

**COURSE DATA****Data Subject**

Code	35345
Name	English for specific purposes
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	4	First term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	9 - Application for professional environments	Optional

Coordination

Name	Department
DOLON HERRERO, ROSA ANA	155 - English and German

SUMMARY

English for Specific Purposes is an optional fourth-year (first semester) subject that is part of the module *Developments in English Studies* and the sub-module *Applications to Professional Contexts* in the *English Studies* undergraduate programme at the *Universitat de València* (approved in 2010).

In the *English Studies Degree*, *English for Specific Purposes* is related to the following subjects: *Translation of General Texts in English Language* and *Literary and Audiovisual Translation in English*.

The aim of the course is to familiarize the student with the professional and academic discourses, and to develop the necessary skills for linguistic analysis of both professional and academic genres in English Language. The course also aims to introduce the student to the teaching/ learning scenario of *English for Specific Purposes*.



At the same time, the course aims to promote autonomous learning, self-assessment, and remedial work with the lecturer.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1000 - Degree in English Studies

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Design and manage projects in language and literature in the academic and professional fields.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Work and learn autonomously, and plan and manage ones workload.
- Know and apply the currents and methodologies of linguistics.

LEARNING OUTCOMES

Having successfully completed the course, students will be able to

- write essays on topics proposed by the teacher or the student in relation to linguistics applied to the study of English for specific purposes.
- carry out in-depth studies and summaries using searches for literature on linguistics applied to the study of English for specific purposes.
- explain concepts and theoretical principles concerning linguistics applied to the study of English for specific purposes.
- establish and explain the relationships between the processes of the language and culture industry and the student's immediate social context.
- carry out a project applying methods and techniques for the teaching of English as a second language.



- identify the characteristics of the various types of current discourses pertaining to professional and academic contexts

DESCRIPTION OF CONTENTS

1. Unit 1

An Introduction to ESP: origins, development, approaches and applications

2. Unit 2

Demands of Teaching ESP: analysing needs

3. Unit 3

Investigating Specialist Discourse: Genre and Register

4. Unit 4

Specific Domains: Business English, English for the Health Sciences, English for Science and Technology, English for Academic Purposes

5. Unit 5

ESP Texts for Practical Work

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Attendance at events and external activities	10,00	0
Development of group work	10,00	0
Study and independent work	50,00	0
Preparation of evaluation activities	10,00	0
Resolution of case studies	10,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

Students are encouraged throughout the academic year to adopt and develop an autonomous learning attitude. Likewise, the student is geared towards the development and acquisition of the contents and skills that have been identified as learning objectives, following both an inductive and a practical approach.

Classes will be theoretical and practical, understanding that for the new theoretical concepts being introduced, an applied practical activity related to the contents at issue will ensue. Students will handle and work with a series of texts that recreate the different domains of uses of

English for Specific Purposes. Their approach to the various texts will allow them to identify the underlying characteristics and to get familiarized with specific uses of specialized English as opposed to general English. The course will allow the student as well to access the tools available for awareness-raising and analysis.

Since the students will be working basically with and on texts, these will be accessed in the form of handouts and also relying on digital means. The same is valid for information input and output in the class. The student is required to attend classes adopting an active role both for individual and for pair/group participation.

N.B.: The materials elaborated by the students for the subject may be used for academic applications, unless the student claims that s/he doesn't accept this procedure for his/her specific work.

EVALUATION

Evaluation will be based on two different parts:

- 1.- A written exam that covers the theoretical and practical course contents (up to 70%)
- 2.- Activities carried out during the course (portfolio tasks and activities, active participation) (up to 30%).

This assessment breakdown corresponds both to the first call and the second call. The portfolio grade of the first call will be carried over to the second call.

The ability to communicate at the C1+ (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have plagiarised will fail the whole subject.



REFERENCES

Basic

- Bhatia, V. (1993). *Analysing genre: language use in professional settings*. London: Longman.
- Biber, D. (1988). *Variation across speech and writing*. Cambridge, UK: Cambridge U.P.
- Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge: Cambridge U.P.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge U.P.

*Students will not have to purchase or use any specific book or manual in class (although reference to the sources will be made in class).

Additional

- Armer, Tamzen. (2005). *Cambridge English for Scientists*. Cambridge: Cambridge U.P.
- Biber, D. (1995). *Dimensions of register variation: A cross-linguistic comparison*. Cambridge: Cambridge U.P.
- Biber, D., and Conrad, S. (2009). *Register, Genre, and Style*. Cambridge : Cambridge U.P.
- Dudley-Evans, T., and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge U.P.
- Eggins, S., & Martin, J. R. (1997). "Genres and registers of discourse". In T. van Dijk, (ed.), *Discourse as structure and process*. London: Sage, pp. 230-56.
- Ellis, M. , & Johnson, C. (1994). *Teaching Business English*. Oxford: Oxford U.P.
- Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. London: Longman.
- Ibbotson, M. (2008). *Cambridge English for Engineering*. Cambridge: Cambridge U.P.
- Johns, Ann M. (ed.)(2002). *Genre in the Classroom: Multiple Perspectives*. Mahwah (NJ): Lawrence Erlbaum.
- Johns, A., and Dudley-Evans, T. (1991). *English for Specific Purposes: International in scope, specific in purpose*. *TESOL Quarterly*, 25, 297-314.
- Mackay, R., and Mountford, A. (eds.)(1978). *English for Specific Purposes: A case study approach*. London: Longman.
- Mackay, R., and Palmer, J. (eds.)(1981). *Languages for Specific Purposes: Program design and evaluation*. London: Newbury House.
- Firth, M., Sowton, C., Hewings, M, and Thaine, C. (2012). *Cambridge Academic English. C1. An Integrated skills course for EAP*. Cambridge: Cambridge U.P.
- McDonough, J. (1984). *ESP in perspective: A practical guide*. London: Collins ELT.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents remain the same as in the original teaching guide

2. Workload and teaching schedule

Same workload as in the original teaching guide

3. Methodology

Any of the following methodological approaches may be applied, depending on technological restrictions or other limitations

- a) Face-to-face theoretical/practical classes + asynchronous BBC videoconferences, and/or (depending on technological availability) face-to-face theoretical/practical classes + synchronous BBC video conferences
- b) Theoretical/practical face-to-face classes + materials made available through AV
- c) Theoretical/practical face-to-face classes + recorded or narrated power point presentations
- d) Theoretical/practical face-to-face classes + tasks in AV

4. Assessment

Whenever possible, the exam will be face-to-face (70% of the final grade). The portfolio activities may add up to 30% of the final grade. Should a face-to-face exam not be possible, it would be done either online (quiz) or by video conference (70% of the final grade). The portfolio tests, tasks and activities may grant up to 30% of the final grade.

5. Bibliography



Same as in original teaching guide.

DISTANCE (ONLINE) LEARNING

1. Contents

The contents remain the same as in the original teaching guide

2. Workload and teaching schedule

Same workload as in the original teaching guide

3. Methodology

Any of the following methodological approaches may be applied, depending on technological restrictions or other limitations

- a) Materials uploaded to AV
- b) Activities uploaded to AV
- c) Synchronous BBC videoconferences and/or asynchronous videoconferences
- d) Online meetings with the students

4. Assessment

The exam will be done either online or by video conference (70% of the final grade). Tests, tasks and activities completed throughout the course (the portfolio), may add up to 30% of the final grade.

5. Bibliography

Same as in original teaching guide.