



Teaching Guide

Identifying Data					2017/18
Subject (*)	English for Specific Purposes	Code	613505005		
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatoria	3	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es		
Lecturers	Alonso Giraldez, Jose Miguel	E-mail	miguel.giraldez@udc.es		
Web	www.imaes.eu/?page_id=31				
General description	<p>English for specific purposes. Different branches in ESP. Research and applied perspectives.</p> <p>ESP perspectives. Historical, pedagogic, sociological and linguistic issues in ESP.</p> <p>Doing research in ESP. Quantitative and qualitative methods in ESP research.</p> <p>All the information about both this course and the rest of the Master is available on the Master's website, as stated above.</p>				

Study programme competences

Code	Study programme competences
A1	E01 ? Familiarity with the main research models in linguistic research.
A2	E02 ? Familiarity with the main resources, tools and methodologies in linguistic research.
A5	E05 ? Familiarity with studies related to English for specific purposes and their application to other subject fields.
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B12	G07 ? Linguistic competence (C2 level) in oral and written English must be developed and consolidated.
B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.

Learning outcomes



Learning outcomes	Study programme competences		
	AR2	BR5	
To acquire a general knowledge of ESP as a whole and a deep acquaintance with several of its sub-branches.	AR5	BR6 BR12 BR13	
To get acquainted with the main structural and linguistic features of the different text types used in ESP contexts.	AR5	BR5 BR8 BR10 BR12 BR13	
To develop a basic competence in the composition and translation of the main text types used in specific areas of ESP.	AR5	BR5 BR6 BR7 BR8 BR12 BR13	
To get familiar with the key issues and concepts and develop basic teaching competences in ESP.	AR2 AR5	BR2 BR4 BR9 BR12 BR13	
To get acquainted with and develop an ability to use the main research tools (data, analytical instruments, relevant software, etc.) in ESP for practical or research purposes.	AR1	BR1 BR8 BR11 BR12 BR14 BR15	

Contents	
Topic	Sub-topic
An overview of the discipline.	Historical, pedagogic, sociological and linguistic issues in ESP.
Different branches of ESP.	Textual analysis. Study of different ESP documents. ESP in Translation. Lexicon analysis.
Practical uses of ESP.	Documents and vocabulary in context.
Research and applied perspectives. ESP perspectives.	Doing research in ESP. Quantitative and qualitative methods in ESP research.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A1 A2 A5 B1 B5 B7 B8 B10 B12 B13	5	13	18
Online forum	A2 B2 B5 B7 B8 B12 B13	0	10	10
Seminar	A5 B1 B4 B6 B7 B9 B11 B12	7	7	14
Oral presentation	A1 A2 B4 B6 B9 B11 B12 B14 B15	2	10	12
Objective test	B5 B6 B7 B12 B13	0	20	20



Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies

Methodologies	Description
Document analysis	Practical work by the students, monitored by the teacher. Practical activities will consist, for instance, in the analysis of text samples, participation in class discussions, translations, etc.
Online forum	Virtual debate (Moodle). Relevant to Exchange personal opinions and experiences about the subject.
Seminar	A teaching-learning process based on cooperative work, group and pair work, together with the teacher's theoretical support.
Oral presentation	It is part of the assessment process for this subject. Students are supposed to use the knowledge acquired and skills to do some research around the subject and present it to the rest of the classroom.
Objective test	Written exam.

Personalized attention

Methodologies	Description
Document analysis	Students will be monitored and will be provided with teacher's support and guidance during the learning-teaching process, namely in those methodologies in which personalized attention is specifically recommended (projects, oral presentations, etc). Online supervision is also provided.
Online forum	
Objective test	

Assessment

Methodologies	Competencies	Description	Qualification
Document analysis	A1 A2 A5 B1 B5 B7 B8 B10 B12 B13	Practical work by the students, monitored by the teacher. Practical activities in class, analysis of text samples, participation in class discussions, translations, homework assignments, etc.	20
Online forum	A2 B2 B5 B7 B8 B12 B13	Debate e aportacións no eido virtual entre os alumnos e o profesor ao longo do curso, en lingua inglesa.	10
Objective test	B5 B6 B7 B12 B13	Written exam.	50
Oral presentation	A1 A2 B4 B6 B9 B11 B12 B14 B15	Research Project related to any of the EFL typologies. Individual. Tentative.	20

Assessment comments



Continuous assessment (100%). Alternatively, continuous assessment (50%) + final test (50%). As for the continuous assessment, regular class attendance is required.

Furthermore, students will have to complete a series of practical tasks, which may include a combination of any of the following: text analyses, class presentations, writing essays and small research projects. The following factors will be considered in the assessment of these tasks: ability to summarize and combine information from different sources, clarity in the presentation of ideas, accuracy in the use of specialized concepts and terminology, involvement in seminars and group activities, rigor and originality in the formulation of research proposals, and, finally, the use of an appropriate academic style. The final test will consist in a series of questions related to the course contents.

The same assessment procedures will be applied in the case of students with an extra opportunity or those retaking the course. In the case of students with an extra opportunity, for the continuous assessment component, the student may be required to repeat a selection of the activities done throughout the course or to complete some extra tasks. As for those students with an official exemption of class attendance, continuous assessment will be based on their eventual completion of the assignments set through the virtual component of the course. These students must also sit the final written test (if applicable) or, alternatively, complete an equivalent task (or set of tasks) specified by the lecturers.

Students are encouraged to use recycled paper and put sustainable methods into practice.

Sources of information

Basic	<ul style="list-style-type: none"> - Ammon, U. (Ed.). (2001). The dominance of English as a language of science. Effects on other languages and language communities. . Berlin: Mouton de Gruyter. - Belcher, D. (2009). English for specific purposes in theory and practice. Ann Arbor: University of Michigan Press - Dudley Evans, Tony & Maggie Jo St John (1998). Developments in English for Specific Purposes, A multi-disciplinary Approach.. Cambridge: Cambridge U. P. - Flowerdew, John and Matthew Peacock (eds.) (2001). (2001) Research perspectives on English for academic purposes. Cambridge: Cambridge University Press. - Fortanet, I., Palmer, J. C., Posteguillo, S. (eds.) (2004). Linguistic studies in academic and professional English.. Castelló de la Plana: Publicacions de la Universitat Jaume I. - Hutchinson, Tom & Alan Waters. (2006). English for Specific Purposes.. Cambridge: Cambridge U.P., - Hyland, Ken (2006). English for academic purposes: an advanced resource book. . London: Routledge - Swales, John M. & Christine B. Feak. (2000). English in today's research world: a writing guide.. Ann Arbor: University of Michigan Press. - Ventola, Eija & Anna Mauranen (eds.) (1996). Academic writing: intercultural and textual issues.. Amsterdam: John Benjamins. - Ventola, Eija; Celia Shalom & Susan Thompson (eds.) (2002). The Language of Conferencing.. Frankfurt am Main; New York: Peter Lang.
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.