UNIVERSIDADE DA CORUÑA

<table>
<tr><td colspan="6" align="center">**Teaching Guide**</td></tr>
<tr><td colspan="4" align="center">**Identifying Data**</td><td colspan="2" align="center">2015/16</td></tr>
<tr><td>**Subject (*)**</td><td colspan="2">Adquisición e ensino do inglés</td><td>**Code**</td><td colspan="2">613505014</td></tr>
<tr><td>**Study programme**</td><td colspan="5">Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)</td></tr>
<tr><td colspan="6" align="center">Descriptors</td></tr>
<tr><td align="center">**Cycle**</td><td align="center">**Period**</td><td align="center">**Year**</td><td align="center" colspan="2">**Type**</td><td align="center">**Credits**</td></tr>
<tr><td>Official Master's Degree</td><td>2nd four-month period</td><td>First</td><td colspan="2">Optativa</td><td>3</td></tr>
<tr><td>**Language**</td><td colspan="5">English</td></tr>
<tr><td>**Teaching method**</td><td colspan="5">Face-to-face</td></tr>
<tr><td>**Prerequisites**</td><td colspan="5"></td></tr>
<tr><td>**Department**</td><td colspan="5">Filoloxía Inglesa</td></tr>
<tr><td>**Coordinador**</td><td colspan="2">Floyd Moore, Alan</td><td>**E-mail**</td><td colspan="2">alan.floyd@udc.es</td></tr>
<tr><td>**Lecturers**</td><td colspan="2">Floyd Moore, Alan</td><td>**E-mail**</td><td colspan="2">alan.floyd@udc.es</td></tr>
<tr><td>**Web**</td><td colspan="5">www.imaes.eu/?page_id=31</td></tr>
<tr><td>**General description**</td><td colspan="5">All information referring to this subject can be found on the above web site.</td></tr>
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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.
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.
A10	E10 ?Ability to use appropriate techniques for the analysis of artistic and cultural texts in the English-speaking domain.
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 / results	
Developing the four basic skills, with special attention being placed on oral presentation skills.	AR1 AR5 AR6 AR8 AR15	BR2 BR4 BR6 BR7 BR8 BR9 BR10
The use of bibliographical resources, including Internet access to them.	AR4 AR10	BR8 BR9 BR13 BR14
Successful management of students' own time and organization of available resources, establishing priorities, and identifying and correcting errors.	AR7 AR10	BR3 BR10 BR13 BR14 BR15
Reinforcement of the ability to work in cooperative, multidisciplinary and multilingual environments.	AR2 AR3	BR1 BR3 BR5 BR11 BR12 BR14

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, Performance and Communicative Competence, Interlanguage, Language Transfer. Practice: Second Language Teaching and Learning: Error Analysis, Stages in Second Language Acquisition; 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 structure and organisation of a language learning project.
	3.4. Practical task. The preliminary design of a research project.
	3.5. Suggestions for further reading

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Workbook	A7 A10 B12 B14	0	20	20
Collaborative learning	A1 B6 B8 B10 B11 B13	0	15	15
Oral presentation	A3 A4 A5 A6 B9 B14 B15	1	10	11
Research (Research project)	A2 A15 B1 B2 B3 B7 B10	0	22	22
Seminar	A4 A5 A8 B4 B5	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.
Collaborative learning	Pair- and group-work will be organised in class time.
Oral presentation	Students will have to present orally in class the results of their work carried out during the written project.
Research (Research project)	Students will need to prepare a coursework project of about 12 pages in length. Details will be further explained in class.
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.
	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
Seminar	A4 A5 A8 B4 B5	Students' assignments realised during the course, based on classwork and students' own reading in study hours.	30
Collaborative learning	A1 B6 B8 B10 B11 B13	Participation in class activities	10
Oral presentation	A3 A4 A5 A6 B9 B14 B15	Oral presentation in class, based on the research assignment and/or student's own reading.	20
Research (Research project)	A2 A15 B1 B2 B3 B7 B10	Research assignment about 20 pages in length.	40

Assessment comments

Sources of information	
Basic	- Ellis, Rod (2004). The Study of Second Language Acquisition. Oxford University Press, Oxford
	- Harmer, Jeremy (1994). How to Teach English. Longman, Harlow
	- 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
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
	- Salaberri, Sagrario (1999). Lingüística Aplicada a la enseñanza de lenguas extranjeras. Servicio de Publicaciones de la Universidad, Almería
	- Skehan, Peter (1989). Individual Differences in Second Language Acquisition. Edward Arnold, Londres
	- Stern, H. (1983). Fundamental Concepts of Language Teaching. Oxford University Press, Oxford
	- Vez Jeremías, José Manuel (2000). Fundamentos lingüísticos en la enseñanza de lenguas extranjeras. Ariel, Barcelona

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