



## IDENTIFYING DATA

### Language for specific purposes

Subject	Language for specific purposes			
Code	V01G180V01801			
Study programme	Grado en Lenguas Extranjeras			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	4th	2nd
Teaching language	English			
Department				
Coordinator	Fernández Pena, Yolanda			
Lecturers	Fernández Pena, Yolanda			
E-mail	yolanda.fernandez@uvigo.es			
Web	<a href="http://moovi.uvigo.gal">http://moovi.uvigo.gal</a>			
General description	Teaching and training ability in English for Specific Purposes (ESP). Lexico-grammatical, phraseological, syntactic and stylistic features of ESP. Written and oral communication in ESP. Learning of the relevant foreign language from the perspective of its professional usefulness.			

## Training and Learning Results

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To promote and improve communication in the languages being studied in the degree, in different social, professional and cultural contexts with speakers of such languages, acquiring oral and written comprehension and expression skills, and showing attitudes of tolerance towards social and cultural diversity, including the defense of human rights, social equality with regard to gender, race, sexual orientation, as well as democratic values and a culture of peace.
B4	To acquire the basic methodological tools and techniques for the study and analysis of language and literature.
B5	To acquire the required knowledge to understand, develop, analyze, evaluate and make good use of the linguistic and literary resources for professional practice in the future.
B6	To build solid arguments about the themes and texts studied, following academic standards, using sufficient evidence to support the arguments presented, using the available bibliographical and electronic resources, especially those oriented to linguistic and literary research and to the teaching of the languages taught in the degree.
B7	To participate in group debates and activities, developing independent critical thinking, engaging in respectful and critical dialogue with others, and showing attitudes of tolerance towards the social and cultural diversity of the countries where the relevant foreign languages are spoken, upholding fundamental rights, principles of equality and democratic values.
B9	To plan, structure and produce critical essays and oral presentations in the different foreign languages, formulating hypotheses, using an appropriate methodology to convey ideas correctly and effectively, following academic standards and using sufficient evidence to support the arguments being presented.
B10	To show knowledge of other cultures and artistic manifestations and to be able to raise awareness in one's milieu about the appreciation of diversity, interculturalism and multiculturalism. In addition, to explore the social, professional, educational and cultural consequences of language use and learning of the languages being studied in the degree.
B12	Ability to use new technologies as a methodological tool for purposes of research, teaching and communication.
B13	To increase interest in languages, literatures, cultures and in theoretical and applied linguistics.

C56	To facilitate the learning of the relevant foreign language from the perspective of its professional usefulness.
C57	To improve communicative competence for academic and professional purposes.
C58	To acquire the necessary tools required to master the specific area of study.
C59	To strengthen the specific aspects of the languages of specialization.
C60	To acquire lexical, syntactic, phraseological, stylistic and communicative knowledge of the languages for specific purposes.
C61	To be familiar with the learning methodology used in the analysis of languages for professional and academic purposes.
C62	To be familiar with the specific features of the different types of specialist languages.
C63	To acquire the mechanisms required for the oral dissemination of the learning and teaching of specialist languages.
C64	To promote interest in specialist languages in the so-called knowledge and information society.
C65	To be familiar with the teaching of specialist languages.

### Expected results from this subject

Expected results from this subject	Training and Learning Results		
Understanding of the mechanisms that regulate the learning of languages for professional and academic purposes.	A1	B1	C56
	A2	B4	C57
	A3	B5	C58
	A4	B6	C59
	A5	B7	C60
		B9	C61
		B12	C62
			C63
Teaching and training ability in languages for specific purposes.	A1	B1	C56
	A2	B4	C57
	A3	B6	C59
	A4	B7	C61
	A5	B10	C64
		B12	C65
Acquisition of the communicative needs and the learning objectives.	A1	B1	C56
	A2	B4	C57
	A3	B5	C58
	A4	B7	C61
	A5	B9	C64
		B10	
		B12	
Development of professional communicative competence in English.	A1	B1	C57
	A2	B4	C59
	A3	B5	C60
	A4	B6	C61
	A5	B7	C62
		B9	C63
		B10	
		B12	
Awareness of the interest and the relevance of languages for specific purposes in today's knowledge and information society.	A1	B1	C56
	A2	B4	C57
	A3	B5	C59
	A4	B6	C60
	A5	B9	C61
		B10	C62
		B13	C63
			C64

### Contents

Topic	
1. Introducing English for Specific Purposes (ESP)	1.1. What is English for Specific Purposes (ESP)? 1.2. ESP vs. English for General Purposes (EGP) 1.3. Origins and development of ESP 1.4. ESP in Spain 1.5. Brief overview of different types of ESP
2. Characterising ESP	2.1. History of ESP 2.2. Characteristic features of ESP 2.3. Absolute and variable characteristics 2.4. Complementing and competing approaches 2.5. Branches of ESP

