City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester A in 2012 / 2013

This form is for be completion by the *Course Co-ordinator.* The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title:	Instructional Strategies in ESP
Course Code:	EN6952
Course Duration:	1 semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Prerequisites: *(Course Code and Title)*	NIL
Precursors: *(Course Code and Title)*	NIL
Equivalent Courses: *(Course Code and Title)*	NIL
Exclusive Courses: *(Course Code and Title)*	NIL

Part II

Course Aims

This course teaches you critical understanding of the current status of language teaching materials and methods used in ESP, and the applications of these for the teaching of ESP in a range of professional, academic and workplace contexts.

Course Intended Learning Outcomes (CILOs)
(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1	Understand and evaluate a wide range of teaching strategies used for ESP.	
2	Analyze the application of those teaching strategies to a variety of teaching materials used for ESP.	
3	Apply appropriate teaching strategies to meet the communication-related workplace requirements in academic and professional contexts.	
4	Analyze and adapt disciplinary practices and procedures used by professionals and workplace communities for language teaching purposes.	

Teaching and Learning Activities (TLAs)
(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Students will study and evaluate a wide range of teaching strategies used for ESP, as expressed in materials and literature.	
CILO 2	Students will examine and evaluate a wide range of teaching materials used for ESP, and analyze the application of various teaching strategies within those materials.	
CILO 3	Students will do in-class workshops to analyse and evaluate the applications of a number of teaching strategies in various academic and professional contexts.	
CILO 4	Students will do in-class workshops to analyse and evaluate the applications of a number of workplace disciplinary practices and procedures in various academic and professional contexts.	

Assessment Tasks/Activities
(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	**Term paper:** 3,000 words. Students will summarize and evaluate key literature on the teaching strategies used in ESP.	50%	
CILO 2, 3 and 4	**Presentation:** Students will work in a group to analyze the language and teaching demands of one area of ESP, based on a set of teaching materials, and present their findings orally. Students will describe the target students, analyze and evaluate the particular problems that area of ESP presents, evaluate the materials as a resource for teaching ESP, and present a principled and objective evaluation of the materials using standard evaluation criteria.	50%	

Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-….F). Grading is based on student performance in assessment tasks/activities.

Assessment form: Term paper; Presentation

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
♦ The topic is extremely well-presented and analysed**;** ♦ All relevant information is excellently covered; ♦ The purpose of analysing and presenting the material is completely achieved; ♦ Style and tone are	♦ The topic is competently presented and very well analysed**;** ♦ The information is sufficiently covered; ♦ The purpose of analysing and presenting the material is achieved; ♦ Style and tone are appropriate	♦ The topic is adequately presented and is analysed reasonably well; ♦ Only part of the information is covered; ♦ The purpose of analysing and presenting the material is partially achieved; ♦ Style and tone are somewhat	♦ The topic is sketchily presented and analysed inadequately presented**;** ♦ Only limited information is included; ♦ The purpose of analysing and presenting the material is not fully achieved at all; ♦ Style and tone are	♦ The topic is highly inadequate in its presentation and is very badly analysed**;** ♦ Very limited or inaccurate information is included; ♦ The purpose of analysing and presenting the material is not achieved in any way;

highly appropriate		appropriate	inappropriate	♦ Style and tone are completely inappropriate

Part III

Keyword Syllabus

pedagogical approaches for ESP, discipline-based problem solving in ESP, task-based learning, teaching ESP reading, writing, listening and speaking, case studies, negotiation, roleplay, simulation, English for Academic Purposes, materials evaluation

Recommended Reading
Text(s)

Carrell, P. L. and Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes* 16 (1): 47-60.

Dudley-Evans, T. and St. John, M. J. (1998). *Developments in English for Specific Purposes.* Cambridge: Cambridge University Press.

Flowerdew, J. and Peacock, M. (Eds.) (2001). *Research Perspectives on English for Academic Purposes.* Cambridge: Cambridge University Press.

Harwood, N. (2005). What do we want EAP teaching materials for? *Journal of English for Academic Purposes* 4 (2): 149-61.

Henry, A. (1996). Natural chunks of language: teaching speech through speech. *English for Specific Purposes* 15 (4): 295-309.

Jordan, R. R. (1997). *English for Academic Purposes*. Cambridge: Cambridge University Press.

Kuo, C-H. (1993). Problematic issues in EST materials development. *English for Specific Purposes* 12: 171-81.

McDonough, Jo. (1998). Survey review: recent materials for the teaching of ESP.

English Language Teaching Journal 52 (2): 156-65.

Peacock, M. (2002). Communicative moves in the discussion section of research articles. *System* 30 (4): 479-97.

Pritchard, R. M. O. and Nasr, A. (2004). Improving reading performance among Egyptian engineering students: principles and practice. *English for Specific Purposes* 23 (4): 425-45.

Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.

Strevens, P. (1988). The learner and teacher of ESP. In D. Chamberlain & R. J. Baumgardner (Eds.) *ESP in the Classroom: Practice and Evaluation*. ELT Document No. 128. Modern English Publications and the British Council. 39-44.

Online Resources

(None)

Returned by

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