



APPL940

Language for Specific Purposes

S2 Day 2014

Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

Jean Brick

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C5A 504

Coordinator

Deanna Wong

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Margaret Wood

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Credit points

4

Prerequisites

Admission to MAppLing in (TESOL or LSP) or PGDipAppLing in LSP or PGCertAppLing in LSP

Corequisites

Co-badged status

Unit description

This unit provides an introduction to major issues in language for specific purposes, focusing on language in professional and business contexts. We consider the implications of globalisation for communication in such contexts, focusing on the use of electronic forms of communication and the increasing importance of some languages as lingua franca. Particular emphasis is placed on intercultural communication. Implications for language teaching in terms of course and materials design and development, assessment, and the management of language programs are discussed. Students will have the opportunity to follow their own interests in their selection of assignments.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language

Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use

Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment Tasks

Name	Weighting	Due
Critical reflection	20%	25/8/14
Essay	40%	22/9/14
Materials selection and design	40%	14/11/14

Critical reflection

Due: **25/8/14**

Weighting: **20%**

This assignment asks you to critically reflect on what LSP means to you.

For full details of the assignment, you must consult the iLearn site for APPL940.

On successful completion you will be able to:

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language

Essay

Due: **22/9/14**

Weighting: **40%**

This assignment allows you to explore in depth an aspect of LSP that interests you. You may select a topic from the list available in the folder labelled Assignments on the iLearn website for APPL940, or you may negotiate a topic with the unit co-ordinator.

For full details of the assignment, consult the iLearn website for APPL940

On successful completion you will be able to:

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use

Materials selection and design

Due: **14/11/14**

Weighting: **40%**

This assignment asks you to analyse a text or texts using the methods and approaches considered in the unit, and to suggest approaches, methods and activities that you might use to teach these texts to a specified group of learners. Full details are available on iLearn.

On successful completion you will be able to:

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Delivery and Resources

Time: Monday 3.00 - 5.00

Room: C5A 565

Required and Recommended Texts and/or Materials

There is no required textbook for APPL940. However, the following are highly recommended:

- Bargiela-Chiappini, F. & Gotti, M. (2005). *Asian Business Discourse(s)*. Bern: Peter Lang
- Basturkmen, H. (2006). *Ideas and options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Basingstoke, UK: Palgrave MacMillan

- Belcher, D., Johns, A. & Paltridge, B. (2011). *New directions in English for Specific Purposes research*. Ann Arbor: University of Michigan Press.
- Belcher, D. (2009). *English for Specific Purposes in theory and practice*. Ann Arbor: University of Michigan Press.
- Candlin, C.N. & Gotti, M. (Eds). (2004). *Intercultural aspects of specialised communication*. Bern: Peter Lang
- Handford, M. (2010). *The language of business meetings*. Cambridge: Cambridge University Press.
- Harding, K. (2007). *English for Specific Purposes*. Oxford: Oxford University Press
- Orr, T. (2002). *English for Specific Purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages

The following journals contain useful articles:

- [Discourse Studies](#)
- English for Specific Purposes
- TESOL Quarterly

Module Readings

There are between two and four required readings for each module in this unit. You need to read a minimum of two for each module. Readings are essential as they discuss the major themes involved in the unit. You will find these readings EITHER on e-reserve OR on the journal's website. Chapters from scholarly books or edited collections are available on E-reserve:

- Log on to the library website; http://www.mq.edu.au/on_campus/library/
- Under MultiSearch, select the tag labelled Unit Readings.
- Type APPL940 into the box.
- Readings taken from scholarly books will be displayed.

Journal articles can be downloaded from the website of the journal in question. To avoid fees, this must be accessed through Macquarie University library:

- Log on to the library website (http://www.mq.edu.au/on_campus/library/)
- Click on the MultiSearch tag
- Click on the blue 'Advanced search' link
- Change 'Any' on the first drop-down menu to 'in the title'
- Type the name of the journal
- Under 'Material type' choose 'Journals' from the drop-down menu
- Click 'Search'
- You will be presented with a list of links, the first of which is usually the journal you

require. Click on the name of the journal (in blue).

- You will be presented with a description of the journal, Click the 'View online' tag (blue)
- You will be presented with a list of data bases which include this journal. Click on the most appropriate (check the dates that it covers).
- This will take you to the homepage of the journal. You then need to select the appropriate year (or volume) and number of the journal.
- You can now download the article you need.

Recommended books are shelved in the Reserve section of the library and can be borrowed for limited periods of time.

Unit Schedule

Week beginning	Topic
Feb 25	Introduction to LSP: What is LSP and why does it matter?
March 4	Discourse and discourse communities
March 11	Genre in business and professional contexts
March 18	Describing the language of LSP
March 25	Interpersonal communication in LSP
April 1	No class (Easter Monday)
April 8	Intercultural Communication and English as a Lingua Franca
	Mid-Semester break
April 29	LSP, globalisation and new technologies
May 6	Needs Analysis in LSP
May 13	Course design in LSP
May 20	Materials selection and design
May 27	Assessment in LSP
June 3	Issues in managing LSP programs

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Critical reflection
- Essay
- Materials selection and design

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Critical reflection
- Essay
- Materials selection and design

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Essay
- Materials selection and design

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual

formats.

This graduate capability is supported by:

Learning outcomes

- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Essay
- Materials selection and design

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Critical reflection
- Essay
- Materials selection and design

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a theoretical and practical understanding of issues related to teaching language for specific purposes, either as a second language or foreign language
- Apply principles of needs analysis and discourse analysis to analysing specific language learning contexts and specific contexts of language use
- Apply an understanding of the features of oral and written texts associated with particular professions and business and vocational contexts to the selection and development of appropriate curricula, materials and assessment practices in the context of teaching language for specific purposes.

Assessment tasks

- Critical reflection
- Essay
- Materials selection and design