



Academic year	2012-13
Subject	21976 - English for Education and Social Work
Group	Group 1, 1S, GEDS
Teaching guide	A
Language	English

Subject identification

Subject	21976 - English for Education and Social Work
Credits	4 in-class (100 hours) 2 distance (50 hours) 6 totals (150 hours).
Group	Group 1, 1S, GEDS(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
Enriqueta Jaén García enriqueta.jaen@uib.cat	16:00h	17:00h	Monday	24/09/2012	31/07/2013	Ramón Llull AB06
	12:00h	13:00h	Monday	24/09/2012	25/01/2013	BE10, Edifici Ramon Llull
	11:00h	13:00h	Wednesday	24/09/2012	25/01/2013	BE10, Edifici Ramon Llull
	16:30h	18:00h	Tuesday	18/02/2013	31/05/2013	BE10 - Sólo Trellal Final de Grau GEAN 21829 (con cita previa)
Rubén Jarazo Alvarez r.jarazo@uib.es	12:00h	13:00h	Monday	18/02/2013	21/05/2013	BE10, Edifici Ramon Llull
	12:00h	13:00h	Monday	22/05/2013	07/06/2013	BE10, Edifici Ramon Llull (con cita previa)
	12:00h	13:00h	Monday	10/06/2013	31/07/2013	Tutoria per correu electrònic





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Lecturers	Timetable for student attention					
	Starting time	Finishing time	Day	Start date	Finish date	Office
	12:00h	13:00h	Monday	02/09/2013	20/09/2013	Tutoria per correu electrònic

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 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 focus primarily on the reading and writing of specialised texts in the areas of education and social work, although some attention will also be devoted to speaking and listening in education-related contexts. Its aims are the following:

- To enhance the ability of students to understand scientific articles and specialised books in English in the fields of education and social work.
- To familiarise students with the specific English terminology used in their area of specialisation.
- To make students capable of producing short 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 discuss and give short presentation on educational and social work issues.
- To enhance students' listening skills so as to make them capable of understanding talks and lectures on their fields.

Requirements

- Students attending this course are supposed to have a minimum level of English, so as to be able to maintain a conversation about a general topic, write an essay about common topics, understand the general and specific information in a piece of talk and read a specialised text about topics related to the fields of education and social work.





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Essential requirements

- Students are required to possess a minimum B1 level of English prior to the beginning of the course.

Skills

Ability to use and process information in an efficient manner, which allows learning throughout the years.

- * Ability to interpretate, analyse, summarize and evaluate information in a critical manner.
- * Ability to understand and write topics related to the Humanistic field, showing the adequate maturity when doing so.
- * Ability to work on the academic tasks provided showing a high standard of fluency and correction, according to the context and situation proposed.

Specific

1. The student is expected to successfully understand and produce both written and oral texts at an academic level, showing an adequate degree of correctness..

Generic

1. The student will be able to understand, write, communicate and read texts in an autonomous manner, using the adequate skills to do so. All reading, listening, speaking and writing exercises will be specific to the branch of studies chosen. Academic skills for writing, speaking, listening and reading will be compulsory...

Content

- Reading: Reading comprehension strategies: skimming, scanning. Intensive and extensive Reading. Organisation and conventions of written academic discourse.
- Writing: basic writing skills in accordance with the academic needs of students in the fields of education and social work and their future requirements as professionals.
- Grammar: the characteristics of academic writing in education and social work: nominalisation and nominalised phrases, compounding, abbreviations, rhetorical markers.
- Vocabulary: specific terminology in the fields of education and social work, with particular attention to technical and semi-technical vocabulary.
- Speaking: assessing scientific arguments: discussion and debate. Giving presentations on education or social work-related topics.
- Listening: understanding main ideas and taking notes in education and social work-related talks.

Theme content

1. Reading, Writing, Listening and Speaking.
 1. Reading



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1.1. Understanding meaning: deducing the meaning of unfamiliar words and word groups; relations within the sentence/complex sentences; implications - information not explicitly stated, conceptual meaning, e.g. comparison, purpose, cause, effect.

1.2. Understanding relationships in the text: - text structure; the communicative value of sentences; relations between the parts of a text through lexical and grammatical cohesion devices and indicators in discourse.

1.3. Understanding important points; distinguishing the main ideas from supporting detail; recognising unsupported claims and claims supported by evidence - fact from opinion; extracting salient points to summarise; following an argument; reading critically/evaluating the text.

1.4. Reading efficiently: surveying the text, chapter/article, paragraphs, skimming for gist/general impression; scanning to locate specifically required information; reading quickly.

2. Writing

2.1. General principles of academic writing: defining, classifying, describing, generalizing, giving examples, understanding and giving instructions, comparing and contrasting

2.2. Cohesion and coherence in the academic text.

2.3. Conventions of academic writing: paraphrasing and quoting, adequating vocabulary to context, concision, linguistic traits, connectors, register.

2.4. Main types of academic and professional texts and its characteristics: essays, reports, curriculum vitae, reviews, reports, articles, funding proposals, letters of application, etc.

3. Listening

3.1. Characteristics of the academic oral discourse, with special focus on the humanistic branch of studies.

3.2. Strategies for understanding different types of academic and professional speech acts: lecture, exposition, job interview.

