



Universidad de Costa Rica
Sede del Pacífico. Arnoldo Ferreto Segura
School of Modern Languages
M.A. Program in Teaching English as a Foreign Language
1st Semester, 2017
PF-0318 English for Specific Purposes

Course Description

This course intends to provide students with an overview of the theoretical and practical principles in the field of English for Specific Purposes (ESP). The course will focus on the importance of ESP instruction for Costa Rican students pursuing careers that require academic studies in English, as well as for the workforce at both national and multinational entities that need to carry out international relations and commercial transactions.

General Objective

By the end of the course, students will have a thorough understanding of ESP's theoretical and practical foundations, which will enable them to identify language training needs in specific academic or occupational situations. In addition, students will have acquired basic principles and techniques to design field-specific tasks and activities. Students will also gain a perspective of the procedures and requirements for the implementation of ESP courses in Costa Rica in order to foster learners' successful performance in English in a variety of fields.

Specific objectives

- ◆ Understand the nature and role of ESP courses
- ◆ Develop criteria to identify target learning groups and their specific needs
- ◆ Analyze different cases and discuss procedures required to implement an ESP course
- ◆ Relate learning strategies and communication skills to ESP instruction
- ◆ Develop criteria to select, adapt, and design ESP teaching materials and tasks
- ◆ Understand the nature of assessment in ESP courses
- ◆ Become aware of difficulties and limitations in ESP courses, as well as solutions
- ◆ Carry out projects to gather information related to learner needs for ESP courses, and develop activities for the possible implementation of these courses

Methodology

Reading material and specific work will be assigned before each session, so that, students will be ready to share their insights on the topics through class discussions, group work activities and individual or peer presentations. In addition, class sessions will include lectures and in-class evaluation tasks. Consequently, active participation from students is expected. Language use will be assessed in all oral and written work.

Norms

Students' work must be entirely their own. Academic dishonesty is a serious academic offense, and it will be harshly penalized. According to the Department of Distance Education, at Berkeley City College¹ **academic dishonesty**, also called academic misconduct, "is any type of cheating that occurs in relation to a formal academic exercise" (¶1, 2017). This improper behavior includes but it is not limited to

Plagiarism: The adoption or reproduction of ideas or words or statements of another person [or even oneself] without due acknowledgment.

Fabrication: The falsification of data, information, or citations in any formal academic exercise.

Deception: Providing false information to an instructor concerning a formal academic exercise — e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

Cheating: Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.

Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others (Berkeley City College, ¶1, 2017).

¹<http://www.berkeleycitycollege.edu/wp/de/what-is-academic-dishonesty/>

The following tips will help you avoid academic dishonesty:

Cheating: Understand and follow the guidelines your Professors identify in the syllabus. Ask for clarification if there are any questions. Most faculty have different expectations and policies in their classes. Check with class professors to see if they allow students to study from previous semesters' exams and tests. Set sufficient time aside to study for exams.

Collaboration: Follow the Professors rules when working with other students on in-class or out-of-class projects, papers, or speeches. Be careful about giving help when fellow students should be working alone. Avoid being dishonest by not lending homework, copies of exams or quizzes or providing answers to other students. Protect your work from being copied while doing assignments or taking tests. Report students that are cheating or being dishonest in any way to your Professor.

Facilitation: Closely connected with collaboration, clarify with your Professor whether it is allowed to share homework or group work, and if so, how to acknowledge group members work and contributions. Be cautious of allowing another student to copy homework, lab work or project work, unless explicitly permitted by the Professor. Very few Professors will allow students to work together on tests or share exam answers; generally exams require individual work.

Fabrication: Avoid submitting graded work from another class without permission. Fabrication is a form of lying and students will be held accountable for giving false information or handing in work under false pretenses. Allow enough time to finish assignments by budgeting extra time for research, writing, and proofreading.

Plagiarism: Use research materials appropriately. Document all sources that are quoted or paraphrased in papers or material used using the APA citation format. If there are any questions on how to cite, get help from appropriate sources, such as class instructors, librarians, or citation websites.

Adapted from: https://www.wpi.edu/sites/default/files/docs/About-WPI/Policies/Tips_for_Avoiding_Academic_Dishonesty.pdf

Other websites with useful information are:

<http://www.luther.edu/academic-integrity/academicdishonesty/>

https://web.csulb.edu/colleges/chhs/departments/criminal-justice/mission/Avoiding_Academic_Dishonesty.htm

<https://deanofstudents.arizona.edu/academic-integrity/avoiding-academic-dishonesty>

http://lrc.msu.edu/seminars/CSE101_Avoiding_Academic_Dishonesty.pdf

The most common type of plagiarism is “cutting and pasting” ideas, phrases, sentences or paragraphs that are found on the Internet or in printed books or articles into a document, without proper citation.

