APPL8400
Language for Specific Purposes
Session 1, In person-scheduled-weekday, North Ryde 2022

Department of Linguistics

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>5</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>6</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>7</td>
</tr>
</tbody>
</table>

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## General Information

<table>
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<tr>
<th>Unit convenor and teaching staff</th>
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</table>
| Cassi Liardet                    | cassi.liardet@mq.edu.au  
| Philip Chappell                  | philip.chappell@mq.edu.au  

**Credit points**  
10

**Prerequisites**  
Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MAccComm or MEd

**Corequisites**

**Co-badged status**

**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://www.mq.edu.au/study/calendar-of-dates](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

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

- **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.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class or group participation</td>
<td>5%</td>
<td>No</td>
<td>Weekly</td>
</tr>
<tr>
<td>Exploration of an Aspect of LSP</td>
<td>45%</td>
<td>No</td>
<td>22 April</td>
</tr>
<tr>
<td>Analysis of a Unit of Teaching</td>
<td>50%</td>
<td>No</td>
<td>3 June</td>
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Class or group participation

Assessment Type 1: Participatory task
Indicative Time on Task 2: 6 hours
Due: Weekly
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.

Exploration of an Aspect of LSP
Assessment Type 1: Essay
Indicative Time on Task 2: 43 hours
Due: 22 April
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.

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 1: Case study/analysis
Indicative Time on Task 2: 49 hours
Due: 3 June
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.

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
If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

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 virtual recorded sessions and live discussion groups; interaction with materials on iLearn; discussion; and self-study of course readings.

**Time:** Monday 14.00 – 15.00

**Location:** 12 Second Way, Rm. 401 & Online via Zoom

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:


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**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>21 February</td>
<td>Introduction: What is LSP and why does it matter?</td>
<td>Weekly Reflection Due 28 February</td>
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<td>Week 2</td>
<td>28 February</td>
<td>Discourse &amp; Discourse Communities</td>
<td>Weekly Reflection Due 6 March</td>
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<td>Week 3</td>
<td>7 March</td>
<td>Genre in Business &amp; Professional Contexts</td>
<td>Weekly Reflection Due 13 March</td>
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<td>Week 4</td>
<td>14 March</td>
<td>Investigating the Language of LSP</td>
<td>Weekly Reflection Due 20 March</td>
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<td>Week 5</td>
<td>21 March</td>
<td>Interpersonal Communication in LSP</td>
<td>Weekly Reflection Due 27 March</td>
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<td>Week 6</td>
<td>28 March</td>
<td>Intercultural Communication in LSP</td>
<td>Weekly Reflection Due 3 April</td>
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<td>Week 7</td>
<td>4 April</td>
<td>LSP, Globalisation &amp; New Technologies</td>
<td>Weekly Reflection Due 10 April</td>
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</table>

**Recess (includes Easter & ANZAC Day)**

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<tr>
<th>Week 8</th>
<th>25 April</th>
<th>Needs Analysis in LSP</th>
<th>Essay Due 22 April (FRIDAY)</th>
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<td>Weekly Reflection Due 1 May</td>
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<td>Week 9</td>
<td>2 May</td>
<td>Course Design in LSP</td>
<td>Weekly Reflection Due 8 May</td>
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<tr>
<td>Week 10</td>
<td>9 May</td>
<td>Materials Selection &amp; Design (1)</td>
<td>Weekly Reflection Due 15 May</td>
</tr>
<tr>
<td>Week 11</td>
<td>16 May</td>
<td>Materials Selection &amp; Design (2)</td>
<td>Weekly Reflection Due 22 May</td>
</tr>
</tbody>
</table>
Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an
Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.