

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

SECOND YEAR EXAMINATION IN ARTS – SEMESTER II – 2018

ESL 2215 – English for Specific Purposes

Time: Two (02) Hours

This paper consists of two (02) parts. Follow the instructions given in each part.

Part A (45 marks)

Answer three (03) questions from Part A.

1. “ESP came about as a result of needs, new ideas about language and new ideas about learning.” Discuss the above statement.
2. Dudley-Evans and St John (1998) are of the view that any attempt at ESP classification leads to overlap and potential confusion. How far do you agree with this view?
3. Answer the following questions:
 - (a) Define target needs. (2 marks)
 - (b) What divisions can we find under the heading of target needs? (3 marks)
 - (c) How do you determine learners’ ‘lacks’? (2 marks)
 - (d) Name four methods used for gathering information about target needs. (2 marks)
 - (e) Outline the target situation analysis framework of Hutchinson and Waters (1987). (6 marks)
4. Trace the origin and development of needs analysis in English language teaching.
5. Briefly examine the advantages and disadvantages of having a syllabus.

Part B (10 marks)

Answer one (01) question from Part B.

6. Compare and contrast one of the following:
 - (a) Register analysis and rhetorical analysis
 - (b) The teacher syllabus and the learner syllabus
 - (c) Language-centered course design and skills-centered course design

7. Briefly discuss two of the following:
 - (a) Learning needs
 - (b) Kachru's concentric circle model
 - (c) Factors affecting ESP course design
 - (d) The role of a syllabus in a learning-centered approach