

**FITXA IDENTIFICATIVA****Dades de l'Assignatura**

Codi	44231
Nom	Comunicació en àrees d'especialitat
Cicle	Màster
Crèdits ECTS	3.0
Curs acadèmic	2020 - 2021

Titulació/titulacions

Titulació	Centre	Curs	Període
2196 - M.U. en Estudis Anglesos Avançats	Facultat de Filologia, Traducció i Comunicació	1	Segon quadrimestre

Matèries

Titulació	Matèria	Caràcter
2196 - M.U. en Estudis Anglesos Avançats	8 - Comunicació en àrees d'especialitat	Obligatòria

Coordinació

Nom	Departament
GIMENEZ MORENO, ROSA	155 - Filologia Anglesa i Alemanya

RESUM

This subject provides a theoretical and practical reference framework within professional and specialised English, whilst considering its importance and its social diversity. Using discourse and genre analysis, in addition to lexicology applied within these domains, the most significant linguistic traits of specialised English will be analysed and explained. Students will also learn how to identify research aims, develop a wide range of search skills and work with specialised databases. In addition, the materials and techniques required to study this domain and be productive within the field of Applied Linguistics will be provided.

CONEIXEMENTS PREVIS



Relació amb altres assignatures de la mateixa titulació

No heu especificat les restriccions de matrícula amb altres assignatures del pla d'estudis.

Altres tipus de requisits

COMPETÈNCIES

2196 - M.U. en Estudis Anglesos Avançats

- Que els estudiants sàpiguen aplicar els coneixements adquirits i la seua capacitat de resolució de problemes en entorns nous o poc coneguts dins de contextos més amplis (o multidisciplinaris) relacionats amb la seua àrea d'estudi.
- Que els estudiants siguen capaços d'integrar coneixements i afrontar la complexitat de formular judicis a partir d'una informació que, sent incompleta o limitada, incloga reflexions sobre les responsabilitats socials i ètiques vinculades a l'aplicació dels seus coneixements i judicis.
- Que els estudiants sàpiguen comunicar les conclusions (i els coneixements i les raons últimes que les sustenten) a públics especialitzats i no especialitzats d'una manera clara i sense ambigüitats.
- Que els estudiants posseïsquen les habilitats d'aprenentatge que els permeten continuar estudiant d'una forma que haurà de ser en gran manera autodirigida o autònoma.
- Posseir i comprendre coneixements que aportin una base o oportunitat de ser originals en el desenvolupament i / o aplicació d'idees, sovint en un context de recerca.
- Capacitat per a comprendre, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, aquells conceptes, principis, teories o models relacionats amb els distints camps dels Estudis Anglesos.
- Capacitat per a conèixer, des d'un enfocament avançat, de major complexitat respecte del dels estudis de Grau, la metodologia necessària per a la resolució de problemes propis de l'àrea dels Estudis Anglesos.
- Capacitat per a reconèixer les metodologies i teories, així com els temes, principis terminològics, teòrics, formals i ideològics fonamentals per a la introducció a la investigació lingüística o literària en l'àrea d'Estudis Anglesos.
- Capacitat per a interpretar i analitzar textos representatius de la pluralitat lingüística i cultural de les societats anglòfones contemporànies a fi de reflexionar sobre la seua rellevància, no sols en referència als contextos sociolingüístics, històrics, polítics i culturals en els que s'inscriuen, sinó també en relació amb la globalització de la cultura, dins dels Estudis Anglesos.
- Capacitat per a aplicar i integrar les destreses i els coneixements teòrics adquirits sobre les distintes ferramentes disponibles tant en suport imprés com a informàtic (TIC) a fi de realitzar una anàlisi crítica pròpia i rigorosa, dins dels Estudis Anglesos.
- Capacitat per a aconseguir autonomia progressiva en l'aprenentatge, busques pròpies de recursos i informació, accedint per a això a fonts bibliogràfiques i documentals sobre els distints àmbits que conformen els Estudis Anglesos.



RESULTATS DE L'APRENTATGE

Upon completion of the subject, students will have an effective grasp of the discursive and lexical features which characterise the English used in diverse specialised domains as well as the methodological guidelines, tools and techniques which define and differentiate research in this area of English Studies. Through a combination of theoretical presentations, reading of research articles, seminars and debates, group activities and oral presentations, students will develop their theoretical-practical knowledge in this domain. Likewise, they will be prepared to identify aims of study and apply the most important and frequently-used research techniques within this area of Applied Linguistics.

DESCRIPCIÓ DE CONTINGUTS

1. Interdisciplinary domains at crossroads

- Introduction: Definition of "specialised domain"
- Essential differences between ELT and ESP
- Selection of target ESP areas

2. Data and material search processes for specialised communication

- Communicative contexts in a specialised domain
- Current issues in ESP materials
- Available sources of information

3. Discursive and lexical peculiarities of different domains in English

- Specialised vocabulary and everyday language
- Identifying specialised language features
- Timing of training for specialisation

4. Teaching, learning and study skills

- Course design in ESP
- Needs analysis and curriculum development
- Methodology and assessment

5. Research methodologies and techniques in ESP

- Chronological overview of ESP research
- Main specialists and their contribution
- Future research issues

**6. Social and professional diversity**

- Students present their papers
- Group discussions and feedback
- Conclusion: Multiplicity and ubiquity of ESP in today's communication

VOLUM DE TREBALL

ACTIVITAT	Hores	% Presencial
Classes de teoria	24,00	100
Elaboració de treballs en grup	4,00	0
Elaboració de treballs individuals	4,00	0
Estudi i treball autònom	6,00	0
Lectures de material complementari	10,00	0
Preparació d'activitats d'avaluació	9,00	0
Preparació de classes de teoria	6,00	0
Preparació de classes pràctiques i de problemes	6,00	0
Resolució de casos pràctics	6,00	0
TOTAL	75,00	

METODOLOGIA DOCENT

The methodology includes:

TM1- The introduction of theoretical content through lectures, with IT support where relevant.

