

Subject Code	ENGL 330
Subject Title	Course Development for Professional Language Training
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	This subject is designed to help students develop the ability to plan, implement and evaluate training courses in English for occupational purposes. The subject seeks to provide students with an informed understanding of the theoretical principles and practical issues involved in developing curricula and materials to meet the English-language needs of learners in particular business/professional settings.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. analyse and evaluate curricula reflecting current approaches to the teaching of English for specific purposes (ESP); b. design profession-specific language training courses using their knowledge of the key principles and procedures in ESP curriculum development; c. collect, analyse and use data on the language and communication needs of professionals in a range of workplace settings; d. critique print-based and web-based instructional materials intended for students of English for business and professional purposes. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. display critical and creative thinking; f. use a range of strategies for learning autonomously and collaboratively.
Subject Synopsis	<ol style="list-style-type: none"> 1. Introduction to English for specific purposes: English for academic purposes, English for occupational purposes; 2. Basic concepts in ESP course design; 3. Course planning and design models; 4. Analysing the language and communication needs of professionals; 5. Designing and evaluating courses for professional language training: objectives, outcomes, content selection and organisation, assessment, methods of evaluation; 6. From course to materials design and evaluation: task-based

	materials, genre-based materials, authentic materials, corpus-informed materials.																																							
Teaching/ Learning Methodology	Learning and teaching activities will be in the form of teacher input on the key principles and procedures in ESP course and materials development followed by practical application tasks. These tasks will give students the opportunity to analyse the language and communication needs of professionals in Hong Kong and to assess the extent to which these needs are met by ESP courses offered in the higher education sector.																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Report</td> <td>50%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Presentation</td> <td>50%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Students will be required to conduct a two-part group project. The first part will require students to analyse and evaluate a course in business or professional English that is currently offered by an institute in the public or private sector in Hong Kong. The second part will require students to make a set of recommendations to improve or modify the course. The project will take the form of a written report (part 1) and an oral presentation (part 2).</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Report	50%	✓		✓	✓	✓	✓	2. Presentation	50%	✓	✓		✓	✓	✓	Total	100 %						
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1. Report	50%	✓		✓	✓	✓	✓																																	
2. Presentation	50%	✓	✓		✓	✓	✓																																	
Total	100 %																																							
Student Study Effort Required	Class contact:																																							
	▪ Lectures	26 Hrs.																																						
	▪ Seminars	13 Hrs.																																						
	Other student study effort:																																							
	▪ Private study	58 Hrs.																																						
	▪ Take-home assignments	29 Hrs.																																						
	Total student study effort	126 Hrs.																																						
Reading List and	Recommended reading																																							

References

- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Boston: Heinle and Heinle.
- Long, M.H. (ed.). (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- Nation, I.S.P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Waters, A. and Hutchinson, T. (1987). *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press.
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for Language Classrooms*. Cambridge and New York: Cambridge University Press.

Further reading

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- Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40(1), 133-156.
- Bhatia, V.K. (1993). *Analysing Genre: Language Use in Professional Settings*. London and New York: Continuum.
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- Cheng, W. and Mok, E. (2008). Discourse processes and products: Land surveyors in Hong Kong. *English for Specific Purposes*, 27, 57-73.
- Chew, K.S. (2005). An investigation of the English language skills used by new entrants in banks in Hong Kong. *English for Specific Purposes*, 24(4), 423-435.
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- Donna, S. (2000). *Teach Business English*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. and St John, M. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
- Ellis, M. and Johnson, C. (1994). *Teaching Business English*. Oxford: Oxford University Press.
- Emmerson, P. (2002). *Business Grammar Builder*. Oxford: Macmillan.
- Emmerson, P. (2005). *Five-minute Activities for Business English*. Cambridge/New York: Cambridge University Press.
- Evans, S. and Green, C. (2003). The use of English by Chinese professionals in post-1997 Hong Kong *Journal of Multilingual and Multicultural Development*, 24(5), 386-412.
- Hewings, M. and Nickerson, C. (1999). *Business English: Research into Practice*. Harlow: Longman.

	<p>Leaver, B.L. and Willis, J. (2004). <i>Task-based Instruction in Foreign Language Education: Practices and Programs</i>. Washington, D.C.: Georgetown University Press.</p> <p>Relevant journals: <i>English for Specific Purposes</i>, <i>TESOL Quarterly</i>, <i>ELT Journal</i>, <i>Journal of English for Academic Purposes</i>, <i>Asian Journal of English Language Teaching</i>, <i>RELC Journal</i></p>
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Prepared Stephen Evans; Revised by Stephen Evans, June 2014