3. Problems and challenges in ESP	3.1. Lack of specialist knowledge 3.2. The role of the teacher 3.3. Learners' motivation 3.4. Authenticity of the materials 3.5. Culture in the ESP syllabus
4. The four pillars of ESP	4.1. Needs analysis 4.2. Learning objectives 4.3. Materials and methods 4.4. Evaluation
English for Academic Purposes (EAP)	- Academic vocabulary - Critical thinking - Presenting in Academic English - Paraphrasing, summarising and quoting - Information packaging

Planning			
	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	22	34	56
Seminars	18	28	46
Problem and/or exercise solving	6	16	22
Essay questions exam	2	10	12
Essay questions exam	2	10	12

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Introductory activities	Activities aimed at introducing the course and assessing the students' previous knowledge on Language for Specific Purposes.
Lecturing	Expository presentation of the theoretical content outlined in [Contents]. Activities about a particular topic aimed at expanding and complementing the contents of the course.
Seminars	Sessions devoted to problem-solving, practical exercises and small-group activities based on the contents covered in the lectures.

Personalized assistance	
Methodologies	Description
Lecturing	Personalised attention during the sessions and office hours.
Seminars	Personalised attention during the sessions and office hours.
Tests	Description
Problem and/or exercise solving	Personalised attention during the sessions and office hours.
Essay questions exam	Personalised attention during the sessions and office hours.
Essay questions exam	Personalised attention during the sessions and office hours.

Assessment					
	Description	Qualification	Training and Learning Results		
(*)					
Problem and/or exercise solving	Exercises, related to the contents of the course, done inside or outside the classroom, with or without prior notice, which will be assessed by the lecturer(s). These tasks complement the lectures.	30	A1	B1	C56
			A2	B4	C57
			A3	B5	C58
			A4	B6	C59
			A5	B9	C60
				B13	C62
Essay questions exam	Mid-term written exam covering the theoretical and practical contents of the subject.	30	A1	B4	C56
			A2	B5	C57
			A3	B6	C58
			A4	B9	C59
			A5		C60
					C62

Essay questions exam	Final written exam covering the theoretical and practical contents of the subject.	40	A1 A2 A3 A4 A5	B4 B5 B6 B9	C56 C57 C58 C59 C60 C62
----------------------	--	----	----------------------------	----------------------	--

---

## Other comments on the Evaluation

---

### **FIRST EDITION OF RECORDS** (May)

#### **1. Continuous assessment**

In the continuous assessment system, the following mandatory parameters will be assessed (their corresponding percentages of the final grade are provided in brackets):

1. **Problem and/or exercise solving** (30%).
2. **Mid-term written exam** (30%). This exam will take place during the term period and the date will be announced in class, at least two weeks in advance.
3. **Final written exam** (40%). This exam will take place during the official exam period on the date approved by the Faculty Board and published on the Faculty's website.

To pass the course in continuous assessment students must obtain **5 out of 10 points in the average grade**. It is an essential requirement to obtain a minimum grade of **5 out of 10 points in the continuous assessment exercises and in each of the two written exams**. Students not satisfying these two requirements will not pass the course, even if the average grade of the four items is 5 or higher.

By default, it is assumed that students will opt for continuous assessment, unless they inform the lecturer(s) at the beginning of the course, **within the first two weeks**, that they opt for the **exam-only assessment** system. If that is the case, they will be assessed according to the procedures described in 2. Exam-only assessment.

Participation in one of the assessment options implies the impossibility of participating in the other. The completion of one or more continuous assessment tasks implies the acceptance of the continuous assessment option. Students opting for the continuous assessment option will not be able to sit the official final written exam corresponding to the exam-only assessment option in the first edition of records (May).

#### **2. Exam-only assessment**

Students who cannot follow the continuous assessment system and inform the lecturer(s) in due time (see 1. Continuous assessment) will be assessed on the basis of a single **final written exam** that will cover all the theoretical and practical contents of the subject and will account for **100%** of the grade. A minimum grade of **5 out of 10** is required to pass the subject.

This exam will take place during the official exam period on the date approved by the Faculty Board and published on the Faculty's website.

### **SECOND EDITION OF RECORDS** (June, retake exam)

Students who

- do not sit the exam(s) and do not do any of the continuous assessment tasks in the first edition of records, or
- fail all the continuous assessment activities

will be assessed on the basis of a single **final written exam** that will cover all the theoretical and practical contents of the subject and will account for **100%** of the grade. To pass the subject, a **5 out of 10** must be obtained.

