

		SUBJECT DESCRIPTION				MODELO PED.012.03			
<i>Course</i>		Gerontological Social Education							
<i>Subject</i>		English							
<i>Academic year</i>		2023-2024	<i>Curricular year</i>		1st	<i>Study period</i>		2nd semester	
<i>Type of subject</i>		Elective	<i>Student workload (H)</i>		Total: 112,5	Contact: 45	<i>ECTS</i>		4,5
<i>Professor(s)</i>		Rosa Branca Almeida Figueiredo							
<input checked="" type="checkbox"/> <i>Area/Group</i> <i>Coordinator</i> (select) <input type="checkbox"/> <i>Head of Department</i>		Samuel Walter Best							

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

The CU of English has as main objective to lead students to communicate in English, showing vocabulary variety and maximum grammatical correction. The four basic skills associated with teaching the English language will be emphasized: reading, listening (reception capacity), writing and speaking (production capacity). Oral skills (reception): recognize the value of different prosodic values; listening to texts of different lengths and complexities and from different registers; understand information; distinguish facts from opinions; (production) employ prosodic elements in different communication situations; reproduce information received; do interviews; intervene in discussions and debates showing a critical and argumentative attitude; issue personal opinions; formulate hypotheses; present conclusions. Written skills (reception): broaden lexical knowledge regarding diverse thematic areas; select information; improve the ability to do research; (production) describe, narrate and synthesize; elaborate texts developing a critical spirit; carry out a project work (organize diversified auxiliary material, be prepared to work alone or in a team, execute the project, evaluate the results and draw conclusions).

2. PROGRAMME

- Vocabulary to define the job of the sociocultural animator;
- Learning how to use the English language to perform skills and tasks in different environments (verb tenses, adjectives, adverbs);
- Team building activities (speaking and listening);

- Effective oral presentations tips;
- Raising awareness: case studies and social experiments (extensive reading);
- The figure of the facilitator (vocabulary);
- Group dynamics (speaking activities);
- Leisure and working environments (community youth centers, sports centers, retirement homes, hospitals, cultural and community centres, libraries,etc (reading and writing activities);

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The communicative approach presupposes the development of transversal skills of critical, reflective and investigative analysis, as well as of the students' autonomy and creativity, leading them to adopt a critical position in relation to the universe of the English language described in the syllabus. In this context, the teacher will assume a regular role in the teaching-learning process, leaving each student the freedom to form various opinions based on their own experiences. It is also intended to foster respect for rules of social coexistence and teamwork leading to the formation of full European citizenship, therefore knowledge and cultures will be valued in the context of European plurilingualism, encouraging respect for cultural differences. The necessary conditions will be provided for the student to interact in the English language correctly and effectively, promoting the English language in a dual perspective of professional use and internationalization, the latter being indispensable for the mobility of students between higher education institutions, in the national and European level, in line with the Bologna Treaty proposal. The English language will be framed in a national, European and world context, not only as an instrumental language, but also as a privileged vehicle for transmitting culture and values.

4. MAIN BIBLIOGRAPHY

The development of the program will be based on separate materials taken from scientific magazines, grammar books, exercise books, websites and other sources considered to be of relevance to fulfill the objectives of the program.

Grammars:

- A Practical English Grammar - A. J. Thomson e A. V. Martinet - Oxford
- English Grammar in Use - Raymond Murphy – CUP.
- Understanding and Using English Grammar - Betty Schramper Azar - Prentice Hall Regents

Dictionaries:

- The Oxford Dictionary of English - Oxford University Press 2003
- Merriam-Webster's Collegiate Dictionary (Eleventh Edition) - Merriam-Webster 2003
- Dictionary of Contemporary English (New Edition) – Longman 2009.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Autonomous learning methodology: class reports, bibliographic research mechanisms, practical exercises, using bilingual and monolingual dictionaries, reading and understanding documents and texts, use of other autonomous learning tools. Teaching / Learning Strategies: reading / understanding / analyzing texts and various documents, written production of texts, exercises of self and hetero-correction of written and oral production, group / peer or individual work, debates.

- Building a profile of students' performance, with the elaboration and presentation of two oral projects within the scope of the topic Gerontological Social Education (25% + 25%).

- Major Test (50%)

Final exam: Face-to-face assessment: written exam: 100%.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

This Curricular Unit is a theoretical-practical curricular unit, therefore, in addition to more explanatory classes, it also presupposes a strong qualitative and quantitative participation on the part of the students. In this way, the classes will be guided in order to promote conversation and the reasoned exchange of opinions about the topics of the syllabus. Classes that include grammar review and vocabulary expansion will have a later practical application in the classroom. With regard to learning under the supervision of the teacher (contact hours) the privileged teaching/learning strategies were set out in the previous item. Students are also expected to complete and expand the work developed during contact hours through autonomous learning.

DATE

1 de fevereiro de 2024

SIGNATURES

Professor

(signature)

Area/Group Coordinator

(signature)