

GUÍA DOCENTE DE LA ASIGNATURA: SEGUNDO IDIOMA EXTRANJERO Y SU DIDÁCTICA (INGLÉS)					
DATOS BÁSICOS DE LA ASIGNATURA					
CÓDIGO: 15511D3		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: 2.º		CUATRIMESTRE: 2.º		CICLO: 1.º	
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: Learning English as a second language. Grammar. Contents, didactic resources and materials for teaching a foreign language.					
2. SITUACIÓN					
2.1. La asignatura en el contexto de la titulación		The theoretical and practical contents of this subject will enable the students for the basic teaching of English as a third language in Primary Education.			
2.2. Recomendaciones		Linguistic competent in English language at intermediate level, a B2. The attendance to the lectures is also a necessary requirement.			
3. COMPETENCIAS					
3.1. Competencias transversales genéricas		Capacity to analyse and summarise. Oral and written communication in L1 and L3. Develop a learning autonomy.			
3.2. Competencias específicas		<p>Cognitivas (Saber): An intermediate knowledge of English as a second language. To possess a coherent and appropriate communication –orally and in writing– in order to apply it in the classroom. To know how to use new technologies and its application to the educational field.</p> <p>Procedimentales/Instrumentales (Saber hacer): To know how to teach 'how to learn' and develop strategies which promote autonomous learning. To be able to have relations with the different branches involved in a teaching centre. Ability to put into practice the knowledge of a FL. To have a basic and specific knowledge about the different subjects to be taught.</p> <p>Actitudinales (Ser): To be creative and reflective teacher. Capacity to teach in a critic and reflective way within a multicultural community. Be able to use motivating techniques which generate positive attitudes towards the learning of the FL. To know how to deal with learners' diversity by adapting curricular design appropriately.</p>			
4. OBJETIVOS Y PRINCIPIOS DE PROCEDIMIENTO O CRITERIOS DE ACTUACIÓN					
To be able to follow the course in English and undertake the necessary tasks in the foreign language. To analyse different types of texts from a morphological point of view. To be able to prepare and adapt materials to develop linguistic competence in the classroom. To develop favourable attitudes towards the teaching and learning of English.					

5. CONTENIDOS TEÓRICOS Y PRÁCTICOS	
<p>1. Grammar general revision:</p> <ul style="list-style-type: none"> - Some any + countable and uncountable nouns. Comparative adjectives. Superlatives. - The verb. Verb patterns. Multiword verbs. - Describing people. Visiting places. Directions. - Indirect speech and passive voice. <p>2. Great Britain.</p> <p>3. United States of America.</p> <p>4. Education.</p> <p>5. Travelling and visiting places.</p>	
6. METODOLOGÍA	
<p>Written and oral exercises that will require the students' understanding of instructions, analyses and contrast activities. Lectures will be taught with audiovisual support such as transparencies, slides and video. Oral presentations will aid comprehension and expression, the appropriate use of discourse markers and the learners' ability to take notes. Application of appropriate research techniques (error analysis to determine learning difficulties, classroom observation...)</p>	
7. HORAS ESTIMADAS DE TRABAJO DEL ALUMNO/A	
ACTIVIDADES	
7.1. Actividades gran grupo dirigidas por el docente	60 hrs for theory and oral presentations
7.2. Actividades pequeño grupo dirigidas por el docente	10 hrs for corrections of exercises and activities
7.3 Actividades autónomas del alumnado	10 hrs for completing the workbook activities
Observaciones:	
8. EVALUACIÓN	
Criterios	We'll control and evaluate the students' regular attendance, interest, class participation and task completion by means of continuous evaluation techniques and classroom observation (10%). The students' cognitive competence, the contents and principles they have learnt will be evaluated with a written exam (70%). The students' reflective ability will be encouraged and evaluated with one paper based on the reading of a graded book selected (20%).
Instrumentos y técnicas	Classroom observation and exercises. Interviews to verify workbook activities. Written tests (one in March and one in May).
Criterios de calificación	The tests and the final written exam will measure the students' cognitive competence, their procedural knowledge and the development of their didactic skills. They will be based on the topics listed above and graded from 0 to 10.
9. BIBLIOGRAFÍA	
General	<ul style="list-style-type: none"> - Beaumont, D.-Granger, C. (1989). <i>The Heinemann English Grammar. An intermediate referente and practice book</i>. Oxford: Heinemann International. - Slattery, M.-Willis, J. (2003). <i>English for Primary teachers</i>. Oxford: Oxford University Press.
Específica	- Fernández Ferrer, A. et al. (1999). <i>Authentic English</i>. Granada: Grupo Editorial Universitario.
10 CALENDARIO Y/O CRONOGRAMA ORIENTATIVO DE LA ASIGNATURA	