Universidad de Costa Rica
Sistema de Estudios de Posgrado
School of Modern Languages
M.A. Program in Teaching English as a Foreign Language

Name: English for Specific Purposes	Prerequisites: PF-0303 (or as co-requisite)
Code: PF-0318	Corequisites:
Credits: 4	Cycle: ll
Weekly Hours: 12 (2 synchronous and 10 asynchronous)	Classification: Open to students admitted to the MA/TEFL Program
Modality: Virtual	

COURSE SYLLABUS

I. Description

English for Specific Purposes is a required course for the master's degree in English. It is given over one semester, three hours a week: approximately 75 minutes of synchronic instruction and practice (via Zoom) and 75 minutes of non-synchronic on-line instruction and practice, with access to assignments and lecture notes provided via a Google Drive platform. 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.

II. General Objectives

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.

III. Specific objectives

1. Understand the nature and role of ESP courses,
2. Become aware of difficulties and limitations in ESP courses, such as population heterogeneity, as well as solutions,
3. Develop criteria to identify target learning groups and their specific needs,
4. Analyze different cases and discuss procedures required to implement an ESP course,
5. Relate learning strategies and communication skills to ESP instruction,
6. Develop criteria to select, adapt, and design ESP teaching materials and tasks,
7. Carry out research for projects in order to gather information related to learners' needs for ESP courses,
8. Develop activities which integrate key L2 language features to address ESP learners' needs in course projects, and
9. Demonstrate awareness of means of assessment in ESP courses, and implement these basic evaluation principles in course projects.

IV. Contents

- Addressing ESP learner needs
- ESP macroskills and microskills
- ESP carrier content and real content
- Developing needs analysis questionnaires
- General and specific ESP situations
- Text authenticity
- Genre analysis
- Discourse analysis
- Language issues in ESP instruction: lexicon and grammar
- Heterogenous and homogenous learner populations
- EAP instruction, classroom practice, and materials
- EOP instruction, classroom practice, and materials
- EBP instruction, classroom practice, and materials
- Approaches for ESP assessment

V. Methodology

Reading material and specific exercises for practice 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.

VI. Evaluation

Quizzes (minimum 2) 25%
Midterm exam... 20%
Group project...................................... .... 20%
Written report on project. …………… ……….. 15%
Final exam…. ……………….... .... 20%

VII. Description of Assessment Tasks

Project and report

1. 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 instruction.
2. Groups will develop sample activities and materials for the potential implementation of said instruction based on analysis of questionnaire findings.
3. The project requires an oral presentation with prior submission of instructional materials.
4. 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.

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. <u>Improve your English or fit into a discourse community by building upon what you hear and read</u>, ***but*** <u>use your own words and your own voice.</u>

VIII. References

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Dudley-Evans, T. and St. John, M. (1998). *Developments in English for specific purposes.* Cambridge: Cambridge University Press.

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Paltridge, B. and Starfield, S. (2014). *The handbook of English for specific purposes.* West Sussex, UK: Wiley Blackwell.

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