



# APPL940

## Language for Specific Purposes

S1 External 2018

*Dept of Linguistics*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	9
<a href="#"><u>Changes from Previous Offering</u></a>	12

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

Stephen Moore

[stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)

Contact via email

C5A 508

Arranged by email

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

4

Prerequisites

Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MAccComm

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.

## General Assessment Information

### How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

### Late Assignment Submission

- Late submissions without an extension will receive a penalty of **5%** of the total mark available for the assignment **per day**.
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Essay</a>	45%	No	27 April 2018

Name	Weighting	Hurdle	Due
<a href="#">Unit of teaching analysis</a>	50%	No	15 June 2018
<a href="#">Class or group participation</a>	5%	No	Ongoing

## Essay

Due: **27 April 2018**

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

## Unit of teaching analysis

Due: **15 June 2018**

Weighting: **50%**

This assignment asks you to analyse a 'unit of teaching' using the methods and approaches considered in APPL940, and to suggest approaches, methods and activities that you might use to teach this unit 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%**

As an important part of learning in this unit, students are expected to engage with tasks and interact with classmates. 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. Marks will be awarded based on the lecturer's observations of your participation.

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:** Monday 10.00 – 12.00

**Room:** E7B 163

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 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:

- English for Specific Purposes
- TESOL Quarterly
- Discourse Studies

### **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/](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](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
26 February	Introduction to LSP: What is LSP and why does it matter?
5 March	Discourse and discourse communities
12 March	Genre in business and professional contexts
19 March	Investigating the language of LSP
26 March	Interpersonal communication in LSP
2 April	Intercultural Communication and English as a Lingua Franca
9 April	LSP, globalisation and new technologies
	Mid-Semester Recess
30 April	Needs Analysis in LSP
7 May	Course design in LSP
14 May	Materials selection and design (1)
21 May	Materials selection and design (2)
28 May	Assessment in LSP
4 June	Researching LSP

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](#) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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](http://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/](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
- Unit of teaching analysis

### 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
- Unit of teaching analysis

## **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
- Unit of teaching analysis

## **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
- Unit of teaching analysis

## 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
- Unit of teaching analysis
- 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
- Unit of teaching analysis

## **Changes from Previous Offering**

The Module previously focused on 'Issues in managing LSP programs' has been dropped to allow the Module on 'Materials selection and design' to be expanded to two sessions.

The title of Assignment 2 has been changed to better reflect the nature of the task. Previously it was 'Text analysis and evaluation'; now it is 'Teaching unit analysis and evaluation'.

Clarification has been provided regarding the 'participation' mark.