



IDENTIFYING DATA

English for Specific Purposes

Subject	English for Specific Purposes			
Code	V01M121V01105			
Study programme	Máster Universitario en Estudios Ingleses Avanzados y sus Aplicaciones			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Mandatory	1st	1st
Teaching language	English			
Department				
Coordinator	Fernández Pena, Yolanda			
Lecturers	Fernández Pena, Yolanda			
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Web	http://moovi.uvigo.gal			
General description	English for Specific Purposes (ESP). Different typologies in ESP. Research and applied perspectives. Perspectives of ESP. Historical, pedagogical, sociological and linguistic issues in ESP. Research on ESP. Quantitative and qualitative research methods in ESP.			

Training and Learning Results

Code	
A1	(*)Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, adoito nun contexto de investigación.
A2	(*)Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
A3	(*)Que os estudantes sexan capaces de integrar coñecementos e se enfrontar á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
A4	(*)Que os estudantes saiban comunicar as súas conclusións, e os coñecementos e razóns últimas que as sustentan, a públicos especializados e non especializados dun xeito claro e sen ambigüidades.
A5	(*)Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun xeito que terá que ser, en grande medida, autodirixido e autónomo.
B1	
B2	
B3	
B4	--
B5	--
B6	--
C1	(*)Capacidade para utilizar unha terminoloxía lingüística rigorosa así como unha notación adecuada.
C2	(*)Coñecemento dos principais modelos de investigación lingüística.
C3	(*)Coñecemento dos principais recursos e ferramentas de investigación lingüística.
C4	(*)Capacidade de manexar conceptos, métodos e instrumentos propios da investigación en inglés para fins específicos, particularmente do inglés académico.
C5	(*)Capacidade de reflexionar sobre os factores que condicionan a aprendizaxe e a adquisición do inglés como lingua estranxeira.
C6	(*)Habilidades para o uso de ferramentas e recursos de investigación aplicados mediante a análise de variables macro e micro-sociolingüísticas.
C13	(*)Coñecemento do papel do inglés nos distintos medios de comunicación.
C14	(*)Capacidade para comprender as implicacións comunicativas de diferentes tipos de discursos e xéneros discursivos orais e/ou escritos.

C27	(*)Coñecemento das entornas laborais e profesionais onde o inglés ocupa un lugar relevante como medio e vehículo de expresión.
D1	(*)Capacidade de afondar naqueles conceptos, principios, teorías ou modelos relacionados cos distintos campos dos Estudos Ingleses, así como de coñecer a metodoloxía necesaria para a resolución de problemas propios de devandita área de estudo
D2	(*)Capacidade para aplicar os coñecementos adquiridos na contorna multidisciplinar e multifacética dos Estudos Ingleses.
D3	(*)Capacidade para utilizar de forma eficiente as novas tecnoloxías da información e da comunicación no ámbito dos Estudos Ingleses.
D4	(*)Capacidade para elaborar adecuadamente e con certa orixinalidade composicións escritas ou argumentos motivados, redactar plans, artigos científicos e formular hipóteses razoables.
D5	(*)Capacidade para presentar en público experiencias, ideas ou informes, así como emitir xuízos en función de criterios, de normas externas ou de reflexións persoais para o que será necesario alcanzar un dominio suficiente da linguaxe académica e científica tanto na súa vertente escrita como oral.
D6	(*)Habilidades para ser capaz de construír e utilizar ferramentas operativas que recollan información significativa e precisa para a mellora das aprendizaxes nos Estudos Ingleses.
D7	(*)Habilidade para traballar e continuar a aprendizaxe de forma autónoma e autodirixida.
D8	(*)Habilidades para investigar e manexar novos coñecementos e información no contexto dos Estudos Ingleses.
D9	(*)Capacidade para adquirir un espírito crítico que leve aos estudantes a considerar a pertinencia das investigacións existentes nas áreas de estudo que conforman os Estudos Ingleses, así como das súas propias.
D11	(*)Capacidade para traballar en equipo, cooperativo e compartido, fomentando a tolerancia e a aprendizaxe colaborativo.

