

## Syllabus Course description

<b>Course title:</b>	English for professional and academic purposes
<b>Course year:</b>	3rd
<b>Semester:</b>	2nd
<b>Course code:</b>	51092 (Social work) 64189 (Educators)
<b>Scientific sector:</b>	L-LIN/12
<b>Lecturer:</b>	Irsara Martina
<b>Module:</b>	/
<b>Lecturer other module:</b>	/
<b>Credits:</b>	2
<b>Total lecturing hours:</b>	20 (Social Work) 15 (Educators)
<b>Total Hours of availability for students and tutoring:</b>	6
<b>Office hours:</b>	from Monday to Friday by appointment
<b>Attendance:</b>	according to the regulation
<b>Teaching language:</b>	English
<b>Propaedeutic course:</b>	none
<b>Course description:</b>	This is a course in English language communication skills that has been specifically designed for social workers and educators.
<b>Specific educational objectives:</b>	The course aims to create a participatory environment in which students are actively involved in developing their English language skills and competences for professional and academic purposes. Given the holistic nature of language, activities will integrate the four macro skills of listening, speaking, reading, and writing. However, emphasis is placed on oral communication and reading comprehension.
<b>List of topics covered:</b>	<p>Course topics will cover a range of social issues including:</p> <ul style="list-style-type: none"> <li>- financial hardship and poverty,</li> <li>- social classes,</li> <li>- ageism,</li> <li>- youth and antisocial behaviour.</li> </ul> <p>The core syllabus will be topic-based or thematic, with occasional elements from other syllabus types, such as structural and functional. Lessons will be organised around a chosen theme to which language, activities, and skills will be linked. The course will include vocabulary development and grammar review or reinforcement at level C1 of the Common European Framework (subject to modification as necessary to best meet the needs of the students).</p>
<b>Teaching format:</b>	The course will adopt an integrated approach, offering interactive lectures combined with a seminar discussion format. Students will work individually, in pairs and in groups. Lectures will be supported by PowerPoint slides, freely available videos and readings, which will be made available via OLE in compliance with

	copyright laws. The resources provided will form the basis of exercises and discussions in plenary and in smaller groups. By working together, students will get the most out of the course.
<b>Learning outcomes:</b>	<p>As regards <b>knowledge and understanding</b>, on completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>- have developed their subject-specific lexical knowledge in relation to the course topics;</li> <li>- demonstrate comprehension of texts read in class, mastering specific lexical items;</li> <li>- have deepened their knowledge of specific aspects of academic language and style in written texts.</li> </ul> <p>As regards <b>applying knowledge and understanding</b>, on completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>- demonstrate knowledge and understanding of texts read in class by summarising the points made by the authors, using appropriate vocabulary;</li> <li>- apply knowledge gained through the course content to form opinions and support arguments on a range of social issues;</li> <li>- apply their knowledge of key lexical and grammatical features in their spoken interactions in a range of contexts.</li> </ul> <p>As regards <b>making judgements</b>, on completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>- demonstrate the ability to think critically about issues covered in the course;</li> <li>- be able to form judgements on the basis of texts;</li> <li>- demonstrate an awareness and understanding of different points of view;</li> <li>- demonstrate an awareness of certain linguistic features of texts.</li> </ul> <p>As regards <b>communication skills</b>, on completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>- communicate knowledge using a wide range of vocabulary and appropriate grammatical structures (general and specialised);</li> <li>- engage in active discussion on the topics covered, clearly expressing and defending a point of view;</li> <li>- communicate their ideas and opinions on the aspects covered in the course, using academic language, hedging statements, and supporting them referring to relevant literature.</li> </ul> <p>As regards <b>learning skills</b>, on completion of the course students are expected to:</p> <ul style="list-style-type: none"> <li>- demonstrate the ability to take notes and organise course content effectively;</li> <li>- demonstrate an ability to make connections between issues raised;</li> <li>- demonstrate the ability to select and use course readings;</li> <li>- be able to consult reference materials and to integrate them appropriately into their work.</li> </ul>
<b>Assessment:</b>	Students will be assessed by an oral examination at the end of the course, in which they will be required to answer specific and general questions on the topics covered in the course.
<b>Evaluation criteria and</b>	Specific marking guidelines for the oral examination will be provided

<p><b>criteria for awarding marks:</b></p>	<p>during the course. The assessment criteria will be based on the above learning outcomes and the Dublin Descriptors. The following skills will be considered:</p> <ul style="list-style-type: none"> <li>- ability to produce responses that are relevant, thoughtful, well-informed, contextualised, and appropriately structured;</li> <li>- ability to communicate ideas and opinions on the aspects covered in the course hedging statements and supporting them with reference to relevant literature;</li> <li>- ability to summarise, present, and discuss texts covered in the course;</li> <li>- ability to communicate knowledge using a wide range of vocabulary and appropriate grammatical structures.</li> </ul>
<p><b>Required readings:</b></p>	<p>Course materials will be drawn from a variety of sources, including textbooks, academic journals in social sciences and related fields, language learning magazines and educational resources. The following and other extracts will all be made available on OLE.</p> <p>Selected extracts from:</p> <ul style="list-style-type: none"> <li>- Best, J., &amp; Harris, S. R. (Eds.). <i>Making sense of social problems: New Images, New Issues</i>. Boulder, CO, United States: Lynne Rienne.</li> <li>- Damascelli, A. T., &amp; Spencer, A. (2006). <i>English for the social services</i>. Torino: Celid.</li> <li>- Harrison, M. (2002). <i>New Proficiency Testbuilder</i>. Oxford: Macmillan.</li> <li>- Lemanski, C. (2016). Poverty: Multiple perspectives and strategies. <i>Geography</i>, 101(1), 4-10.</li> </ul>
<p><b>Supplementary readings:</b></p>	<p>Selected extracts from:</p> <ul style="list-style-type: none"> <li>- Toffle, M. (2017). <i>English communication for social and human services: A cultural-linguistic approach</i>. Torino: Celid.</li> <li>- Wallwork, A. (2011). <i>English for academic correspondence and socializing</i>. Pisa: Springer.</li> </ul>