

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

SECOND YEAR EXAMINATION IN ARTS – SEMESTER II – 2020

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. *The Origins of ESP*

- (a) When did ESP come into being? (2 marks)
- (b) Would you consider ESP as a planned and coherent movement? Why do you say so? (2 marks)
- (c) Name the factors that led to the emergence of all ESP. (3 marks)
- (d) Briefly explain those factors. (6 marks)
- (e) In your opinion, what is the most important of the above factors? Justify your choice with reasons. (2 marks)

2. *The Classification of ESP*

- (a) Name the two major branches of ESP. (2 marks)
- (b) Describe the two main subcategories of ESP. (2 marks)
- (c) Briefly explain the difference between the common-core element of EAP and the subject-specific approach. (2 marks)
- (d) ‘The boundaries between the subcategories of ESP are vague.’ Discuss this statement with two examples. (6 marks)
- (e) What is your opinion of the continuum of ELT course types? (3 marks)

3. *Needs Analysis*

- (a) Define 'needs analysis.' (2 marks)
- (b) When were needs analyses introduced to the field of language teaching? (1 mark)
- (c) What is the rationale for needs analysis? (2 marks)
- (d) What is the name given to John Munby's needs analysis approach? When was it introduced? (2 marks)
- (e) Describe Munby's approach to needs analysis. (2 marks)
- (f) Name a limitation of the Munby approach. (2 marks)
- (g) The dominant focus of early needs analyses was EOP. What could have been the reason for that? (4 marks)

4. *The Syllabus*

- (a) What is a syllabus? (2 marks)
- (b) Name four types of external syllabuses and briefly describe one of them. (6 marks)
- (c) Who is the first person to interpret a syllabus? (1 mark)
- (d) How does a learner syllabus differ from other types of syllabuses? (2 marks)
- (e) Give four reasons for having a syllabus. (4 marks)

5. *Approaches to Course Design*

- (a) What are the three main types of course design? (3 marks)
- (b) Briefly describe one of them with an illustration. (4 marks)
- (c) Which of the above approaches is considered the simplest kind of course design process? What is the reason for that? (3 marks)
- (d) Which approach has been widely applied in a number of countries including Latin America? For what reason? (3 marks)
- (e) According to you, which approach is more suitable to be used in Sri Lankan universities? Give reasons for your answer. (2 marks)

Part B (10 marks)

Answer one (01) question from Part B.

6. Select one of the following and carry out a comparison/contrast:
 - (a) Target needs and learning needs
 - (b) Register analysis and rhetorical analysis
 - (c) Teachers of English for General Purposes and English for Specific Purposes

7. Briefly discuss two of the following:
 - (a) Munby's communication needs processor
 - (b) Target situation analysis framework
 - (c) Factors affecting course design
 - (d) Establishment of a global language