

Updated On	2023/03/28											
Curricular Year / Period	2022/23 / S2											
Course	Social Service											
Curricular Unit	Foreign Language - English											
Language(s) of Instruction	English Portuguese											
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral									
	3	75	T	TP	PL	S	TC	E	O	OT	EC	
				30						7,5		
	T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.											
Other teachers (GDPR consent) <small>[complete name, email]</small>	Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt											
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	A1.2 level of CEFR.											
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>This Curricular Unit English (A2/B1 levels of the CEFR)- aims at developing the Social Service undergraduate students' abilities to understand texts of their area of studies and interact using the English language, both orally and in writing, in various settings related to their academic context and to their future everyday professional life. Productive skills (speaking & writing), together with receptive skills (listening & reading) will be integrated to develop fluency and language competence skills in the specific context of professional communication. Through the exploration of socio-cultural, education and policy issues, among others, students will gradually build up their topical vocabularies and reading skills, as well as develop their capacity to speak about topics related to their own fields of study.</p> <p>Grammatical (verb tenses, prepositions, phrasal verbs, if-clauses, etc.) and functional knowledge of the English language will be strengthened through full participation in oral and written class activities.</p> <p>Learning outcomes: master key terminology of social service; select information from passages for particular purposes and evaluate the ideas/arguments developed; take part in exchanges on familiar subjects related with social work; describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>											
Syllabus	<ul style="list-style-type: none"> - Identify the main points and ideas and how they are presented in a variety of texts - Read and understand texts general ideas - Use information contained in texts - Identify suitable responses to texts - Select different types of texts to obtain and relevant information and opinions. - Read and summarise information/ideas from different sources - Identify the purposes of texts and comment on how meaning is conveyed - Detect point of view, implicit meaning and/or bias <p>Vocabulary development, word formation and dictionary use.</p> <p>Work will centre on: Previewing texts and making predictions Scanning texts for main ideas; Skimming texts for specific information. Making inferences and relating ideas Reading OR watching videos critically: cause and effect Vocabulary discovery and lexical inferencing strategies Summarising.</p> <p>Possible topics of the texts and videos: Social policies in Europe</p>											

	<p>Transcultural competence</p> <ul style="list-style-type: none"> - Cultural desire - Stereotypes and misconceptions - Cultural awareness - - Cultural knowledge - Citizenship and empowerment - Cultural sensitivity <p>Anti-discriminatory practices and social inclusion</p> <p>Human rights and social work related to: gender, race, ethnicity, etc.</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The methodology adopted follows a functional approach with task-based elements. All language skills will be practiced, but the special focus will be put on reading strategies as we consider reading to professional goals a key component in this context. Group work will be favoured within classes that display a wide range of language levels, allowing the students to work and progress at different paces. Within each lesson, focus and group dynamics will change and alternate between teacher-centered, individual, dyad and group work. Activities will include role-plays, class discussions, debates, mini-presentations and guided writing tasks. Cooperative learning, critical thinking, and research skills are essential in this course, as a means of developing language skills and 21st-century skills for effective social workers.</p> <p>In the present special confinement situation, classes and work are managed in Zoom and Moodle platform and also by mail communication for task delivery. The pace of work became slower in this environment, and this will affect the number of texts studied and the written works of the students. We deem it impossible to complete the program.</p> <p>2 - Period assessment</p> <p>A model of continuous assessment will be adopted, which includes the following elements: One test (50%); Class & Tutorial Contribution and Participation (50%): participation in classwork, willingness to take risks and experiment with their English orally in lessons + student motivation via the effort they put into contributing to the success of the classes and written work produced. The final grade is the summing up of the two components, with the minimum pass mark being a 10</p> <p>3 - Examination assessment</p> <p>Exam: Exam has two compulsory components: a written test (70%) and an oral test (30%). The final grade is the summing up of the two components, with the minimum pass mark being a 10.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Most materials will be provided to students in the format of text-blocks and exercises from authentic and updated sources and made available in the Moodle Platform.</p> <ul style="list-style-type: none"> - Christie, David (2005), Caring for People New Edition, Berlin: Cornelsen & Oxford University Press. - Ludbrook, Geraldine (2011), English for International Social Work, Libreria Editrice Cafoscarina. - Philpot, S., & Curnick, L. (2007). New headway academic skills: Student's book Level 3: Reading, Writing, and Study Skills. Oxford: Oxford University Press. <p>In addition to these materials, the following book will be used in grammar work:</p> <ul style="list-style-type: none"> - Eastwood, J. (2005). The Oxford Guide to English Grammar. Oxford: Oxford University Press. <p>A good monolingual dictionary is recommended:</p> <ul style="list-style-type: none"> - Oxford Advanced Learners Dictionary. 8th ed. 2010. - Collins Cobuild English Dictionary for Advanced Learners. 6th ed. 2008. - Longman Dictionary of English Language and Culture. 3rd ed. 2005. <p>2 - Complementary Bibliography</p> <ul style="list-style-type: none"> - Clark, S. et al. (2012) Skills and Language for Study. Cambridge: Cambridge University Press. - Glendinning, E. & Holmström, B. (2004) Study Reading. 2nd Edition. Cambridge: Cambridge University Press - Wallace, M. (2004) Study Skills in English. 2nd Edition. Cambridge: Cambridge University Press
<p>Special Situations</p>	

[Students with special status]

1 - Period assessment - Students with special status

All students will be evaluated under the same rules as ordinary students. Students with special needs will be evaluated according to the methods advised by the responsible psychologists.
Working students will agree with the teacher on the products to be done to replace class-work.

2 - Examination assesement - Students with special status

All students will be evaluated under the same rules as ordinary students. Students with special needs will be evaluated according to the methods advised by the responsible psychologists.