



Academic year	2013-14
Subject	21976 - English for Education and Social Work
Group	Group 50, 1S, On line, GEDS, GRLA
Teaching guide	D
Language	English

Subject identification

Subject	21976 - English for Education and Social Work
Credits	0.4 in-class (10 hours) 5.6 distance (140 hours) 6 totals (150 hours).
Group	Group 50, 1S, On line, GEDS, GRLA(Campus Extens)
Teaching period	1st semester
Teaching language	English

Lecturers

Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Rubén Jarazo Alvarez r.jarazo@uib.es	12:00h	14:00h	Monday	23/09/2013	14/02/2014	Tutorías online
	16:00h	17:00h	Thursday	17/02/2014	06/06/2014	BE10 (con cita previa)

Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in Social Education	Optional	Fourth year	Degree
Degree in Pedagogy	Optional	Third year	Degree
Degree in Social Work	Optional	Fourth year	Degree
Degree in Labour Relations	Optional	Fourth year	Degree

Contextualisation

This is an elective course intended for students in the fields of Education and Social work who wish to improve their competence and gain confidence when using English in their respective academic and professional lives. By passing this subject, students will reach a B2 level in English, which is a requirement to successfully acquire a Degree in Education or Social work. Given its specific scope, this subject will primarily focus on the reading comprehension and writing of specialised texts in the areas of Education and Social work, although attention will also be devoted to speaking and listening skills in related contexts. The aims of this course are:

- To enhance the ability of students to understand scientific articles and books in English, especially in the field of Education and Social work.
- To familiarise students with the specific terminology in their area of specialisation.
- To make students capable of producing texts in English related to the professional fields of Education and Social work.
- To improve students' oral skills in English in a work-related context, which will allow them to talk and discuss on Educational and Social work related issues.
- To enhance students' listening skills so as to make them capable of understanding a variety of registers, interviews, talks, and lectures on their fields.

According to the rules of the UIB, in order to obtain a Bachelor Degree students need to prove at the end of their studies a level of competence in English equivalent to a B2 level established in the Common European Framework Reference for Languages (CEFR), as it has been established in the Degree's requirements of





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their respective curricula. In order to attain this knowledge, students must pass the specific English language course of their Degree. Students may also prove their English skills by means of:

- Presenting a valid certificate or recognized degree by the UIB, attesting the achievement of a minimum level of English equivalent to B2 established in the Common European Framework Reference for Languages (CEFR). Please, see the following link for further information: http://estudis.uib.es/es/grau/coneix_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios.cid215459
- Successfully pass the annual English test organised at the UIB. Please, see the following link for further information: http://estudis.uib.es/es/grau/coneix_idioma/Conocimiento-de-idioma-extranjero-en-los-estudios.cid215457
- Enrolling and successfully completing a number of English taught subjects in their Degree or in an Exchange Programme (18 credits). For further information, please see: http://estudis.uib.es/es/grau/coneix_idioma/

Reference standards

Acord normatiu 9386/2010: <http://www.uib.es/fou/acord/93/9386.html>

Acord Executiu 9617/2010: <http://www.uib.es/fou/acord/96/9617.html>

Acord Executiu 9719/2011: <http://www.uib.es/fou/acord/97/9719.html>

Correcció d'errors 9755/2011: <http://www.uib.es/fou/acord/97/9755.html>

Acord Executiu 9991/2011 <http://www.uib.es/fou/acord/99/9991.html>

Acord Executiu 10300/2012 <http://www.uib.es/fou/acord/103/10300.html>

Requirements

Students are required to prove a minimum of B1 level in English prior to the beginning of the course. The student who does not have the B1 level of English proficiency (level that students must have successfully reached at the end of their secondary studies, and required to pass the University Entrance examination) must acquire this level before the semester starts. In order to do so, a list of resources for self-learning is provided in the References section of this teaching guide. In addition, this University is equipped with a Continuous Language Learning Classroom (C13) at the disposal of students. For more information about this Section and the resources available for students, please consult the following link: http://rrhh.uib.es/digitalAssets/137/137294_aulaangl.pdf

Essential requirements

This subject will be entirely taught in English. The materials of this course have been selected and designed keeping in mind the level descriptors of English B2 (CEFR) and, once approved, students will be therefore accredited with the corresponding English language mastery in the UIB.

