

Syllabus

Subject

Subject / Group	21976 - English for Education and Social Work / 1
Degree	Degree in Social Work - Fourth year Degree in Labour Relations (2010 syllabus) - Fourth year Degree in Social Education - Fourth year Degree in Pedagogy (2016 syllabus) - Third year Degree in Pedagogy (2009 syllabus) - Third year
Credits	6
Period	1st semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Yolanda Joy Calvo Benzies yolandajoy.calvo@uib.es	12:30	13:30	Tuesday	10/09/2018	21/12/2018	Despacho 7 (Facultad de Turismo - edificio Arxiduc)
	16:00	17:00	Wednesday	09/01/2019	13/02/2019	IES Joan Maria Thomas
Katarzyna Beata Paszkiewicz - katarzyna.paszkiewicz@uib.es	11:00	12:00	Friday	11/02/2019	31/05/2019	CD11, Ramon Llull
	18:00	19:00	Monday	01/09/2018	10/02/2019	CC04 Ramón Llull
Aida Rosende Pérez aida.rosende@uib.es	18:30	19:30	Wednesday	11/02/2019	31/07/2019	CC04 Ramón Llull
	12:30	13:30	Tuesday	11/02/2019	31/05/2019	Son Espases

Context

English has become such a relevant language in the world today that a proven intermediate mastering level is expected and required for majoring in any post-secondary education degree. Due to its implicitly acknowledged position as a *lingua franca*, English is instrumental for spreading most of the modern scientific knowledge and advances, especially in a world globalised by the rapid growth of Information and Communication Technologies. Therefore this course is aligned with the wide range of English for Specific Purposes (ESP) syllabi that universities offer to respond to this increasing demand for professional and specialised English training programmes.

“English for Education and Social Work” is a 4th year elective subject intended primarily for students of Pedagogy, Social Work and Social Education who want to improve their language competence and gain confidence when using English for effective communication in their respective academic and professional lives. ESP syllabi are not traditional grammar-based courses in which students will be taught exclusively about

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the fundamentals of the English language in a bilingual setting, but they rather focus on the learners' needs in specific communication contexts in English. Since these communication contexts take shape in very assorted ways depending on the nature of each aforementioned specialty, this teaching guide will be purposefully three-fold so that more specialised contents of every field of expertise can be covered according to the academic and professional needs of each group.

Requirements

Essential

In order to easily follow the pace of the sessions, students will be expected to have, at least, a threshold level in English mastering prior to the beginning of the course. According to the *Common European Framework of Reference for Languages* (CEFR), the basic language skills and competences to prove a B1 level in English involve:

- * understanding the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- * dealing with most situations likely to arise whilst travelling in an area where the language is spoken.
- * producing simple connected texts (written and spoken) on topics which are familiar or of personal interest.
- * describing experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Those students who do not have a B1 level of proficiency in English shall be aware that it is their responsibility to reach the required level before the course starts. In order to do so, a list of resources for self-learning is provided in the Bibliography section at the end of this Teaching Guide. In addition, this university is equipped with a Continuous Language Learning Classroom (Jovellanos Building) where students can learn autonomously on a computer. On the other hand, those students who can prove a B2 level of English mastering before the beginning of the term and hold any of the following certificates: First Certificate, BEC 2, BULATS 3, ESOL 7-8, shall address the *Comissió de reconeixement i transferència de credits* and are exempted from taking this course.

Skills

Specific

- * Oral comprehension (listening): students will be able to understand extended speech and lectures and even follow complex lines of argument about topics related to Pedagogy and Social Work or Education. They will also be able to understand most TV news, current affairs programmes and the majority of film in standard varieties .
- * Oral Production (speaking): students will be able to interact effectively with a degree of fluency and spontaneity with native speakers and take active part in discussions about Education and Social Work accounting for and sustaining their own point of views. They will also be able to present clear, detailed descriptions on a wide range of subjects related to Pedagogy and Social Intervention and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options .
- * Written comprehension (reading): students will be able to read articles and reports concerned with contemporary problems in which writers adopt particular attitudes or points of view. They will also be able to understand contemporary literature on the fields of Pedagogy, Social Work and Social Education .

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- * Written production (writing): students will be able to write clear, detailed texts on a wide range of subjects related to Education and Social Intervention. They will also be able to produce essays or reports, passing on information, giving reasons in support of or against a particular point of view or highlighting the personal significance of events and experiences .

Generic

- * To be able to manage the knowledge, understanding and resources in English in the fields of Pedagogy, Social Work and Social Education based on the foundations of general higher education together with the support of advanced texts and aspects of the latest advances of each specialty .
- * To be able to collect and interpret relevant data in English, within a field of study, in order to make judgements, also in English, which include reflection on relevant issues of social, scientific or ethical nature and develop the necessary and critical learning abilities as regards to the English language knowledge and usage .

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

Any ESP course is necessarily compelled to balance a formal instruction on grammar with its effective implementation in real-life communicative and interactive situations. In this sense, although the three specialties which this subject is offered to will tackle different thematic approaches, they all shall share a common module that has to reasonably cover those grammatical aspects provided for B2 levels of English expertise. On the other hand, as it has been stated above, the subject matter of the Use of English module will depend on the prevailing components of each group, so that every teacher can adapt its contents to the main concerns and methodologies of every specialty. Take into account that the arrangement of the units of these modules is not fixed. According to the matter of interest that teachers eventually find in the actual classroom, the order and importance of these units may change to meet the students' academic requirements.

Range of topics

1. GRAMMAR MODULE

- * Unit 1. Fundamentals of grammar (basic concepts, word-order, structures, dictionary use)
- * Unit 2. Nouns (gender, number, genitive, pronouns, relative clauses)
- * Unit 3. Verbs (tenses, modal verbs, voice, reported speech)
- * Unit 4. Adjectives (grade)
- * Unit 5. Determiners (articles, demonstratives, possessives, quantifiers)
- * Unit 6. Adverbs
- * Unit 7. Prepositions (phrasal verbs, prepositional stranding)
- * Unit 8. Conjunctions (linking-words, conditionals)

2. USE OF ENGLISH MODULE

Pedagogy (teaching unit)

- * Unit 1. Pedagogy and English as a Second Language
- * Unit 2. Second Language Acquisition
- * Unit 3. Second Language Acquisition theories
- * Unit 4. Teaching and learning English as a Foreign Language
- * Unit 5. Language teaching methods
- * Unit 6. Language learning difficulties: Crosslinguistic Influence
- * Unit 7. Special education needs

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Social Work (case enactment)

- * Unit 1. Social Work in English
- * Unit 2. Theoretical and legal framework
- * Unit 3. Methodologies: cases
- * Unit 4. Social issues
- * Unit 5. Management
- * Unit 6. Intervention
- * Unit 7. Reporting

Social Education (research essay)

- * Unit 1. Social Education in English
- * Unit 2. The family / different types of family. Gender and sexuality.
- * Unit 3. The school environment: stereotyping and violence. Education beyond the school.
- * Unit 4. The community: social rejection and discrimination. Immigration, ethnic minorities, and racism.
- * Unit 5. (Un)employment. Discrimination. Poverty.
- * Unit 6. Stages of life: childhood, adolescence, adulthood, and the aging process.
- * Unit 7. Health. (Dis)ability. Drug use.
- * Unit 8. Crime and punishment: being in prison.

Teaching methodology

ESP must be seen as an approach to language learning based on the students' needs in context. Consequently, the general approach for this course will consistently rely on communicative language teaching methods, which enhance fluid interaction, the students' autonomy and the use of authentic materials. Nevertheless practical lessons shall be combined with traditional lectures, centred on the theoretical understanding of the grammatical phenomena in English, as required by the standard B2 levels of foreign language mastering.

In order to work every language skill as described above, the continuous assessment option (see next section) for these courses will be heavily grounded on task-based language teaching. Long-term tasks or projects, based on concrete interests of every specialty, foster problem-solving negotiation that forces students to communicate to reach a clear outcome that allows English users to cope with the language skills in all their forms. In this way, the instruction on and assessment of written and oral skills will be included in the Grammar Module and Use of English Module respectively, hence attendance to both modalities is highly recommendable to keep up with the lessons progress and consistency.

