Curricular Unit Form





Social Ser	S2 vice anguage -															
Social Ser Foreign La English Po	vice anguage -															
Foreign La	anguage -					2022/23 / S2										
English Po				Social Service												
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ECTS																
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			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.																
Teresa De Jesus Soares Coelho / teresa.coelho@ipportalegre.pt																
A1.2 level of CEFRL.																
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 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 Vocabulary development, word formation and dictionary use. 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. Possible topics of the texts and videos: 																
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Curricular Unit Form





Transcultural competence

- Cultural desire Stereotypes and misconceptions
- Cultural awareness -
- Cultural knowledge Citizenship and empowerment
- Cultural sensitivity

Anti-discriminatory practices and social inclusion

Human rights and social work related to:

gender, race, ethnicity, etc.

1 - Teaching methodologies

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.

Teaching methodologies (including assessment)

[Specify the types of assessment and the weights and evaluation criteria]

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.

2 - Period assessment

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

3 - Examination assessement

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.

1 - Main Bibliography

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.

- 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.

Bibliography

In addition to these materials, the following book will be used in grammar work:

- Eastwood, J. (2005). The Oxford Guide to English Grammar. Oxford: Oxford University Press.

A good monolingual dictionary is recommended:

- 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.

2 - Complementary Bibliography

- 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

Special Situations





Curricular Unit Form





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.

[Students with special status]

2 - Examination assessement - 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.

