

EDUC6124: English for Special Purposes

Callaghan and Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course develops student understanding of the different styles and contents of English used for commercial, professional and educational purposes as well as skills such as needs analysis and the designing of special curriculum to meet these needs.

Contact Hours

**Callaghan
Lecture**

Face to Face On Campus
1 hour(s) per Week for Full Term

Tutorial

Face to Face On Campus
1 hour(s) per Week for Full Term

Online

Integrated Learning Session

Online
2 hour(s) per Week for Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan and Online Dr Helena Sit Helena.Sit@newcastle.edu.au Consultation: Please email for an appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• Commercial, professional and educational uses of English• Register• Linguistic analysis of English for special purposes• Learner needs analysis• Situational analysis of language use• ESP syllabus design• Material development for ESL teaching• Assessment of learning outcomes
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate an understanding of the origins of language for special purpose;2. Analyse different linguistic features of ESL based on different purposes; and3. Discuss implications in curriculum design and teaching methods
Course Materials	<p>Lecture Materials:</p> <ul style="list-style-type: none">- Guidelines and lecture notes of the weekly topic.- Additional reading resources will be provided each week. <p>Recommended Reading:</p> <ul style="list-style-type: none">- A reading list is provided through Canvas. <p>From Week 5, it is recommended to read the textbook: " Developing courses in English for specific purpose by Helen Basturkmen (2010), New York: Palgrave MacMillan".</p>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Part One: Introduction to the course	Direct instruction on the course structure and content Group discussion	Reminder of the assessment tasks No assessment due this week
2	4 Mar	Part One: Academic literacies in ESP	PowerPoint presentation Classroom discussion and small group work	Questions and answers on the first assignment No assessment due this week
3	11 Mar	Part One: Systemic Functional Grammar (1) - Situational variables - Stages and texts	Lecture and tutorial	On class exercises of text analysis No assessment due this week
4	18 Mar	Part One: Systemic Functional Grammar (2) - Mood, modality and politeness - Participant, process and circumstances - Cohesive devices	Lecture and tutorial	On class exercises of text analysis No assessment due this week
5	25 Mar	Part Two: Definition of ESP	Lecture and tutorial Classroom discussion and small group work	The first assignment due
6	1 Apr	Part Two: Needs analysis	Direct instruction: concepts of needs analysis Workshop for analysing learner's needs on the given scenarios	Reminder of the second assignment
7	8 Apr	Part Two: Investigating Specialist Discourse	PowerPoint presentation Classroom discussion and small group work	Questions and answers on the second assignment
Mid Term Break				
Mid Term Break				
8	29 Apr	Part Two: ESP curriculum development	Lecture and tutorial	Preparation for the second assignment
9	6 May	Part Three: English for the police	Lecture and tutorial	The second assignment due
10	13 May	Part Three: English for medical doctors	Lecture and tutorial Callaghan student in-class presentation Online activities for web-learn students	Reminder of the third assignment
11	20 May	Part Three: English in visual communication	Lecture and tutorial Callaghan student in-class presentation Online activities for web-learn students	Questions and answers on the third assignment

12	27 May	Part Three: English for the thesis writing	Lecture and tutorial Callaghan student in-class presentation Online activities for web-learn students	Preparation for the third assignment
13	3 Jun	Summary and conclusion	A research seminar on the new directions of ESP	The third assignment due
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	ESP Text Analysis 30%	Week 5: Thursday 28 Mar 2024	Individual	30%	1, 2
2	Need Analysis 30%	Week 9: Friday 10 May 2024	Individual	30%	1, 2, 3
3	ESP Program Design 30%	Week 13: Friday 7 June 2024	Individual	40%	1, 2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - ESP Text Analysis 30%

Assessment Type Purpose

Written Assignment
- Promote understanding of Halliday's Systemic Functional Grammar.
- Assess students' ability to analyse the linguistic features of text in the light of SFG.
- Assess students' learning in the first four weeks of semester.

Description

Assignment 1: Context analysis

In the first 4 weeks' study, you have examined Halliday's SFG. For this assignment you are required to analyse the three texts presented on the Canvas website. In your analyses, you need to identify:

- The Register variables: field, Tenor, Mode of each text (provide one example for each text).
- The Stages of the text (provide one example for each text).
- Five selected examples for each text to demonstrate your understanding of the terminologies used in SFG.

In addition, you need to justify your analyses. Use the provided table format for this assignment in the Canvas website.

Weighting

30%

Length

1500 words

Due Date

Week 5: Thursday

Submission Method

Online using Turnitin

This assignment needs to be submitted through Turnitin.