In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Grammar module	Large group (G)	These sessions will be devoted to the study of English grammar and vocabulary that may be of special interest for Education and Social Intervention. Lessons will often take the form of classical lectures due to the expository nature of the contents of this module, but they will be combined with some drilling activities in which theoretical aspects covered in class should be put into practice through the use of language skills such as writing, reading or listening. All the grammatical content worked in this modality will be aimed to carry out the	23

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Modality	Name	Typ. Grp.	Description	Hours
			writing task for the continuous assessment option, which will be part of the oral assessment as well.	
Practical classes	Use of English module	Medium group (M)	In these sessions, all grammatical and lexical aspects covered in the other module will be explored into or applied to the actual practice of Pedagogy, Social Work and Social Education disciplines. These lessons will use authentic materials in English, coming from the fields of Education and Social Intervention, as a cross-sectional way to work through the four language skills that students must master for the required level of this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and they will be orchestrated around a speaking task adapted to the interest and needs of the students attending each group.	28
Assessment	Final Exam	Large group (G)	The final exam will take place on the Official Exam Date and students need to score a minimum of 5 in order to average out with the other grades of the other assessment options. It will consist of 70 multiple choice questions divided in the following sections: 25 questions on grammar and 10 for reading comprehension (Grammar Module), and 25 questions on specialised vocabulary and specific content and 10 for a listening exercise (Use of English Module).	3
Assessment	Speaking Test	Medium group (M)	Students will be offered two assessment options for their oral performance: continuous and final. For the continuous assessment option, students have to expound the contents of their Writing Paper according to their specialty practices sometime before ending the term. For the final assessment option, students will be assessed in personal interviews agreed with the lecturers.	5
Assessment	Writing Paper	Large group (G)	Students will be offered two assessment options for their written performance: continuous and final. For the continuous assessment option, students will carry out a long-term task or project, founded on their very own disciplines practices and theoretical frameworks, that will consist in a Teaching Unit, Case Analysis or Research Essay, depending on the groupings. For the final assessment option, students will be able to write an essay (300-350 words) on any topic worked in class during the Final Exam time.	1

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 Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

Modality	Name	Description	Hours
Group or individual self-study	Continuous assessment	Extra work shall be taken into account for the final mark.	90

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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.

Student learning assessment

Innovative technique: In some specialties, students will be allowed to use the tasks or projects done in this subject to get assessed in other subjects that may accept assignments written or performed in English. Ask whether other teachers of your degree are able to assess your written or oral projects in English as part of their official evaluation planning.

Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Use of English module

Modality	Practical classes
Technique	Real or simulated task performance tests (non-retrievable)
Description	In these sessions, all grammatical and lexical aspects covered in the other module will be explored into or applied to the actual practice of Pedagogy, Social Work and Social Education disciplines. These lessons will use authentic materials in English, coming from the fields of Education and Social Intervention, as a cross-sectional way to work through the four language skills that students must master for the required level of this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and they will be orchestrated around a speaking task adapted to the interest and needs of the students attending each group.
Assessment criteria	A 10% of the final mark will be considered from the students' attendance to both modules, participation in class, voluntary presentations, on-time submissions, tutorials and behaviour. All activities carried out in class time that are focused on developing the Speaking Test and Writing Paper for their continuous assessment option will be taken into account for scoring in this part of the students' evaluation.

Final grade percentage: 10%

Final Exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	The final exam will take place on the Official Exam Date and students need to score a minimum of 5 in order to average out with the other grades of the other assessment options. It will consist of 70 multiple choice questions divided in the following sections: 25 questions on grammar and 10 for reading comprehension

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Assessment criteria	(Grammar Module), and 25 questions on specialised vocabulary and specific content and 10 for a listening exercise (Use of English Module). Take into account that if you do not pass this multiple choice question test at least with a 5, you will not be able to compute the marks from your other assessment activities, even though you could get a pass by combining them all. Some teachers may offer the option to sit two mid-term exams through the course, instead or besides the Final Exam, but both have to follow the same structure as described above (70 questions). In this case, students need to have both mid-term exams passed with at least a 5 to get their other results reckoned.
Final grade percentage:	50%with a minimum grade of 5

