

Guía docente de la asignatura

Fecha última actualización: 30/06/2021

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**Competencia Comunicativa en
Lengua Extranjera. Inglés**

Grado	Grado en Educación Primaria (Bilingüe)	Rama	Ciencias Sociales y Jurídicas				
Módulo	Lengua Extranjera. Inglés	Materia	Competencia Comunicativa en Lengua Extranjera. Inglés				
Curso	4º	Semestre	1º	Créditos	6	Tipo	Optativa

PRERREQUISITOS Y/O RECOMENDACIONES

B2 English

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Grado)

The phonological and phonetic features of the Foreign Language: phonemes, stress, rhythm and intonation. The rules of the code and the basic grammatical features. The morphological features of the Foreign Language. The most relevant vocabulary and semantic features. Sociolinguistic and pragmatic features. Sociocultural features of the Foreign Language. Concepts, procedures and attitudes related to oral, written communication and sociocultural features. Teaching materials and resources for the development of communicative competence in the FL classroom.

COMPETENCIAS ASOCIADAS A MATERIA/ASIGNATURA**RESULTADOS DE APRENDIZAJE (Objetivos)****General degree goals:**

- To build a students' personal, solid training in the act of teaching/educating. Features such as self-knowledge, personal esteem, the ability to establish constructive group relationships, a supportive and democratic attitude, etc. common to undergraduate degrees, they acquire special relevance in the degree of Qualified Teacher of Primary and Infant Education.
- To train students as primary and / or infant education teachers, in the different areas and tasks that characterize it.
- To promote respect for fundamental rights and equal opportunities for men and women, the principles of equal opportunities and universal accessibility for people with



disabilities, and the values of a culture of peace and democratic values.

Specific objectives in relation to the specific competences of the elective:

- To develop a practical theoretical knowledge about the importance of the notion of communicative competence in a foreign language and its different components.
- To improve oral and written communicative competence.
- To learn, reason, enlarge knowledge in linguistic, sociolinguistic (and / or) cultural and pragmalinguistic competences as established by the Common European Framework for Languages (CEFRL, 2002).

To encourage learning by tasks, development of resources and materials and didactic-practical applications of the different components of the Communicative Competence of the foreign language in the Early Childhood and / or Primary Education classroom..

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

- **Topic 1.** Introduction. Concepts and notions of competences. The communicative competence: origins and taxonomies.
- **Topic 2.** Phonetic and phonological competence. The sounds, the accent, the rhythm and the intonation in the SL. Teaching-learning pronunciation in the language classroom. Activities and resources.
- **Topic 3.** Discursive competence. Text and speech. Textual organization and genres. Coherence and cohesion. Teaching-learning of discourse in the language classroom. Activities and resources.
- **Topic 4 a.** Lexical competence. Lexical units. Morphosyntactic and semantic aspects. The semantic fields. The mental lexicon. Phraseological units. Teaching-learning vocabulary in the language classroom. Activities and resources. **Topic 4 b.** Grammar competence. Rules and basic grammatical aspects. Teaching-learning grammar in the language classroom. Activities and resources.
- **Topic 5.** Sociolinguistic, sociocultural and pragmatic competences. Sociocultural and sociolinguistic features of communication in FL. Speech acts. Language functions. Theory of courtesy. Teaching-learning of the sociolinguistic and pragmatic features of SL. Activities and resources.

PRÁCTICO

- **TASK 1:** Introduction to the FL Primary Classroom. Extra Reading materials related to the notion of Communicative Competence. The CEFR for Foreign Languages.
 - Procedure: Systemic Bibliographic Revision of the Communicative Competence



notion.

- **TASK 2:** The oral competence. The activity of spelling and using the alphabet (phonic /graphic). The hybrid auditory/ articulatory method in teaching English pronunciation.
 - Procedure: Designing visual aids in the FL classroom to teach vocabulary (Lexis).
- **TASK 3:** The written competence. The act of LITERACY. Reading methods and introducing writing in the primary classroom.
 - Procedure: Selection and analysis of a set of varied written material published in different current textbooks.
- **TASK 4:** Different approaches to teaching grammar in the primary classroom.
 - Procedure: Selection and didactic implementation of a grammar unit.
- **TASK 5:** Speech Acts and Events.
 - Procedure: Analysis (coding and decoding) a varied set of speech acts (requests).

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

- BREWSTER, Jean and ELLIS, Gail (2003). The Primary English Teacher's Guide, Harlow: Edimburgh Gate.
- CONSEJO DE EUROPA (2001). Common European Framework of Reference for Languages, Cambridge: Cambridge University Press.
- GARCÉS, Antonio & HERNZ, Izabella (2002). Didáctica de la lengua inglesa para Primaria, Pearson Education.
- HARMER, Jeremy (2012). Essential Teacher Knowledge – Core concepts in English language Teaching- New Jersey: Pearson-Prentice-Hall.
- ROACH, Peter, HARTMAN, James, SETTER, Jane, JONES, Daniel (2006). Daniel Jones' English Pronouncing Dictionary (17th edition)- Authored book- Cambridge University Press.
- RUIZ CECILIA, Raúl, VILLORIA, Javier. (2008). New Training Course in Phonetics. Tasks for developing transcription and pronunciation skills, Granada: Educatori.
- SANCHEZ BENEDITO, Francisco (2006). Gramática Inglesa para estudiantes españoles, London: Pearson Prentice hall
- SLATTERY, Mary, WILLIS, Jane (2001). English for Primary Teachers, Oxford: OUP.

BIBLIOGRAFÍA COMPLEMENTARIA

ENLACES RECOMENDADOS

- <http://www.dltk-kids.com/>
- <http://www.eslkidstuff.com/Articles.htm>
- <http://www.mes-english.com/>
- <http://www.english-4kids.com/>
- <http://www.onestopenglish.com/index.asp?catid=59495/>
- <http://www.bbc.co.uk/worldservice/learningenglish/teach/>
- <https://www.jollylearning.co.uk/jolly-phonics/>



METODOLOGÍA DOCENTE**EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)****EVALUACIÓN ORDINARIA**

Attending to the Evaluation and Qualifying Regulations of the students at the University of Granada. Consolidated text of the Regulations approved by the Governing Council Agreement of May 20, 2013 (BOUGR No. 71, of May 27, 2013) and modified by the Governing Council Agreements of February 3, 2014 (BOUGR no. 78, of February 10, 2014); of June 23, 2014 (BOUGR No. 83, of June 25, 2014) and of October 26, 2016 (BOUGR No. 112, of November 9, 2016); includes bug fixes of December 19, 2016 and May 24, 2017

In accordance with the Regulations for the evaluation and qualification of students at the University of Granada (Approved by the Governing Council in its extraordinary session of May 20, 2013), the evaluation will be continuous. For this evaluation modality, attendance to at least 80% of the subject is compulsory. Only 20% of excused absences will be allowed.

• Evaluation criteria:

- EV-C1: Verification of the mastery of the theoretical and practical contents and critical elaboration of them.
- EV-C2: Assessment of the work carried out, individually or in groups, taking into account the presentation, writing and clarity of ideas, structure and scientific level, creativity, justification of what it argues, capacity and richness of the criticism that is made, and updating of the bibliography consulted. Likewise, the correct use of the foreign language (level B1) will be taken into account.
- EV-C3: Degree of involvement of the students and manifest attitude in their participation in the consultations, exhibitions and debates; as well as in the preparation and presentation of the work, individual or in teams, and in the sharing sessions.
- EV-C4: Attendance and active participation in theoretical and practical classes and in specialized tutorials, in seminars and group sessions.

• Evaluation tools:

- Theoretical-practical essays/tests on the syllabus and the proposed readings (60% of weight on the final grade).
- Practical work and their oral presentations, following the following percentages:
 - Practice 1: 20% of the final grade.
 - Practice 2: 20% of the final grade.

Practices are compulsory. Another grouping of practices and its percentage value may be made to facilitate the adaptation of the teaching guide to the peculiarities of the class and / or group (Infant School or Primary School). In any case, the practical evaluation part will always be equal to 40% of the overall mark. The teaching staff will inform the students of any change or division in this regard at the beginning of the academic year. To successfully pass the subject, each of the previous sections referring to evaluation (theory and practice) must be passed. The final grade will take into account the use and correctness of the English language demonstrated throughout the course.



EVALUACIÓN EXTRAORDINARIA

It consists of a second annual call for the subject. The evaluation criteria are the same as those established in the single evaluation. The instruments and percentages are:

- 1. Written and oral theoretical-practical tests (including, if necessary, short questions, practical cases, etc.) on the matter explained in class and the proposed readings (100% of the final grade).
- 2. The final mark will take into account the use and correction of the foreign language demonstrated (level B1/2).

The grading system will be expressed by numerical grading in accordance with the provisions of article 5. of R.D. 1125/2003, of September 5, which establishes the European credit system and the system of qualifications at university degrees and official in the national territory. The overall rating will correspond to the score of the different aspects and activities that make up the evaluation system

EVALUACIÓN ÚNICA FINAL

Students who cannot comply with the ongoing assessment methodology because of justified reasons should request the Department Head, in accordance with the procedures regulated for this purpose, to be entitled to single final assessment.

- **Evaluation criteria**
 - EV-C1: Verification of the mastery of the theoretical and practical contents and critical elaboration of them.
 - EV-C2: Assessment of the work carried out, individually or in groups, taking into account the presentation, writing and clarity of ideas, structure and scientific level, creativity, justification of what it argues, capacity and richness of the criticism that is made, and updating of the bibliography consulted. Likewise, the correct use of the foreign language (level B1) will be taken into account.
- **Evaluation tools**
 - 1. Written and oral, theoretical-practical tests (including if necessary, short questions, practical cases, etc.) on the matter explained in class and the proposed readings (100% of the final grade).

INFORMACIÓN ADICIONAL

- **Evaluation due to unexpected circumstances**
 - Regarding the evaluation by incidents, the current regulations approved by the University of Granada <https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf> will be taken into account. The student must notify it according to the provisions of the regulations.
- **Extraordinary evaluation by panel of professors**
 - Students who wish to be evaluated by panel of lecturers should apply in writing to the Head of Department. The application must be submitted at least fifteen



business days in advance of the start date of the final testing period of each call, renouncing the grades obtained by performing the different tests of continuous evaluation. In the case of undergraduate subjects with teaching shared by several Departments, the student will direct the request to any of them, and must be resolved by the Directorate of the Department to which the request is addressed. The evaluation procedure by court will only be applicable to the final tests (Article 10).

- **Evaluation of students with disabilities or other educational supporting needs (ESNS)**
 - In the case of students with disabilities or other specific educational support needs, the evaluation tests must be adapted to their needs, in accordance with the evaluation regulations of the University of Granada.
<https://www.ugr.es/~minpet/pages/enpdf/normativaevaluacionycalificacion.pdf>