Expected results from this subject

Expected results from this subject	Training and Learning Results
Develop critical awareness of the main issues and challenges of a Language for Specific Purposes, both as a research topic and an applied area.	A1 A2 A3 A4 A5 B1 B2 B3 B4 B5 C1 C2 C3 C5 C6 C13 C14 C27 D1 D2 D3 D4 D5 D6 D7 D8 D9

Acquire an in-depth knowledge of one or two sub-disciplines of the Language for Specific Purposes, such as academic or scientific English.	A1 A2 A3 A4 A5 B1 B2 B3 B6 C1 C2 C3 C4 D1 D2 D3 D4 D5 D7 D8 D11
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Become familiar with the main structural and linguistic characteristics of the different registers within the context of the Language for Specific Purposes.	A1 A2 A3 A5 B3 B4 B5 B6 C1 C3 C4 D1 D2 D3 D4 D7 D8
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Become familiar with the basic concepts of the discipline Language for Specific Purposes and develop the necessary competencies for its teaching.	A1 A3 A4 A5 B1 B2 B3 B6 C1 C2 C4 C5 D1 D2 D3 D4 D5 D6 D7
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Learn how to use the main research tools (software, corpora) of the Language for Specific Purposes.

A1
A2
A3
A4
A5
B2
B3
B4
B5
C1
C2
C3
C4
D1
D3
D4
D6
D7

Contents

Topic	
1. Introduction to English for Specific Purposes.	Historical, pedagogical, sociological and linguistic issues.
2. Typologies of English for Specific Purposes.	Texts. Analysis of texts and documents of English for Specific Purposes. Translations and interpretations. Lexical studies.
3. Practical applications of English for Specific Purposes.	Commonly used documents and terms in context.
4. Research perspectives and applied aspects in English for Specific Purposes.	Research on English for Specific Purposes. Quantitative and qualitative research methods.

Planning

	Class hours	Hours outside the classroom	Total hours
Seminars	10	20	30
Mentored work	0	12	12
Presentation	2	5	7
Discussion Forum	0	4	4
Objective questions exam	1	10	11
Essay questions exam	1	10	11

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

Methodologies

	Description
Seminars	The lecturer(s) will present key ideas and concepts in the field, to be complemented with practical work by the students.
Mentored work	Students will have to use the knowledge acquired and the skills of the subject to conduct research on English for Specific Purposes.
Presentation	Students will have to present orally and individually their mentored work.
Discussion Forum	Virtual work on the contents of the course through the discussion forums in Moovi.

Personalized assistance

Methodologies	Description
Seminars	Personalised attention during the sessions and office hours.
Presentation	Personalised attention during the sessions and office hours.
Discussion Forum	Personalised attention during office hours.
Mentored work	Personalised attention during the sessions and office hours.
Tests	Description
Objective questions exam	Personalised attention during office hours.
Essay questions exam	Personalised attention during office hours.

Assessment

Description	Qualification	Training and Learning Results
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Seminars	In-class and assessed assignments, participation and attendance.	10	A1 A2 A3 A4 A5	B1 B2 B3 B4 B5 B6	C1 C2 C3 C4 C5	D1 D2 D3 D4 D5 D6 D7 D8 D9 D11
Mentored work	Research work on one of the typologies of English for Specific Purposes.	20	A1 A4 A5	B1 B2 B3 B4 B5 B6	C1 C2 C3 C4 C14 C27	D1 D2 D4 D7 D8 D9
Presentation	Individual oral presentation of the mentored work on any of the typologies of the English for Specific Purposes.	10	A1 A4 A5	B1 B2 B3 B4 B5 B6	C1 C2 C3 C4 C14 C27	D2 D5 D7 D8 D9
Discussion Forum	Virtual debate among students throughout the course.	10	A1 A3 A4 A5	B1 B2 B3 B4 B6	C1 C4 C5	D1 D2 D3 D7 D9 D11
Objective questions exam	Final exam.	25		B4	C1 C5	D1 D2 D5
Essay questions exam	Final exam.	25		B4	C1 C5	D1 D2 D5

Other comments on the Evaluation

Continuous assessment:

Regular class **attendance** is required. **Participation** in the course will be subject to continuous evaluation. Students with an official exemption of class attendance must inform the teacher within the first two sessions of the course.

