**CTSE 7970**

**Auburn University**

Department: Department of Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: Teaching English for Specific Purposes

Course Number: CTSE 7970

Course Credit: 3 hours

Semester: Fall 2018

Instructor: Dr. Gwendolyn M. Williams

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Phone Number: Office: 334-844-6775

Office Hours: Monday and Wednesday 1:30-3:30 PM

Schedule: Mondays 4:00- 6:50 PM

Classroom: Haley Center 2468

**1. COURSE DESCRIPTION**

**Catalog Description:** Provides an opportunity for the graduate student and professor to pursue selected topics in depth.

**Overview:** This class will explore how to teach English for specific purposes by explaining how to create a curriculum in English for a particular context. The course will describe how to conduct a needs analysis on a group of students and then create a curriculum based on the needs of the students.

**Required Text:** Woodrow, L. (2017). *Introducing course design in English for Specific Purposes.* New York: Routledge.

**Student Learning Outcomes:**

* To assess students’ knowledge using multiple measures and address their students’ diverse backgrounds, developmental needs, and English proficiency as they plan their instruction.
* To recognize the needs of students and plan instruction based on a needs analysis.
* To explain how English instruction is shaped by the norms and practices of different content areas.
* To design an ESOL curriculum for a particular content area.
* To evaluate a curriculum for its effectiveness.

**Alabama State Teacher Education Standards**

* Candidates know, understand, and use standards-based ESOL and content instruction. This domain consists of three parts: planning, managing and implementing, and implementing.
* Knowledge of:
* How to organize learning around standards-based subject matter and language learning objectives.
* How to incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content area materials.

(III) Activities and materials that integrate listening, speaking, reading, and writing.

(ii) Ability to:

* (I) Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.

**2. COURSE REQUIREMENTS**

1. **Attendance:** Attendance: Attendance is required for all classes unless excused prior to class meeting.
	1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
	2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.

**Grading Plan:**

 The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% = C

 60%-69% = D

 Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

**Assignment Requirements**: Rubrics for all assignments will be provided in Canvas

**1). Article Critique Presentation**- You should critique the article that you sign up for from our weekly readings. (30 Points) You may sign up to do this with a partner if you would like.

The articles are ***Boldfaced and Italicized*** in the schedule.

 Your presentation should address the following sections:

1. *Overview*- Summarize the main points of the article. (6 points)
	1. Methodology
	2. Findings
2. *Analysis*- (8 points)
	1. What are the most important conclusions of the article or the most important aspects from your perspective?
	2. Are there points in the article with which you agree or disagree? Why? (Your arguments should be supported by research.)
	3. Critique the methodology, biases, assumptions that were present in the article
	4. Are findings valid, generalizable?
3. *Conclusions* **(8 points)**
	1. What can your classmates learn about ESP from this article?
4. *Presentation*- (8 points).
	1. Presentation is clearly delivered and the audience can hear the speaker.

**2). Needs Analysis**: (30 Points)

The purpose of the needs analysis is to give you information which will inform your unit of study. Please complete the following.

* + 1. *A Stakeholder Ma*p-Who are the stakeholders that you might consult to get more information about the language needs and functions in your content area? (See p. 24 in Woodrow for an example of a stakeholder map) At the bottom of the map, you should explain what information that the stakeholder could provide. (10 points)
		2. *A Needs Analysis instrument* which you design for the specific group. Your needs analysis instrument should be no longer than three pages, and it should be written in language that is appropriate and accessible for your audience. You should focus on the issues listed under the WHAT column in Figure 2.4 on p. 28 of Woodrow. (10 points) You should focus on the following issues:
			1. Necessities
			2. Needs
			3. Lacks
			4. Constraints
			5. Target communicative events
			6. Target communicative skills
			7. Target discourse
			8. Present situation
			9. Communication
			10. Learning skills

**You do not have to address all 10 areas, but address 5 that would be most relevant to your area.**

* + 1. Reflection- Explain how you think the needs analysis will provide you with the information that you need to create an ESP course. (5 Points)

**3). ESP Scrapbook (50 points)**

You will create a scrapbook about ESP items in your content from around the world in order to gain a better understanding of English teaching practices in your field. You must include items representing at least 8 different countries, and have 20 different items. Accompanying the scrapbook will be a 5 page paper that explains how each artifact relates to teaching ESP. Possibilities are on-line news articles, local events advertising English classes for specific purpose, international news outlets, etc. Please feel free to bring clippings to class as you find them to enrich our discussion and understanding of teaching English in your content area. The assignment is worth 30 points. The paper will be graded on the following:

1. Introduction- Write a introduction to your project- identify the themes and focus of your scrapbook and explain why you chose that focus. (10 points)
2. Content- Contains 20 diverse artifacts that are directly related to the same field of ESP – (5 points)
3. Personal Analysis- (10) Author offers own personal analysis of artifact and how it contributes to your understanding of the field.
4. Connection to Theory (10) Analysis is connected to course readings or other peer reviewed research support.
5. Appearance- the layout is clean and organized. (10 Points)
6. Writing-Writing has the appropriate grammar and mechanics. (5 points)

**4.) Textbook Evaluation (40 points)**

For this assignment, you will conduct an evaluation of an EL textbook for a specific purpose.

