

UNIVERSITY OF COLOMBO, SRI LANKA

FACULTY OF ARTS

SECOND YEAR EXAMINATION IN ARTS (ONLINE), SEMESTER II - 2019/2020

ESL2215– ENGLISH FOR SPECIFIC PURPOSES

INDIVIDUAL PROJECT (60%)

(Designing a needs assessment and developing an ESP syllabus to suit a local teaching context)

The management of a five-star hotel in Colombo wants to improve the English language proficiency of its front office and waiting staff. Imagine that you have been requested to take charge of this English programme. In order to identify the contents of the course, you have to identify the English language skills and competencies required by the target group of learners. Design a needs analysis for this project and develop an ESP syllabus to suit the teaching context. You may invent any information you like.

Given below are the phases of the project:

1. Introduction
2. Situational analysis
3. Needs analysis
4. Problematizing the situation
5. Goals and objectives of the course
6. Outline of course content

Given below are some details on each of these steps:

1. Situational analysis

Describe the educational setting and audience for the course you plan to develop. Then analyze the situation, addressing the following issues to the best of your ability:

- (a) Educational setting** (context, overall teaching objectives of the programme, structure of the programme, physical conditions, resources, general description of the learners in the programme)
- (b) Governance of course content** (Who determines course content? Flexibility of teachers to choose content)
- (c) Assessment and evaluation requirements** (How will the learners be grouped? How will the programme be evaluated and revised?)

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2. Needs analysis

Generate the framework of a needs analysis tool you could use with these learners. State when you would use this tool and how the information from it would allow you to adjust the objectives and teaching activities as well as to create materials that best meet the needs of the learners.

(a) **Classroom characteristics** (homogeneity, size, relationship of this course to other courses that the learners are taking)

(b) **Objective needs of learners** (Hypothesize, to the extent possible, learners' objective needs.) Consider the following questions:

- In what settings will the learners use English?
- What role relationships are involved with other English users?
- Which language modalities are involved (reading, writing, speaking, listening)
- What types of communication events and speech acts are involved?
- What level of proficiency is required? How proficient are the learners at present?

(c) **Subjective needs of students** (Hypothesize, to the extent possible, learners' needs as seen through their own eyes.)

Consider these questions:

- What attitudes do the learners have towards the target language, culture?
- What expectations do learners have of themselves? Of the course?
- What purposes (or lack thereof) do learners have in studying English?
- What preferences (styles, strategies) do learners have with respect to how they will learn?

3. Problematizing the situation

Briefly state your idea for the kind of course that you want to develop for your project. If appropriate, explain how your course differs from a comparable one that is already in place. Then, considering all the features of the situation that you have described above and your objectives/goals in developing this course, 'problematize' the situation:

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- What are the challenges, the conflicts, of this particular task that faces you?
- What are institutional requirements and conditions that affect your proposed project?
- What contradictions do you see between what learners want/need and institutional constraints?
- Start thinking about ways in which your course can “challenge the requirements” and “create possibilities” for these learners. Indicate solutions, resolutions as appropriate.

4. Objectives/goals

Formulate goals appropriate for the course your project relates to.

5. Outline of course content

Outline your course content, indicating timing. Describe the criteria on which the syllabus is organised and why it is appropriate; provide a rationale for the selection of course content and sequencing of items.

Formatting Guidelines

1. Word limit: 2500-3000 words
2. Font style and size: Times New Roman 12
3. Spacing: 1.5
4. Margins: Top, bottom and right margins: 1 inch; left margin: 1.5 inches
5. Include a complete bibliographic citations following the APA format, edition 6 or 7

DEADLINE: 28th February 2021, 4. 00 PM.