TM2- Pair or group work.

TM3- Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries).

TM5- Theoretical and practical problem solving (exercises, compilation of data for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres).

TM6- Individual paper (design and development of a project for its oral or written presentation).

TM7- Group paper (joint design and development of a project for its oral or written presentation. Negotiation of topic, paper organization, distribution of tasks, joint writing and revising).



AVALUACIÓ

Students' achievement of learning outcomes will be assessed in two parts:

1. Assessment of class attendance and active participation will make up 20% of the student's final mark. This assessment will be based on the student's regular attendance, class preparation, performance of different assignments, etc. Students not participating in this part could achieve a maximum final grade of 8 points, which is applicable to the first and second calls.
2. Assessment of competences through a written exam (30%) and a short project presentation (50%) will make up 80% of the student's final mark. This part will be added only if the student gets at least 5 points (out of 10 points) in each of these tests. This assessment is obligatory and passing it is a compulsory requirement in order to obtain the final qualification. These percentages are maintained in the first and second calls.

The addition of the two parts corresponds to 100% of the evaluable aspects and the student who responds to both types of evaluation may obtain the maximum score (10 points).

Important remark:

- Cheating on a test or plagiarising the work of others is considered a very serious offence and would mean failing this subject.

REFERÈNCIES

Bàsiques

- Alcaraz Varó, E. (2000). El inglés profesional y académico. Madrid: Alianza Editorial.
- Barnard, S. R.; K. T. Hughes & D. St James (2001). Writing, Speaking and Communication Skills for Health Professionals. Oxford: Oxford University Press.
- Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. London: Palgrave Macmillan.
- Bhatia, V. K. (1993). Analysing Genre. Language Use in Professional Settings. New York: Routledge.
- Boulton, A.; S. Carter-Thomas & E. Rowley-Jolivet (2012). Corpus-Informed Research and Learning in ESP. Issues and Applications. Amsterdam: John Benjamins.
- Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. New York: Routledge.



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- Fortanet-Gómez, I. & C. Räisänen (2008). ESP in European Higher Education: Integrating Language and Content. Amsterdam: John Benjamins.
- Giménez Moreno, R. (2011). Words for Working: Professional and Academic English for International Business and Economics. Valencia: PUV.
- González-Pueyo, I. (2009). Teaching Academic and Professional English Online. Bern: Peter Lang AG.
- McDonough, J. & S. McDonough (2014). Research Methods for English Language Teachers. Abingdon: Routledge.
- Paltridge, B. & S. Starfield (2013). The Handbook of English for Specific Purposes. Oxford: Wiley-Blackwell.
- Pickard, A. J. (2013). Research Methods in Information. London: Facet Publishers.
- Quintanilla, K. M. & S. T. Wahl (2013). Business Professional Communication: Keys for Workplace Excellence. New York: Sage Publications

ADDENDA COVID-19

Aquesta addenda només s'activarà si la situació sanitària ho requereix i previ acord del Consell de Govern

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents, initially included in the teaching guide, are maintained.

2. Workload and teaching schedule

The workload expected from students remains unchanged.

The teaching schedule of the six programmed content sessions is maintained in its weekly basis, as stated in the official calendar of this academic year.



3. Methodology

If the particular circumstances and technical equipment of the students, the teachers and the assigned classroom allow it, the chosen option will be the presential theory-practice class accompanied by the publication of materials in the AV, recorded presentations, tasks through AV and tutorials by email or videoconference. If necessary, the theory-practice classes would be accompanied by synchronous (or asynchronous, if more preferable and effective) videoconferencing.

4. Assessment

The final exam will be carried out presentially. If this were not possible, this exam will be designed in test format to be completed through online applications (e.g. AV, BBC and email). The oral presentation of the final project will also be assessed in class or, if the circumstances do not allow this, by videoconference.

5. Bibliography

The recommended bibliography is the same because it is accessible

DISTANCE (ONLINE) LEARNING

1. Contents

The contents, initially included in the teaching guide, are maintained.

2. Workload and teaching schedule

The contents of the course syllabus remain unchanged.



The teaching schedule of the six programmed content sessions is maintained in its weekly basis, as stated in the official calendar of this academic year.

3. Methodology

Depending on the particular circumstances and technological equipment of the students, the teachers and the classroom, the theory-practice classes will take place by synchronous or, if more preferable and effective, asynchronous videoconferencing. These theory-practice classes will be accompanied by the publication of materials in the AV, recorded presentations, tasks through the AV and tutorials by email or videoconference.

4. Assessment

The written exam will be designed in test format to be completed through online applications (e.g. AV, BBC and email), and the oral presentation of the final project will be assessed by videoconference.

5. Bibliography

The recommended bibliography is the same because it is accessible