

**GUÍA DOCENTE DE LA ASIGNATURA:
COMUNICACIÓN ORAL Y ESCRITA EN LENGUA INGLESA**

DATOS BÁSICOS DE LA ASIGNATURA					
CÓDIGO: 155 11 J5		PLAN DE ESTUDIOS: 2001		TIPO: Optativa	
Créditos totales		Créditos teóricos		Créditos prácticos	
LRU	HORAS ECTS	LRU	HORAS ECTS	LRU	HORAS ECTS
8	200	6	150	2	50
CURSO: Tercero		CUATRIMESTRE: Segundo		CICLO: Primero	

DATOS BÁSICOS DEPARTAMENTO/S RESPONSABLE/S		
DEPARTAMENTO/S: Didáctica de la Lengua y la Literatura		
ÁREA/S: Didáctica de la Lengua y la Literatura		
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DATOS ESPECÍFICOS DE LA ASIGNATURA

1. DESCRIPTORES SEGÚN BOE:

Vocabulary, grammatical structures, and semantic, textual and pragmatic aspects of the English language. Improve oral competence by means of intense practise of listening, reading, speaking and writing abilities.

2. SITUACIÓN

2.1. La asignatura en el contexto de la titulación	The purpose of this subject is to motivate and facilitate teacher trainees to use English language to foster their communicative competence in English. Students are prepared to monitor their command of the English language in terms of reading, writing, listening and speaking activities to qualify them for the teaching of English as a second language in Primary Education.
2.2. Recomendaciones	Lectures will be taught in English hence we recommend students to have an intermediate level of English language, a B2. Attendance to the lectures is a necessary requirement

3. COMPETENCIAS

3.1. Competencias transversales genéricas	Capacity to analyse and summarise Oral and written communication in the L1 and L2 Capacity to work in a coordinated way Develop a learning autonomy
3.2. Competencias específicas	<p>Cognitivas (Saber): To know how to communicate in a foreign language. To know how to develop specific skills to communicate effectively in a foreign language To analyse the morphological, syntactic and semantic features of the English language. To know the text characteristics in order to make up a coherent discourse within a pragmatic and functional frame. To understand the English grammar as a means of developing the linguistic competence.</p> <p>Procedimentales/Instrumentales (Saber hacer): To develop strategic competence to use linguistic competence such as how to use synonyms and antonyms, etc. To know how to use the vocabulary of a foreign language in a correct and exact way paying attention to the semantic differences and compare the words that constitute the lexical fields. To increase the vocabulary to understand the processes of word formation and its origin</p>

	<p>To foster the capacity to self-correct ones production and the students, discovering the mistakes and placing the interest in correcting them. To use the correct terminology to express meta-linguistic reflections.</p> <p>Actitudinales (Ser):</p> <p>To value the importance of showing a solid command of the English language structure from a morphological, syntactic and semantic point of view. To adopt a reflective attitude on the learning processes of the second language using autonomous resources based on observation and analysis. To develop interpersonal abilities and attitudinal competence which will facilitate relations with students, teaching staff and other members of the educational community.</p>
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4. OBJETIVOS Y PRINCIPIOS DE PROCEDIMIENTO O CRITERIOS DE ACTUACIÓN

- To be able to develop students' oral and written linguistic competence.
- To be able to use linguistics terminology and metalanguage fluently.
- To be able to follow the course in English and undertake the necessary tasks in the foreign language.
- To read different types of texts.
- To be able to prepare, choose or adapt materials to develop linguistic competence in the classroom (this will include active use of Internet).
- To develop favourable attitudes towards the teaching and learning of English.

5. CONTENIDOS TEÓRICOS Y PRÁCTICOS

THEORETICAL CONTENTS

Main characteristics of writing, reading, speaking and listening skills.

PRACTICAL CONTENTS

Intensive practise on listening, speaking and reading skills and vocabulary will be based on the materials contained in different materials (handed out in class and provided at the beginning of the course) which give a preparation for reaching a level of Cambridge First Certificate.

6. METODOLOGÍA

Standard oral practise will be complemented by means of listening exercises, including vocabulary component of verbal communication. Inevitably, this course is secondarily directed to the achievement of a command of the grammatical structures of English by means of contextualized practise. The course will require active collaboration from the students. Emphasis will be placed on learner independence and self-study.

Correction of oral and written tasks.

Analyse and comment different types of texts.

Write and produce different types of texts

Use of internet as a source of independent practice and learning.

7. HORAS ESTIMADAS DE TRABAJO DEL ALUMNO/A

ACTIVIDADES	
7.1. Actividades gran grupo dirigidas por el docente	20 hours for cooperative work and group work
7.2. Actividades pequeño grupo dirigidas por el docente	40 hours for correction of written and oral activities
7.3 Actividades autónomas del alumnado	40 hours to complete the tasks and activities assigned

Observaciones:

8. EVALUACIÓN	
Criterios	Students' progress on the contents of the course will be assessed on the basis of a final exam to be written in English (40%), and an oral one (40%). Students are also required to carry out an essay on any of the topics proposed (20%). This final examination will cover all aspects of the course, mainly listening and reading comprehension. All students that successfully pass this written exam will take an oral one, which will consist of reading aloud and answering question related to the book/s read.
Instrumentos y técnicas	The students' regular attendance, attitudinal, interest, class participation and task completion will be controlled and evaluated by means of classroom observation and continuous evaluation techniques. Students are requested to hand in weekly the tasks proposed. Written exams. Oral exam.
Criterios de calificación	The written exams will measure the students' cognitive knowledge with regards to the activities carried out during the course. These exams will be graded from 0 to 10. The grade will be obtained by dividing 10 points by the total number of items. The oral exam will be graded on terms of fluency and accuracy.

9. BIBLIOGRAFÍA

General	Bamford, J. & Day, R.R. (2004). <i>Extensive reading for teaching language</i> . Cambridge: CUP. Cory, H. (2000). <i>Advanced writing in English in use: CAE</i> . Oxford: OUP. Craven, M. (2004). <i>Listening extra: a resource book of multi-level skill activities</i> . Cambridge: CUP. MacCarthy, M. & O'Dell, F. (2003). <i>English idioms in use</i> . Cambridge: CUP. MacCarthy, M. & O'Dell, F. (2006). <i>English vocabulary in use</i> . Cambridge: CUP. Vince, M. (2003). <i>First certificate Language Practice</i> . Oxford: Macmillan Education.
Específica	Elizaga, B. and Ceballos, A. (2005). <i>English as a second Language and its literature</i> . Granada: Grupo Editorial Universitario. Leo, J. (2002). <i>New progress to Proficiency</i> . Cambridge: CUP. Newbrook, J. et al. (2004). <i>New First Certificate Gold</i> . Harlow: Pearson. Summers, J. & Smith, B. (2004). <i>Communication skills handbook: how to succeed in written and oral communication</i> . Milton: John Willey.

10 CALENDARIO Y/O CRONOGRAMA ORIENTATIVO DE LA ASIGNATURA

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