1. Select an EL text of interest in your content area. For textbook consideration, you should look at the following:

• Texts which have a clear audience in mind

• Texts with large amounts of visuals

• Texts with strong organizational elements

You should not buy a book for this assignment, there are plenty of free options on-line, in the library or through interlibrary loan. Please see Dr. Williams if you are having trouble finding a book.

2. Read text and note the following.

* Intended audience- Who is the intended audience for the book? Level of English proficiency? Level of content knowledge? (6 points)
* Teaching Methodology- What are the beliefs about teaching language that are emphasized in this book? How do the exercises demonstrate these beliefs? (6 points)
* Cultural Context- What cultural content values and characteristics are included in the book? Would any of the content be culturally inappropriate for a specific population? (6 points)
* Organization of content- How are the sections arranged/ organized- See table of contents (6 points)
* Range of content- How much explanation is given? Is it a general introduction, or is it more for students who are more knowledgeable about the field. (6 points)
* Critique- Would you use the book to teach English in that content area? Why or why not? Explain its strengths and weaknesses (10 points)

**5.) Research Paper** (50 Points) You will write a research paper that explores the question, What are the elements that make a successful ESP class in your particular content area? Specifically, you should address the following topics

* + Instruction- What does instruction look like in your content area?
	+ Language Functions- What language functions are essential to content mastery in this field?
	+ Classroom Interaction-What type of interaction would facilitate the use of English in that content area?
	+ Assessment- What types of assessment would be appropriate for that content area?

Your paper should use peer reviewed sources. (Published articles from academic journals) Most of your sources should be published in 2010 or later.

**6). ESP Curriculum Project (30 points)**

You should develop a two-week theme-based unit of instruction in the form of a curricular map. Examples of curricular maps may be found on-line. Also, while I offer an outline of your curriculum development project, I expect there to be variation in the assignments and lessons. The outline below is meant as a guide. Please let me know if you need to make modifications. I am flexible.

a. Course rationale- A brief description of the reasons for the course and the nature of the course

1. Who is the course for? (2 pts)
2. What is the course about? (3 pts)
3. What kind of teaching and learning will take place in the course? (5 pts)

b. Scope and Sequence

1. Range of content to be covered (2 pts)
2. Depth of coverage for each topic (3 pts)
3. Themes you will cover (5 pts)

c. Curricular map – which should include each of the following (10 pts): You should not write a complete lesson plan for this, please see the chart on the next page.

1. Content objective (These are most often literacy skills)
2. Language objective(s)---Please see Canvas for a list of language objectives
3. Lesson activities
4. Method of Assessment

EXAMPLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Content Objective | Language Objective | LessonActivities | Methods of Assessment |
| Day 1 | To identify and describe familiar objects | To write sentences using figurative language  | Read a poemThink, Pair Share Writing with figurative language | Sentence WritingOral group work |

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**4. Tentative Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings**  | **Assignments**  |
| 8/20 | What is English for Specific Purposes (ESP)?  | None |  |
| 8/27 | ESP vs ESOLIssues in ESP , | Woodrow Ch. 1 &5Gollin-Keis, Hall & Moore Ch.2 ***Anthony Ch. 3*** |  |
| 9/3 | **No Class -Labor Day**  |
| 9/10 | Needs Analysis in ESP Medical English  | Woodrow Ch. 2Brown Chapter 4 ***Antic & Milosavljevic*** |  |
| 9/17 | Language Skills in ESP English for Academic Purposes | Woodrow Ch. 3McGregor & Reed ***Caplan & Stevens***  |  |
| 9/24 | Vocabulary & ESPBusiness English | Woodrow Ch. 4Mežek et al.***Evans***  | Needs Analysis Due |
| 10/1 | ESP learnersEnglish for Occupational Purposes  | Woodrow Ch. 6Qing ***Frame & Greenall***  |  |
| 10/8 | Technology & ESPEnglish for Science & Technology  | Woodrow Ch. 7Parkinson ***Arnó-Maciá*** | ESP Scrapbook Due  |
| 10/15 | Assessment in ESPEnglish for Legal Purposes | Woodrow Ch. 8Tratnik ***Baffy***  |  |
| 10/22 | Genres in ESPEnglish for Tourism  | Woodrow Ch. 9Paltridge ***Nation & Crabbe***  |  |
| 10/29 | Discourse & Corpora in ESP  | Woodrow Ch. 10 & 11***Charles & Pecorari Ch. 7***  | Research Paper Due  |
| 11/5 | Teaching Methods in ESP English for Aviation  | Woodrow Ch. 12 & 13***Kim & Billington*** |  |
| 11/12 | Materials in ESP/English for Musicians  | Woodrow Ch. 14Gao***Cooper*** | Textbook Evaluation Due  |
| 11/19  | **No Class- Thanksgiving Break**  |
| 11/26 | Program Evaluation | Griffee & Gorsuch Tsou & Chen ***Norris***  |  |
| 12/3 | Wrap-Up  | ***Luo & Garner***  | ESP Curriculum Project Due |

**\*\*\*\*\*Article Review is due whenever you sign up to present it*. All articles that are boldfaced and italicized you may sign up to present.***

All additional required readings will be posted on Canvas.

