



COURSE SYLLABUS

1. Information about the study program

1.1 University	Babes-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 Teaching Methodology of English for Specific Purposes (Introductory course)/LMU1104							
2.2 Course tutor	Lecturer Bianca Doris Bretan, Ph.D.							
2.3 Seminar tutor	Lecturer Bianca Doris Bretan, Ph.D.							
2.4 Year of study	I	2.5 Semester	1	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 B1/B2 (higher intermediate) cf. Common European Framework of Reference for Languages

5. Conditions (if necessary)

5.1. For delivering lectures	<ul style="list-style-type: none"> Computer lab; overhead projector; photocopier; Internet access; e-learning platform user account (Ms Teams)
5.2. For teaching seminars/laboratory classes	<ul style="list-style-type: none"> Computer lab; overhead projector; photocopier; Internet access; e-learning platform user account (Ms Teams)

6. Acquired specific competences

Professional competences	<p>C1 1 Identifying and understanding the sociocultural contexts and roles, the verbal and written communication conventions specific to the foreign language, in terms of reception (reading/listening), production (written/oral) and linguistic strategies.</p> <p>C1 2 Identifying and understanding the contexts and roles, as well as the concepts, methods and the discourse/language that are specific to the different professional communication contexts within the academic environment, focusing on the rhetorical situation, written and oral communication, the stages of the writing process, academic writing production from within the field of social sciences/exact sciences/humanities, professional deontology and identifying plagiarism.</p> <p>C2 1 Interpreting the relation between an oral or written message and the context it belongs to, identifying argumentative and construction techniques of the scientific message in the foreign language, especially within the academic and the professional communication contexts.</p> <p>C2 2 Making use of basic knowledge to explain and interpret the various written communication methods in the field of social sciences/exact sciences/humanities (textbooks, specialized literature, scientific communications, research reports, forewords and introductions to specialized literature books, reviews of specialized literature books – written and electronic support), of the conventions writing these texts imply, as well as identifying plagiarism.</p> <p>C3 1 The transfer of acquired concepts/principles/methods in guided activities for written text reception (critical reading) and for production (writing) focusing on the stages of the writing process (planning, draft writing, reviewing and producing a final draft), presenting and developing text related ideas as well as textual structure (global and local), developing strategies to expand specialized vocabulary, efficient verbal communication (style of communication), building argumentation to the standards specific for the foreign language studied in the academic environment, making use of techniques to avoid plagiarism (using quotes, summarizing, paraphrasing).</p> <p>C4 1 Organizing debates, carrying out individual and group projects on topics from within the field of study.</p> <p>C4 2 Critical reception and production of verbal or written messages, specific to scientific communication at university level (project presentations, reports, reviews, communications, dissertations etc.) in the foreign language. Using information sources with discernment and scientific probity.</p> <p>C4 3 Using the standard criteria acknowledged by the academic/professional community, focusing on the ones practiced by the international scientific publications within the area of social sciences/exact sciences/humanities, with the purpose of evaluating the quality of the academic productions (oral and written) in the foreign language.</p> <p>C5 Elaborating written papers and original, oral presentations in the foreign language, with the purpose of applying the drafting principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study: essays (descriptive, comparative, argumentative etc.), research reports, scientific papers, book reviews/presentations, annotated bibliographies, conference presentations etc. This type of productions will be elaborated on the basis of the students' current needs from within their field of study.</p>
Transversal competences	<p>CT1 Completing individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual portfolio. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics.</p> <p>CT 2 Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study.</p> <p>CT3 Acknowledging the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers.</p> <p>CT4 Acknowledging the need for continuous development focusing on using ICT tools to assist</p>



	with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language.
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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 contexts and roles, the concepts, methods and discourse / language specific to various situations of professional communication in English, with emphasis on the rhetorical situation, the forms of written and oral communication, the stages of the writing process, products of academic writing in the field of social/human sciences, and professional deontology.
7.2 Specific objectives	Students will be able to <ul style="list-style-type: none"> • Understand the characteristics of ESP vs. general English • Learn key concepts related to this field • Analyze students' needs and adjust the syllabus, teaching materials and teaching style accordingly • Design an appropriate lesson plan • Assess ESP students • Transfer concepts / principles / methods learned in teaching methodology classes to this field • carry out individual tasks, presented in an individual portfolio;

8. Contents

8.1 Lectures	Teaching methods	Remarks
Week 1 – The ESP concept Definition Origins and development Key notions of ESP	Interactive course	Course objective: To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its development.
Week 2 – The ESP concept (2) ESP as a learner-centred approach Types of ESP	Interactive course	Course objective: To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.



Week 3 – The ESP concept (3) ESP vs general English	Interactive course	Course objective: To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.
Week 4 – Principles of ESP course design and ESP syllabus design (1) Types of syllabi (structural, functional, notional, topical, situational, skills-based, task-based, content-based)	Interactive course	Course objective: To develop course planning skills
Week 5 – Principles of ESP course design and ESP syllabus design (2) determining course content developing materials evaluating courses and materials	Interactive course	Course objective: To develop course planning skills
Week 6 - Lesson planning lesson plan elements (aim, stages, techniques etc.) lesson shapes, types of procedures planning a sequence of lessons supplementary materials and activities	Interactive course	Course objective: To develop lesson planning skills
Week 7 – Investigating specialist discourse approaches to investigation of specialist communication	Interactive course	Course objective: To understand the importance of investigating specialist discourse in ESP
Week 8 – Needs analysis (1) The concept of “needs analysis” and its importance in ESP Towards a broader notion of needs analysis: “target situation analysis” (tasks to be achieved), “present situation analysis” (current level of language proficiency), “learner factor analysis” (motivation, special needs etc.), “teaching context analysis” Needs analysis in ESP: collecting needs data (questionnaires, analyses of authentic texts, observations, structured interviews etc.)	Interactive course	Course objective: To present the importance and the role of needs analysis in ESP courses
Week 9 – Needs analysis (2) The concept of “needs analysis” and its importance in ESP Towards a broader notion of needs analysis: “target situation analysis” (tasks to be achieved), “present situation analysis” (current level of language proficiency), “learner factor analysis” (motivation, special needs etc.), “teaching context analysis” Needs analysis in ESP: collecting needs data (questionnaires, analyses of authentic texts, observations, structured interviews etc.)	Interactive course	Course objective: To present the importance and the role of needs analysis in ESP courses
Week 10 – Case studies in ESP course development- English for medical doctors	Interactive course	Course objective: To develop teaching skills



Week 11 – Case studies in ESP course development- English for thesis writing	Interactive course	Course objective: To develop teaching skills
Week 12 – ESP course assessment Student assessment Constructing an ESP test (specificity of ESP testing)	Interactive course	Course objective: To become knowledgeable about assessment procedures appropriate for ESP
Week 13 – Adapting materials for English for Special Purposes ESP activities adapting materials for ESP	Interactive course	Course objective: To provide guidelines to adapt or create ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology-based ones
Week 14 – Reflective teaching: all MA students are expected to participate in a discussion/debate on teaching experiences each student had during their teaching simulations.	Debate	
Bibliography <ol style="list-style-type: none"> 1. Basturkmen, Helen (2010), Developing Courses in English for Specific Purposes, London: Palgrave Macmillan 2. Brindley, C. (1989), The Role of Needs Analysis in Adult ESL Programme Design. In R.K. Johnson (ed), The Second Language Curriculum, New York: Cambridge University Press. pp. 63-78. 3. Harmer, J. (2012), Essential Teacher Knowledge, Pearson 4. Hutchinson, T. and A. Waters, 2006. English for Specific Purposes: A Learning-centered Approach. Cambridge University Press. 5. Tony Dudley-Evans; Maggie Jo St John, Developments in English for Specific Purposes: A Multi-Disciplinary Approach (Cambridge Language Teaching Library), 1998 6. Waters, A., 2012. Trends and Issues in ELT Methods and Methodology. ELT Journal, 66(4): 440-449 		
8.2 Seminars	Teaching methods	Remarks
Week 1 – The ESP concept <i>Reading assignment for seminar discussion and practice:</i> Hutchinson, T. and A. Waters, 2006. English for Specific Purposes: A Learning-centered Approach. Cambridge University Press pp. 30-50	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 2 – The ESP concept (2) <i>Reading assignment for seminar discussion and practice</i> Brindley, C. (1989), The Role of Needs Analysis in Adult ESL Programme Design. In R.K. Johnson (ed), The Second Language Curriculum, New York: Cambridge University Press. pp. 63-78.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 3 – The ESP concept (3) <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.1-12.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	



Week 4 – Principles of ESP course design and ESP syllabus design (1) <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.56-84.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 5 – Principles of ESP course design and ESP syllabus design (2) <i>Reading assignment for seminar discussion:</i> Hutchinson, T. and A. Waters, 2006. <i>English for Specific Purposes: A Learning-centered Approach</i> . Cambridge University Press, pp. 54-64	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 6 – Lesson planning <i>Reading assignment for seminar discussion:</i> Harmer, J. (2012), <i>Essential Teacher Knowledge</i> , Pearson pp. 102-116	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 7 – Investigating specialist discourse <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.36-49.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 8 – Needs analysis (1) <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.17-34.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 9 – Needs analysis (2) <i>Reading assignment for seminar discussion:</i> Tony Dudley-Evans; Maggie Jo St John, <i>Developments in English for Specific Purposes: A Multi-Disciplinary Approach</i> (Cambridge Language Teaching Library), 1998 , pp.57-62	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 10 – Case studies in ESP course development- English for medical doctors <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.89-106.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 11 – Case studies in ESP course development- English for thesis writing <i>Reading assignment for seminar discussion:</i> Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan, pp.123-135.	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 12 – ESP course assessment <i>Reading assignment for seminar discussion:</i> Tony Dudley-Evans; Maggie Jo St John, <i>Developments in English for Specific Purposes: A Multi-Disciplinary Approach</i> (Cambridge Language Teaching Library), 1998, pp. 72-95	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 13 – Adapting materials for English for Special Purposes <i>Reading assignment for seminar discussion:</i> Thornbury, S. (2007), <i>The CELTA course</i> , Cambridge University Press, pp.65-69. students will solve the exercises related to ESP teaching from the above mentioned coursebook	Interactive course, pair and groupwork, debate, discovery activities, problem solving activities	
Week 14 – Reflective teaching: all MA students are expected to participate in a discussion/debate on teaching experiences each student had during their teaching practice	Debate	
Bibliography 1. Basturkmen, Helen (2010), <i>Developing Courses in English for Specific Purposes</i> , London: Palgrave Macmillan		



2. Brindley, C. (1989), The Role of Needs Analysis in Adult ESL Programme Design. In R.K. Johnson (ed), The Second Language Curriculum, New York: Cambridge University Press. pp. 63-78.
3. Harmer, J. (2012), Essential Teacher Knowledge, Pearson
4. Hutchinson, T. and A. Waters, 2006. English for Specific Purposes: A Learning-centered Approach. Cambridge University Press.
5. Thornbury, S.(2007),The CELTA course, Cambridge University Press
6. Tony Dudley-Evans; Maggie Jo St John, Developments in English for Specific Purposes: A Multi-Disciplinary Approach (Cambridge Language Teaching Library), 1998
7. Waters, A., 2012. Trends and Issues in ELT Methods and Methodology. ELT Journal, 66(4): 440-449

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

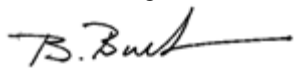


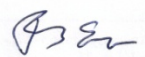
- in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centers in Bucharest, Timișoara, Iași, Tîrgu-Mureș, 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	<ul style="list-style-type: none"> - Quality of answers and tasks; - Structure and coherence; - Originality 	<ul style="list-style-type: none"> • Presentation of a hypothetical ESP course designed by students 	100 %
10.5 Seminar	<ul style="list-style-type: none"> - Engagement in seminar activities; - Written assignments 	<ul style="list-style-type: none"> • Presentation of a hypothetical ESP course designed by students 	
10.6 Basic performance standard Students will be able to: <ul style="list-style-type: none"> -design and develop an ESP course; - use and interpret needs analysis; - plan, monitor, self-assess and reflect on their own teaching - adapt to ESP activities that are usually used in teaching general English - encourage learners to apply learning strategies in their learning 			
Organizational details, exceptional situation management:			



Date 20.03.2024	Course tutor's signature 	Seminar tutor's signature 
Date of department endorsement 31.03.2024	Head of department's signature 	
Date of Dean's endorsement 02.06.2024	Signature of the vice-Dean in charge 	Faculty stamp