



## COURSE DATA

### Data Subject

<b>Code</b>	44231
<b>Name</b>	Communication in specialised domains
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2022 - 2023

### Study (s)

Degree	Center	Acad. year	Period
2196 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term
2243 - Master's Degree in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

### Subject-matter

Degree	Subject-matter	Character
2196 - Master's Degree in Advanced English Studies	8 - Communication in specialised domains	Obligatory
2243 - Master's Degree in Advanced English Studies	8 - Communication in specialised domains	Obligatory

### Coordination

Name	Department
GIMENEZ MORENO, ROSA	155 - English and German

## SUMMARY

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.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

### 2196 - Master's Degree in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand ? from a more complex perspective than that of undergraduate studies ? the methodology required for solving problems specific to the field of English Studies.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los ?Estudios Ingleses.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.



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.

## DESCRIPTION OF CONTENTS

### 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

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	4,00	0
Development of individual work	4,00	0
Study and independent work	6,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	9,00	0
Preparing lectures	6,00	0
Preparation of practical classes and problem	6,00	0
Resolution of case studies	6,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

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).



## EVALUATION

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.

## REFERENCES

### Basic

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- Paltridge, B. & S. Starfield (2013). *The Handbook of English for Specific Purposes*. Oxford: Wiley-Blackwell.
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- Anthony, L. (2018). *Introducing English for Specific Purposes*. London: Routledge.
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- Belcher, D.; Johns, A. M. & B. Paltridge (Eds.) (2011). *New Directions in English for Specific Purposes Research*. Ann Arbor: Michigan ELT.
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- Kenny, N.; Isik-Tas, E. E. & H. Jian (eds.) (2020). *English for Specific Purposes Instruction and Research: Current Practices, Challenges and Innovations*. London: Palgrave Macmillan.
- Paltridge, B. & S. Starfield (2013). *The Handbook of English for Specific Purposes*. London: Blackwell.