UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	The Department of Foreign Languages for Specific Purposes
1.4 Field of study	Language and Literature
1.5 Study cycle (BA/MA)	MA
1.6 Study program/Qualification	MA

2. Information about the subject

2.1 Course title/Code		Analysis and Didactics of Languages for Specific Purposes: English for Applied Sciences/ LMU2104						
2.2 Course tutor		Lecturer Bianca Bretan, Ph.D.						
2.3 Seminar tutor		Lecturer Bianca Bretan, Ph.D.						
2.4 Year of study	II	2.5 Semester	3	2.6 Type of assessment	VP	2.7 Course status	Contents	DA
							Mandatory	DA

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	1	3.3 seminar/laboratory	2
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	14	3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					30
Additional research in the library, by accessing scientific databases, or during field work					30
Preparation for seminars/laboratory classes, essays, portfolios and reports					40
Tutoring					10
Assessment (examinations)					10
Other activities					20
3.7 Total hours for individual study	140				
3.8 Total hours per semester	182				
3.9 Number of credits	7				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	English language at level C1 cf. Common European Framework of Reference for Languages

5. Conditions (if necessary)

5.1. For delivering lectures	• Computer lab; overhead projector; xerox; Internet access; e-learning platform user account.
5.2. For teaching seminars/laboratory classes	• Computer lab; overhead projector; xerox; Internet access; e-learning platform user account.

6. Acquired specific competences

Professional competences	C1.3. Transferring the concepts / principles / methods learned in reception activities to the production of written texts, with emphasis on the stages of the writing process, the organization and development of ideas, text structure, communication strategies by complying with the standards of English for specific purposes/scientific discourse and the deontological principles of academic communication. C1.4. Using standard academic / professional community grids, with emphasis on the practice of

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	various international scientific publications in the field of exact sciences, to assess the quality of oral and written academic products in English. Identifying and using the main principles of ESP didactics. C3.5. Creating C1-C2 level written papers and original oral presentations in English, using the principles and techniques established in the academic environment, with emphasis on the genres specific to the field of specialization.
Transversal competences	CT1 Carrying out individual tasks based on writing models and teacher assistance; CT2 Participating in pair and teamwork projects, focusing on familiarizing with the roles within the working team in the academic environment; CT3 Becoming aware of and diagnosing main aspects of continuous training, monitoring and reflecting on the effective use of intellectual work tools and learning resources / techniques / strategies in English: quick reading, note-taking, documenting, cognitive mapping;

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of the course	• Students will be able to identify, define and describe the differences between literary and scientific texts/specialized texts. Students will also have an extended knowledge of the teaching principles of English for specific purposes (exact sciences) methodology
7.2 Specific objectives	• Students will be able to use in-depth knowledge to explain and interpret the various documents and educational products used in exact sciences , transfer the concepts / principles / methods used in the methodology of teaching in order to plan activities, analyze textbooks and teaching materials, design a course syllabus

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. **Characteristics of Scientific Language (I)**	Lecturing; interactive teaching	
2. **Characteristics of Scientific Language (II)**	Lecturing; interactive teaching	
3. **Reading specialised bibliography (I)** Reading different types of scientific texts (science, technology etc.) Text analysis Developing study skills	Lecturing; interactive teaching	
4. **Reading specialised bibliography (II)** Reading different types of scientific texts (science, technology etc.) Text analysis Developing study skills	Lecturing; interactive teaching	
5. **Text analysis and teaching (I)** Teacher-generated texts versus authentic scientific texts Scientific vocabulary The grammar of scientific texts Teaching specialised texts	Lecturing; interactive teaching	
6. **Text analysis and teaching (II)** Teacher-generated texts versus authentic scientific texts Scientific vocabulary The grammar of scientific texts Teaching specialised texts	Lecturing; interactive teaching	
7. **Developing presentation skills for ESP (I)** Characteristics of a good presentation The language of scientific presentations Ways of structuring a presentation Developing speaking skills	Lecturing; interactive teaching	

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8. **Developing presentation skills for ESP (II)** Characteristics of a good presentation The language of scientific presentations Ways of structuring a presentation Developing speaking skills	Lecturing; interactive teaching	
9. **Developing writing skills and ways of teaching it in ESP(I)** Writing summaries Writing scientific articles Writing reviews	Lecturing; interactive teaching	
10. **Developing writing skills and ways of teaching it in ESP(II)** Writing summaries Writing scientific articles Writing reviews	Lecturing; interactive teaching	
11. **Developing writing skills and ways of teaching it in ESP(III)** Writing summaries Writing scientific articles Writing reviews	Lecturing; interactive teaching	
12. **Developing listening skills for academic purposes (science and technology) (I)** Methods of teaching listening for specific purposes: listening for gist, listening for specific information, (note-taking while listening, summarising etc.)	Lecturing; interactive teaching	
13. **Developing listening skills for academic purposes (science and technology) (II)** Methods of teaching listening for specific purposes: listening for gist, listening for specific information, (note-taking while listening, summarising etc.)	Lecturing; interactive teaching	
14. **Assessment**		

Bibliography

1. http://www.visionlearning.com/
2. Frank Chaplen, *A Course in Intermediate Scientific English*, Evans Brothers Limited, 1981
3. *English for Science and Technology*, Prosper with English (British Council), Bucharest, 1997
4. Wilga M. Rivers, Mary S. Temperley, *A Practical Guide to the Teaching of English as a Second or Foreign Language*, Oxford University Press, 1978
5. Michael Lewis, Jimmie Hill, *Practical Techniques for Language Teaching*, Language Teaching Publications, Hove,1992
6. Jim Scrivener, *Learning Teaching*, Macmillan, 2008
7. Helen Basturkmen, *Ideas and Options in English for Specific Purposes*, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, London, 2006
8. Helen Basturkmen, *Developing Courses in English for Specific Purposes*, Macmillan, 2010

8.2 Seminars	Teaching methods	Remarks
1. **Needs analysis; Characteristics of Scientific Language (I)**	Conversation, pair/group work, guided practice, learning by inquiry	
2. **Needs analysis; Characteristics of Scientific Language (II)**	Conversation, pair/group work, guided practice, learning by inquiry	
3. **Reading specialised bibliography (I)** Reading different types of scientific texts (science, technology etc.) Text analysis Developing study skills	Conversation, pair/group work, guided practice, learning by inquiry	
4. **Reading specialised bibliography (II)** Reading different types of scientific texts (science, technology etc.) Text analysis Developing study skills	Conversation, pair/group work, guided practice, learning by inquiry	

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5. **Text analysis and teaching (I)** Teacher-generated texts versus authentic scientific texts Scientific vocabulary The grammar of scientific texts Teaching specialised texts	Conversation, pair/group work, guided practice, learning by inquiry	
6. **Text analysis and teaching (II)** Teacher-generated texts versus authentic scientific texts Scientific vocabulary The grammar of scientific texts Teaching specialised texts	Conversation, pair/group work, guided practice, learning by inquiry	
7. **Text analysis and teaching (III)** Teacher-generated texts versus authentic scientific texts Scientific vocabulary The grammar of scientific texts Teaching specialised texts	Conversation, pair/group work, guided practice, learning by inquiry	
8. **Developing presentation skills for ESP (I)** Characteristics of a good presentation The language of scientific presentations Ways of structuring a presentation Developing speaking skills Evaluation criteria PW Oral presentations	Conversation, pair/group work, guided practice, learning by inquiry	
9. **Developing presentation skills for ESP (II)** Characteristics of a good presentation The language of scientific presentations Ways of structuring a presentation Developing speaking skills Evaluation criteria PW Oral presentations	Conversation, pair/group work, guided practice, learning by inquiry	
10. **Developing presentation skills for ESP (III)** Characteristics of a good presentation The language of scientific presentations Ways of structuring a presentation Developing speaking skills Evaluation criteria PW Oral presentations	Conversation, pair/group work, guided practice, learning by inquiry	
11. **Developing writing skills and ways of teaching it in ESP (I)** Writing summaries Writing scientific articles Writing reviews Evaluation criteria Writing tasks Task completion analysis	Conversation, pair/group work, guided practice, learning by inquiry	
12. **Developing writing skills and ways of teaching it in ESP (II)** Writing summaries Writing scientific articles Writing reviews Evaluation criteria Writing tasks Task completion analysis	Conversation, pair/group work, guided practice, learning by inquiry	
13. **Developing writing skills and ways of teaching it in ESP (III)** Writing summaries Writing scientific articles Writing reviews Evaluation criteria Writing tasks Task completion analysis	Conversation, pair/group work, guided practice, learning by inquiry	
14. **Assessment**		

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2. http://chemistry.about.com/od/sciencefairprojects
3. http:// www.owl.english.purdue.edu
4. http://grammar.ccc.commnet.edu/grammar/
5. Leo Jones, *Cambridge Advanced English*, Cambridge University Press, 1991
6. R. R. Jordan, *Academic Writing Course*, Nelson, 1992
7. Fiona Scott-Barrett, *New Proficiency: Use of English*, Longman Exam Skills, Pearson Education Limited, 2002

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

International and European language policies seek to address the growing needs of a labor and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centers

- in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centers in Bucharest, Timişoara, Iaşi, Tîrgu-Mureş, Alba Iulia, Oradea etc.
- abroad (particularly regarding the academic learning competences and socio-professional communication), where all universities have centres that specialize in practical areas of the specialized discourse, playing an essential role in creating an instructional and academic culture. For instance, universities such as: Harvard, Washington, North Carolina, Southampton, Darmouth, Essex, Leeds, Graz, Central European University, etc.

The content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	- Quality of answers and tasks; - Structure and coherence; - Originality	A 1500-word research paper on topic from the course of didactics. Oral presentation of research paper	40% 20%
10.5 Seminar	- Engagement in seminar activities; - Quality of answers and tasks;	Active participation to discussions Practical activities (micro-teaching)	20% 20%
10.6 Basic performance standard			
Students will know how to - organize the writing process and develop a scientific text by following models and using the appropriate academic English conventions; - use the standard academic / professional community criteria to assess the quality of written and oral academic communication products in English; - elaborate written works and original oral presentations that use the principles and techniques of editing established in the academic environment, with emphasis on the specific genres in the field of specialization; - perform individual work tasks in contexts of autonomy and independence; - plan, monitor and self-assess their intellectual work.			
Organizational details, exceptional situation management: •			

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Date 20.03.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 25.03.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp