APPL940

Language for Specific Purposes

S2 External 2016

Dept of Linguistics

Contents

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General Information

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Contact via email
C5A 508
Arranged by email

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Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MTransInterMAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

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
Essay	45%	30 Sept 2016
Materials selection and design	50%	18 Nov 2016
Class or group participation	5%	Ongoing

Essay

Due: **30 Sept 2016**
Weighting: **45%**

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: **18 Nov 2016**
Weighting: **50%**

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.

Class or group participation

Due: **Ongoing**
Weighting: **5%**

Your participation in classroom-based discussions (internal students) or online group discussions (external students) will be noted, but the content of your contributions will not be evaluated.

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

Delivery and Resources

The learning and teaching strategies used in this Unit are face-to-face sessions (for on-campus students) and recordings of these sessions; interaction with materials on iLearn; discussion; and self-study of course readings.

Time: Thursday 12.00 – 2.00

Room: W6B 325

The course lecturer will be contactable through email to answer any queries that might arise.

Required and Recommended Texts and/or Materials

There is one required textbook for APPL940: *Language for Specific Purposes* (Gollin-Kies, Hall & Moore, 2015). The following books are also 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 McMillan

- 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
1 August	Introduction to LSP: What is LSP and why does it matter?
8 August	Discourse and discourse communities
15 August	Genre in business and professional contexts
22 August	Investigating the language of LSP
29 August	Interpersonal communication in LSP
5 September	Intercultural Communication and English as a Lingua Franca
12 September	LSP, globalisation and new technologies
	Mid-Semester break
3 October	Needs Analysis in LSP
10 October	Course design in LSP
17 October	Materials selection and design
24 October	Assessment in LSP
31 October	Issues in managing LSP programs
7 November	Researching LSP

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- Essay
- Materials selection and design

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

- 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

- 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
- Class or group participation

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

- Essay
- Materials selection and design

Changes from Previous Offering

There is now a required text book for this Unit: Gollin-Kies, Hall & Moore (2015). *Language for Specific Purposes*. Basingstoke, UK: Palgrave Macmillan.

There is a new Module focused on 'Researching LSP', in Week 13.

The assessment policy for APPL940 has changed in Session 2 2016. Previously there were 3 assignments: Critical Reflection (20%); Essay (40%); and Text analysis and materials design/ selection (40%). Now there are 2 assignments + one further (non-evaluative) assessment: Essay (45%); Text analysis and materials design/selection (50%); and class (or group) participation (5%).