

COURSE MODULE OUTLINE

General information

SCHOOL	HUMANITIES		
PROGRAM COURSE	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	AGG33	YEAR	2 nd
COURSE TITLE	TEACHING ENGLISH FOR SPECIFIC PURPOSES		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Hours per week (30 hours) x 14 weeks	420	15	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	ELECTIVE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag33 Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), with controlled, password-protected access for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

Guidelines for writing Learning Outcomes

Upon completion of this module, students will be expected to be able to:

- develop a working awareness of the principal issues involved in the teaching of ESP;
- identify different facets of the evolution of ESP both globally and in Greece;
- demonstrate knowledge of the processes and trends in English for Academic Purposes and Business English;
- describe the different types of needs analysis in ESP and perform needs analysis research;
- distinguish between the different types of discourse, register and genre analyses in ESP;
- identify issues in ESP course design, implementation and evaluation;
- demonstrate a critical understanding of current methodologies in teaching adults and the pedagogical roles of the adult/teacher trainer;
- identify assessment and testing trends in ESP.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies,	Project planning and management
Adapting to new situations	Respect for diversity and multiculturalism
Decision-making	Environmental awareness
Individual/Independent work	Social, professional and ethical responsibility and sensitivity to gender issues
Group/Team work	Critical thinking
Working in an international environment	Development of free, creative and inductive thinking
Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.)
Introduction of innovative research	

Search for, analysis and synthesis of data and information by the use of appropriate technologies
 Project planning and management
 Respect for diversity and multiculturalism
 Social, professional and ethical responsibility and sensitivity to gender issues
 Adapting to new situations
 Decision-making
 Individual/Independent work
 Critical thinking

Development of free, creative and inductive thinking
 Working in an international environment
 Action research

(3) COURSE CONTENT

General description: The module's mission is the in-depth analysis of the principles of teaching English for specific purposes (TESP), with reference to the history of ESP, the analysis of learners' and learning needs, language analyses, the links between TESP and adult education, as well as insights in instructional methodology, curriculum design and assessment of language skills in different TESP contexts (such as, for example, teaching business English).

Subjects covered:

Principles of adult education.
 Needs analysis.
 Design, development and evaluation of curricula in teaching English for specific purposes.
 Instructional methodology in teaching written and spoken English language skills for specific purposes.
 Testing and assessment in English for specific purposes contexts.
 Use, research and teaching of English in academic settings.
 The Dimension of English as an International Lingua Franca: Reflections and Opportunities
 Use, research and teaching of English in specialised workplaces.
 Theory and practice of discourse analysis – history and modern research and pedagogical approaches.

(4) TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance learning Frequent face-to-face meetings (synchronous contact sessions)</p>	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Communication with students via email, Webex meetups and telephone sessions</p>	
<p>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of</i></p>	<p>Activity/Method</p>	<p>Semester workload</p>
	<p>3 Contact Sessions (synchronous) (* 4 hours each)</p>	<p>12</p>
	<p>2 educational activities (* 4 hours each)</p>	<p>8</p>
	<p>1 mini written assignment</p>	<p>40</p>
	<p>1 main written assignment</p>	<p>50</p>
<p>Oral</p>	<p>10</p>	

<p><i>selfdirected study are given following the principles of the ECTS.</i></p>	<table border="1"> <tr> <td data-bbox="676 192 1023 237">presentation/examination</td> <td data-bbox="1023 192 1342 237"></td> </tr> <tr> <td data-bbox="676 237 1023 282">Individual study</td> <td data-bbox="1023 237 1342 282">300</td> </tr> <tr> <td data-bbox="676 282 1023 356">Total module workload (hours)</td> <td data-bbox="1023 282 1342 356">420</td> </tr> </table>	presentation/examination		Individual study	300	Total module workload (hours)	420
presentation/examination							
Individual study	300						
Total module workload (hours)	420						
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<ul style="list-style-type: none"> • Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%. • A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module. • A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 45% of the total mark of the Module. • All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr). • An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report. • At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. • The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 20% of the final mark of the Module. • Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5). <p>These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted both on the university’s website (https://www.eap.gr/education/odigos-spoudwn-eap) as well as on the Digital Education Space (https://courses.eap.gr) of the Thematic Unit.</p>						

(5) SUGGESTED BIBLIOGRAPHY:

- *Suggested bibliography*

- Baker, P. (2006). *Using corpora in discourse analysis*. London: Continuum.
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bhatia, V. K. & Gotti, M. (Eds.) (2006) *Explorations in specialized genres*. Frankfurt: Peter Lang.
- Block, D. & Cameron, D. (Eds.) (2002). *Globalization and language teaching*. London: Routledge.
- Dudley-Evans, T. & St John, M. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Hyland, K. (2006) *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
- Jordan, R. R. (1997). *English for academic purposes: a guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Kress, G. (2003). *Literacy in the New Media Age*. London: Routledge.
- McEnery, T., Tono, Y. & Zhonghua Xiao, R. (Eds.) (2006). *Corpus-based language studies: an advanced resource book*. London: Routledge.
- Oxford, R.L. (1990). *Language learning strategies: what every teacher should know*. Boston, MA: Heinle and Heinle.
- Pennycook, A. (2001). *Critical applied linguistics: a critical introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Richards, J. C. & Rodgers, T. S. (2003). *Approaches and methods in language teaching—3rd edition*. Cambridge: Cambridge University Press.
- Swales, J. (1988). *Episodes in ESP*. Hemel Hempstead: Prentice Hall International.
- West, R. (1994). 'State of the art article: needs analysis in language teaching'. *Language Teaching Journal*, 27/1: 1-19.

- *Related scientific journals*

Applied Linguistics
ELT Journal
English for Specific Purposes
Journal of English for Academic Purposes
Journal of English as a Lingua Franca
Language Teaching
TESOL Quarterly
World Englishes