The following are recommendations from Purdue University to avoid plagiarism (<http://owl.english.purdue.edu/owl/resource/589/01>):

1. Develop a topic based on what has already been said and written, **but** write something new and original.
2. Rely on opinions of experts and authorities on a topic, **but** improve upon and/or disagree with those same opinions.
3. Give credit to researchers who have come before you, **but** make your own significant contribution.
4. Improve your English or fit into a discourse community by building upon what you hear and read, **but** use your own words and your own voice.

Evaluation tasks

Projects

There will be two individual projects, in which students will gather information related to the need for both academic and vocational ESP courses. Detailed guidelines will be given later. But in general students will develop sample activities for the possible implementation of such ESP courses and then each student will presentation in oral form their activities and materials, which peers and the instructor will evaluate.

To carry out the two projects, students will design questionnaires for gathering information at a university department, as well as at a specific workplace. Finally, each element of the project (the sample activities and the oral presentation) has a grade.

Quizzes

A minimum of 4 announced quizzes will be part of the evaluation rubrics of this subject. The quizzes will covered the subject matter studied up to that day and they will combine the theory elements with their practical application in ESP classrooms.

Exams

A midterm and final exam will be administered in order to assess the command of the theoretical concepts as well as the practical aspects of the ESP approach.

Evaluation

<i>Activity</i> ²	<i>Percentage</i> ³
3 Quizzes (5% each)	15%
Midterm exam	15%
Final exam	20%
Projects ⁴	
Oral presentation	15%
Written report	10%

² The dates for each activity will be announced in advanced; so that, the student will be able to prepare beforehand.

³ In all in-class and out-of-class activities language use will be graded.

⁴ It means that each project represents 25% of the final grade. Scales and rubrics will be employed to provide a fair and clear feedback.

Comments and questions are welcome at all times. To contact the instructor,
 Email: monicachaconuned@gmail.com
 Skype: chacon.prado.monica



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Chronogram

Week/ Date	<i>In-class activities^a</i>	<i>Evaluation activities</i>
1. March 18 th	Discussion of the readings: 1) Javid, C. Z. (2013). English for specific purposes: Its definition, characteristics, scope and purpose. 2) English for Specific Purposes An Overview for Practitioners and Clients (Academic & Corporate)	
2. March 25 th	Definitions and Introduction, Chapter 1, Dudley-Evans	
3. April 1 st	A historical Perspective on ESP, Chapter 2, Dudley-Evans	
4. April 8 th	English for Academic Purposes, Chapter 3, Dudley-Evans	Quiz 1: Readings from weeks 1-3
<i>April 15th</i>	<i>Easter week</i>	<i>Easter week</i>
5. April 22 nd	English for Business Purposes, Chapter 4, Dudley-Evans	Project #1 questionnaire revision
6. April 29 th	Language issues in ESP, Chapter 5, Dudley-Evans	
7. May 6 th	The skills in EAP and EOP, Chapter 6, Dudley-Evans	Quiz 2: Readings from weeks 4-6
8. May 13 th	Needs analysis and evaluation,	Project #1 Oral presentation ^b

	Chapter 7, Dudley-Evans	
9. May 20 th	Materials Evaluation, Chapter 9, Hutchinson	Midterm exam: Readings from weeks 1-8
10. May 27 th	Academic reading, Chapter 9, Jordan Vocabulary development, Chapter 10, Jordan	Project #1 Oral presentation
11. June 3 rd	Speaking for academic purposes, Chapter 13, Jordan Materials design and production, Chapter 18, Jordan	Written report project #1 Project #2 questionnaire revision
12. June 10 th	Materials design, Chapter 10, Hutchinson	Quiz 3: Readings from weeks 10-11
13. June 17 th	Assessment: Continuous assessment and testing, Chapter 11, Dudley-Evans	
14. June 24 th	Evaluation and Review, chapter 8, Harding	Project #2 Oral presentation ^b
15. July 1 st	Introduction to ESP assessment, workshop materials, Hardy	Project #2 Oral presentation
16. July 8 th	Communicative Oral Testing, Miller	Written report project #2
July 15 th		Final exam: Readings from weeks 9-16

^a Students must read the material for each lesson.

^b Half of the class will present on the first date; while the rest will do so in the second date according to a list.

References

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