Readings on Canvas:

Anthony, L. (2018). Chapter 3 Introducing the 4 pillars of ESP. In *Introducing English for specific purposes* (pp. 44-59). New York: Routledge.

Antic, Z., & Milosavljevic, N. (2016). Some suggestions for modelling a contemporary medical English course design based on need analysis. *Lingua, 184,* 69-78. doi:10.1016/j.lingua.2016.06.002

Arnó–Macias, E, (2012). The role of technology in teaching languages for specific purposes courses. *The Modern Language Journal, 96*(s1), 89-104. Doi: 10.1111/j.1540-4781.2012.01299.x

Baffy, M. (2017). Shifting frames to construct a legal English class. *Journal of English for Academic Purposes*, *25*, 58-70.

Brown, J. D. (2016). Chapter 4 Collecting ESP needs analysis data. In *Needs analysis and English for academic purposes* (pp. 93-121). New York: Routledge.

Caplan, N. A., & Stevens, S. G. (2017). “Step out of the cycle”: Needs, challenges, and successes of international undergraduates at a US university. *English for Specific Purposes, 46*, 15-28. doi: 10.1016/j.esp.2016.11.003

Charles, M. & Percorari, D. (2016). Chapter 7 Academic discourse. *In Introducing English for academic purposes* (pp. 91-107). New York: Routledge.

Cooper, S. & Grimm-Anderson, S. (2007). Structured English immersion (SEI) in the music classroom: Music instruction for crossing borders. *General Music Today*, *20*(2), 20-24.

Evans, S. (2013). Designing tasks for the business English classroom. *ELT Journal, 67*(3), 281-293. doi:10.1093/elt/cct013

Frame, P., & Greenall, A. (2009). Enhancing access to English language in and for the workplace. *International Journal of Learning, 16*(9), 197-206.

Gao, J. (2009). ESP material development in Chinese universities: Problems and solutions. *Hong Kong Journal of Applied Linguistics, 12*(1), 29-44.

Gollin- Kies, S., Hall, D.R., & Moore, S. H. (2015). Chapter 2: Key trends affecting the teaching and learning of LSP. In *Language for specific purposes* (pp. 29-50). New York: Palgrave Macmillan.

Griffee, D. & Gorsuch, G. (2016). What is course evaluation? In *Evaluating second language courses* (pp. 1-16). Charlotte, NC: Information Age Press.

Kim, H., & Billington, R. (2016). Pronunciation and comprehension in English as a lingua franca communication: Effect of L1 influence in international aviation communication. *Applied Linguistics, 39 (*2), 135-158. doi: 10.1093/applin/amv075

McGregor, A., & Reed, M. (2018). Integrating pronunciation into the English language curriculum: A framework for teachers. *CATESOL Journal*, *30*(1), 69-94.

Mežek, Š., Pecorari, D., Shaw, P., Irvine, A., & Malmström, H. (2015). Learning subject-specific L2 terminology: The effect of medium and order of exposure. *English for Specific Purposes*, *38*, 57-69.

Nation, P. & Crabbe, D. (2011). A survival language learning syllabus for foreign travel. In I.S.P. Nation & J. Macallister (eds). *Case studies in language curriculum design: Concepts and approaches in action around the world* (pp. 8-20). New York: Routledge.

 Norris, J. M. (2016). Language program evaluation. *The Modern Language Journal, 100*(S1), 169-189. doi: 10.1111/modl.12307

Paltridge, B. (2014). Genre and second-language academic writing. *Language Teaching. 47*(3) 303-318.

Parkinson, J. (2013). English for science and technology. In B. Paltridge & S. Starfield (Eds). *The Handbook for English for Specific Purposes* (pp. 155-173). New York: Wiley.

Qing, X. (2016). Developing communicative competence for the globalized workplace in English for occupational purposes course in China*. Journal of Language Teaching & Research, 7(*6), 1142-1152. doi:10.17507/jltr.0706.12

Tratnik, A. (2008). Key issues in testing English for Specific Purposes. *Scripta Manent, 4*(1), 3-13.

Tsou, W., & Chen, F. (2014). ESP program evaluation framework: Description and application to a Taiwanese university ESP program. *English For Specific Purposes*, *33*, 39-53. doi:10.1016/j.esp.2013.07.008