TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MA BY COURSEWORK
LALS 521: LANGUAGE FOR SPECIFIC PURPOSES
15 POINTS

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July to 17 November 2013
Teaching dates: 22 July to 2 August 2013
Mid-trimester break: 26 August to 8 September 2013
Last assessment item due: 7 October 2013

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds
If you cannot complete an assignment or sit a test or examination (aegrotats), refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Monday – Friday 22 July to 2 August 2013
(Venue at RELC to be advised)

Names and contact details

Course Co-ordinator and Lecturer:
Dr Jean Parkinson
Office: Von Zedlitz 409
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Course Administrator:
Janet Attrill
Office: Von Zedlitz 210
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Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard and announced in on-campus classes.

Prescription

A study of the theory and practice of developing courses for adult learners with specific professional or academic purposes for learning a language. In particular, the course examines ways of understanding the specific purposes in detail through analysis of target communication, and how learning opportunities relevant to that target should be selected and managed in particular contexts of learning

Course content

22 July	Topic 1: What is Language for Specific Purposes?
23 July	Topic 2: Some areas in LSP
24 July	Topic 3: Some debates in LSP
25 July	Topic 4: Needs Analysis
26 July	Topic 5: Curriculum design
29 July	Topic 6: Genre in LSP
30 July	Topic 7: Move analysis: teaching organisation of specific purposes texts
31 July	Topic 8: Discourse and language
1 August	Topic 9: Materials and methods in LSP
2 August	Topic 10: Assessment in LSP

Course learning objectives (CLOs)

By the end of the course, students should, in the context of developing a language course for learners with specific purposes, be able to:
1. Identify the difference between a specific purposes context and a more general language learning context
2. ascertain and analyse needs and set realistic objectives
3. design and select materials and tasks
4. explain how the course would be taught and managed
5. explain the assessment and evaluation procedures which would be used
6. relate decisions about course design to principles from the relevant literature

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as lectures plus workshops. For distance students, the course is available at http://blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus.

For help, contact its-service@vuw.ac.nz or phone (04) 463 5050. A useful website is http://www.victoria.ac.nz/its/student-services. If you are an international student the following site could be useful for you http://www.victoria-international.ac.nz.

Mandatory course requirements

In addition to achieving an overall pass mark of 50% or more, students must:

1. Submit all three assignments for assessment
2. On-campus students: attend and participate actively in all the ten class meetings. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that topic.
3. Distance students: Make at least one contribution for each topic to the Discussion Board on Blackboard. For distance students article responses should be posted to Blackboard on the day of the lecture. Late postings will receive no marks but will still be accepted as fulfilling mandatory requirements.

Workload

Students are expected to devote a total of about 150 hours to this course, in order to maintain satisfactory progress. The following gives an indication of how that time may be distributed:

For each of the 10 topics:
6 hours required for reading and to prepare for class or Blackboard discussion
2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, trialling materials, writing up):
Assignment 1: 10 hours
Assignment 2: 25 hours
Assignment 3: 35 hours

Assessment

Your performance in the course will be assessed by three assignments:

Assessment items and workload per item	%	CLO(s)	Due date
1 Assignment 1, (1000 words)	20	5	Monday 12 August
2 Assignment 2, (1500 words)	30	1,2,4,5,6	Tuesday 3 Sept.
3 Assignment 3, (2000 words)	40	2,3,4,5,6	Monday 7 October
4 Blackboard contribution (max 300 words per topic)	10		

General Content Guidelines
- The assignments should relate to a particular specific purposes language teaching/learning situation. If you are not teaching/have not taught in a specific purposes context, please use this course to investigate one, rather than describing your current situation in the assignments. You will learn more that way.
- The assignment should show that you have done *a significant amount of reading* on the topic (course notes, set articles *and* other sources) and can *apply* what you have read to the teaching/learning situation you have chosen.
- Where the assignment topic requires you to prepare teaching or assessment materials, the grading will be based partly on an evaluation of the quality of the material but more importantly on your discussion of how you went about designing, selecting and/or preparing the material for its intended purpose.
- Note that you should not reproduce parts of an assignment which you have submitted for another course, as this is also regarded as plagiarism.

Assignment 1 (due Monday 12 August) 1000 words
For a course in which learners will learn a language for a specific purpose, describe the context and purpose, and summarise relevant research findings on the needs of students in a similar context and with a similar purpose.