Skills

Specific

1. - Ability to analyze, summarize and critically evaluate information in English language. The student must masterly use technical vocabulary in the field of Education and Social Work, and general vocabulary in the frame of an upper intermediate level (B2) of English language..
2. - Ability to understand and write topics related to the field of Education and Social work, showing an adequate level of maturity, in English language..





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3. - Ability to communicate effectively, and with empathy, taking into account different registers and situations in English language. The student must be able to work on specific tasks with a high standard of fluency and correction in English language..
4. - Ability to listen, analyze, and evaluate information effectively taking into account different registers and situations in English language..

Generic

1. - CT16/A20/C23. Ability to understand, read and write in English language with an intermediate level of proficiency. (Social Education – ANECA 2012 http://sequa.uib.es/digitalAssets/211/211462_EducaciA-Social-14_5_2012.pdf; Pedagogy – ANECA 2012 http://sequa.uib.es/digitalAssets/220/220525_pedagogia-28_9_2012.pdf), Social Work – ANECA 2009 http://sequa.uib.es/digitalAssets/220/220204_treball-social-25_6_2009.pdf, respectively)..

Content

Theme content

Unit 1. Emotional and social development, and personality.

The influence of family, peers and school. Sex differences and the development of gender identity. Family Models.

Unit 2. Communication and motivation.

Conflict resolution, decision making, management, Human Resources. Conflicts of interest. Conflict resolution, collective behaviour, conformity. Mediation skills: active listening, paraphrasing, rephrasing, positive connotation, open questions, and brainstorming. Techniques to address conflicting interactions.

Unit 3. The community: social integration and rejection.

Social cognition and social perception: first impressions, stereotypes, leadership, and cooperation. Social relationships: family, friends and love.

Unit 4. Our mind and our learning process.

Learning theories. Adolescence and physical changes. Personality development and identity.

Unit 5. The school environment.

Bullying. Coaching at school. Motivation. The teaching guides. Intercultural Education. Educational intervention and Immigration. Mentoring. Emotional education. The Basics of Pedagogy and different pedagogical methods.

Unit 6. Adult education and the market.

Occupational training, training for personal development, participation and social integration.

Unit 7. Adult development and aging.

The concept of maturity. Physical and psychological changes. The aging process. Memory and aging. Retirement. Ageism, and social rejection.

Unit 8. Welfare and TICs.

Social Services, volunteering, and NGOs. Technological development and society. The dimensions of digital literacy. The social media and digital entertainment (from facebook to twitter). The Google generation.

Unit 9. Approaches to inequality, gender violence, and sexual discrimination.





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Femicide. Marriage. Gender violence and diversity: women prisoners, drug users, or migrants. Sexual discrimination.

Unit 10. Social exclusion.

Guaranteed minimum income. Immigration policy, and asylum seekers. Housing Policy. Poverty. Charity. Marginalization.

Unit 11. Cultural diversity in contemporary societies.

Diversity in the classroom. Migratory movements. Culture, multiculturalism and interculturalism. Attention to cultural diversity. Inclusion.

Unit 12. Social Work.

Social Work and Safety. Hospital Social Work, Palliative Care, Our Mental Health, and Drug Dependence.

Unit 13. Death and assisted suicide.

Dependency and vulnerability. Dependency and diversity in the classroom. Death, and how to deal with it. Euthanasia.

Unit 14. Our environment.

Recycling. Humanity-medium evolving relationship and eco-crisis. The notion of sustainability.

Grammar skills (B2 level). Grammar contents of the module.

Past continuous, used to do, present perfect simple / continuous, past perfect, past tense contrast, future time contrast, reported statements, reported speech, questions and commands, conditionals, relative clauses, passive voice and its use, modal verbs (permission, and obligation), comparison and superlatives, phrasal verbs, purpose and result.

Teaching methodology

The student must obtain a minimum score of 6 out of 10 in the final examination (comprising different papers: Grammar in Context, Vocabulary in Context, Listening and Reading comprehension) in order to successfully pass this subject. In those cases where the mathematical average is higher than 5, and the final examination scores lower than a 6, the student will have 4.5 in his or her marks record. The percentages applied to each part are listed below.

IMPORTANT NOTE: The use of cell phones and other electronic devices is not permitted in the classroom. Laptops will be only accepted if they are necessary for the tasks related with course activities. Any electronic device (including laptops or mobile phones) are NOT allowed in the classroom during test practice, or examinations, except when directly specified by the teacher.

In-class work activities

Modality	Name	Typ. Grp.	Description
Assessment	Final exam	Large group (G)	Final exam evaluating 50 per cent of the final mark (Grammar, Reading Comprehension, Vocabulary and Listening). Students must score at least a 6 out of 10 in this exam in order to qualify for a pass. This exam will be held during the Official dates published by each Faculty every year. Please, refer to "Assessment" section for further details.





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Modality	Name	Typ. Grp.	Description
Assessment	Speaking Paper	Large group (G)	Evaluating the student's ability to communicate coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper will take place on a different date to be announced at the beginning of the semester on Campus Extens. Students will practise every two weeks one Speaking Paper via Campus Extens / Scopia with a teacher. Mock sessions will be recorded when possible.
Assessment	Writing Paper	Large group (G)	Evaluating the student's ability to write coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper could take place on a different date to be announced at the beginning of the semester on Campus Extens, depending on the number of registered students in the module.

Distance education work activities

Modality	Name	Description
Individual self-study	Campus Extens - Online Lectures	Students will be able to acquire the necessary requirements to successfully use English language in their specific context, by means of grammar skills, vocabulary skills, and reading comprehension skills via Campus Extens.
Individual self-study	Portfolio activities assessment	Students will have to perform two different portfolio activities during the course. This work will be assessed as a 10% of their final grade. It will not be recoverable. All work submitted by a student after the set deadline will have a grade of 0 (zero) in this part. Failure to attend 75 per cent of the online Speaking sessions, or failure to complete at least 50 per cent of the activities on Campus Extens, will involve a grade of 0 (zero) in this part. Plagiarism will immediately suppose a "Suspenso" (Grade 0) in the whole subject (not only in the piece of work where plagiarism occurs). Specific dates for portfolio activities and deadlines will be provided at the beginning of the semester in Campus Extens.
Group or individual self-study	Campus Extens - Online seminars	Sessions will be primarily devoted to practice listening skills and speaking production via Campus Extens and Scopia. Specifically, students will be encouraged to take a Speaking session via Campus Extens / Scopia in a live online tutorial with a native teacher every two weeks. Sessions will be recorded.
Group or individual self-study	Distance Education Activities	Individual self-study or group tasks will be implemented in Campus Extens every week to encourage students' practice. These tasks will be related to the field of Education and Social work, as well as General English. Besides, extra learning activities will be proposed for Fast-Finisher students, and for Remedial Work, by means of weekly exercises and online tests, in order to reach the proficiency in English language established by the subject and the Degree.





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Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Workload estimate

At the beginning of the semester the subject schedule will be available to students through the UIBdigital platform. The schedule will at least include the dates of the official exam. In addition, the lecturer shall inform students about the dates in order to sit other papers (Writing and Speaking), and deadlines to hand-in portfolio activities in Campus Extens platform.

Modality	Name	Hours	ECTS	%
In-class work activities		10	0.4	6.67
Assessment	Final exam	3	0.12	2
Assessment	Speaking Paper	6	0.24	4
Assessment	Writing Paper	1	0.04	0.67
Distance education work activities		140	5.6	93.33
Individual self-study	Campus Extens - Online Lectures	42	1.68	28
Individual self-study	Portfolio activities assessment	3	0.12	2
Group or individual self-study	Campus Extens - Online seminars	45	1.8	30
Group or individual self-study	Distance Education Activities	50	2	33.33
Total		150	6	100

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Student learning assessment

Students will be assessed according to their performance in the following papers:

- A final exam (50%) consisting on Use of English, Vocabulary, Listening and Reading Comprehension to be held on the official date set by each Faculty.
- A Writing paper (20%) evaluating the student's ability to write coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper will take place on a different date to be announced at the beginning of the semester on Campus Extens.
- A Speaking paper (20%) evaluating the student's ability to communicate coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper will take place on a different date to be announced at the beginning of the semester on Campus Extens.
- Portfolio activities and in-class participation (10%).





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REMINDER: Plagiarism will be penalised in accordance with the UIB Academic Regulation reproduced below: Article 32 "Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstancies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de "suspens" (0,0) a la convocatòria anual. En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant."

Please, see the section "Methodology" for further details.

Final exam

Modality	Assessment
Technique	Objective tests (Retrievable)
Description	Final exam evaluating 50 per cent of the final mark (Grammar, Reading Comprehension, Vocabulary and Listening). Students must score at least a 6 out of 10 in this exam in order to qualify for a pass. This exam will be held during the Official dates published by each Faculty every year. Please, refer to "Assessment" section for further details.

