



UNIVERSITY "UKSHIN HOTI" PRIZREN
International Summer School (ISS) 2022 Edition
Faculty of Philology

SYLLABUS					
Academic unit / faculty:	Philology		ISS edition:	2022	
Course title:	English for employment purposes				
Course status:	Obligatory	Code:		ECTS credits:	4
Teaching days/weeks:	10 days / 2 weeks	Teaching hours:	Lectures:	Exercises:	
			3	1	
Office hours:	Daily (Monday-Friday, 2 Weeks)				
Course professor 1. / Supervisor:	Elizabeth Gowing	E-mail:	elizabethgowing@hotmail.com/		
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COURSE DESCRIPTION:					
<p>English for Employment Purposes presents the key concepts and practices of ESP in an interactive way. The course covers the theory and practice of ESP, with attention to:</p> <ul style="list-style-type: none"> • needs analysis • language and learning objectives • materials and methods, and • evaluation <p>while modeling the pedagogical approaches of real-world learning from academic and occupational settings, personal reflection, paired and group work, role play, and how to give feedback that makes a positive impact.</p> <p>The course defines ESP with a focus on writing (including writing cover letters, CVs, emails, reports, and summaries) and shows how the approach plays a crucial role in the world of work. It includes insights on how ESP courses can be organized and integrated to form a complete programme through space for reflection, practical tasks, extension research questions, and resources for further reading.</p> <p>English for Employment Purposes serves as an ideal course for graduate and advanced undergraduate students of all departments, since it is a combination of general competences in writing with examples of specific language. This course is also an invaluable reference resource for pre-service and in-service teachers of ESP, and for English program managers and administrators.</p>					

Course objectives:	Course learning outcomes:	
<p>Sharing the importance of ESP approaches to writing in academic settings and other areas of the world of work. Links to learner-centring</p> <p>Introduction to genre analysis and its practical applications</p> <p>Sharing and modeling examples of ESP in the writing of emails, summaries, CVs, cover letters ,and reports</p> <p>Exposing students to theory from key texts</p> <p>Sharing the theoretical and practical issues in sourcing web-based and other material</p> <p>Building English language skills in common areas of error through daily ‘English blitz’ sessions on lexical, morphological and syntactic areas commonly found to be challenging</p>	<p>Students will have a clear understanding of:</p> <ul style="list-style-type: none"> • the distinction between English for general purposes (EGP) and English for specific purposes (ESP); • the sub-disciplines of ESP with a focus on writing; • the importance of an ESP approach with a focus on writing; • how to conduct a genre analysis to shape ESP approaches to writing; • the process of evaluating and adapting authentic materials including web-based sources for use in ESP courses; • effectively written texts including job application cover letters, CVs, reports, emails, summaries, etc. • Greater proficiency in English 	
TEACHING METHODS:		
Lectures, paired and group work, exercises, discussions, course projects, homework, office hours (consultations) etc.		
CONDITIONS FOR COURSE IMPLEMENTATION:		
Classroom equipped with computer and projector, flipchart and stand and pens		
STUDENT EVALUATION METHODS AND GRADING SCALE:		
<p>The course is subject to continuous evaluation. At regular intervals, we also ask students to participate in a more comprehensive evaluation. Student evaluation is done by exam, and the final grade consists of the following components:</p> <ul style="list-style-type: none"> ▪ Regular and active attendance: 10%, ▪ Contribution in lectures and exercises: 20% ▪ Midcourse exam: 20%, ▪ Course project: 20%, ▪ Final exam: 30%, 	GRADING SCALE	
	Evaluation in %	Final grade
	91 – 100	10 (ECTS – A)
	81 – 90	9 (ECTS - B)
	71 – 80	8 (ECTS - C)
	61 – 70	7 (ECTS - D)
	51 – 60	6 (ECTS - E)
0 – 50	5* (ECTS – FX)	
LANGUAGE OF EXAMINATION:		
The examination tests are provided in English language, and students submit response in English.		
STUDENT DUTIES AND OBLIGATIONS:		
Lectures	Exercises and other study activities	
<ul style="list-style-type: none"> ▪ Regular and active lecture attendance ▪ Active participation in discussions ▪ Respect of the University Code of Ethics etc. 	<ul style="list-style-type: none"> ▪ Regular attendance of exercises and study activities ▪ Respect of the University Code of Ethics etc. 	
STUDENT WORKLOAD:		

Activity	Hours	Days	Total hours
Lectures	3	10	30
Exercises	1	10	10
Field work visits	3	4	12
Reading (Own study time)	3	10	30
Assignments (project, presentation, homework)	2	10	20
Total student workload:			102
Note: 1 ECTS credit = 25 hours, for example, if the course has 4 ECTS credits a student must have a workload of at least 100 hours during the International Summer School (ISS).			

DAY	LECTURES	EXERCISES		
ASSIGNMENT 1: PERSONAL NEEDS ANALYSIS – WHAT I KNOW ALREADY; WHAT I WANT TO KNOW; HOW I LEARN BEST (2 hours)				
	Topic	Hours	Topic	Hours
1.	<ul style="list-style-type: none"> - the distinction between English for general purposes (EGP) and English for specific purposes (ESP) - Why choose an ESP approach? Learner-centering and a focus on writing with case studies - Email writing: worked example from civil society sector - English blitz: Latinate vs Anglo-Saxon words - Set reading for today 	3	Exercise topic 1. Students edit a piece of writing substituting Latinate words with Anglo-Saxon and vice versa	1
ASSIGNMENT 2: ANALYSIS OF EMAIL WRITING (2 hours)				
2.	<ul style="list-style-type: none"> - Worked example: genre analysis of writing in a particular working context (Office of the Prime Minister). - Template to use for genre analysis of writing in any employment sector - Generating criteria for success for evaluation of a piece of writing - Approach to preparation for assignment and field work conducting visit/ desk research and interview with a particular employment sector either in Kosovo or at distance - English blitz: tautology - Set reading for today 	3	Exercise topic 2. Preparation for field work conducting visit/ desk research and interview with a particular employment sector in Kosovo or at distance	1
FIELDWORK VISIT/ VIRTUAL VISIT I (2 hours)				

3.	<ul style="list-style-type: none"> - Feedback from students on their fieldwork and presentation of genre analysis for writing from their chosen employment sector. - Explanation of exercise – paired work generating writing in their partner’s employment sector, using and feeding back on criteria for success in this genre - How to give good feedback – generating our own charter for feedback - English blitz: ‘false friends’ - Set reading for today 	3	Exercise topic 3. Production of writing using genre analysis of either their own or another student’s chosen employment sector	1
4.	<ul style="list-style-type: none"> - Feedback from students in a series of pairs on 3 readings set - Worked example 2: different approaches to CV writing. Lexical, syntactical and genre analysis - English blitz: cohesion between sentences - Set reading for today 	3	Exercise topic 4. Students review their own CVs in the light of the worked example shared in the lecture	1
FIELDWORK VISIT/ VIRTUAL VISIT II (2 hours)				
5.	<ul style="list-style-type: none"> - Feedback from students on their field work and presentation of genre analysis for writing from a new employment sector - Sources for courses: practical and theoretical issues to bear in mind. Preparation for assignment on creating a source list - English blitz: misplaced modifiers - Set reading for today 	3	Exercise topic 5. Production of writing using genre analysis of either their own or another student’s chosen employment sector	1
ASSIGNMENT 3: CREATING A SOURCE LIST (2 hours)				
MID-COURSE EXAM				
6.	<ul style="list-style-type: none"> - Review of mid-course exam – common misunderstandings. - Worked example 3: cover letter writing - Introduction to the logic of report writing - English blitz: areas of house style - Set reading for today 	3	Exercise topic 6. Students review their own cover letter in light of the worked example shared during the lecture	1
ASSIGNMENT 4: WRITTEN REVIEW OF TWO VERSIONS OF CV AND COVER LETTER (2 hours)				
FIELDWORK VISIT/ VIRTUAL VISIT III (2 hours)				
7.	<ul style="list-style-type: none"> - Shortlisting panel role play, using criteria in a job description to select on the basis of cover letters - Report writing II 	3	Exercise topic 7. Exercise to correct a series of sentences with dangling modifiers	1

	<ul style="list-style-type: none"> - Feedback from students in a series of pairs on 3 readings set - English blitz: dangling modifiers - Set reading for today 			
ASSIGNMENT 5: WRITING A REPORT (2 hours)				
FIELDWORK VISIT/ VIRTUAL VISIT IV (2 hours)				
8.	<ul style="list-style-type: none"> - Hiring fair – where would your CV and cover letter get you? - Students share the reports they've written and give feedback - English blitz: going down the concrete ladder - Set reading for today 	3	Exercise topic 8. Editing a piece of writing to go up and down the concrete ladder as appropriate	1
ASSIGNMENT 6: ANALYSIS OF PIECE OF EFFECTIVE PROFESSIONAL WRITING IN THEIR CHOSEN EMPLOYMENT SECTOR, USING 'CONCRETE LADDER' APPROACH (2 hours)				
9.	<ul style="list-style-type: none"> - Summary writing: examples of executive summaries. Signposting vs raki-making - Review of pedagogies used in this course – the impact and importance as modelled in needs analysis, language and learning objectives, materials and methods, and evaluation - English blitz: causal connectives - Set reading for today 	3	Exercise topic 9. Review of learning on the course. Did students learn what they identified that they wanted to learn? What were the surprises? What made the greatest impact? What areas does each student need to work on more? What did they learn about their learning? What new areas of research and practice were opened up? What were the biggest opportunities for professional networking? What will they do different as a result of the course in the upcoming semester?	1
ASSIGNMENT 6: WRITING AN EXECUTIVE SUMMARY (2 hours)				
10.	<ul style="list-style-type: none"> - Review of exam – key learning, areas for further development. - Feedback from students in a series of pairs on 2 readings set - The <i>English for Specific Purposes</i> journal submission guidelines - Presentation from each student on their professional development over the fortnight - English blitz: rearranging sentences with subordinate clauses for emphasis 	3	Exercise topic 10. Editing a piece of writing to experiment with connectives and subordinate clauses for impact.	1
LITERATURE:				
Bhatia, VK (2008) 'Genre analysis, ESP and professional practice' in <i>English for Specific Purposes</i> vol. 27				

issue 2 at <https://www.sciencedirect.com/science/article/abs/pii/S0889490607000385>

Brown, JD (2016) *Introducing needs analysis and English for specific purposes*

Dudley-Evans, T (2000) *Genre analysis: a key to a theory of ESP?* in *Ibérica*, Revista de la Asociación Europea de Lenguas para Fines Específicos at <https://www.redalyc.org/pdf/2870/287026295001.pdf>

Norris, M (2016) *Between you and me: confessions of a comma queen*

Orwell, G (1946) 'Politics and the English Language' essay available at https://www.orwell.ru/library/essays/politics/english/e_polit

Stanton, S (2021) 'English for employment: English language learning in technical and professional education' <https://www.thedialogue.org/wp-content/uploads/2021/08/informe-ingles-ENGLISH-2.pdf>

Tudor, I (1993) 'Teacher roles in the learner-centred classroom' in *ELT Journal* vol. 47 issue 1 at <https://academic.oup.com/eltj/article-abstract/47/1/22/618459>

<https://www.onestopenglish.com/adults/business-and-esp/esp-lesson-plans> (Accessed 27-3-22)

REMARKS FOR STUDENTS:

- Students should be aware of and respect the institution and Code of ethics.
- Students should respect the schedule of lectures, exercises and other study activities.
- Students should possess and show their student ISS ID card during exams.
- Student course project/presentation/homework must comply with professor instructions.
- During the exam the use of mobile phone devices is strictly forbidden.