Speaking Test

Modality	Assessment
Technique	Papers and projects (non-retrievable)
Description	Students will be offered two assessment options for their oral performance: continuous and final. For the continuous assessment option, students have to expound the contents of their Writing Paper according to their specialty practices sometime before ending the term. For the final assessment option, students will be assessed in personal interviews agreed with the lecturers.
Assessment criteria	In the continuous assessment option, students have to make an oral presentation about some aspect of their Writing Paper (Pedagogues will put their Teaching Unit into practice, Social Workers will role play their study case and Social Educators have to share the results of their research). Oral presentations will be performed by the end of the semester. In the final assessment option, students have to perform a mock-job interview, where they will be able to use their actual curriculum vitae (in English) to defend a random post in the areas of Social Work and Education against another colleague. The dates for this kind of test must be agreed with the lecturers. In both cases, rubrics will be used to measure the learners' oral achievements in the most objective way possible.

Final grade percentage: 20%

Writing Paper

Modality	Assessment
Technique	Papers and projects (retrievable)
Description	Students will be offered two assessment options for their written performance: continuous and final. For the continuous assessment option, students will carry out a long-term task or project, founded on their very own disciplines practices and theoretical frameworks, that will consist in a Teaching Unit, Case Analysis or Research Essay, depending on the groupings. For the final assessment option, students will be able to write an essay (300-350 words) on any topic worked in class during the Final Exam time.
Assessment criteria	In the continuous assessment option, students will carry out, individually or in groups, a writing task related to their specialty (a Teaching Unit for Pedagogy, a Case Analysis for Social Work and a Research Essay for Social Education), using their own methodological conventions and dynamics and no longer than 10-12 pages. They will also complete individually a short writing activity in class (250-300 words) explaining a specific aspect of their project or providing reflections/conclusions about it. Further details about both the project and the writing activity will be given in class.

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In the final assessment option, students must demonstrate, in the Final Exam time, that they are able to expand on any topic covered in class for 250 or 300 words, in formal style and academic register. In both cases, rubrics will be used to measure the learners' writing achievements in the most objective way possible.

Final grade percentage: 20%

Resources, bibliography and additional documentation

Basic bibliography

Pedagogy

Larsen-Freeman, D. & M. Anderson (2011) *Techniques & Principles in Language Teaching*. Oxford University Press.

Richards, J. C (2001) *Curriculum Development in Language Teaching*. Cambridge University Press.

Social Work

DuBois, B. & K. Krogsrud Miley (1999) *Social Work: An Empowering Profession*. Allyn and Bacon.

Lukas, Susan (1993) *Where to Start and What to Ask: An Assessment Handbook*. W. W. Norton & Company.

Sidell, N. & D. Smiley (2008) *Professional Communication Skills in Social Work*. Allyn & Bacon/Pearson.

Social Education

Cruz, B. C. & Stephen J. T. (2013) *Teaching Social Studies to English Language Learners, Second Edition*. Routledge.

Johnson, H., Fisher, B. S. & Jaquier, V. (2014) *Critical Issues on Violence against Women. International Perspectives and Promising Strategies*. Routledge.

Complementary bibliography

English Grammar

Vince, M. (2008) *English Grammar in Context. Intermediate*. Basingstoke: MacMillan.

Other resources

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.

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.

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

Zemach, D. et al. (2005). *Academic Writing: from Paragraph to Essay*. Basingstoke: MacMillan.

Dictionaries

Collins English Dictionary. London: HarperCollins.

Hornby, AS and Wehmeier, Sally 2002: *Oxford Advanced Learner's Dictionary*. Sixth edition. Oxford: OUP.

Longman Dictionary of English Language and Culture. Harlow: Longman.

Oxford Idioms Dictionary. Oxford: OUP.



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Oxford Phrasal Verbs Dictionary. Oxford: OUP.

Wells, J.C. (2003). Longman Pronunciation Dictionary. Harlow: Longman.

