Lingua Inglesa 3
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Elsa González Álvarez

GUÍA DOCENTE E MATERIAL DIDÁCTICO
2018/2019
1. Course Description

1.1 Lingua Inglesa 3
English 3 is an elective course that forms part of the Complementary Module called: Estudios Ingleses I along with Introducción a la literatura inglesa, Introducción a la literatura norteamericana and Traducción directa e inversa (inglés). This six-credit subject (ECTS) is offered in the first half of their second year. English 3 is taught entirely in English.

1.2 Prerequisites:
Students should have already reached the B.2.1 level as described in the Common European Reference Framework for Languages. (http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

1.3 Lecturers Teaching this Subject:

Susana M. Doval Suárez
Elsa González Álvarez

1.4 Office Hours:
Office hours will be made available during the first week of classes; they are also posted on the Lecturers’ Office doors and can be found on Internet in the information about Lecturers’ Timetables.

Office Numbers 305 and 310, Faculty of Philology, Santiago.

Please note that emails from students will only be replied if sent via the Campus Virtual.

2. How this Subject Fits into a Degree in Spanish Language & Literature or in Humanities

2.1 Educational block which this subject fits into; and the role this subject plays in the block:
This course forms part of the block of courses called “Estudios Ingleses I”; it seeks to consolidate basic skills and also to develop general knowledge in the use of language, and in linguistic and literary aspects. It is the third course offered in English language. Moreover, it is the official starting point for students who are interested in extending their Degree to include a Minor and/or Studies in English Language and Literature. Students who wish to complement the work they have already carried out in English may choose to do this module. Students who wish to do a Minor in English will be required to successfully complete this module as well as Estudios Ingleses II.

2.2 Interest this subject has for the student’s professional future:
Nowadays, knowing how to accomplish certain tasks in English, on both a written and oral level, is a skill that is taken for granted in the world of Business as well as in most of the countries who are members of the European Union; thus, having some knowledge of English is necessary for any person who desires to hold a job in Europe. Moreover, the English language is very present in many aspects of our everyday life, such as: the field of computer science (Internet, video games), music, cinema, even advertising. It is interesting to be able to examine everything that is happening around us from another socio-cultural perspective. In all of the former instances, then, English 2 is a core subject, since it helps us acquire a specific competence. Along more general lines, being able to use English allows for a more solid
educational base since it helps us in many ways, for example, when reading Bibliography in other subjects, when contrasting our mother tongue with English, and when we are capable of using it appropriately, it even helps us develop our self-esteem. For all of these reasons then, English 3 is an important subject for one’s professional future.

3. GOALS & SKILLS TO BE DEVELOPED IN THIS SUBJECT:

As a foreign language course, the aims are quite transparent. We hope that students who complete English 3 successfully will reach the following goals:

a) Specific course goals:

• To develop the ability to reflect upon the language and to describe and explain the English grammar from the point of view of language use.

• To practise the 4 skills (Reading, Writing, Speaking and Listening).

(i) Reading and Listening comprehension: to understand the main ideas of linguistically complex speech/writing in both concrete and abstract topics, including technical discussions in their field of specialization (academic language).

(ii) Oral production/interaction: to be able to speak/interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; to show a certain DEGREE OF GRAMMATICAL CONTROL and not make errors which cause misunderstanding; to be able to self-correct most of their mistakes.

(iii) Written production: to write clear and detailed texts on a variety of subjects related to their field of interest; to express viewpoints on most general topics.

HIGH DEGREE OF GRAMMATICAL CONTROL.

• To develop their linguistic competences:

1. Lexical competence: to use a high range of vocabulary: on most general topics and on topics belonging to their field of specialization.

2. Grammatical competence: to use the language with a high degree of grammatical control although there may be occasional slips, non-systematic errors and small errors in phrase structure.

3. Phonological competence: to speak with a correct pronunciation and natural intonation, although the influence of the native language may still be present.

4. Orthographic competence: to write following the conventions of text and paragraph organisation and with a high degree of orthographic correction.

• To develop the sociolinguistic competence: to use a language which is sociolinguistically adequate for the different communicative contexts; to understand different dialects; to adapt the language to the medium (oral or written); to understand different registers (neutral, formal, informal).

• To develop the pragmatic competence: to make an effective use of turntaking; to use a range of textual and cohesive elements: connectors, thematic structures and opinion markers.
b) General skills to be acquired in a Philology or Humanities Degree:

1. —ability to extract a generalization from data and provide a synthesis and analysis of the situation presented.
2. —ability to transmit information, ideas, problems and solutions about aspects that are related to language and literature.
3. —ability the use and apply certain IT tools for learning and communicating.
4. —self-motivation (as they see how learning English can help to increase the pleasure they get out of life)
5. —individual planning of study time (by learning how to plan out compositions, by making individual study plans, and by preparing for exams)
6. —creativity (as they develop their own personal ideas into written compositions and oral presentations)
7. —quality control and development (by learning how to plan out an activity before starting it)
8. —recognizing diversity and multi-culturalism (as they learn how to take into account other cultural perspectives and understand certain cultural differences.)

4 Subject Contents

The student taking this subject is supposed to achieve a **B2.2 level** (*Common European Framework of Reference for Languages*). This will enable him/her to communicate easily and fluently in the oral and written media. The Specific Course Timetable for each Faculty will be provided during the first week of classes; students may consult the textbook for additional content information.

5. Bibliography (SANTIAGO CAMPUS)

**Compulsory Bibliography:**


**Complementary Bibliography:**

**Grammar:**


**Dictionaries:**

E-LEARNING MATERIALS:

BBC (www.bbc.co.uk)
Bellenglish (First Certificate) (http://www.bellenglish.com)
The English Language Centre Oxford (First Certificate) (http://www.elcox.co.uk)
English for Everybody (First Certificate and others)(fee) (http://www.english-online.org.uk)
English Outlook Academy of English (IELTS) (fee) (http://www.englishoutlook.com)
Wesli English Online (TOEFL) (fee) (http://www.english.wesli.com)
Bizenglish (Business) (http://www.bizenglish.com)
Australian Centre for Languages (Communication) (http://www.aclenglish.com)
English Page (General) (http://www.englishpage.com)
University of Victoria. British Columbia. Canada (General)
(http://web2.uvcs.uvic.ca/elc/studyzone)
English Space (http://www.englishspace.ort.org)
Centaur Schools (fee) (http://www.centourschools.com)
English is it (fee) (http://www.english.is.it)
The Oxford Learning English Resource (Upper intermediate-Advanced) (fee)
(http://www.learningenglish.net)

6. METHODOLOGY & ECTS WORKLOAD

It is strongly recommended that students have a B2.1. level at the beginning of the academic year.

In the main, our didactic approach will be communicative and practical, even though we will also pay attention to the grammatical component, which we consider essential. In the expository lessons we will do "Use of English" activities (grammar and vocabulary), together with more theoretical exercises intended to encourage students to reflect upon the language. In the interactive lessons we will do individual and group activities designed to practise the 4 skills. Apart from the coursebooks, authentic language materials will be provided. More detailed information on the how these sessions will be organized will be presented in class during the first week of the academic year. (Bear in mind that slight variation in the programming of these activities may occur due to timetable differences in the two Faculties.)

Generally speaking, students who wish to complete the course with a high mark or grade should expect to attend and participate actively in class and the Campus Virtual, and to follow
up classes with some time spent reviewing and practising at home (actividades no-presenciales dirigidas).

Students who attend classes and have an established study plan from the beginning of the academic year tend to do better on the Final Exam. Don't wait until the last minute to decide how you are going to prepare for this course; due to many different variables it simply does not work in a Foreign Language.

In order to make an individual study plan, one should take into account the different skills which are practiced when learning a foreign language.

**GRAMMAR & ORAL PRODUCTION:**

Each grammar section will include a brief theoretical presentation which will be followed by some sort of practice. This practice may be written or oral and may include some or all of the following activities: sentence writing, work in pairs, work in groups, computer activities, WebQuest, debates, role-play, and short oral presentations.

As far as Oral Production is concerned, when we are working on a certain grammar point we may ask students to focus particularly on the FORM of their production. So at these times you should be working towards accurate production. At other times we will be working only on oral practice. In these cases students should aim for mere communication of their ideas and not be so concerned about form.

Unless you have someone to practise speaking English to at home, this oral practice is best done in the classroom itself. Remember that all of this oral practice will help you to prepare for the Final Oral Exam; thus, we encourage students to participate actively in these sessions.

**VOCABULARY:**

New vocabulary will also be presented in class as well as in the exercises found in the textbook, workbook, and corresponding publisher’s webpage. Students can find complete vocabulary lists in these resources.

Depending on your own personal level of English you may find it necessary to make flashcards to help you increase your vocabulary. Another way to memorize the new terms is to write out each word several times. With both of these methods, remember that in order to be able to incorporate the new terms into your working memory and thus be able to use them in any situation you should practice from English to Spanish (or Galician) as well as from Spanish (or Galician) to English for this practice to be effective. Unless you have someone with whom you can practice English at home, the oral practice is best done in the classroom itself.

**LISTENING COMPREHENSION & PRONUNCIATION:**

Audiovisual materials will be used for Listening Comprehension and Pronunciation practice. We assume that for each hour of classroom time, students may spend from 30 minutes to 1 and a half hours reviewing, memorizing and doing the Listening Comprehension and Pronunciation practice at home. The time each student spends on these activities will depend on his/her individual level of English. Since everyone is different, you will all have to organize yourselves according to your own individual learner needs.

**COMPOSITION:**
As far as Composition practice is concerned. You should start your composition by preparing a short outline of how you are going to organize it. Think of a general way to introduce the topic. Tell your reader what you're going to talk about in the Introduction. Then in the Body of your composition you should develop two or three main ideas by giving examples or other pertinent information. Finally, a good composition has a Conclusion that sums up what was said and presents the final—and usually the most important—concluding remark. It will probably take you 5-20 minutes to decide how you want to organize your composition. Then you should start to think about vocabulary.

In order to make your writing work more smoothly you should first brainstorm all the vocabulary you might need to write about the topic you have selected. If at this time you find you are lacking some specific words, you should take time to look them up in a Dictionary. Try to use a Dictionary that provides you with words used in context (like the Oxford Dictionary found in the Course Bibliography). Once you have an outline and a list of words and/or expressions, you are ready to write out your essay.

Just because you finished writing an essay does not mean that you have finished the entire process. Once you have a first draft, you should reread your work and see if you can find any grammar errors. Take care to pay special attention to any grammar points that seem to give you trouble (use of definite articles, third person singular verb endings, etc.). You should also think about your use of vocabulary again. If you didn't have time to look something up before, take time to look it up now and double check your use of it. Another good idea is to trade your composition with another student. You should read each other's work critically. Look for grammar errors. Make sure that you can understand everything the other person is saying. After organizing, thinking about vocabulary, revising your work and letting someone else take a look, you are now ready to turn your composition into your teacher.

**ECTS CREDITS**

<table>
<thead>
<tr>
<th>IN-CLASS ACTIVITIES (ACTIVIDADES PRESENCIALES)</th>
<th>TOTAL HOURS</th>
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</thead>
<tbody>
<tr>
<td>Theoretical explanations (sesiones expositivas)</td>
<td></td>
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<tr>
<td>Practical sessions (sesiones interactiva)</td>
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<tr>
<td>Tutorials (sesiones tutorías programadas)</td>
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<tr>
<td>Final Exams (sesión de evaluación)</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
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| MONITORED ACTIVITIES TO BE DONE OUTSIDE THE CLASSROOM         |             |
| ACTIVIDADES NO-PRESENCIALES DIRIGIDAS ((Projects, Essays, Homework) | 21          |

| INDIVIDUAL STUDY TIME (ACTIVIDADES NO-PRESENCIALES)           |             |
| **TOTAL HOURS WORKLOAD FOR STUDENTS**                         | **6 ECTS = 6 x 25 = 150** |

This approximation of the time each student will have to invest in preparing this subject was calculated based on the current timetable for this subject. However, the real number of hours of class varies each year depending on Holidays and the like. Therefore, this is only meant to be an approximation. Also, remember, as we have said before, that the time each person needs to prepare for this subject may vary greatly from one student to another.
7. ASSESSMENT (SANTIAGO CAMPUS)

(A) ORDINARY EXAM PERIOD (January):

A.1. For students who regularly attend classes:
The evaluation system has three components:

1. Use of English (50%): evaluated by means of a final written exam including grammar, vocabulary, listening and reading exercises (official exam date).

2. Writing (25%), evaluated by means of a composition test (official exam date).

3. Speaking (25%), evaluated by means of an oral exam (approximately a week after the official exam date!!!).

You need to pass the three components in order to pass the subject, even if the arithmetic final grade is 5 or higher. This implies that the maximum grade you may obtain in that case is 4.5.

Extra credit may be obtained by means of individual and group activities such as class presentations, projects and other class and online activities (that will be announced in due course).

A.2. Evaluation for those students who have SPECIAL PERMISSION not to attend classes:

Students who are exempt from class attendance will just take the final exam which represents 100% of the final grade:

1. Use of English, Listening, Reading (50%).

2. Writing (25%).

3. Speaking (25%)

You need to pass the three components in order to pass the subject, i.e. if you fail one component you fail the subject. This implies that the maximum grade you may obtain in that case is 4.5.

A.3. Students who need to redo this course:
The assessment system for these students will be the same as for the students in A.1. and A.2.

(B) EXTRAORDINARY 2ND CHANCE EXAM (JULY)

Those students who have passed a section of the 1st chance exam may retain it for this exam.

***IMPORTANT NOTES:

1) Given the nature of oral exams, these will be carried out at a date different from the official one. Please bear in mind that these dates will be duly announced in class and will be considered official (approximately a week after the official exam date!!!). This means that ALL students (including exchange students) should take these dates into account, since they must be available for the oral exams.

2) THERE WILL NOT BE ALTERNATIVE DATES FOR ANY PART OF THE EXAM EXCEPT IN CASE OF ILLNESS.

3) PLAGIARISM (in whatever component of the assessment system, i.e. including the two in-class compositions) will bring about a direct fail in the subject.