Assessment criteria

Percentage of final qualification: 50% following path A

Speaking Paper

Modality	Assessment
Technique	Oral tests (Non-retrievable)
Description	Evaluating the student's ability to communicate coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper will take place on a different date to be announced at the beginning of the semester on Campus Extens. Students will practise every two weeks one Speaking Paper via Campus Extens / Scopia with a teacher. Mock sessions will be recorded when possible.
Assessment criteria	The student will be assessed by means of a personal interview or specific-related tasks on the field of Education and Social Work. Assessment criteria: Please, see the section "Methodology" for further details.

Percentage of final qualification: 20% following path A

Writing Paper

Modality	Assessment
Technique	Extended-response, discursive examinations (Retrievable)
Description	Evaluating the student's ability to write coherently in General English (level B2) and English-Specific tasks for Education and Social Work. This paper could take place on a different date to be announced at the beginning of the semester on Campus Extens, depending on the number of registered students in the module.
Assessment criteria	Objective test, written exam. Assessment criteria: Please, see the section "Methodology" for further details.

Percentage of final qualification: 20% following path A

Portfolio activities assessment

Modality	Individual self-study
Technique	Real or simulated task performance tests (Non-retrievable)
Description	Students will have to perform two different portfolio activities during the course. This work will be assessed as a 10% of their final grade. It will not be recoverable. All work submitted by a student after the





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set deadline will have a grade of 0 (zero) in this part. Failure to attend 75 per cent of the online Speaking sessions, or failure to complete at least 50 per cent of the activities on Campus Extens, will involve a grade of 0 (zero) in this part. Plagiarism will immediately suppose a “Suspense” (Grade 0) in the whole subject (not only in the piece of work where plagiarism occurs). Specific dates for portfolio activities and deadlines will be provided at the beginning of the semester in Campus Extens.

Assessment criteria Please, see the section “Methodology” for further details.

Percentage of final qualification: 10% following path A

Resources, bibliography and additional documentation

Other materials will be used during the semester. Students will be provided with this material in class and Campus Extens:

Basic bibliography

Fernández Morales, C. and E. Hewitt. (2006). English Reading Comprehension for the Field of Social Work. Granada: Servicio de Publicaciones de la Universidad de.
Vince, Michael. (2008). Macmillan English Grammar in Context Intermediate with Key and CD-ROM Pack. Basingstoke: MacMillan ELT.

Complementary bibliography

Further reading for the field of Social Work and Social Education

Brieger, N. et al. (2002). Technical English. Vocabulary and Grammar. Summertown Publishing, Oxford.
Bywater, J. & R. Jones. (2007). Sexuality and Social Work. London: Sage.
Crawford, K. & J. Walter (2010). Social Work with Older People. London: Sage.
Curren, C. (2007). Loss and Social Work. London: Sage.
Fernández Morales, C. and E. Hewitt. (2003). English listening comprehension for the field of social work. Gerontological social work. Granada: Servicio de Publicaciones de la Universidad de.
Goodman, A. (2009). Social Work with Drug and Substance Misusers. London: Sage.
Gough, C. (2001). English Vocabulary Organiser. 100 topics for self-study. Hove: Language Teaching Publications.
Healy, K. & J. Mulholand. (2012). Writing Skills for Social Workers. London: Sage.
Hopkins, G. (1998). Plain English for Social Services. A Guide to Better Communication. Dorset: Russell House Publishing.
Janssen, D. et al. (Eds.). (2001). Reading and Writing Public Documents. Amsterdam: John Benjamins Publishing.
Koprowska, J. (2010). Communication and Interpersonal Skills in Social Work. London: Sage.
Krawczyk, S. & N. Horner. Social Work in Education and Children's Services. London: Sage.
Lindsay, T. & S. Orton. (2008). Groupwork Practice in Social Work. London: Sage.
Lishman, J. (2009). Communication in Social Work. Basingstoke: Palgrave.
McCarthy, M. and F. O'Dell (2002). English Vocabulary in Use. Cambridge: CUP.
SCIE. (2005). Teaching and learning communication skills in social work and education: an introduction for those new to higher education. London: Social Care Institute for Excellence.
Sidell, N. et al. (2008). Professional Communication Skills in Social Work. Boston: Pearson
White, G. (2003). Listening. Oxford: OUP.
Williams, P. (2009). Social Work with People with Learning Difficulties. London: Sage.
Further reading for the field of Social Education and Pedagogy
Brieger, N. et al. (2002). Technical English. Vocabulary and Grammar. Summertown Publishing, Oxford.
Brumfit, C. (Ed.) (1992). Teaching English to Children. Collins ELT.





