

GUÍA DOCENTE DE LA ASIGNATURA: CULTURA ANGLOAMERICANA					
ATOS BÁSICOS DE LA ASIGNATURA					
CÓDIGO: 15511J4		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: 1.º		CUATRIMESTRE: 1.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					
E-MAIL: dlengua@ugr.es		TF: 958243965		FAX: 958244187	
URL WEB: <a href="http://www.ugr.es/%7Edidlen/">http://www.ugr.es/%7Edidlen/</a>					
DATOS ESPECÍFICOS DE LA ASIGNATURA					
1. DESCRIPTORES SEGÚN BOE: English language, grammar and socio-cultural aspects.					
2. SITUACIÓN					
2.1. La asignatura en el contexto de la titulación		The contents of the subject presented will give the students the necessary instruments of socio-cultural aspects of English speakers' countries to enrich their general knowledge for the teaching of English as a second language in Primary Education.			
2.2. Recomendaciones		All the lectures will be taught in English language, so our recommendation for students is to have an intermediate level of English. Their attendance to the lectures will be also a necessary requirement.			
3. COMPETENCIAS					
3.1. Competencias transversales genéricas		Capacity to work in a coordinated way. Oral and written communication in the L1 and L2. Capacity to analyse and summarise. Develop a learning autonomy.			
3.2. Competencias específicas		<p><i>Cognitivas (Saber):</i> To use the FL fluently both orally and in writing. To use the classroom as an area of communicative interaction. To know the text characteristics in order to make up a coherent discourse. To know how to use a variety of materials and sources in a range of FL contexts and at different levels.</p> <p><i>Procedimentales/Instrumentales (Saber hacer):</i> To increase the vocabulary to understand the processes of word formation and its origin. To know how to use the words of a foreign language in a correct and exact way. To develop strategic competence to use linguistic competence such as to use synonyms and antonyms, or defining English words in English language.</p> <p><i>Actitudinales (Ser):</i> To develop interpersonal abilities and attitudinal competence which could facilitate relations with students, teaching staff and other members of the educational community. To appreciate and encourage student and teacher exchanges to improve the linguistic, communicative and socio-cultural competence of the participants. To adopt a reflective attitude on the learning processes of the second language using autonomous resources based on the observation and analysis.</p>			
4. OBJETIVOS Y PRINCIPIOS DE PROCEDIMIENTO O CRITERIOS DE ACTUACIÓN					
To be able to prepare and adapt materials to develop linguistic competence in the classroom, including an active use of Internet. To develop specific skills to motivate and interest the learner in the FL classroom and to be able to generate positive attitudes towards the language being learnt. To know the main linguistic theories involved in the learning and teaching of English as a FL. To be able to develop the students' oral and written linguistic competence.					

## 5. CONTENIDOS TEÓRICOS Y PRÁCTICOS

1. The United Kingdom of Great Britain and Northern Ireland: Geography and land.
2. Main events in the British history. Building a state. Fight for freedom. Opening to the world.
3. British Institutions. The Monarchy. The Parliament.
4. The British educational system.
5. British society today.
6. The United States of North America. Geography and land.
7. The history of USA.
8. American Institutions.
9. The American educational system.
10. USA today.

## 6. METODOLOGÍA

Correction of oral and written exercises on the different topics taught in the classroom. Use of visual materials such as transparencies and videos. Analyse and comment different types of texts in relation to British and American society nowadays. Use of Internet as a source of practice and learning.

## 7. HORAS ESTIMADAS DE TRABAJO DEL ALUMNO/A

### ACTIVIDADES

7.1. Actividades gran grupo dirigidas por el docente	40 hrs for theory (oral presentation)
7.2. Actividades pequeño grupo dirigidas por el docente	20 hrs for correction workbook activities.
7.3 Actividades autónomas del alumnado	20 hrs to complete the workbook activities.

Observaciones:

## 8. EVALUACIÓN

<b>Criterios</b>	Our students will be assessed on the basis of their attendance and active collaboration (10%), written exam (70%) and their oral exam on the Graded Reading Book selected (20%).
<b>Instrumentos y técnicas</b>	Interviews to verify the students' workbook activities. Their regular attendance to the lectures will be controlled and evaluated by means of continuous evaluation techniques. Written exams and tests.
<b>Criterios de calificación</b>	We'll measure the students' cognitive knowledge by means of written tests. These tests will be graded from 0 to 10

## 9. BIBLIOGRAFÍA

<b>General</b>	<ul style="list-style-type: none"><li>– Harrison, B. (1984). <i>Britain observed</i>. Paris: Ed. Didier.</li><li>– Morgan, K. (1988). <i>The Oxford illustrated history of Britain</i>. Oxford University Press.</li><li>– O'Callaghan, B. (1997). <i>An illustrated history of USA</i>. Longman eds.</li></ul>
<b>Específica</b>	<ul style="list-style-type: none"><li>– Fernández Ferrer, A. et al. (1999). <i>Authentic English</i>. Granada: Grupo Editorial Universitario.</li><li>– Garwood, C. et al. (1992). <i>Aspects of Britain and the USA</i>. Oxford University Press.</li></ul>

## 10 CALENDARIO Y/O CRONOGRAMA ORIENTATIVO DE LA ASIGNATURA