Datos básicos de la asignatura

Titulación:	Grado en Estudios Franceses
Año plan de estudio:	2009
Curso implantación:	2009-10
Centro responsable:	Facultad de Filología
Nombre asignatura:	Idioma Moderno II (Inglés)
Código asigantura:	1820022
Tipología:	OBLIGATORIA
Curso:	2
Periodo impartición:	Anual
Créditos ECTS:	12
Horas totales:	300
Área/s:	Filología Inglesa
Departamento/s:	Filología Inglesa (Lengua Inglesa)

Coordinador de la asignatura

GARCIA GARCIA, LUISA

Profesorado (puede sufrir modificaciones a lo largo del curso por necesidades organizativas del Departamento)

Profesorado de grupo principal
ABELLO CONTESSE, REYNALDO CHRISTIAN
BARRERA PARDO, DARIO

Objetivos y competencias

OBJETIVOS:

The main aim of this course is to develop the students' communicative abilities in English as a foreign language (EFL), so that they can produce and understand oral and written discourse in English at a B2 level. Consequently, this course will address a number of English grammatical structures, together with lexical and phonological contents, with special attention to their usage and contextualised meaning. Students will also practise the four basic skills of a foreign language: reading, listening, writing and speaking. Thus, this course intends to enable students to express themselves clearly and to provide them with a sufficient range of language contents to be able to give clear descriptions, express

viewpoints and develop arguments without running into much communicative difficulty, using some complex sentence forms to do so.

COMPETENCIAS:

COMPETENCIAS ESPECÍFICAS:

1. LEXICAL COMPETENCE:

A) Vocabulary range:

- Students have a good range of vocabulary for matters connected to their field and most general topics. Students can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

B) Vocabulary control:

- Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

2. GRAMMATICAL COMPETENCE:

A) Grammatical accuracy:

- Students have good grammatical control; occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

- Students show a relatively high degree of grammatical control. They do not make mistakes which lead to misunderstanding.

3. PHONOLOGICAL COMPETENCE:

A) Phonological control:

- Students must acquire a clear, natural, pronunciation and intonation.

4. ORTHOGRAPHIC COMPETENCE:

A) Orthographic control

- Students can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions.

- Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.

5. SOCIOLINGUISTIC COMPETENCE

A) Sociolinguistic appropriateness:

- Students can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

- Students can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.

- Students can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

- Students can express themselves appropriately in situations and avoid crass errors of formulation.

6. DISCOURSE COMPETENCE:

A) Flexibility:

- Students can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

- Students can adjust to the changes of direction, style and emphasis normally found in conversation.

- Students can vary formulation of what they want to say.

B) Turntaking:

- Students can intervene appropriately in discussion, exploiting appropriate language to do so.

- Students can initiate, maintain and end discourse appropriately with effective turntaking.

- Students can initiate discourse, take their turns when appropriate and end conversation when they need to, though they may not always do this elegantly.

- Students can use stock phrases (e.g. Thats a difficult question to answer) to gain time and keep the turn whilst formulating what to say.

C) Thematic development:

- Students can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.

D) Coherence and cohesion:

- Students can use a variety of linking words efficiently to mark clearly the relationships between ideas.

- Students can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some jumpiness in a long contribution.

7. FUNCTIONAL COMPETENCE:

A) Spoken fluency:

- Students can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.

- Students can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.

- Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.

B) Propositional precision:

- Students can pass on detailed information reliably.

- Students can explain the main points in an idea or problem with reasonable precision.

COMPETENCIAS GENÉRICAS:

Capacidad de análisis y síntesis

Capacidad de organizar y planificar

Conocimientos generales básicos

Conocimiento de una segunda lengua

Habilidades para recuperar y analizar información desde diferentes fuentes

Resolución de problemas

Capacidad de crítica y autocrítica

Trabajo en equipo

Habilidades en las relaciones interpersonales

Habilidades para trabajar en grupo

Habilidad para trabajar en un contexto internacional

Reconocimiento a la diversidad y la multiculturalidad

Compromiso ético

Capacidad para aplicar la teoría a la práctica

Capacidad de aprender

Capacidad de adaptación a nuevas situaciones

Comprensión de culturas y costumbres de otros países

Habilidad para trabajar de forma autónoma

Contenidos o bloques temáticos

1. English Grammar.

2. English Vocabulary.

3. Functional Language.

4. English Pronunciation.

5. Intensive and Extensive Reading.

6. Listening.

7. Speaking.

Relación detallada y ordenación temporal de los contenidos

Actividades formativas y horas lectivas

Actividad	Horas
C Clases Prácticas en aula	80
E Prácticas de Laboratorio	40

Idioma de impartición del grupo

ESPAÑOL

Sistemas y criterios de evaluación y calificación

El sistema de evaluación de la asignatura se basa en la evaluación continua. Se realizarán varias pruebas a lo largo del curso, en horario de clase, cuya fecha y contenido se especificarán en el proyecto docente.

En la segunda convocatoria ordinaria y la convocatoria extraordinaria, la evaluación consiste en un único examen, cuya fecha se puede consultar en el calendario de exámenes de la Facultad de Filología.

Metodología de enseñanza-aprendizaje

Clases teóricas

Class sessions will be both theoretical and practical. Using different methodologies and approaches, the main grammatical points included in the syllabus of the subject will be explained and practised.

Prácticas (otras)

Active practice of the four basic skills -reading, writing, listening and speaking.

Horarios del grupo del proyecto docente

http://filologia.us.es/horarios-de-clase/

Calendario de exámenes

http://filologia.us.es/calendario-de-examenes/

Tribunales específicos de evaluación y apelación

Presidente: LUISA GARCIA GARCIA
Vocal: JOSE ENRIQUE GARCIA GONZALEZ
Secretario: ISABEL MARIA IÑIGO MORA
Suplente 1: MARIA GABRIELA FERNANDEZ DIAZ
Suplente 2: MANUEL PADILLA CRUZ
Suplente 3: MARIA BELEN RAMIREZ GALVEZ

Sistemas y criterios de evaluación y calificación del grupo

Criterio de calificación
CRTERIOS DE CALIFICACIÓN (CURSO 2023-24)

ENGLISH-LANGUAGE COMPONENTS

1. Vocabulary

2. Grammar

3. Pronunciation

4. Functional language use

ENGLISH COMMUNICATIVE SKILLS

1. Listening

2. Intensive and extensive reading

3. Writing

4. Speaking

Información Adicional