



Stockholm
University

Department of English,
Stockholm University

Languages for Specific Purposes: Theory and Practice, 7.5 hp

Course leader:

Prof. Maria Kuteeva (maria.kuteeva@english.su.se)

Course overview:

To meet diverse communication needs in a globalised economy, many people have highly specific academic and professional reasons for seeking to improve their proficiency in a foreign language. These adult learners are particularly interested in courses that fall under the category of Languages for Specific Purposes (LSP). LSP courses focus on developing students' communicative competence in a specific academic or practical field, such as law, natural science, technology, engineering, business, tourism, and so forth. Although demand is particularly high for ESP (English for Specific Purposes), there are numerous LSP programmes in Swedish and in other languages such as Spanish, French, German and so forth.

The course is taught in English and comprises eight two-hour sessions. It is thematically based in its treatment of various theoretical and practical aspects of Languages for Specific Purposes.

Learning outcomes:

By the end of the course, students are expected to:

- understand and apply key terms and concepts in the area of LSP;
- be familiar with the main characteristics of languages for academic and professional purposes;
- be familiar with major theories, approaches and controversies in the field of LSP;
- be able to develop an LSP course supported by an appropriate theoretical framework;
- be aware of different uses of technology to enhance the study of LSP.

Teaching:

VT23: On-campus seminars, in-class and online tasks, 80% participation required.

The course will take place in the form of seminars, where students will discuss the readings and complete collaborative tasks. Seminars are intended to be active, hands-on opportunities for students to practice their skills and apply what they learn throughout the course. Prior to each seminar, the course participants are required to write a reflection on the assigned readings and post it in the online forum on Athena. Students are also required to complete outlines and drafts of their written assignment and to participate in peer review tasks.

Students are expected to participate actively in the seminars by doing the assigned readings and taking part in classroom discussions. To receive a pass grade, each student needs to do an oral presentation based on the topic of their written assignment.

Examination:

1. Students are expected to participate actively in the seminars by doing all assigned reading, taking part in classroom discussions, and submitting tasks online (Athena). At least 80% attendance of the seminars is required. Missed seminars must be made up by submitting a summary of the required readings for the session and completing in-class tasks in writing.
2. Each student is required to give a 5-minute oral presentation on the topic of their final assignment (work in progress).
3. At the end of the course, students are expected to submit a final assignment (see below).

The following will also be taken into account when assessing written and spoken tasks: theoretical and terminological accuracy; coherence of argumentation; use of relevant sources; language use.

The final grade will be given as follows:

- Written assignment (grade A—F; 100%). Students may choose between two kinds of assignment:
EITHER
 - An essay on a topic related to the course. This essay should be a small-scale research project and should contain at least 8 references to relevant literature on the selected topic. (3000 words)
 - OR
 - A proposal for an LSP course, including a course rationale (theoretical framework with a review of relevant literature), a needs analysis, course description, syllabus outline and sample tasks (3000 words).
- Oral presentation (pass/fail)
Each student is expected to give a 5-minute presentation on the topic of their final written assignment. Further instructions will be given during the course, particularly in Seminar 7. The oral presentations will take place at the course symposium in Seminar 8. It is important for all students to attend to show solidarity towards everyone in the group.

Course overview:

	Seminar topic	Activity before the seminar
1	Language for Specific Purposes (LSP): Definitions, branches and controversies	Read <i>HESP</i> , chapter 1 Introduce yourself and post a reflection the reading on Athena
2	Using English in higher education: CLIL, EMI, EMEMUS	Read Dafouz & Smit 2016, Macaro 2020, and Schmidt-Unterberger 2018; Post a reflection on the assigned readings on Athena

3	Discourse communities and knowledge structures	Read Swales 1990, Kuteeva & Airey 2014; Trowler 2014; Post a reflection on the assigned readings on Athena
4	ESP in the workplace	Read <i>HESP</i> , chapter 9, Bocher & Stocker 2015; Negretti & Garcia 2015; Post a reflection on the assigned readings on Athena; Topic proposal for the final assignment
5	Needs analysis and syllabus design in LSP	Read <i>HESP</i> , chapter 17, Bocher & Smalkoski 2002, Spence & Liu 2013; Post a reflection on the assigned readings on Athena;
6	Genre and genre pedagogies in ESP	Read Hyland 2007, Kuteeva & Negretti 2016, Negretti & McGrath 2020; Post a reflection on the assigned readings on Athena; Choose at least 2 articles and prepare an outline of the final assignment (about 300 words)
7	Case studies of ESP contexts; Technology for ESP	Read one chapter from <i>HESP</i> (choose any chapter between 10 and 16) post a reflection on Mondo; Prepare a draft of your final assignment for peer review (1500-2000 words)
8	Course symposium	Prepare a 5-minute oral presentation based on your final assignment at the course symposium

Please consult TimeEdit for exact times and venues.

2 June 2023 – deadline for the final assignment on Athena Assignments.

15 August 2023 – deadline for resubmissions.

Required reading:

The course textbook is:

Paltridge, B. & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. Malden/Oxford: John Wiley & Sons. (e-book available via SUB, hereafter *HESP*)

Most articles and chapters can be found online via SUB. Reading which cannot be found online will be made available on Athena.

Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course in health-care communication for immigrant students in the USA. *English for Specific Purposes*, 21(1), 59–79.

Bosher, S., & Stocker, J. (2015). Nurses' narratives on workplace English in Taiwan: Improving patient care and enhancing professionalism. *English for Specific Purposes*, 38, 109–120.

Dafouz, E., & Smit, U. (2016). Towards a dynamic conceptual framework for English-medium education in multilingual university settings. *Applied Linguistics*, 37 (3): 397–415.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148–164.

Kuteeva, M. & Airey, J. (2014). Disciplinary differences in the use of English in higher education: Reflections on recent language policy developments. *Higher Education*, 67(5): 533-549.

Kuteeva, M. & Negretti, R. 2016. Graduate students' genre knowledge and perceived disciplinary practices: Creating a research space across disciplines. *English for Specific Purposes* 41, 36-41.

Macaro, E. (2020). Exploring the role of language in English-medium instruction. *International Journal of Bilingual Education and Bilingualism*, 23:3, 263-276. DOI:10.1080/13670050.2019.1620678

Negretti, R & Garcia-Yeste, M. (2015). ‘Lunch keeps people apart’: The role of English for social interaction in a multilingual academic workplace. *Multilingua* 34(1), 93-118.

Negretti, R. & McGrath, L. (2020). English for specific playfulness? How doctoral students in Science, Technology, Engineering and Mathematics manipulate genres. *English for Specific Purposes*, 60, 26-39.

Schmidt-Unterberger, B. (2018). The English-medium paradigm: a conceptualisation of English-medium teaching in higher education. *International Journal of Bilingual Education and Bilingualism*, 21:5, 527-539, DOI: 10.1080/13670050.2018.1491949

Spence, P., & Liu, G.-Z. (2013). Engineering English and the high-tech industry: A case study of an English needs analysis of process integration engineers at a semiconductor manufacturing company in Taiwan. *English for Specific Purposes*, 32, 97–109.

Swales, J. (1990). Chapter 2: The concept of discourse community. In *Genre analysis: English in academic and research settings* (pp. 21–32). Cambridge: Cambridge University Press.

Trowler, P. (2014). Depicting and researching disciplines: strong and moderate essentialist approaches. *Studies in Higher Education*, 39(10), 1720–1731.

Recommended literature (especially for preparing a course proposal):

- Dudley - Evans ,T. & St John , M. J. (1998). *Developments in English for Specific Purposes: A Multidisciplinary Approach*. Cambridge : Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press. Available as an e-book via SUB.

Grading criteria:

<p>A: <i>Excellent</i>.</p> <p>The project demonstrates an excellent achievement of the learning outcomes: the student has reached a deep understanding of key theories, concepts, and methodological issues in the field; the student can critically use this knowledge to review existing research on topics in LSP and to justify the selection of a method/framework for their project; the student is able to apply this knowledge to carry out a well-supported and insightful analysis.</p>
<p>B: <i>Very good</i>.</p> <p>Meets the criteria for C plus some for A.</p>
<p>C: <i>Good</i>.</p> <p>The project demonstrates a good achievement of the learning outcomes: the student has developed a good understanding of key theories, concepts, and methodological issues in the field; the student can use this knowledge with some critical insight to discuss existing research on topics in LSP and discuss the selection a method/framework for their project; the student is able to use this knowledge to carry out a solid analysis.</p>

D: *Satisfactory.*

Meets the criteria of E plus some for C.

E. *Adequate.*

The project demonstrates minimally adequate achievement of the learning outcomes: the student has developed a basic understanding of key theories, concepts, and methodological issues in the field; the student can draw some connections between this knowledge and existing research on topics in LSP and is able to apply this knowledge to write a satisfactory analysis.

F. *Fail.*

The student work does not demonstrate the achievement of the course outcomes at a minimally adequate level