In the assignment, you should:
- describe the learners and the specific purposes learning context
- describe the learners' purpose
- summarise findings from a review of relevant literature about the needs of such learners

Assignment 2 (due Tuesday 3 September) 1500 words
For the course described in Assignment 1, carry out an analysis of needs *in one area* of your specific purposes course, and produce goals and objectives based on this. Give an overview of how these objectives would be assessed, and produce an assessment task which could be used to assess one major objective.

In the assignment, you should:
- describe and justify the approach taken to course design and to the needs analysis
- explain how the needs analysis was carried out, and the results
- present and justify the goals and objectives derived from the needs analysis
- explain in detail how the assessment task assesses achievement of the objective

Assignment 3 (due Monday 7 October) 2000 words
Drawing on the same specific purposes context and learners from Assignment 1, consider the language skills (kinds of speaking, listening, reading, writing), discourse features (e.g., indirect use of language for politeness) or genres (e.g., research proposal; business letter) they will need in their target academic, workplace or professional discourse community. Select an appropriate theme and devise an original unit of work (± 4-6 hours) to teach a subset of skills, features or genres so learners have opportunities to understand, examine and communicate within their disciplines.

In the assignment, you should:
- start by very briefly reminding the reader who your learners are, how you went about your needs analysis and what your needs analysis findings were
- present a rationale for the unit with a clear set of objectives
- present 2 lesson plans with a brief outline of the tasks that learners would engage in
- include the materials for one lesson (in an appendix). These must be original materials created by you. Explain/justify your materials design in the body of the assignment.
- trial the materials with one learner and evaluate the strengths and weaknesses in relation to the objectives and outcomes set

A maximum word limit of 1500 words is placed on the appendices for assignment 3 (although these may be shorter)

Marking criteria
Detailed marking criteria for each assignment will be posted on Blackboard.

Article Responses
The article responses require preparation through reading before class and timely participation on blackboard (for distance students). The article responses (maximum 300 words) involve describing and discussing the readings and relating these to specific purposes contexts. You need to bring these responses with you to class. Late responses will not be accepted. Your responses will form part of our class discussions.

Distance students will also submit article responses, but will do so online. Your responses will be submitted on the discussion board.

Submission and return of work

Assignments, submitted as a single document in word format, should be submitted through Blackboard. If for some reason you are unable to do this, assignments can be submitted as e-mail attachments. Please submit each one as a single document in WORD format, and e-mail them to LALS-MA@vuw.ac.nz. If you send them by post, please include **two** copies of each assignment/task and ensure that you post them early enough so that they arrive by the due date. One will be returned to you with comments on it. The other will be retained for external examining. The postal address is on page 1 of this outline. You can also hand them in through the Assignments slot by the door to the School Office (VZ 210). The assignment topics are described in this course outline.

Penalties

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you must get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as unforeseen illness or family emergencies. For assignments handed in late without an extension the maximum grade possible is B- and no personal comment will be provided. Assignments that are handed in on time will be marked and commented on and returned in a timely manner. Late assignments will be marked when possible, and receive no comments.

Please take careful note of the length requirement for each assignment. Assignments that are 10% or more over the word limit will be marked down one grade (e.g. from a B+ to a B). Assignments that are 15% or more over the limit will be marked down one full grade (e.g. from B+ to C+, or A- to B-). Plagiarism will result in failure in the course. See also Academic Integrity and Plagiarism below. Copying from your own previous assignments is included in the definition of plagiarism.

Recommended reading

Chapters and articles for LALS521 will be made available via the Blackboard site. There is no set text but the following books provide useful background reading:

Basturkmen, H. 2006. *Ideas and options in English for Specific Purposes*. London: Lawrence Erlbaum.
Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.
Belcher, D. 2009. *English for Specific Purposes in Theory and Practice.* Ann Arbor: University of Michigan Press.
Douglas, D. 2000. *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
Dudley-Evans, T. & St John, M. J. 1998. *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
Flowerdew, J. & Peacock, M. (Eds.) 2001. *Research perspectives on English for Academic Purposes.* Cambridge: Cambridge University Press.
Gavioli, L. 2005. *Exploring corpora for ESP learning*. Amsterdam: John Benjamins.
Harwood, N. 2010. *English Language Teaching materials: Teaching and Practice*. Cambridge: Cambridge University Press.
Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book.* New York: Routledge.
Johns, A.M. 2002. *Genre in the classroom*. New Jersey: Lawrence Erlbaum.
Jordan, R. R. 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press.

Long, M. 2005. (ed.) *Second Language Needs Analysis*. Cambridge, UK and New York: Cambridge University Press.

Swales, J. 1990. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

Class representative

There will be a class representative for the MA programme and details will be posted on Blackboard.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/studentservice
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz