



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 521 LANGUAGE FOR SPECIFIC PURPOSES
15 POINTS**

TRIMESTER 3 2015

Key dates

Trimester dates: 16 November 2015 to 21 February 2016

Teaching dates: 16 November 2015 to 7 February 2016

Mid-trimester/Xmas break: 22 December 2015 to 4 January 2016

Last assessment item due: 19 February 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Tuesday 1-3 pm, 24 Kelburn Parade Room 101

Names and contact details

Course Co-ordinator and Lecturer:

Dr Jean Parkinson
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Course Administrator:

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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

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

Course week starting		
17 November	Topic 1: What is Language for Specific Purposes?	Hyland, 2002 Basturkmen, 2010 Ch1
24 November	Topic 2: Some debates in LSP	Harwood & Hadley, 2004; Hyland, 2006
1 December	Topic 3: Needs Analysis	Basturkmen, 2010 Ch 2 Jordan, 1997 Ch 2
8 December	Topic 4: Curriculum design	Basturkmen, 2010 ch4 Cowling, 2007
15 December	Topic5: Assessment in LSP	Douglas, 2000; Jacoby & McNamara, 1999
No classes		
5 January	Topic 6: Genre in LSP	Johns, 2009; Johns 2011
12 January	Topic 7: Move analysis: teaching organisation of specific purposes texts	Cheng 2008 Parkinson 2016
19 January	Topic 8: Corpus approaches to investigating LSP	Cutting, 2012 Basturkmen Ch 3
26 January	Topic 9: Ethnographic approaches to investigating LSP	Flowerdew and Wan, 2010 Northcott, J. 2001.
2 February	Topic 10: Materials and methods in LSP	Hyland, 2006 (p 89-98; p193-207); Flowerdew, 2000

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.

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:

1. Students must submit credible attempts at all three assignments for assessment.
2. On-campus students must 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. Both on campus and distance students must post on the course Blackboard Discussion Board a written response to required readings for each course week. In addition, distance students must post at least two responses to classmates' postings. Please note that to meet this mandatory requirement, you must have made all the required postings by the end of the course, but not necessarily within the relevant course week. See 'Assessment' below for marks to be gained by posting responses in a timely fashion, i.e. week by week.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 plus 2 hours class attendance OR participation in Blackboard discussion

For the assignments (including reading, researching, trialling materials, writing up):

Assignment 1: 15 hours

Assignment 2: 25 hours

Assignment 3: 30 hours

Assessment

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

Assessment items and workload per item	%	CLO(s)	Due date
Assignment 1, (1000 words)	20	1	Friday 11 December
Assignment 2, (1500 words)	30	1,2,4,6	Friday 22 January
Assignment 3, (1500 words + materials)	40	3,4,6	Friday 19 February
Blackboard contribution (max 200 words per topic)	10	1,2,3,4,5,6	

Assignment 1 (due Friday 11 December) 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 Friday 22 January) 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.

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

Assignment 3 (due Friday 19 February) 1500 words (excluding appendices)

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. Design a 30 minute lesson with materials that focuses on one of these.

In the assignment, you should:

- start by very briefly reminding the reader who your learners are and what your needs analysis findings were
- present a rationale for the lesson with a clear teacher goal and learner objective
- include the materials for this 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 goal and objective set.

A maximum word limit of 500 words is placed on the appendices for assignment 3 (although these may be shorter).

[Note that because of the closeness of the submission date to the grade entry deadline, I am not able to grant any extensions for the third assignment.]

Marking criteria

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

Article Responses

You earn 10 marks (10% of the course assessment) for timely contribution to discussion online. You will gain one mark for each course week in which you post on the course Blackboard website at least one timely, relevant and appropriate written response to required readings. Timely means that you post your response on Blackboard before the class meeting for the course week (on - campus students), or by the end of the course week (distance students; e.g. the course week for week 1 is Tuesday 17 November - Monday 23 November).

Submission and return of work

Assignments, submitted as a single document in word format, should be submitted through Turnitin on 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 jean.parkinson@vuw.ac.nz or 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. For assignments that are handed in on time, every effort will be made to get your assignment returned to you within two weeks of submission with written feedback after it has been provisionally assessed. Late assignments will be marked when possible.

Extensions and penalties

Extensions

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. Note that because of the closeness of the submission date to the grade entry deadline, I am not able to grant any extensions for the third assignment.

Penalties

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.

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. Note that in assignments it is not permissible to reproduce your own work or parts of your own work which you have submitted for another course, as this would mean you were getting credit for the same work more than once.

Set texts

Basturkmen, Helen. 2010. *Developing Courses in English for Specific Purposes*. Basingstoke: Palgrave Macmillan.

In addition, notes and articles will be made available via the Blackboard site

Recommended reading

The following are useful books that you may want to refer to:

- Basturkmen, H. 2006. *Ideas and options in English for Specific Purposes*. London: Lawrence Erlbaum.
- 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.
- Paltridge, B. and Starfield, S. (eds.) 2013. *The Handbook of English for Specific Purposes*. Boston: Wiley-Blackwell.
- 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

Feedback from the 2014 cohort of students indicated overall that 75% of students rated the course as 'excellent', while 25% rated it as 'very good'. The full 2014 student feedback may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php. Respondents reported finding the workload heavy relative to other MA courses. I have therefore substantially reduced the scope and length of the third assignment.

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/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy

- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz