

**COURSE DATA****DATA SUBJECT****Code:** 35345**Name:** English for specific purposes**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Application for professional environments	ELECTIVES
1000 - Degree in English Studies	Application for professional environments	ELECTIVES

COORDINATION

DOLON HERRERO ROSA ANA

SUMMARY

English for Specific Purposes is an optional fourth-year (first semester) subject that is part of the module *Developments in English Studies* and the sub-module *Applications to Professional Contexts* in the *English Studies* undergraduate programme at the *Universitat de València* (approved in 2010).

In the *English Studies Degree*, *English for Specific Purposes* is related to the following subjects: *Translation of General Texts in English Language* and *Literary and Audiovisual Translation in English*.

The aim of the course is to familiarize the student with the professional and academic discourses, and to develop the necessary skills for linguistic analysis of both professional and academic genres in English Language. The course also aims to introduce the student to the teaching/ learning scenario of *English for Specific Purposes*.

At the same time, the course aims to promote autonomous learning, self-assessment, and remedial work



with the lecturer.

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PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1000 - Degree in English Studies

Design and manage projects in language and literature in the academic and professional fields.

Know and apply the currents and methodologies of linguistics.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Work and learn autonomously, and plan and manage ones workload.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

DESCRIPTION OF CONTENTS

1. Unit 1

An Introduction to ESP: origins, development, approaches and applications

2. Unit 2

Demands of Teaching ESP: analysing needs

3. Unit 3

Investigating Specialist Discourse: Genre and Register



4. Unit 4

Specific Domains: Business English, English for the Health Sciences, English for Science and Technology, English for Academic Purposes

5. Unit 5

ESP Texts for Practical Work

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	10,00
Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY

Students are encouraged throughout the academic year to adopt and develop an autonomous learning attitude. Likewise, the student is geared towards the development and acquisition of the contents and skills that have been identified as learning objectives, following both an inductive and a practical approach.

Classes will be theoretical and practical, understanding that for the new theoretical concepts being introduced, an applied practical activity related to the contents at issue will ensue. Students will handle and work with a series of texts that recreate the different domains of uses of

English for Specific Purposes. Their approach to the various texts will allow them to identify the underlying characteristics and to get familiarized with specific uses of specialized English as opposed to general English. The course will allow the student as well to access the tools available for awareness-raising and analysis.



Since the students will be working basically with and on texts, these will be accessed in the form of handouts and also relying on digital means. The same is valid for information input and output in the class. The student is required to attend classes adopting an active role both for individual and for pair/group participation.

N.B.: The materials elaborated by the students for the subject may be used for academic applications, unless the student claims that s/he doesn't accept this procedure for his/her specific work.

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EVALUATION

REFERENCES

- - Bhatia, V. (1993). *Analysing genre: language use in professional settings*. London: Longman. - Biber, D. (1988). *Variation across speech and writing*. Cambridge, UK: Cambridge U.P. - Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes: A learning-centered approach*. Cambridge: Cambridge U.P. - Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge U.P. *Students will not have to purchase or use any specific book or manual in class (although reference to the sources will be made in class).
- - Armer, Tamzen. (2005). *Cambridge English for Scientists*. Cambridge: Cambridge U.P. - Biber, D. (1995). *Dimensions of register variation: A cross-linguistic comparison*. Cambridge: Cambridge U.P. - Biber, D., and Conrad, S. (2009). *Register, Genre, and Style*. Cambridge: Cambridge U.P. - Dudley-Evans, T., and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge U.P. - Eggins, S., & Martin, J. R. (1997). "Genres and registers of discourse". In T. van Dijk, (ed.), *Discourse as structure and process*. London: Sage, pp. 230-56. - Ellis, M., & Johnson, C. (1994). *Teaching Business English*. Oxford: Oxford U.P. - Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. London: Longman. - Ibbotson, M. (2008). *Cambridge English for Engineering*. Cambridge: Cambridge U.P. - Johns, Ann M. (ed.)(2002). *Genre in the Classroom: Multiple Perspectives*. Mahwah (NJ): Lawrence Erlbaum. - Johns, A., and Dudley-Evans, T. (1991). *English for Specific Purposes: International in scope, specific in purpose*. *TESOL Quarterly*, 25, 297-314. - Mackay, R., and Mountford, A. (eds.)(1978). *English for Specific Purposes: A case study approach*. London: Longman. - Mackay, R., and Palmer, J. (eds.)(1981). *Languages for Specific Purposes: Program design and evaluation*. London: Newbury House.
- - Matt Firth, M., Sowton, C., Hewings, M, and Thaine, C. (2012). *Cambridge Academic English. C1. An Integrated skills course for EAP*. Cambridge: Cambridge U.P. - McDonough, J. (1984). *ESP in perspective: A practical guide*. London: Collins ELT.



VNIVERSITAT ID VALÈNCIA

Course Guide
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