Teaching Guide				
Identifying Data				**2020/21**
Subject (*)	English Teaching and Learning		**Code**	613505113
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
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.			
Contingency plan	1. Modifications to the contents None 2. Methodologies *Teaching methodologies that are maintained *Metodologías docentes que se mantienen Workbook; Oral presentation; Research Project. *Teaching methodologies that are modified Collaborative learning will not be included. 3. Mechanisms for personalized attention to students These will be maintained, but in a virtual environment. 4. Modifications in the evaluation Methodology: Oral presentation Percentage: 20% Description: Oral presentation in a virtual environment. Methodology: Research Project Percentage: 40% Description: Research Project Metodología: Seminar: Percentage: 40% Description: Reading and commentary on a first text (10) Reading and commentary on a second text (10) Reading and commentary on a third text (10) Practical teaching of a lexical/syntactic element of the English language (10). *Evaluation observations: 5. Modifications to the bibliography or webgraphy None			

Study programme competences

Code	Study programme competences
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.
A4	E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics.
A5	E05 ? Familiarity with studies related to English for specific purposes and their application to other subject fields.
A6	E06 ? Familiarity with studies on variation and linguistic change in the English-speaking domain.
A7	E07 ? Ability to analyse different types of discourse and discursive genres, both oral and written, in the English language
A8	E08 ? Awareness of the role of English in communication in the different kinds of media.
A9	E09 ? Familiarity with the main models and resources in literary/cultural research in the English-speaking domain.
A10	E10 ?Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.
A11	E11 ? Ability to identify and analyse the most relevant characteristics of culture and institutions in the English-speaking world through the study of different types of texts belonging to different historical periods.
A12	E12 ? Understanding of different theoretical and critical approaches, as well as their application to the analysis of literary and cultural texts in the English-speaking domain.
A13	E13 ? Familiarity with the relationship between the main artistic and literary manifestations in the English-speaking domain.
A14	E14 ? Familiarity with and application of techniques and methods of quantitative linguistic analysis
A15	E15 ? Awareness of professional and working environments in which English is used as a means of expression and in which this language has a major role.
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B3	CB8 - Students must be able to integrate knowledge and to deal with the complexity of judgement formulation starting with information, which might be incomplete or limited, and which includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgement.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
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

Reinforcement of the ability to work in cooperative, multidisciplinary and multilingual environments.	AR1 AR2 AR3 AR4 AR14	BR1 BR2 BR3 BR4 BR7 BR8 BR9 BR10 BR11	
Successful management of students' own time and organization of available resources, establishing priorities, and identifying and correcting errors.	AR2 AR5 AR7 AR8 AR9 AR11 AR12 AR13	BR3 BR5 BR6 BR7 BR13 BR14	
The use of bibliographical resources, including Internet access to them.	AR2 AR15	BR8 BR10 BR13 BR14	
Developing the four basic skills, with special attention being placed on oral presentation skills.	AR6 AR10	BR4 BR9 BR12 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, Krashen and the Monitoring Hypothesis, Input and Interaction, Social models, Cognitivism, Competence, Performance and Communicative Competence, Interlanguage. Practice: Second Language Teaching and Learning, 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	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A2 A4 A5 A6 A9 B10 B11	0	20	20
Collaborative learning	A8 A10 A13 B1 B2 B3 B4 B6 B7 B8 B9	0	15	15
Oral presentation	B2 B4 B5 B7 B8 B9 B12 B13 B14 B15	1	10	11
Research (Research project)	A1 A2 A3 A7 A9 A11 A12 A14 A15 B1 B3 B5 B6 B13 B14	0	22	22
Seminar	A3 A4 A9 A14 B13 B15	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 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 to 10 pages in length. Details will be further explained in class or via the Moodle platform.
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 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	Description	Qualification

Research (Research project)	A1 A2 A3 A7 A9 A11 A12 A14 A15 B1 B3 B5 B6 B13 B14	Research assignment about 10 pages in length.	40
Oral presentation	B2 B4 B5 B7 B8 B9 B12 B13 B14 B15	Oral presentation, based on the research assignment and/or student's own reading.	20
Collaborative learning	A8 A10 A13 B1 B2 B3 B4 B6 B7 B8 B9	Participation in class activities	10
Seminar	A3 A4 A9 A14 B13 B15	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 (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 as a
substitute for the other activities of the module.

Sources of information

Basic	- Ellis, Rod (2003). The Study of Second Language Acquisition. Oxford University Press, Oxford
	- Lightbown, Patsy M. e Spada, Nina (1993). How Languages are Learned. Oxford University Press, Oxford
	- 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
	- Krashen, S. D. (1982). Second language acquisition and second language learning. . Oxford: Pergamon press
	- Benati, Alessandro G. (2016). Second Language Acquisition: a Theoretical Introduction to Real World Applications. London: Bloomsbury
	- De Bot, Kees (2005). Second language acquisition : an advanced resource book. London, Routledge
	- (). COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT..
	- Saville-Troike, Muriel (2007). Introducing Second Language Acquisition Cambridge University Press. LG0- 5053
	- Saville-Troike, Muriel and Karen Barto (2017). Introducing Second Language Acquisition Cambridge University Press . LG0- 5053a
	- (). EUROPEAN LANGUAGE PORTFOLIO: A GUIDE FOR TEACHERS AND TEACHER TRAINERS.
	- Gass, S.,& Selinker, L. (2001). Second language acquisition (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
	As fontes mencionadas son de natureza xeral. Unha bibliografía máis específica de todos os temas será proporcionada na plataforma Moodle e en clase.Os seguintes libros e fontes de información son de interese tamén:Canale, Michael and Merrill Swain (1980) ?Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing? Applied Linguistics Vol 1 p1.http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdfChesterfield, R. & K. Chesterfield (1985). ?Natural order in children?s use of second language learning strategies?. Applied Linguistics 6.1, 45?59. London, Longman:https://docs.google.com/file/d/0BwEPK1BhtArmMmRiYmJlMDEtOTUxNC00OWU0LTgyMDMtNWFmMDI5NjdkNDJi/edit?pli=1Honey, John (1997) Language is Power London, Faber and FaberLittlewood, William (1986) Communicative Language Teaching ? An Introduction Cambridge University Press LG2 - 1225Pérez-Vidal, Carmen (ed) (2014) Language acquisition in study abroad and formal instruction contexts Amsterdam, John Benjamins (LG0-5831)Vanpatten, Bill and James F. Lee (1990) Second language acquisition / foreign language learning Clevedon, Multilingual Matters (LG0-299).
Complementary	- Brown, H. Douglas (1994). Principles of Language Learning and Teaching. Prentice Hall Regents, Englewood Cliffs, N. J
	- Fernández Pérez, Milagros (ed.), (1996). Avances en Lingüística Aplicada. Servizo de Publicacións da Universidade, Santiago
	- Muñoz, Carme (ed.), (2000). Segundas lenguas. Adquisición en el aula. Ariel, Barcelona
	- Vez Jeremías, José Manuel (2000). Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Ariel, Barcelona
	As fontes mencionadas son de natureza xeral. Unha bibliografía máis específica de todos os temas será proporcionada na plataforma Moodle.

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