

Idioma Extranjero y su Didáctica II: lengua inglesa

Atzerriko Hizkuntza eta bere Didaktika II: ingelesa

Características / Ezaugarriak: 12/9 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) working particularly on a variety of composition writing models stressing on register and style.
- Overview of social issues and concerns of English speaking countries highlighting the relationships between *Language and Culture*.
- Analysis and reflection on teaching practice, contents and resources to get familiar with and, consequently, be able to deal with future needs of different teaching situations.

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.
- Develop a critical attitude towards the effectiveness of different teaching strategies, techniques and resources and their implications in the Primary classroom.
- Increase the understanding and critical appreciation of various aspects of English speaking countries.

Contenidos / Edukiak

Along the two last years of the Degree, apart from overviewing different topics such as everyday life, mass-media, 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:

The level of difficulty required will be gradually increased along the two last years of the Degree.

- 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:

- o Assumption of an active and autonomous role in the learning of the Foreign Language.
- o Appreciating the learning of other languages to access to other cultures and ways of living.
- o Creating a tolerant and critical attitude towards different information proceeding from various sources.
- o 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. Once being familiarised with a composition model, students are going to be required to produce their own written piece 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. Each student will be asked to hand in at least **four** compulsory compositions, as soon as the input has been given along the semester.
- Search and adapt information in order to produce language, share it with others and elaborate assignments.
- Regarding the obligatory group-work *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 sheet with a precise guideline with the eligible topics, calendar for handing it in and presentation, ways of supervision and continuous assessment.
- 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 within the first month of the tuition semester in order to negotiate the conditions of their personal work.

Tutoría / Tutoretza

Taking into consideration what has been said in the previous section (see methodology) individual and group tutorials are obvious.

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 merely 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):

- a. referring to the everyday work, not only the classroom activities but also the 'four compulsory individual compositions' will be part of the final marking.
- b. In the case of the group-work *Assignment*, apart from fulfilling all the items in the guideline sheet, it should be passed by the teacher 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.

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.

LIVERY, 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.