Students who do not pass the subject in the first edition of records but pass any of the continuous assessment tasks (problem and/or exercise solving, written exams) will only have to sit the failed parts. If they do not pass the subject in the second edition of records, they will have to take the entire course in subsequent academic years. To pass the subject, a **5 out of 10** must be obtained.

The single final written exam, in any modality, will take place during the official exam period on the date approved by the Faculty Board and published on the Faculty's website.

---

### Important remarks:

- Class **attendance** is highly recommended.
- Exams and continuous assessment tasks are considered official and, therefore, **a change of date must always be duly justified by force majeure** (accident, surgery or death of a first-degree relative on the exact date of the activity) and, whenever possible, students must inform the lecturer(s) prior to the date of the activity.
- The **same criteria** described in this section will also be applied to **Erasmus students**. All exams and continuous assessment tests will be face-to-face. **It is the student's responsibility to be in Vigo to take these tests**, including those of the second edition of records. No online exams will be conducted.
- It is the student's responsibility to be aware of the **dates** on which the **assessment tests** take place. There is no obligation to communicate the dates through the eLearning platform.
- In the evaluation of the course, not only the content will be taken into account, but also the **linguistic correctness** of the tests. The non-compliance with the latter may result in a fail.
- The use of dictionaries, computers or other **electronic devices**, with or without internet connection, is not allowed during the tests, unless otherwise instructed by the lecturer(s) for educational purposes.

---

### FRAUDULENT PERFORMANCE:

In accordance with Articles 40-42 of the Regulation on the evaluation, grading and quality of teaching and the student learning process, approved by the university senate on April 18, 2023,

**Plagiarism** is understood as the **total or partial copying** of texts or other elements (software, images, graphics, etc.) as if they were self-made **without citing their origin**, including the use of digital media. On the other hand, **academic fraud** is understood as any premeditated behavior aimed at **falsifying the results** of an exam or work, whether one's own or someone else's, taken as a requirement to pass a subject or to accredit academic performance. (See Article 41 about the circumstance that involve fraudulent performance.)

**Fraudulent action in any evaluation activity will result in a zero (fail) final grade** in the corresponding edition of records, regardless of the grade of the activity in question in the overall grade of the subject and without prejudice to the possible consequences of disciplinary nature that may occur.

Alleging ignorance of what plagiarism or academic fraud implies will not exempt students from their responsibility in this regard.

---

### Sources of information

#### Basic Bibliography

Anthony, Laurence, **Introducing English for Specific Purposes**, Routledge, 2018

Basturkmen, Helen, **Developing courses in English for Specific Purposes**, Palgrave Macmillan, 2010

Woodrow, Lindy, **Introducing course design in English for Specific Purposes**, Routledge, 2018

#### Complementary Bibliography

Bailey, Stephen, **Academic writing: A handbook for international students**, Routledge, 2018

Basturkmen, Helen, **Ideas and options in English for Specific Purposes**, Routledge, 2006

Brown, James D., **Introducing Needs Analysis and English for Specific Purposes**, Routledge, 2016

Cottrell, Stella, **The study skills handbook**, Macmillan International Higher Education, 2019

Dudley-Evans, Tony & Maggie-Jo St John, **Developments in ESP: A multi-disciplinary approach**, Cambridge University Press, 1998

Hutchinson, Tom & Alan Waters, **English for Specific Purposes: A learning-centred approach**, Cambridge University Press, 1987

Hyland, Ken, **English for Academic Purposes: An advanced resource book**, Routledge, 2006

Hyland, Ken & Philip Shaw (eds.), **The Routledge handbook of English for Academic Purposes**, Routledge, 2016

McCarthy, Michael & Felicity O'Dell, **Academic vocabulary in Use: Vocabulary reference and practice**, Cambridge University Press, 2016

Paltridge, Brian & Sue Starfield (eds.), **The handbook of English for Specific Purposes**, Wiley-Blackwell, 2013

Wallwork, Adrian, **English for presentations at international conferences**, Springer, 2016

**English for Specific Purposes**, <https://www.journals.elsevier.com/english-for-specific-purposes>,

**ESP Today**, <http://www.esptodayjournal.org>,

**ESP World**, <http://esp-world.info>,

**Journal of English for Academic Purposes**, <https://www.journals.elsevier.com/journal-of-english-for-academic-purposes>,

---

## **Recommendations**

---

### **Other comments**

---

Students are expected to complete the readings and assignments in order to come to the sessions prepared to discuss them.

Students should regularly check their email and visit the eLearning platform for the course (<https://moovi.uvigo.gal>).  
Announcements and last-minute changes will be notified via the teaching platform.

Students should access regularly to the bibliographic sources in the library.

---