3.3. Strategies for understanding the global idea of an oral text.

3.4. Communication strategies.

4. Speaking

4.1. Main characteristics of the academic speech.

4.2. Different types of speech acts.

4.3. Use of the voice in public speech.

4.4. Basic drama and rhetoric techniques when communicating.

4.5. Tone and intonation.

Teaching methodology

Classroom methodology will be based on authentic materials and will include a wide variety of activities, from reading comprehension exercises and the linguistic analysis of specialised texts and articles in the fields of education and social work, to vocabulary and listening exercises, discussions and the production of short



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academic texts and professional letters. These activities will often be carried out in groups or pairs, as well as individually. For this reason, the active participation of students will be particularly encouraged.

In-class work activities

Modality	Name	Typ. Grp.	Description
Theory classes	academic language theory	Large group (G)	Students will be able to acquire the necessary requirements to successfully use specialized language in academic environments.

Distance education work activities

Modality	Name	Description
Individual self-study	tasks	Individual or group assessments and tasks that will be delivered to the teacher or presented in class. These tasks will be related to the fields of study of education and social work.

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. This schedule will at least include the dates for the continuous assessment exams and assignment deadlines. Furthermore, the lecturer will inform students as to whether the subject syllabus will be carried out according to the schedule or otherwise, including Campus Extens.

Modality	Name	Hours	ECTS	%
In-class work activities		100	4	66.67
Theory classes	academic language theory			
Distance education work activities		50	2	33.33
Individual self-study	tasks			
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



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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 tasks:

- A short piece of writing sustaining and argument, which must be related to the student's field of study and shall be delivered in groups (20%).
- An oral presentation in groups of the topic proposed (20%).
- A final examination (50%).
- Regular attendance and participation in class will also contribute to the final grade of students (10%).

academic language theory

Modality	Theory classes
Technique	Objective tests ()
Description	Students will be able to acquire the necessary requirements to successfully use specialized language in academic environments.

Assessment criteria

Percentage of final qualification: % following path A

Percentage of final qualification: % following path B

tasks

Modality	Individual self-study
Technique	Papers and projects ()
Description	Individual or group assessments and tasks that will be delivered to the teacher or presented in class. These tasks will be related to the fields of study of education and social work.

Assessment criteria

Percentage of final qualification: % following path A

Percentage of final qualification: % following path B

Resources, bibliography and additional documentation

Apart from these books, further bibliography will be suggested as the course develops.

Basic bibliography

VINCE, MICHAEL. 2009. First Certificate Language Practice. Oxford: McMillan PRODRUMOU, LUKE. 2010. Grammar and Vocabulary for First Certificate. Harlow: Longman OSENDEN, CLIVE; LATHAM-KOENIG, CHRISTINA. 2010. New English File Upper-intermediate. Oxford: Oxford University Press. CORY, HUGH. 2011. Advanced Writing. Oxford: Oxford University Press.

Complementary bibliography





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ALCARAZ VARÓ, E. 2000. El inglés profesional y académico . Madrid: Alianza. ALLEY, M. 2003. The Craft of Scientific Presentations: Critical steps to succeed and critical errors to avoid . New York: Springer. ARNAUDET, M.L. & M.E. BARRET. 1984. Approaches to Academic Reading and Writing . Englewood Cliffs, N.J.: Prentice Hall Regents. BOWLER, B. CUNNINGHAM, S., MOOR, P. & S. PARMINTER. 2000. New Headway Pronunciation Course. Upper-intermediate . Oxford: Oxford university Press. BAILEY, S. 2006. Academic Writing: A Handbook for International Students . London: Routledge. CAMPBELL, C. 2009. English for Academic Study: Vocabulary - Study Book, Reading: Garnet. ENGLISH L. M. 1998. North Star Reading and Writing: High Intermediate . 2nd ed., London: Longman. FLOWERDEW, J. (ed.) 1994. Academic Listening: Research Perspectives . Cambridge: Cambridge University Press. GLENDINNING, E.H. & B.A. HOLMSTROM. 2000. Study Reading . Cambridge: CUP. HANCOCK, M. 2003. English Pronunciation in Use . Cambridge: Cambridge University Press. HUDDLESTON, R. & G. K. PULLUM. 2005. A Student's Introduction to English Grammar . Cambridge: Cambridge University Press. JAMES, K., R.R. JORDAN, A. MATTHEWS & J. P. O'BRIEN. 1991. Listening Comprehension and Note- Taking Course . London: Nelson. LEECH, G., B. CRUICKSHANK and R. IVANIC. 2001. An A-Z of English Grammar and Usage . 2nd ed. Essex: Longman. MARGOLIS, A. & J. SMITH. 2009. English for Academic Study: Pronunciation - Study Book with audio CDs , Reading: Garnet. McCARTHY, M. & O'DELL, F. 2008. Academic Vocabulary in Use . Cambridge: CUP. McCORMACK, J. & S. WATKINS. 2009. English for Academic Study: Speaking - Course Book and audio CDs , Reading: Garnet. PALLANT, A. 2009. English for Academic Study: Writing - Course Book . Reading: Garnet. PORTER, D. 2001. Check Your English For Academic Purposes . London: Peter Collin Publishing. POWELL, M. 1999. Presenting in English: How to give successful presentations . Hove: Language Teaching Publications

Other resources

E- Resources: <http://englishlistening.com> <http://esl.about.com> <http://soundsofenglish.org> <http://www.diccionarios.com> <http://www.eslcafe.com>

