

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

SECOND YEAR EXAMINATION IN ARTS – SEMESTER II – 2019

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 any three (03) questions from Part A.

1. Discuss the factors that led to the emergence of ESP in the late 1960s.
2. The boundaries between the subcategories of ESP are vague. Discuss this statement in relation to different classifications of ESP.
3. Answer the following questions:
 - (a) What is a syllabus? (2 marks)
 - (b) Name four types of external syllabuses and briefly describe one of them. (6 marks)
 - (c) Name an internal syllabus. (1 mark)
 - (d) Name two ways in which a learner syllabus differs from other types of syllabuses. (2 marks)
 - (e) Name four benefits of having a syllabus. (4 marks)
4. Discuss the origin and development of conducting needs analysis in ESP curriculum design.
5. ‘Tell me what you need English for and I will tell you the English that you need’ Hutchinson and Waters, 1987, p.8). How justifiable do you think this claim is for ESP?

Part B (10 marks)

Answer one (01) question from Part B.

6. Select one of the following and carry out a comparison/contrast:
 - (a) English for General Purposes and English for Specific Purposes
 - (b) Register analysis and discourse analysis
 - (c) Language-centered course design and skills-centred course design

7. Briefly discuss two of the following:
 - (a) Relevance of content and its relationship with learner motivation
 - (b) Kachru's concentric circle model
 - (c) Establishment of a global language
 - (d) Parameters of course design