

GUÍA DOCENTE DE LA ASIGNATURA: IDIOMA EXTRANJERO Y SU DIDÁCTICA (INGLÉS) (Ed. Física)					
DATOS BÁSICOS DE LA ASIGNATURA					
CÓDIGO: 151113E		PLAN DE ESTUDIOS: 2000		TIPO: TRONCAL	
Créditos totales		Créditos teóricos		Créditos prácticos	
LRU	HORAS ECTS	LRU	HORAS ECTS	LRU	HORAS ECTS
4.5	112,5	3.5	87.5	1	25
CURSO:		CUATRIMESTRE:		CICLO:	
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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URL WEB: http://www.ugr.es/%7Edidlen/					
DATOS ESPECÍFICOS DE LA ASIGNATURA					
1. DESCRIPTORES SEGÚN BOE: To reinforce language skills in connection with the didactics and methodology of the foreign language.					
2. SITUACIÓN					
2.1. La asignatura en el contexto de la titulación		The subject aims at developing linguistic and attitudinal competences in the foreign language for would-be Physical Education teachers.			
2.2. Recomendaciones		Students are expected an intermediate level of English (B1 according to the <i>European Framework of Languages</i>)			
3. COMPETENCIAS					
3.1. Competencias transversales genéricas		To develop students' abilities of analysis and synthesis To develop students' fluency in the Foreign Language (FL) To encourage students' to take decisions on their own To promote group work To promote critical thinking To enhance autonomous learning To develop cross-cultural understanding			
3.2. Competencias específicas		<p>Cognitivas (Saber): To have a good command of the Foreign Language (FL) To have well grounded knowledge of English phonemes To become aware of suprasegmental features in English pronunciation</p> <p>Procedimentales/Instrumentales (Saber hacer): To transfer techniques from students' former instruction to different educative contexts To use fluently the FL To develop linguistic competence</p> <p>Actitudinales (Ser): To develop abilities to work individually and cooperatively To develop attitudinal competence To encompass development of cognitive, procedural, and attitudinal fields. To highlight experiential learning To promote multicultural understanding To develop abilities to enhance motivation in the FL classroom</p>			
4. OBJETIVOS Y PRINCIPIOS DE PROCEDIMIENTO O CRITERIOS DE ACTUACIÓN					
<ul style="list-style-type: none"> - To review the basic linguistic aspects (grammar, vocabulary and phonetics) of the English language in oral and written texts related to Physical Education. - To develop the student's receptive (listening and reading) and productive (speaking and writing) skills in the English language. 					

- To promote content-based and experiential learning focusing on message, content and topic.
- To develop student's learning strategies and autonomous learning.
- To develop student's ability to teach and understand the reality of the different kind of students he/she will have in class.
- To promote student's ability to teach all kind of students, making him/her able to work with those who have special needs, higher or lower levels, etc. in the area of Physical Education.
- To make students aware of the importance English has in their area of knowledge.

5. CONTENIDOS TEÓRICOS Y PRÁCTICOS

English grammar (review of basic aspects)

- tenses
- adjectives
- verbs
- adjectives
- collocations

English vocabulary (review and enlargement)

- sports
- teaching of traditional games through English
- education for health

Reading and analysis of some texts related to Physical Education

Gender and Physical Education

- men and sports
- women and sports
- co-education at school

6. METODOLOGÍA

Listening to educational texts and silent reading

- Oral comprehension
- Compositions on given topics
- Translation of texts
- Reading of short stories (at their own pace)

7. HORAS ESTIMADAS DE TRABAJO DEL ALUMNO/A

ACTIVIDADES	
7.1. Actividades gran grupo dirigidas por el docente	20
7.2. Actividades pequeño grupo dirigidas por el docente	20
7.3 Actividades autónomas del alumnado	40

Observaciones:

8. EVALUACIÓN

Criterios	Written exam: 50% Oral exam: 10% Practices: 40%
Instrumentos y técnicas	Exams, projects, individual and group work
Criterios de calificación	

9. BIBLIOGRAFÍA

General	Alcaraz Varo, E y J. Ramón y Denia (1980). <i>La evaluación del Inglés</i> . Madrid: SGEL. Bestard, J; G. Ellis; G. Girard (1992). <i>The Primary English Teacher's Guide</i> . London: Penguin. Cordovilla, A., D. Madrid, J. Muros, C. Pérez (1998). <i>Physical Education through English</i> . Granada: Grupo Editorial Universitario. Eastwood, J. (1992). <i>Oxford Practice Grammar</i> . Oxford: OUP. Ellis, Rod (1999). <i>Understanding Second Language Acquisition</i> . Oxford: OUP. Halliwell, Susan (1995). <i>Teaching English in the Primary Classroom</i> . Essex: Longman Madrid, D. & McLaren, N. (2005). <i>TEFL in Primary Education</i> . Granada: Editorial Universidad de Granada. Murphy, R. (1985). <i>English Grammar in Use</i> . Cambridge: CUP.
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	O'neil, R; M. Duckworth Y K. Gude (1987). <i>Success at First Certificate</i> . Oxford: OUP. Thomson, A. J. y A. V. Martinet (1980). <i>A Practical English Grammar</i> . Oxford: OUP.
Especifica	Dow, C. B. (2006). <i>Dance, Turn, Hop, Learn!: Enriching Movement Activities for Preschoolers</i> . St Paul, MN: Redleaf Press. Willis, Dave (1995). <i>Student's Grammar</i> . London: Collins COBUILD. Wright, Lesley J. M. (2004). "Preserving the value of happiness in physical education". <i>Physical Education and Sport Pedagogy</i> , 9, 2, pp. 149-163.
10 CALENDARIO Y/O CRONOGRAMA ORIENTATIVO DE LA ASIGNATURA	