



# APPL8400

## Language for Specific Purposes

Session 1, Fully online/virtual 2020

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Lecturer and convenor

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Contact via email

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Arranged by email

Administration

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Credit points

10

Prerequisites

Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MAccComm or MEd

Corequisites

Co-badged status

APPL7400 (Advanced Topics in Language for Specific Purposes)

Unit description

This unit provides an introduction to major issues in language for specific purposes. The focus is on analysis of the socio-cultural contexts associated with business, professional and vocational areas and the specific characteristics of both oral and written text types associated with them. Such information is essential in evaluating appropriate materials and assessment tasks for teaching language for specific purposes. We consider the implications of globalisation for communication, the impact of new technologies and new approaches to learning and teaching language. Students will have the opportunity to specialise in particular vocational or professional areas in assignments.

## Important Academic Dates

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

## Learning Outcomes

**ULO1:** Explain the main historical trends in LSP since the 1960s and how they have impacted LSP teaching and learning

**ULO2:** Apply appropriate theoretical understandings to practical issues related to teaching LSP

**ULO3:** Apply principles of needs analysis and discourse analysis to analyzing specific language learning contexts and specific contexts of language use.

**ULO4:** 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 LSP

**ULO5:** Reflect on an LSP context of interest and evaluate the merits of different approaches to researching that site.

## General Assessment Information

### 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="#"><u>Exploration of an Aspect of LSP</u></a>	45%	No	20 April 2020
<a href="#"><u>Analysis of a Unit of Teaching</u></a>	50%	No	15 June 2020
<a href="#"><u>Class or group participation</u></a>	5%	No	Ongoing

### Exploration of an Aspect of LSP

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 43 hours

Due: **20 April 2020**

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 APPL8400, or you may negotiate a topic with the unit convenor. Length: 3000 words

On successful completion you will be able to:

- Explain the main historical trends in LSP since the 1960s and how they have impacted LSP teaching and learning
- Apply appropriate theoretical understandings to practical issues related to teaching LSP

### Analysis of a Unit of Teaching

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 49 hours

Due: **15 June 2020**

Weighting: **50%**

This assignment asks you to analyse a unit of teaching; using the methods and approaches considered in APPL8400, 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. Length: 3000 words

On successful completion you will be able to:

- Apply appropriate theoretical understandings to practical issues related to teaching LSP
- Apply principles of needs analysis and discourse analysis to analyzing 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 LSP

## Class or group participation

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 6 hours

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 lecturer observations of your participation.

On successful completion you will be able to:

- Explain the main historical trends in LSP since the 1960s and how they have impacted LSP teaching and learning
- Apply appropriate theoretical understandings to practical issues related to teaching LSP
- Apply principles of needs analysis and discourse analysis to analyzing 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 LSP
- Reflect on an LSP context of interest and evaluate the merits of different approaches to researching that site.

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<sup>1</sup> If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## 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 – 14.00

**Room:** 12SW 430

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 APPL8400: *Language for Specific Purposes* (Gollin-Kies, Hall & Moore, 2015). This book complements materials studied in the unit, rather than simply duplicating them.

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
- Paltridge, B. & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. Oxford: Wiley-Blackwell.
- 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 five '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 on iLearn, via the 'Leganto' link.

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
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25 February	Introduction to LSP: What is LSP and why does it matter?
4 March	Discourse and discourse communities
11 March	Genre in business and professional contexts
18 March	Investigating the language of LSP
25 March	Interpersonal communication in LSP
1 April	Intercultural Communication and English as a Lingua Franca
8 April	LSP, globalisation and new technologies
	Mid-Semester Recess
29 April	Needs Analysis in LSP
6 May	Course design in LSP
13 May	Materials selection and design (1)
20 May	Materials selection and design (2)
27 May	Assessment in LSP
3 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.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Equity 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.

## 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.