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- Bywater, J. & R. Jones. (2007). *Sexuality and Social Work*. London: Sage.
- Crawford, K. & J. Walter (2010). *Social Work with Older People*. London: Sage.
- Currer, C. (2007). *Loss and Social Work*. London: Sage.
- Doff, A. (1994). *Teach English: a training course for teachers: teacher's workbook*. Cambridge: Cambridge University Press.
- Ellis, G. and J. Brewster (1991). *The Storytelling Handbook*. London: Penguin.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: OUP.
- Genesee, F. (1994). *Educating second language children: the whole child, the whole curriculum, the whole community*. Cambridge [England] New York: Cambridge University Press
- Goodman, A. (2009). *Social Work with Drug and Substance Misusers*. London: Sage.
- Gough, C. (2001). *English Vocabulary Organiser. 100 topics for self-study*. Hove: Language Teaching Publications.
- Hadfield, J. (1984). *Communication Games*. London: Harrap.
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.
- Jackson, P. (1988). *Tricks and Games with Paper*. London: Angus & Robertson.
- Janssen, D. et al. (Eds.). (2001). *Reading and Writing Public Documents*. Amsterdam: John Benjamins Publishing.
- Koprowska, J. (2010). *Communication and Interpersonal Skills in Social Work*. London: Sage.
- Krawczyk, S. & N. Horner. *Social Work in Education and Children's Services*. London: Sage.
- Lazar, G. (1993). *Literature and language teaching: a guide for teachers and trainers*. Cambridge: CUP.
- Lee, W.R. (1979). *Language teaching games and contests*. Oxford - New York: Oxford University Press.
- Lindsay, T. & S. Orton. (2008). *Groupwork Practice in Social Work*. London: Sage.
- McCarthy, M. and F. O'Dell (2002). *English Vocabulary in Use*. Cambridge: CUP.
- Oxley, C. (1993). *Indoor and Outdoor Games*. Scholastic.
- Parrott, M. (1993). *Tasks for language teachers: a resource book for training and development*. Cambridge: CUP.
- SCIE. (2005). *Teaching and learning communication skills in social work and education: an introduction for those new to higher education*. London: Social Care Institute for Excellence.
- Sevillano Maria, L. et al. (1993). *Methodological strategies in teacher education*. Madrid: une.
- White, G. (2003). *Listening*. Oxford: OUP.
- Williams, P. (2009). *Social Work with People with Learning Difficulties*. London: Sage.
- Further reading for basic grammar and pronunciation:
- Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: CUP.
- McCarthy, M. and F. O'Dell (2002). *English Idioms in Use*. Cambridge: CUP.
- McCarthy, M. and F. O'Dell (2004). *English Phrasal Verbs in Use*. Cambridge: CUP.
- McCarthy, M. and F. O'Dell (2008). *English Collocations in Use*. Cambridge: CUP.
- Murphy, R. and F. García Clemente (2008). *Essential Grammar in Use*. Cambridge: CUP.
- Swan, C. and M. Walter (2001). *The Good Grammar Book. With Answers*. Oxford: Oxford University Press.
- Vince, M. (2009). *First Certificate Language Practice with Key*. Basingstoke: Macmillan.
- Vince, M. (2009). *Advanced Language Practice with Key*. Basingstoke: Macmillan.
- Vince, M. and K. McNicholas (2003). *Elementary Language Practice with Key*. Basingstoke: Macmillan.
- Vince, M. and P. Emmerson (2003). *Intermediate Language Practice with Key*. Basingstoke: Macmillan.
- Further reading for writing:
- Alcaraz Varo, E. (2000). *The professional and academic English*. Madrid: Alianza.
- Bailey, S. (2006). *Academic Writing: A Handbook for International Students*. London: Routledge.
- Campbell, C. (2009). *English for Academic Study: Vocabulary - Study Book*. Reading: Garnet.
- course for nonnative speakers of English. Anne Arbor: University of Michigan Press.
- James, K., R.R. Jordan, A. Matthews & J.P. O'Brien (1991). *Listening Comprehension and notetaking Course*. London: Nelson.
- Pallant, A. (2009). *English for Academic Study: Writing - Course Book*. Reading: Garnet.
- Swales, J.M. & C.B. Feak. (1994). *Academic Writing for Graduate Students: Essential Tasks and Skills*. A





