Syllabus

Course Description

Course Title	English for professional and academic purposes
Course Code	64189
Course Title Additional	
Scientific-Disciplinary Sector	ANGL-01/C
Language	English
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Aggregato Martina Irsara, Martina.Irsara@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12004
Teaching Assistant	
Semester	Second semester
Course Year/s	3
CP	2
Teaching Hours	15
Lab Hours	0
Individual Study Hours	35
Planned Office Hours	6
Contents Summary	This is a course in English language communication skills that has been specifically designed for social educators.
Course Topics	The objective of this course is to foster a participatory learning environment in which students actively engage in developing their English language skills and competences for both academic and specialist purposes. The core syllabus is topic-based or thematic, with lectures structured around key topics. Occasionally, elements from other syllabus types, such as structural and functional, are integrated to enhance learning outcomes. Each lecture focuses on a specific theme, around which language input, communicative

	activities, and skills practice are organised. The course explores a range of contemporary social issues through a linguistic lens, including: - financial hardship, poverty, and related money matters, - forms of social exclusion and discrimination, - youth-related concerns and antisocial behaviour. These themes provide a meaningful context for developing academic and specialist English, focusing on relevant vocabulary, collocations, and discourse patterns. Students engage with authentic texts and spoken materials, exploring how such issues are represented in academic, journalistic, or institutional genres. The emphasis is on interpreting and producing language that is appropriate for formal discussion, analysis, and argumentation, including the use of modality, hedging, evaluative language, and persuasive rhetorical strategies. Recognising the holistic nature of language, this course integrates the four macro skills: listening, speaking, reading, and writing. While all four skills are practised, particular emphasis is placed on oral communication and reading comprehension. The course develops key academic skills such as critical reading, argumentation, and analytical thinking, especially through engagement with academic texts. The course incorporates vocabulary development and targeted grammar reinforcement at CEFR Level C1, with adjustments made as needed to meet the specific requirements of the student group.
Keywords	English for specific purposes, text analysis, argumentation, persuasion, lexis
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The course is delivered face-to-face and takes an integrated approach, combining interactive lectures with seminar-style discussions. Students will engage in a variety of learning activities, working individually, in pairs, and in small groups, to encourage collaboration and active participation.

	Lectures will be supported by PowerPoint presentations, freely accessible videos, and curated readings, all of which will be made available via the OLE platform in compliance with copyright regulations. These materials will form the basis of plenary discussions and small-group activities. Class sessions will focus on applying course content through discussion, analysis, and task-based exercises to encourage critical engagement and the practical use of language. Students will maximise their learning and deepen their understanding of course topics by actively collaborating with peers and contributing to class activities.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	Knowledge and understanding: • demonstrate a detailed understanding of the texts studied during the course • develop topic-specific lexical knowledge related to the themes of the course Applying knowledge and understanding: • use course materials to express informed opinions and develop well-structured, content-based arguments on social issues • accurately apply subject-specific vocabulary and grammar in discussions • summarise texts using knowledge gained throughout the course Making judgements: • engage critically with the key issues and concepts explored in the course • form reasoned judgements based on text analysis and class discussions • acknowledge, compare, and evaluate different viewpoints • assess specific linguistic features within texts Communication skills: • participate actively in discussions by clearly expressing and defending a point of view

	• use a broad vocabulary and appropriate grammar, both general and specialised, to communicate ideas • present ideas and opinions using academic language, hedging where appropriate, and supporting claims with relevant literature Learning skills: • make meaningful connections between course topics and wider academic or societal issues • select, interpret, and integrate relevant course readings to support arguments • reflect critically on personal learning progress and linguistic interests throughout the course
Specific Educational Objectives and Learning Outcomes (additional info.)	-
Assessment	The assessment is summative and consists of a 20-minute oral examination, which will be conducted at the end of the course. Students will be expected to respond to general and specific questions about the topics covered throughout the course. The exam takes the form of a colloquium, designed to assess students' ability to engage in academic discourse, demonstrate critical thinking, articulate ideas clearly, and apply their knowledge of course content to discussion. The exam programme is the same for both attending and non-attending students. However, regular attendance provides valuable opportunities to familiarise yourself with the exam format and expectations, as well as to practise, refine, and internalise the key skills assessed in the exam. Therefore, active engagement in class can enhance your preparedness and confidence for the examination.
Evaluation Criteria	Overall, students will be assessed on their thorough understanding of the topics covered in the course and their mastery of subject-specific lexis, demonstrated through the accurate use of relevant terms and grammatical structures. They are expected to draw on course materials to express informed opinions, developing well-structured arguments that are linguistically coherent and make use of a variety of complex sentence structures and cohesive devices. They are also expected to demonstrate critical engagement,

	including forming reasoned judgements, evaluating and synthesising different perspectives, and connecting course topics to broader academic and social contexts. Clear and coherent communication is required, with the appropriate use of register, fixed phrases, and hedging strategies typical of academic English. Successful performance requires a broad and precise vocabulary, accurate grammar, logical organisation and strong oral argumentation skills. Detailed marking rubrics for the oral examination will be provided during the course.
Required Readings	The course materials will be selected from a variety of sources, such as academic journals in the social sciences and related disciplines, as well as textbooks, podcasts, and videos. Selected extracts from: • Best, J., & Harris, S. R. (Eds.) (2012). *Making sense of social problems: New images, new issues*. Boulder, CO, United States: Lynne Rienne Publishers. • Damascelli, A. T., & Spencer, A. (2006). *English for the social services*. Torino: Celid. • Harrison, M. (2002). *New proficiency testbuilder*. Oxford: Macmillan. • Lemanski, C. (2016). Poverty: Multiple perspectives and strategies. *Geography, 101*(1), 4–10. Additional materials will be introduced throughout the course, forming part of the required content for the final exam. All resources will be made available via the OLE platform.

Supplementary Readings	Selected extracts from: • Toffle, M. (2017). *English communication for social and human services: A cultural-linguistic approach.* Torino: Celid. • Wallwork, A. (2011). *English for academic correspondence and socialising*. Pisa: Springer.
Further Information	-
Sustainable Development Goals (SDGs)	Quality education