

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 understand ESP's theoretical and practical foundations; these will allow them to identify language instruction needs in specific academic or occupational situations. In addition, students apply basic principles and techniques to design field-specific tasks and activities. Students will also gain awareness of the procedures and requirements to implement ESP instruction 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. Class sessions will include lectures, discussion, group work, and presentations. Active participation is expected. Language use will be assessed in all oral and written work.

Norms

Students' work must be entirely their own. Plagiarism is a serious academic offense, and will be harshly penalized. It takes many forms, including copying work of classmates. Another type is self-plagiarism. In order to use a research paper that you wrote for another course as a starting point for a new paper, check with your professor first, and hand in a copy of the original paper.

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>):

- a. Develop a topic based on what has already been said and written, **but** write something new and original.
- b. Rely on opinions of experts and authorities on a topic, **but** improve upon and/or disagree with those same opinions.
- c. Give credit to researchers who have come before you, **but** make your own significant contribution.
- d. 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.

Project

- ◆ For the project, students will work in groups to design questionnaires that they will use in order to gather information relevant for design of EAP or EOP instruction.
- ◆ Students in groups will develop sample activities and materials in groups for the potential implementation of such instruction based on analysis of the questionnaire findings.
- ◆ The project requires an oral presentation and submission of instructional materials.
- ◆ An individually written report that covers the project process must also be submitted.

Details regarding project presentations and written report are included in Project Guidelines.

Evaluation

Quizzes (minimum 3)	20%
Midterm exam.....	20%
Group project	
In-class presentation	10%
Instructional materials	15%
Written report on project.	15%
Final exam....	20%

References

- Donna, Sylvie. (2000) Teach Business English. Cambridge: Cambridge University Press.
- Douglas, Dan. (2000) Assessing Languages for Specific Purposes. Cambridge: Cambridge University Press.
- Dudley-Evans, Tony and Maggie Jo St. John (1998). Developments in English for Specific Purposes. Cambridge: Cambridge University Press.
- Friedenberg, Joan, et. al. (2003). Effective Practices in Workplace Language Training. Alexandria, VA: TESOL.
- Gueye, M. (1997) One Step Beyond ESP: English for Development Purposes (EDP). In Teacher Development: Making the right moves. (245-255) Kral, T. (Ed) Washington: English Language Programs Division.
- Holme, R. (1996) ESP Ideas. London, UK: Longman.
- Hutchinson, Tom and Waters, Alan (1996). English for Specific Purposes. Cambridge: Cambridge University Press.
- Master, Peter and Donna M. Brinton (1997). New Ways in English for Specific Purposes. Alexandria, VA: TESOL.
- Orr, Thomas, Ed. (2002). English for Specific Purposes. Alexandria, VA: TESOL
- Peterson, Pat Wilcox, Gen. Ed. (1989). ESP in Practice. Washington, D.C.: U.S. Information Agency
- Swales, J. (2000) Languages for Specific Purposes. *Annual Review of Applied Linguistics* 20: 59-76. New York: Cambridge University Press.

CHRONOGRAM

Week/Dates

- 1 Aug. 18 Introduction: English for Specific Purposes. EAP vs. EOP.
Carrier vs. real content. Learner needs.
- 2 Aug. 25 General vs. specific EAP situations. Text authenticity. Genre analysis.
Needs analysis questionnaires.
- 3 Sept 1 Lexicon & grammar. Discourse analysis. EAP instruction & materials.
Needs analysis questionnaires, continued. **Quiz #1.**
- 5 Sept. 8 Lexicon, grammar, & discourse analysis, continued. Macroskills vs.
microskills.
Preliminary needs analysis questionnaires for Group Projects due.
- 6 Sept. 15 Macroskills vs. microskills. Activities for EAP classroom practice
- 7 Sept. 22 Macroskills vs. microskills, continued. Activities for EAP classroom practice,
continued. **Quiz #2.**
- 8 Sept. 29 EOP instruction and materials.
- 9 Sept. 30 EOP instruction and materials, continued. Introduction to EBP.
- 10 ***Wednesday, Oct. 6th*** **MIDTERM EXAM**
- 11 Oct. 13 *Holiday - Digital Detox Week ("Semana de la Desconexión Tecnológica")*
- 12 Oct. 20 Activities for EOP classroom practice, cont'd. EBP instruction & materials.
Preliminary proposals for Group Projects due.
- 13 Oct. 27 EBP classroom practice. **Quiz #3.**
- 14 Nov. 03 **Presentations: Group Projects** (50% of class)
- 15 Nov. 10 **Presentations: Group Projects** (50% of class)
- 16 Nov. 17 ESP assessment
- 17 Nov. 25 ESP assessment, cont'd. Review for Final Exam

Wednesday, Dec. 1st **FINAL EXAM** **Written Report on Projects due.**