Students will have to complete a series of **practical tasks**, which may include a combination of any of the following: carrying out text analyses, delivering presentations, writing essays, and conducting and presenting a small research project. The following factors will be considered in the assessment of these tasks: ability to summarise and combine information from different sources, clarity in the presentation of ideas, accuracy in the use of specialised concepts and terminology, involvement in seminars and group activities, rigor and originality in the formulation of research proposals, comprehensiveness and punctuality in the realisation of the tasks and, finally, the use of an appropriate academic style.

The **final tests** will consist of a series of (objective and essay) questions related to the course contents.

Students with an official exemption of class attendance:

Continuous assessment will be based on their eventual completion of the assignments set through the virtual component of the course. These students must also sit the final written tests or, alternatively, complete an equivalent task (or set of tasks) specified by the lecturer(s).

Second opportunity and students retaking the course:

The same assessment system described above will apply.

For the continuous assessment part, students may be asked to repeat a selection of the activities done throughout the course or to complete some extra tasks.

In the July opportunity, students will submit on time the additional activities requested by the lecturer(s), before sitting the written exams.

FRAUDULENT PERFORMANCE ON EVALUATION ACTIVITIES:

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.

The tests or evaluation activities will be considered fraudulent when the following circumstances, among others, concur:

- a. Copying other students in exams.
- b. Use of notes, books, materials or telematic media not explicitly authorised in the tests.
- c. Failure to comply with the rules established by the lecturer(s) before the test.
- d. Communication, by any means, with other people, except the faculty member responsible for the supervision, during the tests.
- e. Impersonating or attempting to impersonate a student in their own work or giving consent to be impersonated, in connection with university activities.
- f. Misappropriating the content of tests or exams, as well as any other document used in the teaching-learning process.
- g. Improperly using contents or means of reproduction and recording of university activities subject to intellectual property rights.
- h. Attribution of the performance of individual, group or internship work of others.
- i. Use of any fragment extracted directly from bibliographic sources or other sources of information without clearly indicating the reference of authorship and original work.
- j. Altering, falsifying, subtracting or destroying academic documents, or using false documents.

Fraudulent action in any evaluation activity will result in a zero (fail) final grade in the corresponding assessment opportunity, 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

Biber, Douglas & Bethany Gray, **Being specific about historical change: The influence of sub-register**, <https://doi.org/10.1177/0075424212472509>, 2013

Biber, Douglas & Bethany Gray, **Grammatical complexity in academic English**, Cambridge University Press, 2016

Hyland, Ken, **Genre, discipline and identity**, <https://doi.org/10.1016/j.jeap.2015.02.005>, 2015

Mauranen, Anna, **English as the lingua franca of the academic world**, University of Michigan Press, 2011

Seidlhofer, Barbara, **Closing a conceptual gap: The case for a description of English as a Lingua Franca**, <https://doi.org/10.1111/1473-4192.00011>, 2001

Seidlhofer, Barbara, **Common ground and different realities: World Englishes and English as a Lingua Franca**, <https://doi.org/10.1111/j.1467-971X.2009.01592.x>, 2009

Woodrow, Lindy, **Introducing researching English for Specific Purposes**, Routledge, 2022

Complementary Bibliography

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

Belcher, Diane, **English for Specific Purposes in theory and practice**, University of Michigan Press, 2009

Belcher, Diane, Ann Johns & Brian Paltridge (eds.), **New directions in English for Specific Purposes**, University of Michigan Press, 2011

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

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

Hyland, Ken & Marina Bondi (eds), **Academic discourse across disciplines**, Peter Lang, 2006

Paltridge, Brian & Sue Starfield, **The Handbook of English for Specific Purposes**, Wiley-Blackwell, 2013

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 attend all face-to-face sessions and 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.