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Zemach, D. et al. (2005). *Academic Writing: from Paragraph to Essay*. Basingtoke: MacMillan.
Dictionaries:
Collins English Dictionary. London: HarperCollins.
English Macmillan Dictionary with CD-Rom. London: Macmillan.
Hornby, AS and Wehmeier, Sally 2002: *Oxford Advanced Learner's Dictionary*. Sixth edition. Oxford: OUP.
Longman Dictionary of English Language and Culture. Harlow: Longman.
Macmillan Phrasal Verbs Plus. London: Macmillan.
Oxford Idioms Dictionary. Oxford: OUP.
Oxford Phrasal Verbs Dictionary. Oxford: OUP.
Wells, J.C. (2003). *Longman Pronunciation Dictionary*. Harlow: Longman.

Other resources

Online resources for the field of Social Work, Social Education and Pedagogy
<http://www.liquidpersonnel.com/social-work/>
<http://www.liquidpersonnel.com/social-care/social-care-employers/resources-for-managers/>
<http://www.iasw.ie/attachments/1f12465d-9971-4c80-a4a7-d360711d5a69.PDF>
<http://www.liquidpersonnel.com/the-liquid-blog/>
<http://careers.nuim.ie/sites/careers.nuim.ie/files/files/2013SocialWork.pdf>
<http://www.iasw.ie/resources.aspx?contentid=47>
<http://www.iasw.ie/attachments/2ae9636b-03e5-4365-8b36-d448ed28221f.PDF>
<http://www.iasw.ie/attachments/6465f1de-41ca-42fe-b51f-7fd2af59c9b2.PDF>
<http://www.iasw.ie/attachments/2eb7f6f6-ca51-4f38-b869-df7e0b411e91.PDF>
<http://www.iasw.ie/attachments/8b37e75a-26f6-4d94-9313-f61a86785414.PDF>
<http://www.iasw.ie/attachments/5f24c87f-8792-4df1-a8d6-294bdb6e851.PDF>
<http://www.socialwork-socialpolicy.tcd.ie/>
<http://www.ucc.ie/en/appsoc/currentstudents/videoresources/>
<http://www.education.gov.uk/swrb/>
http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_Centre/contributionofsw.pdf
<http://www.collegeofsocialwork.org/media-centre/fact-files/>
http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_Centre/TCSW-journalistsguide-web.pdf
http://europa.eu/pol/educ/index_es.htm
European Education Profile for LT
http://ec.europa.eu/education/policies/lang/doc/profilebroch_en.pdf
Online resources for grammar
<http://www.englishpage.com/verbpage/verbtenseintro.html>
[http://www.englishforjapanese.com/exercises/verb% 20forms/29% 20gerund.html](http://www.englishforjapanese.com/exercises/verb%20forms/29%20gerund.html)
<http://www.autoenglish.org/index.html>
<http://perso.wanadoo.es/autoenglish/freeexercises.htm> (The Grammar Aquarium)
<http://www.edufind.com/english/grammar/>
Ministerio de Educación. ELP (Portfolio)
<http://www.mec.es/programas-europeos/docs/resolution.pdf>
<http://www.oapee.es/iniciativas/portfolio/portfolios-validados-esp.html>
http://www.coe.int/T/DG4/Portfolio/documents/ELPguide_teacherstrainers.pdf
http://www.mec.es/programas-europeos/docs/guia_pel_primaria.pdf
http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=pel_docs
Online resources for listening
<http://englishlistening.com>
<http://soundsofenglish.org>
<http://esl.about.com>





Academic year	2013-14
Subject	21976 - English for Education and Social Work
Group	Group 50, 1S, On line, GEDS, GRLA
Teaching guide	D
Language	English

<http://www.eslcafe.com>

<http://englishonline.sites.uol.com.br/english/intermediate.htm>

<http://www.bbc.co.uk/worldservice/learningenglish/language>

<http://www.uefap.com/index.htm>

<http://a4esl.org>

<http://www.audioenglish.net/>

BBC The British Council

<http://www.teachingenglish.org.uk/>

<http://www.britishcouncil.org/learnenglish-central-grammar-grammar-games-archive.htm>

Online dictionaries and related resources:

<http://www.cobuild.collins.co.uk>

<http://dictionary.cambridge.org/>

<http://oxforddictionaries.com/>

