



## Teaching Guide

| Teaching Guide      |  |        |  |           |
|---------------------|--|--------|--|-----------|
| Identifying Data    |  |        |  | 2023/24   |
| Subject (*)         | Use of English 1   |        | Code   | 613G03020 |
| Study programme     | Grao en Inglés: Estudos Lingüísticos e Literarios  |        |  |           |
| Descriptors         |  |        |  |           |
| Cycle               | Period   | Year   | Type   | Credits   |
| Graduate            | 1st four-month period  | Third  | Obligatory   | 6         |
| Language            | English  |        |  |           |
| Teaching method     | Face-to-face   |        |  |           |
| Prerequisites       |  |        |  |           |
| Department          | Letras   |        |  |           |
| Coordinador         | Cabarcos Traseira, Maria Jesus   | E-mail | maria.jesus.cabarcos@udc.es  |           |
| Lecturers           | ,<br>Cabarcos Traseira, Maria Jesus<br>Currás Prada, María   | E-mail | m.praga@udc.es<br>maria.jesus.cabarcos@udc.es<br>paula.cprada@udc.es |           |
| Web                 |  |        |  |           |
| General description | Further study of the use of English using a Pragmatics approach. Production and analysis of spoken and written material from different contexts.<br><br>Desired learning outcome in terms of linguistic competence: consolidation of C1. |        |  |           |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| A1   | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.   |
| A2   | Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual. |
| A6   | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.   |
| A9   | Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.   |
| A10  | Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.                  |
| A15  | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.   |
| A21  | Coñecer a evolución histórica externa e interna da lingua inglesa.   |
| B1   | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.                                   |
| B3   | Adquirir capacidade de autoformación.  |
| B4   | Ser capaz de comunicarse de maneira efectiva en calquera contorno.   |
| B5   | Relacionar os coñecementos cos doutras áreas e disciplinas.  |
| B6   | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.                     |
| B7   | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.                      |
| C2   | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |

## Learning outcomes

| Learning outcomes  | Study programme competences / results |    |    |
|--|---------------------------------------|----|----|
| Students will have developed strategies for acquiring new vocabulary and for consolidation of known items  | A1                                    | B1 | C2 |
| Students will know about the importance of correct collocation; an understanding of shades of meaning will be acquired.  | A2                                    | B3 |    |
| Students will realize the importance of adequate registers, formats, styles and contexts.  | A6                                    | B4 |    |
| Apart from acquiring theoretical knowledge, students will be encouraged to put their skills into practice.   | A9                                    | B6 |    |
| Self-study and self-criticism are essential at this level, and students will be reminded of their role and responsibility in the teaching-learning process of which they are a part. | A10                                   | B7 |    |
|  | A15                                   |    |    |
|  | A21                                   |    |    |
| Be able to write different kinds of texts with different objectives  | A15                                   |    |    |



|   |                 |    |  |
|---|-----------------|----|--|
| Familiarization with different accents and registers. | A6<br>A9<br>A15 | B5 |  |
|---|-----------------|----|--|

| Contents  |  |
|---|--|
| Topic   | Sub-topic  |
| Introduction to Pragmatics for studying and learning English: basic concepts and pertinent theories: Speech Acts; The Cooperative Principle; Politeness | Context<br>Conversation<br>Using and understanding language: properties of every day language<br>Importance of cognitive, contextual and cultural aspects<br>Collocations; Registers; Meaning in context   |
| Speech act formation<br>Cooperation and Relevance<br>Principle of Politeness  | Using speech acts: How to say what you mean<br>Pragmatics and vocabulary<br>Pragmatics and syntax<br>Pragmatics and phonology<br>The pragmatics of conversation<br>The analysis of conversation<br>Following the cooperative principle<br>Communication and relevance<br>Applying politeness |
| The use of English in different texts and contexts  | Academic English<br>Professional English<br>Idioms<br>...  |

| Planning                        |                        |                                      |                               |             |
|---------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Introductory activities         | B5 B6 C2               | 5                                    | 0                             | 5           |
| Diagramming                     | A1 A2 A21 B3           | 10                                   | 20                            | 30          |
| Guest lecture / keynote speech  | B4                     | 21                                   | 31                            | 52          |
| Mixed objective/subjective test | A2 A6 A10 A15 B7 C2    | 2                                    | 14                            | 16          |
| Multiple-choice questions       | A2 A6 A9 A15 B1 B6 B7  | 2                                    | 16                            | 18          |
| Seminar                         | A1 A2                  | 9                                    | 0                             | 9           |
| Student portfolio               | A6 A9 C2               | 2                                    | 16                            | 18          |
| Personalized attention          |                        | 2                                    | 0                             | 2           |

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

| Methodologies                   |  |
|---------------------------------|--|
| Methodologies                   | Description  |
| Introductory activities         | Introductory aspects of learning vocabulary; types of meaning; dictionary use (different types); collocation, register; connotations   |
| Diagramming                     | The use of diagrams and outlines for understanding and assimilating the finer points of new vocabulary.  |
| Guest lecture / keynote speech  | In the large group and in the interactive sessions, the teacher gives explanations and guidance on how to make the most of the material presented. In both sessions, attendance and participation will be taken into consideration for the final assessment. |
| Mixed objective/subjective test | Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences.  |



|                           |  |
|---------------------------|--|
| Multiple-choice questions | 2 multiple-choice tests with practical questions related to the aspects of Pragmatics covered in the lectures. |
| Seminar                   |  |
| Student portfolio         | Tasks for developing pragmatic skills and language awareness   |

## Personalized attention

| Methodologies     | Description   |
|-------------------|---|
| Student portfolio | <p>The lecturer is available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, she can also be reached via e-mail or Teams.</p> <p>ADI is a university office specialised in attending to members of the university with special needs due to discapacity or other differentiating situations with regard to the rest of the community. Students can contact ADI directly at <a href="http://www.udc.es/cufie/uadi/">http://www.udc.es/cufie/uadi/</a>, or by phone ext. 5622, or via email: <a href="mailto:adi@udc.es">adi@udc.es</a>.</p> |

## Assessment

| Methodologies                   | Competencies / Results | Description   | Qualification |
|---------------------------------|------------------------|---|---------------|
| Multiple-choice questions       | A2 A6 A9 A15 B1 B6 B7  | Two assignments on topics related to class work. The mark for this part will be the average of the two pieces. See below for deadlines.                         | 20            |
| Guest lecture / keynote speech  | B4                     | Attendance and participation will be taken into consideration for the final grade   | 20            |
| Mixed objective/subjective test | A2 A6 A10 A15 B7 C2    | Completion of different types of written exercises; distinguishing between usage and meanings; explanation of differences; transformation of phrases/sentences. | 40            |
| Student portfolio               | A6 A9 C2               | Individual/pairs interview; comprehension questions; testing of oral skills. Interaction and communication of ideas, opinions, etc. Communicative competence.   | 20            |

## Assessment comments



First opportunity: 40% exam and 60% written essays. Essays may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario).

Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Deadlines for assignments: Last week October and last week November Oral exam : between the end of November and beginning of December.

Specific dates and times will be announced. The second opportunity in July, according to the date fixed in the academic calendar, will be based on the repetition of the parts(s) not already passed, maintaining the same percentages. If the "supervised projects" (assignments) part is failed in the first opportunity, students must present two new pieces of work, with deadlines during the second semester and which will be before the exam period begins. The repeat oral exam, if a student fails in the first opportunity, will take place BEFORE the exam period begins. Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity. Diversity: This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: [pat.filoloxia@udc.gal](mailto:pat.filoloxia@udc.gal) ).

-In accordance

with the various regulations governing

university teaching, it is necessary to incorporate a gender perspective into

this subject. This includes, among other measures, the use of non-sexist

language, bibliographies that are inclusive from a gender perspective, and encouraging

participation from all students in class, regardless of their gender.

-We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. -Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the "Reglamento disciplinar do estudantado da UDC": Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se comete: o/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.

## Sources of information

|                      |  |
|----------------------|--|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- Cutting, Joan (2002). Pragmatics and Discourse. Routledge</li> <li>- Grundy, Peter (2013). Doing Pragmatics. Routledge</li> <li>- Ishihara, N. and Cohen, A. (2010). Teaching and learning Pragmatics. Longman</li> </ul> <p>Further bibliography will be added to Moodle. Further bibliography will be added to Moodle.</p>  |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- McCarthy, M. &amp; Felicity O'Dell. ISBN-13: 978-0521684187 (2007). English Phrasal Verbs in Use: Advanced. Cambridge: CUP</li> <li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521707800 (2008). English Collocations in Use: Advanced. Cambridge: CUP</li> <li>- O'Dell, Felicity &amp; M. McCarthy. ISBN-13: 978-0521744294 (2010). English Idioms in Use Advanced with Answers. Cambridge: CUP</li> </ul> |

## Recommendations

Subjects that it is recommended to have taken before



Lingua Inglesa 1/613G03003

Lingua Inglesa 2/613G03008

Lingua Inglesa 3/613G03015

Lingua Inglesa 4/613G03019

## Subjects that are recommended to be taken simultaneously

## Subjects that continue the syllabus

## Other comments

Attendance in all classes is necessary in order to be up-to-date in the learning process. Tasks should be fulfilled within the time limits and following the guidelines. Attending class allows you to understand the subject better, to acquire individual and collective competence, continuous learning, direct interaction with other students, and the possibility of participating more actively in the teaching-learning methodology. May we remind you that UDC is not a distance-learning university, but one in which students are expected to be present. In certain cases, officially approved by the University, students may opt out of the obligation to attend classes. Otherwise, you are expected to attend and your absences will be duly noted.

(\*)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.