

SUBJECT TEACHING GUIDE

M1621 - Teaching of Languages for Specific Purposes

Master's Degree in the Learning and Teaching of Second Languages

Academic year 2022-2023

1. IDENTIFYING DATA			
Degree	Master's Degree in the Learning and Teaching of Second Languages	Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training		
Discipline			
Course unit title and code	M1621 - Teaching of Languages for Specific Purposes		
Number of ECTS credits allocated	3	Term	Semester based (2)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA		
Name of lecturer	JULIA TERESA WILLIAMS CAMUS		
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Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (248)		
Other lecturers	ELAINE MILLAR		

3.1 LEARNING OUTCOMES

- Knows the theoretical basis of the teaching of courses for languages for specific purposes that differentiates them from general purpose language courses and CLIL methodology
- Knows the fundamentals and principles underlying design, implementation and evaluation of courses for languages for specific purposes
- Is able to critically assess different methodological approaches in courses for specific purposes and adapt and use them in relation to the learning context
- Can design and implement a specific purpose language programme to suit a given learning context

4. OBJECTIVES

- To become familiar with recent advances in linguistics and their application to English for specific purposes and with the historical development of the different methodological approaches used in this type of course
- To recognise the peculiarities of the learning process, the teaching and evaluation of specific purpose courses
- To recognise the close relationship between needs and the planning and development of courses in English for specific purposes
- To evaluate and select materials and resources for contexts in English for specific purposes

6. COURSE ORGANIZATION

CONTENTS

1	Recent and historical developments in the teaching of languages for specific purposes - Origin, key factors and main stages in its development - Definitions and classification of English for specific purposes
2	Linguistic aspects and skills - Grammatical components and lexis in ESP - Genres and rhetorical moves - Degree of specificity in the four skills
3	Needs analysis - Typology of needs - Evaluation of needs: sources of information and data collection
4	Course design and materials - Integrated model and genre analysis approach - Selection of materials, concept of authenticity and exploitation
5	Implementation - Main factors that influence the implementation of an ESP course - Role of the teacher
6	Evaluation - Tests and continuous assessment

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Attendance, exercises, reading of selected research articles and active participation in discussion of these	Others	No	Yes	25,00
Delivery of an oral presentation to classmates on a research article published in a specialist journal	Activity evaluation with Virtual Media	No	Yes	75,00
TOTAL				100,00
Observations				
<p>CORRECTNESS OF LANGUAGE: University students are assumed to possess linguistic capacity in relation to oral and written expression. It is, therefore, essential that the assignments and exams carried out as a requirement to pass the subject be expressed correctly with regard to orthography (spelling, accents and punctuation), grammar and lexis.</p> <p>PLAGIARISM: With regard to fraudulent performance (plagiarism) on assessment tests, the grade will be in accordance with article 54.1 of the Regulations governing the processes of evaluation in the University of Cantabria: 'Fraudulent performance on assessment tests or activities will automatically entail a fail grade '0' in the subject'.</p> <p>CITATION NORMS: Finally, the Faculty Board passed the following: the Faculty accepts as the criterion for citation the APA NORMS for all academic works. Although these norms have different editions, as an initial reference we give the UC library link in the hope that it will prove useful and serve as a guide for citation: : http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p>				
Observations for part-time students				
The assessment procedure for part-time students who do not attend classes regularly will consist in carrying out the work indicated by the teacher. Those who do attend classes regularly can elect to be evaluated in the same way as the other students.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS
BASIC
<p>Dudley-Evans, T. & St. John, M. J. (1998) <i>Developments in English for Specific Purposes: A multi-disciplinary approach</i>. Cambridge University Press</p> <p>Hutchinson, T. & Waters, A. (1987) <i>English for Specific Purposes: A learning-centred approach</i>. Cambridge University Press</p> <p>Robinson, P. (1991). <i>ESP today: A Practitioner's Guide</i>. Prentice Hall</p> <p>Swales, J. M. (1988) <i>Episodes in ESP</i>. Prentice Hall</p> <p>Swales, J. M. (1990) <i>Genre Analysis: English in Academic and Research Settings</i>. Cambridge University Press</p>