Assessment Criteria

Online

This assignment needs to be submitted through Turnitin.

1. Thorough understanding of ESP
2. Thorough understanding of the concepts behind SFG
3. Critical analysis of the major issues related to SFG
4. High quality literacy and overall presentation

Return Method

Online

Feedback Provided

Online - Week 7.

Assessment 2 - Need Analysis 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	<ul style="list-style-type: none">- Promote a full understanding of a "needs analysis" and a "discourse analysis"- Assess students' ability to conduct a needs analysis and a discourse analysis- Assess students' learning in the first eight weeks of the semester
Description	<p>Assignment 2: Need Assessment and Discourse Analysis</p> <p>Two scenarios will be provided through Canvas. Students will have an option to select one scenario of the two for this assignment. Each scenario will describe a specific group of learners who will use English in their professions in an international setting.</p> <p>On the basis of each scenario, students are required to write a report on needs analysis followed by a discourse analysis of the linguistic features of the scenario (refer to Chapters 5-8 of the textbook).</p> <p>This assignment is in the form of report. No references are needed but it must be your original work. Be creative. More guidelines will be provided in the tutorial.</p>
Weighting	30%
Length	1500 words
Due Date	Week 9: Friday
Submission Method	Online using Turnitin This assignment needs to be submitted through Turnitin.
Assessment Criteria	<ol style="list-style-type: none">1. Thorough understanding of ESP.2. Thorough understanding on a needs analysis related to ESP.3. Appropriate links between theoretical concepts and practical issues in training programs.4. A critical analysis of the "needs analysis".5. High quality academic writing skills and overall presentation.
Return Method	Online
Feedback Provided	Online - Week 11.

Assessment 3 - ESP Program Design 30%

Assessment Type	Written Assignment
Purpose	<ul style="list-style-type: none">- Encourage students to synthesize the concepts of ESP and to apply them in a program design.- Assess students' ability to apply, analyse, synthesize, and evaluate all the elements of ESP by producing an ESP program which could be used in teaching in an appropriate social-cultural context.- Assess students' overall learning outcomes through this final assessment task.
Description	<p>Assignment 3: Program Design</p> <p>Design a program in English for Specific Purposes for a group of students arriving in your particular area. (eg. Your program may be a ten-week ESP course. Your students may be adult learners or university students etc.).</p> <p>You will need to select a Specific Purpose (eg. Airline pilots, nurses, electronics engineers, soldiers, migrant workers, exchange students etc.)</p> <p>The program should include (1) a brief description of your students and their special needs and your expectation on their learning outcomes (eg. skills, knowledge, etc); (2) resources such as textbooks, tapes or reference materials for this program (you may compile your own material if your wish); (3) a number of teaching strategies and learning activities; (4) various types of assessment to ascertain whether students would be able to cope comfortably with their specific Purpose environment.</p>
Weighting	40%
Length	Minimum 2000 words
Due Date	Week 13: Friday
Submission Method	Online using Turnitin This assignment needs to be submitted through Turnitin.

Assessment Criteria	<ol style="list-style-type: none"> 1. Well-justified objectives appropriate to your students 2. A clear unit timetable indicating the teaching schedule 3. Some detailed lessons or units with various activities in a logical sequence 4. Various assessment tasks to check the learning outcomes 5. High quality overall organization and presentation
Return Method	Online
Feedback Provided	Online - Two weeks after Week 13..

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Lecture (Method of recording:)
- Tutorial (Method of recording:)

After-class communication/consultation can be made by appointment via email.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia



EDUC6124 Assessment Tasks

Assignment 1: Context analysis

In Part One, you have examined Halliday's SFG. For this assignment you are required to analyse the three texts presented on the Canvas website. In your analyses, you need to identify:

- The Register variables: field, Tenor, Mode of each text (provide one example for each text).
- Five selected examples for each text to demonstrate your understanding on all the terminologies used in SFG.
- The Stages of the text (provide one example for each text).

In addition, you need to justify your analyses. Please use the provided table format for this assignment.

Length: 1500 words

Value: 30% 5 marks for analysis on each text, 5 marks for each justification.

Date due: Week 5 Thursday 28 Mar 2024

EDUC6124 ASSIGNMENT 1 NAME:
TOTAL MARKS: / 30

Comments:

Marking Criteria					
	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Knowledge Development of Subject & Details /10	No evidence of understanding of the subject/content and key concepts in SFG Few or no relevant explanation/justification Less than 5	Inaccurate or basic understanding of the subject/content and key concepts in SFG Details lack explanation/justification; important explanation/justification omitted or inaccurate 5-6	Adequate understanding of the subject/content and key concepts in SFG Adequate, accurate, and relevant details with clear explanation/justification 6.5-7	Sophisticated understanding of the subject/content and key concepts in SFG Specific details/justification to enhance knowledge development 7.5-8	In-depth analysis of subject/content. Highly sophisticated understanding of theoretical concepts in concepts in SFG Rich supporting details are fully justified to enhance knowledge development 8.5-10
Knowledge Application /10	Unclear analysis of the SFG items listed in the task No evidence to demonstrate the task requirement is followed Less than 5	Basic analysis of the SFG items listed in the task Limited evidence to demonstrate the task requirement is followed 5-6	Firm analysis of the SFG items listed in the task Some evidence to demonstrate the task requirement is followed 6.5-7	Sophisticated analysis of the SFG items listed in the task Clear evidence to demonstrate the task requirement is followed 7.5-8	In-depth analysis of the SFG items listed in the task Significant evidence to demonstrate the task requirement is followed 8.5-10
Academic Literacy /10	Written expression is unclear with significant errors in grammar or sentence structure Less than 5	Basic developed points to present, but some minor errors in grammar or sentence structure 5-6	Good, constructed points, but with minor errors in grammar or sentence structure 6.5-7	Well-constructed points, with very minor errors (if any) in grammar or sentence structure 7.5-8	Outstanding constructed points; flawless grammar and sentence structure 8.5-10

EDUC6124 Assessment Tasks

Assignment 2: Needs Assessment and Discourse Analysis

Two scenarios will be provided through canvas. Students will have an option to select one scenario of the two for this assignment. Each scenario will describe a specific group of learners who will use English in their professions in an international setting. Based on each scenario, students are required to write a report on needs analysis followed by a discourse analysis of the linguistic features of the scenario (refer to Chapters 5-8 of the textbook). This assignment is in the form of report. No references are needed. Be creative.

Value: 30% Length (±10%): 1500 words Due date: Week 9 Friday 10 May 2024

Scenario One

Implementation of technology in health care has become a global trend. More and more nurses need to encounter with the application of communications and information technologies in their everyday work. A group of 16 nurses from Vietnam will arrive at John Hunter Hospital in Australia for a five-week professional training program on how to use new technologies in nursing care. During their stay, they will learn new products, devices and skills to enter and see the largest amount of data put into the electronic health record at John Hunter. They will also attend seminars by senior nurses and specialists and observe the successful implementation of modern technology in nursing, how it affects their nursing profession, and the competencies they are required to have in the process. Most of the nurses are competent in listening and reading, but poor in speaking. You are asked to prepare an ESP course before their training program.

Scenario Two

A delegation of 8 marketing managers at Hyundai Motor Company from South Korea will visit Australia for an international trade event and exhibition, aiming to investigate the quality of their cars and needs of market in an exhibition in Sydney. During their stay in Australia, they will visit two local or regional trading operations to investigate Hyundai's various line-ups, design and technologies and communicate with local technicians and engineers for their comments in the two branches. Then they will give presentations about their product updates in the exhibition event to attract more international trade opportunities. Most of the managers have an intermediate level of general English. Their schedule is tight but the task is urgent. You are asked to prepare a two-week intensive ESP course for these managers to get ready for their Australia's visit and exhibition.

EDUC 6124 Assignment 2

NAME:

TOTAL MARKS: / 30

Marking Criteria					
	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Knowledge Development of Subject /10	No evidence of understanding of the subject/content and needs assessment in the light of Halliday's Functional Grammar Few or no relevant explanation/justification Less than 5	Inaccurate or basic understanding of the subject/content and needs assessment in the light of Halliday's Functional Grammar Details lack explanation/justification; important explanation/justification omitted or inaccurate 5-6	Adequate understanding of the subject/content and needs assessment in the light of Halliday's Functional Grammar Adequate, accurate, and relevant details with clear explanation/justification 6.5-7	Sophisticated understanding of the subject/content and needs assessment in the light of Halliday's Functional Grammar Specific details/justification to enhance knowledge development 7.5-8	In-depth analysis of subject/content. Highly sophisticated understanding of theoretical concepts in concepts in SFG and needs assessment in the light of Halliday's Functional Grammar Rich supporting details are fully justified to enhance knowledge development 8.5-10
Knowledge Application & Information Integration /10	No evidence to demonstrate the task requirement is followed and you have a critical mind though your analysis on the needs which support your course design Less than 5	Limited evidence to demonstrate the task requirement is followed and you have a critical mind though your analysis on the needs which support your course design 5-6	Some evidence to demonstrate the task requirement is generally followed and you have a critical mind though your analysis on the needs which support your course design 6.5-7	Clear evidence to demonstrate the task requirement is well followed and you have a critical mind though your analysis on the needs which support your course design 7.5-8	Significant evidence to demonstrate the task requirement is extremely well followed and you have a very critical mind though your analysis on the needs which support your course design 8.5-10
Academic Literacy /5	Written expression is unclear with significant errors in grammar or sentence structure Less than 2.5	Basic developed points to present, but some minor errors in grammar or sentence structure 2.5	Good, constructed points, but with minor errors in grammar or sentence structure 3	Well-constructed points, with very minor errors (if any) in grammar or sentence structure 4	Outstanding constructed points; flawless grammar and sentence structure 5
APA 6 th (or above) Referencing Style /5	No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors Lesson than 2.5	APA 6 th or above referencing with some errors 2.5	APA 6 th or above referencing with minor errors 3	APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 4	APA 6 th or above referencing is correct 5

