

## Idioma Extranjero y su Didáctica I: lengua inglesa

## Atzerriko Hizkuntza eta bere Didaktika II: ingelesa

**Características / *Ezaugarriak*:** 9 cc, Obligatoria/Derrigorrezkoa

### **Descriptivos / Deskribatzaileak**

- Promotion of the communicative competence of the English language focusing on an accurate use of the four skills (oral and written comprehension, oral and written production).
- Overview of social issues and concerns of English speaking countries.
- Analysis and reflection on teaching practice, contents and resources to get familiar with.

### **Objetivos / *Helburuak***

- Increase self-confidence in the use of the Foreign Language.
- Develop general and detailed oral and written expressions appropriate for different situations.
- Improve general and detailed written expression of the language within different contexts.
- Perform different kinds of activities aimed at developing an active use of the four linguistic skills.
- Increase the understanding and critical appreciation of various aspects of English speaking countries.

### **Contenidos / *Edukiak***

Apart from overviewing different topics such as everyday life, relationships, social life, education, etc. special attention will be paid to the language used in the former situations.

#### **CONCEPTUAL CONTENTS:**

Lexical, phonological and syntactical elements.

- Language of varieties: formal and informal language corresponding to different contexts.
- Adequacy of linguistic styles: narration, description, dialogue, discussion, reporting...

#### **PROCEDURAL CONTENTS:**

- Reading: comprehension of different types of texts, using skimming and scanning when necessary in order to carry out different sorts of activities.
- Listening: understanding different discourses focusing on the gist or detailed information as required in different situations.

- Speaking: creative use of the oral language with special emphasis on accuracy or fluency when performing different tasks.
- Writing: production of various types of texts following certain patterns of written expression.

#### ATTITUDINAL CONTENTS:

- Assumption of an active and autonomous role in the learning of the Foreign Language.
- Appreciating the learning of other languages to access to other cultures and ways of living.
- Creating a tolerant and critical attitude towards different information proceeding from various sources.
- Critical reflection on own learning.

### Metodología / *Metodologia*

- Using different resources (authentic texts, textbooks, documents, magazines, readers, newspapers, films, tapes...) to provide input.
- Introduction of new items within context or in isolation related to different topics.
- Practice the language through interaction with peers or individual work. Students are going to be required to produce their own written pieces related to the ongoing classroom input within or outside the class timetable so that they can gradually improve their abilities on writing under the supervision of the teacher.
- Search and adapt information in order to produce language, share it with others and elaborate assignments.
- Regarding the compulsory individual *Assignment*, it will consist of two different components: on the one hand, the written production, and on the other the oral presentation of the latter. In order to produce it, at the beginning of the semester, students will receive a precise guideline with the eligible topics, calendar for handing it in and presentation.
- Due to all the previous given information, students will be learning by continuous practising and assessment of the teacher; therefore, class work and **attendance** to tutorial hours are prior. Consequently, all those students not being capable of attending regularly lessons should get in touch with the teacher in order to negotiate the conditions of their personal work.

### Tutoría / *Tutoretza*

Taking into consideration what has been said in the previous section, attendance to tutorials is an obvious necessity.

Supervision and assessment along the elaboration of the different assignments will be provided within a tutorial timetable set at the beginning of the semester.

### Evaluación / *Ebaluaketa*

The way of evaluating will be based on a continuous assessment using different tools such as: direct observation of everyday work plus peer and teacher correction, individual or group-assignments supervised by the teacher (see methodology section):

- referring to the everyday work, not only the classroom activities but also the individual compositions will be taken into account for the final marking.
- In the case of the individual *Assignment*, apart from fulfilling all the items in the guideline sheet, it should be presented orally in order to sit the final written exam.

The final written exam will consist of written parts about the various contents worked along the teaching semester, and questions about the topics from the *Assignments* developed by students.

There will also be an oral exam for those students who have reached a minimum mark in the written exam in order to get the final mark of the subject.

### **Bibliografía General / Bibliografía Orokorra**

*Aspects of Britain col. In HMSO Books*

*BBC (ed.): BBC essential English. Guide to Britain (video & book), Longman.*

*COFFEY, M.: Communication through writing. Regents Prentice Hall.*

*DOFF, A. and BECKET, C. (1991): Listening 2. Cambridge University Press. Cambridge*

*JAMES, K. JORDAN, R. MATTHEWS, A.J. and O'BRIEN, J.P.: Listening Comprehension and Note-taking. Collins. E.L.T.*

*LAVERY, C. (1994), Focus on Britain. Cultural studies for the Language Classroom. Hong Kong. Macmillan Publishers.*

*WATCYN-JONES, P. Test your vocabulary. Books 3 and 4. Penguin. London.*

*Cambridge International Dictionary of English. Cambridge University Press. (1995) Cambridge.*

*Readers, films, magazines, newspapers...: different issues will be selected every year.*

### **Bibliografía por Temas / Bibliografía Gaika**

*Specific bibliography will be given on the run.*