



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**MASTER OF ARTS**

**LALS 521 LANGUAGE FOR SPECIFIC PURPOSES**

**15 POINTS**

**TRIMESTER 3 2014**

**Important dates**

**Trimester dates:** 17 November 2014 to 22 February 2015

**Teaching dates:** 17 November to 19 December 2014; 5 January to 5 February 2015

**Mid-trimester/Xmas break:** 22 December 2014 to 4 January 2015

**Last assessment item due:** 13 February 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

Tuesday 4-6pm

Room 201, 24 Kelburn Parade

**Names and contact details**

**Course Co-ordinator and Lecturer:**

Dr Jean Parkinson

Office: Von Zedlitz 409

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**Course Administrator:**

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## Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard.

## Prescription

A study of the theory and practice of developing courses for adult learners with specific professional or academic purposes for learning a language. In particular, the course examines ways of understanding the specific purposes in detail through analysis of target communication, and how learning opportunities relevant to that target should be selected and managed in particular contexts of learning

## Course content

Course week starting			
18 November	Topic 1: What is Language for Specific Purposes?	Hyland, 2002 Basturkmen, 2010 Ch1	
25 November	Topic 2: Some areas in LSP	Explore LSP in one subject area:	
		Business: Riddiford 2007; Angouri, 2010	Nursing Bosher, 2010; Belcher, 2009
		Science & Technology Parkinson, 2000; Archer, 2008	Law Feak & Reinhart, 2002; Bruce, 2002
2 December	Topic 3: Some debates in LSP	Harwood & Hadley, 2004; Hyland, 2006	
9 December	Topic 4: Needs Analysis	Basturkmen, 2010 ch 2 Jordan, 1997 ch 2	
16 December	Topic 5: Curriculum design	Basturkmen, 2010 ch4 Cowling, 2007	
No classes			
6 January	Topic 6: Genre in LSP	Johns, 2009; Flowerdew, 2000	
13 January	Topic 7: Move analysis: teaching organisation of specific purposes texts	Flowerdew and Wan, 2010 Henry 2007	
20 January	Topic 8: Discourse and language	Cutting, 2012 Basturkmen Ch 3	
27 January	Topic 9: Materials and methods in LSP	Hyland, 2006; Tomlinson, 2010	
3 February	Topic 10: Assessment in LSP	Douglas, 2000; Jacoby & McNamara, 1999	

## Course learning objectives (CLOs)

By the end of the course, students should, in the context of developing a language course for learners with specific purposes, be able to:

- 1 Identify the difference between a specific purposes context and a more general language learning context
- 2 ascertain and analyse needs and set realistic objectives
- 3 design and select materials and tasks
- 4 explain how the course would be taught and managed
- 5 explain the assessment and evaluation procedures which would be used
- 6 relate decisions about course design to principles from the relevant literature

## Teaching format

The course is delivered in two modes: on-campus and by distance. On-campus classes are run as lectures plus workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions.

When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) or phone (04) 463 5050. A useful website is <http://www.victoria.ac.nz/its/student-services>. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz>.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50% or more:

1. Students must submit all three assignments for assessment
2. On-campus students must attend and participate actively in all the ten class meetings. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that topic.
3. Both on campus and distance students must post on the course Blackboard Discussion Board a written response to required readings for each course week. In addition, distance students must post at least two responses to classmates' postings. Please note that to meet this mandatory requirement, you must have made all the required postings by the end of the course, but not necessarily within the relevant course week. See 'Assessment' below for marks to be gained by posting responses in a timely fashion, i.e. week by week.

## Workload

Students are expected to devote a total of about 150 hours to this course, in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed: For each of the 10 topics: 6 hours required for reading and to prepare for class or Blackboard discussion plus 2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, trialling materials, writing up):

Assignment 1: 15 hours

Assignment 2: 25 hours

Assignment 3: 30 hours

## Assessment

Your performance in the course will be assessed by three assignments:

Assessment items and workload per item	%	CLO(s)	Due date
Assignment 1, (900-1100 words)	20	1	Friday 12 December
Assignment 2, (1400-1600 words)	30	1,2,4,6	Friday 9 January
Assignment 3, (2000-2500 words)	40	2,3,4,5,6	Friday 13 February
Blackboard contribution (max 300 words per topic)	10		

### **Assignment 1 (due Friday 12 December) 1000 words**

For a course in which learners will learn a language for a specific purpose, describe the context and purpose, and summarise relevant research findings on the needs of students in a similar context and with a similar purpose.

In the assignment, you should:

- describe the learners and the specific purposes learning context
- describe the learners' purpose
- summarise findings from a review of relevant literature about the needs of such learners

### **Assignment 2 (due Friday 9 January) 1500 words**

For the course described in Assignment 1, carry out an analysis of needs *in one area* of your specific purposes course, and produce goals and objectives based on this.

In the assignment, you should:

- describe and justify the approach taken to course design and to the needs analysis
- explain how the needs analysis was carried out, and the results
- present and justify the goals and objectives derived from the needs analysis

### **Assignment 3 (due Friday 13 February) 2000-2500 words**

Drawing on the same specific purposes context and learners from Assignment 1, consider the language skills (kinds of speaking, listening, reading, writing), discourse features (e.g., indirect use of language for politeness) or genres (e.g., research proposal; business letter) they will need in their target academic, workplace or professional discourse community. Select an appropriate theme and devise an original unit of work ( $\pm$  4-6 hours) to teach a subset of skills, features or genres so learners have opportunities to understand, examine and communicate within their disciplines.

In the assignment, you should:

- start by very briefly reminding the reader who your learners are, how you went about your needs analysis and what your needs analysis findings were
- present a rationale for the unit with a clear set of objectives
- present one lesson plan with a brief outline of the tasks that learners would engage in
- include the materials for this lesson (in an appendix). These must be original materials created by you. Explain/justify your materials design in the body of the assignment.
- trial the materials with one learner and evaluate the strengths and weaknesses in relation to the objectives and outcomes set

A maximum word limit of 1500 words is placed on the appendices for assignment 3 (although these may be shorter).

### **Marking criteria**

Detailed marking criteria for each assignment will be posted on Blackboard.

### **Article Responses**

You earn 10 marks (10% of the course assessment) for timely contribution to discussion online. You will gain one mark for each course week in which you post on the course Blackboard website at least one timely, relevant and appropriate written response to required readings. Timely means that you post your response on Blackboard before the class meeting for the course week (on - campus students), or by the end of the course week (distance students; e.g. the course week for week 1 is Tuesday 18<sup>th</sup> November - Monday 24 November).

## Submission of assignments

Assignments, submitted as a single document in word format, should be submitted through Turnitin on Blackboard. If for some reason you are unable to do this, assignments can be submitted as e-mail attachments. Please submit each one as a single document in WORD format, and e-mail them to [jean.parkinson@vuw.ac.nz](mailto:jean.parkinson@vuw.ac.nz) or LALS-MA@vuw.ac.nz. If you send them by post, please include **two** copies of each assignment/task and ensure that you post them early enough so that they arrive by the due date. One will be returned to you with comments on it. The other will be retained for external examining. The postal address is on page 1 of this outline. You can also hand them in through the Assignments slot by the door to the School Office (VZ 210). The assignment topics are described in this course outline.

## Extensions and penalties

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as unforeseen illness or family emergencies. For assignments handed in late without an extension the maximum grade possible is B- and no personal comment will be provided. Assignments that are handed in on time will be marked and commented on and returned in a timely manner. Late assignments will be marked when possible.

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. Note that in assignments it is not permissible to reproduce your own work or parts of your own work which you have submitted for another course, as this would mean you were getting credit for the same work more than once.

## Set texts

Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.

In addition, notes and articles will be made available via the Blackboard site

## Recommended reading

The following are useful books that you may want to refer to:

Basturkmen, H. 2006. *Ideas and options in English for Specific Purposes*. London: Lawrence Erlbaum.

Belcher, D. 2009. *English for Specific Purposes in Theory and Practice*. Ann Arbor: University of Michigan Press.

Douglas, D. 2000. *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.

Dudley-Evans, T. & St John, M. J. 1998. *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Flowerdew, J. & Peacock, M. (Eds.) 2001. *Research perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.

Gavioli, L. 2005. *Exploring corpora for ESP learning*. Amsterdam: John Benjamins.

Harwood, N. 2010. *English Language Teaching materials: Teaching and Practice*. Cambridge: Cambridge University Press.

Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book*. New York: Routledge.

Johns, A.M. 2002. *Genre in the classroom*. New Jersey: Lawrence Erlbaum.

Jordan, R. R. 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press.

- Long, M. 2005. (ed.) *Second Language Needs Analysis*. Cambridge, UK and New York: Cambridge University Press.
- Paltridge, B. and Starfield, S. (eds.) 2013. *The Handbook of English for Specific Purposes*. Boston: Wiley-Blackwell.
- Swales, J. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

## Class representative

There will be a class representative for the MA programme and details will be posted on Blackboard.

## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)