Comments:

EDUC6124 Assessment Tasks

Assignment 3: Program Design

Design a program in English for Specific Purposes for a group of students arriving in your chosen area (e.g., Your program may be a ten-week ESP course. Your students may be adult learners or university students etc.). You will need to select a Specific Purpose (e.g., Airline pilots, nurses, electronics engineers, soldiers, migrant workers, exchange students etc.)

The program should include (1) a brief description of your students and their special needs and your expectation on their learning outcomes (e.g. skills, knowledge, etc); (2) resources such as textbooks, tapes or reference materials for this program (you may compile your own material if your wish); (3) various types of teaching strategies and learning activities; (4) various types of assessment to ascertain whether students would be able to cope comfortably with their specific Purpose environment.

Length: 2000 words **Value:** 40% **Date Due:** Week 13 Friday 7 June 2024

EDUC 6124 MARKING SHEET: ASSIGNMENT THREE

NAME:

TOTAL MARKS:

/ 40

Marking Criteria	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Knowledge Development of Subject /10	Limited/minimal understanding of ESP learner's needs and ESP curriculum design Less than 5	Inaccurate or basic understanding of ESP learner's needs and ESP curriculum design 5-6	Adequate understanding of ESP learner's needs and ESP curriculum design 6.5-7	Sophisticated understanding of ESP learner's needs and ESP curriculum design 7.5-8	Highly sophisticated understanding of theoretical concepts in ESP and coherent philosophy of construction on ESP course design 8.5-10
Knowledge Application & Information Integration /10	Limited/minimal evidence to demonstrate you have selected appropriate resources including relevant teaching materials; your resources cover the appropriate use of various teaching strategies; your resources are useful to evaluate students' learning outcomes No connection between subject/content and task Less than 5	Basic evidence to demonstrate you have selected appropriate resources including relevant teaching materials; your resources cover the appropriate use of various teaching strategies; your resources are useful to evaluate students' learning outcomes Few connections to subject/content and task 5-6	Firm evidence to demonstrate you have selected appropriate resources including relevant teaching materials; your resources cover the appropriate use of various teaching strategies; your resources are useful to evaluate students' learning outcomes Implied connection between subject/content and task 6.5-7	Sophisticated evidence to demonstrate you have selected appropriate resources including relevant teaching materials; your resources cover the appropriate use of various teaching strategies; your resources are useful to evaluate students' learning outcomes Clear connections between subject/content and task 7.5-8	Highly sophisticated evidence to demonstrate you have selected appropriate resources including relevant teaching materials; your resources cover the appropriate use of various teaching strategies; your resources are useful to evaluate students' learning outcomes Insightful connections between subject/content and task 8.5-10
Academic Literacy /10	Written expression is unclear with significant errors in grammar or sentence structure Less than 5	Basic developed points to present, but some minor errors in grammar or sentence structure 5-6	Good constructed points, but with minor errors in grammar or sentence structure 6.5-7	Well-constructed points, with very minor errors (if any) in grammar or sentence structure 7.5-8	Outstanding constructed points; flawless grammar and sentence structure 8.5-10
Organisation & Format /5	Unclear focus organisational strategy Paper format is inconsistent with assignment Less than 2.5	Established but lacks focus and organisation Major formatting issues found 2.5	Maintains a clear focus Part of the paper is formatted correctly with some minor inconsistencies 3	Clear and appropriate focus A majority of the paper is formatted correctly 4	Clear and appropriate focus Entire paper is formatted correctly 5
APA 6 th (or above) Referencing Style /5	No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors Less than 2.5	APA 6 th or above referencing with some errors 3	APA 6 th or above referencing with minor errors 3	APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 4	APA 6 th or above referencing is correct 5

Comments: