programme competences / results	
Code	Study programme competences / results
A1	E01 ? Familiarity with the main research models in linguistic research.
A2	E02 ? Familiarity with the main resources, tools and methodologies in linguistic research.
A3	E03 ? Capacity to reflect on the factors which influence the learning and acquisition of English as a foreign language.
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B12	G07 ? Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.

Learning outcomes		
Learning outcomes	Study programme competences / results	
Developing the four basic skills, with special attention being placed on oral presentation skills.	AR1	
	AR3	
Developing the four basic skills, with special attention being placed on oral presentation skills.		BR6 BR10 BR11



The use of bibliographical resources, including Internet access to them.		BR6 BR7 BR8	
The use of bibliographical resources, including Internet access to them.	AR1 AR2		
Successful management of students' own time and organization of available resources, establishing priorities, and identifying and correcting errors.	AR1 AR2	BR6	
Successful management of students' own time and organization of available resources, establishing priorities, and identifying and correcting errors.	AR1	BR9 BR10 BR12	
Reinforcement of the ability to work in cooperative, multidisciplinary and multilingual environments.	AR1 AR2	BR12 BR13	
Reinforcement of the ability to work in cooperative, multidisciplinary and multilingual environments.		BR13 BR14 BR15	

Contents	
Topic	Sub-topic
1. Applied Linguistics and the teaching of English.	1.1. Introduction. Second language learning and acquisition: definitions 1.2. Historical review of the study of second language acquisition. Theories: Behaviorism, Universal Grammar (Innatism, Nativism), Krashen and the Monitoring Hypothesis, Input and Interaction, Social models, Cognitivism, Competence and Performance, Interlanguage, CLIL. Practice: Second Language Teaching and Learning: Motivation, Errors and Correction, Gender, Age, Social class and Stages in Second Language Acquisition (Critical period); Proficiency.
2. Current issues in the learning and teaching of English as a Foreign Language.	2.1. New tendencies and approaches to the teaching of English. 2.2. The acquisition of the first and second languages language, factors and theories. 2.3. The Common European Framework for the teaching and learning of languages. 2.4. The European Language Portfolio (PEL)
3. Conducting research in Second Language Acquisition and Teaching.	3.1. Introduction. 3.2. Planning a project. 3.3. Possible Themes: 1.Age and Second Language Acquisition 2. Motivation and Second Language Acquisition 3. Interlanguage 4. Social factors and second language acquisition 5. Gender and Second Language Acquisition 6. Stages of Second Language acquisition. 8. Teaching methods and learning English. 3.4. Possible structure and organisation of a language learning project. 3.5. Practical task. The preliminary design of a research project.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Workbook	A1 A3	0	20	20
Collaborative learning	B6 B7 B11	0	15	15
Oral presentation	A1 B14 B15	1	10	11
Research (Research project)	A2	0	22	22



Seminar	B8 B9 B10 B12 B13	6	0	6
Personalized attention		1	0	1

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Workbook	Students will be provided with reading materials for self-study in order to carry out tasks set.
Collaborative learning	Pair- and group-work will be organised in class time.
Oral presentation	Students will present orally in class (about 10 or 15 minutes) the results of their work carried out during the written project.
Research (Research project)	Students will prepare a coursework project of about 8-10 pages in length. Details will be further explained in class or via the Moodle platform. Teachers have access to the software "Turnitin", which is useful in detecting plagiarism in written work. It is preferable for students to hand in work digitally, for environmental reasons, in accordance with the "Green Campus" philosophy.
Seminar	Activities in class together with teacher(s) and classmates in order to progress towards achieving the aims set out in this course.

Personalized attention	
Methodologies	Description
Seminar	Seminars are made up of the free exchange of information acquired throughout the duration of the course, either in class, groups or pairs. Or making use of the Moodle platform, forums or other virtual environments. Students will be required to present the results of their study in English at the end of the course.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Research (Research project)	A2	Research assignment about 12 pages in length.	40
Oral presentation	A1 B14 B15	Oral presentation in class, based on the research assignment and/or student's own reading.	20
Collaborative learning	B6 B7 B11	Participation in class activities	10
Seminar	B8 B9 B10 B12 B13	Students' assignments realised during the course, based on classwork and students' own reading in study hours. Reading and commentary on a text (10) Second reading and commentary on a text (10) Presentation / Teaching of a language unit in class (10)	30

Assessment comments



Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

Students

who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity.

Students

who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado).

Students

who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

Sources of information

<p>Basic</p>	<ul style="list-style-type: none"> - Krashen, S. D. (1982). Second language acquisition and second language learning. . Oxford: Pergamon press - Palacios Martínez, Ignacio M., Rosa Alonso, Mario Cal, Paula López Rúa e José Ramón Varela (2007). Diccionario de enseñanza y aprendizaje de lenguas. En Clave, Madrid - Lightbown, Patsy M. e Spada, Nina (1993). How Languages are Learned. Oxford University Press, Oxford - Harmer, Jeremy (1994). How to Teach English. Longman, Harlow - Ellis, Rod (2003). The Study of Second Language Acquisition. Oxford University Press, Oxford <p>As fontes mencionadas son de natureza xeral. Unha bibliografía máis específica de todos os temas será proporcionada na plataforma Moodle e en clase.</p>
<p>Complementary</p>	<ul style="list-style-type: none"> - Vez Jeremías, José Manuel (2000). Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Ariel, Barcelona - Muñoz, Carme (ed.), (2000). Segundas lenguas. Adquisición en el aula. Ariel, Barcelona - Fernández Pérez, Milagros (ed.), (1996). Avances en Lingüística Aplicada. Servizo de Publicacións da Universidade, Santiago - Brown, H. Douglas (1994). Principles of Language Learning and Teaching. Prentice Hall Regents, Englewood Cliffs, N. J <p>As fontes mencionadas son de natureza xeral. Unha bibliografía máis específica de todos os temas será proporcionada na plataforma Moodle e en clase.</p>

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously



Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.