

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
FINAL EXAMINATION
SUPPLEMENTARY PAPER
JULY, 2005

COURSE TITLE : ENGLISH FOR SPECIFIC PURPOSES
COURSE CODE : E4P7
TIME ALLOWED : THREE HOURS

INSTRUCTIONS:

- 1. THIS PAPER HAS FIVE QUESTIONS**
- 2. ANSWER THREE QUESTIONS**
- 3. ALL QUESTIONS CARRY 20 MARKS**

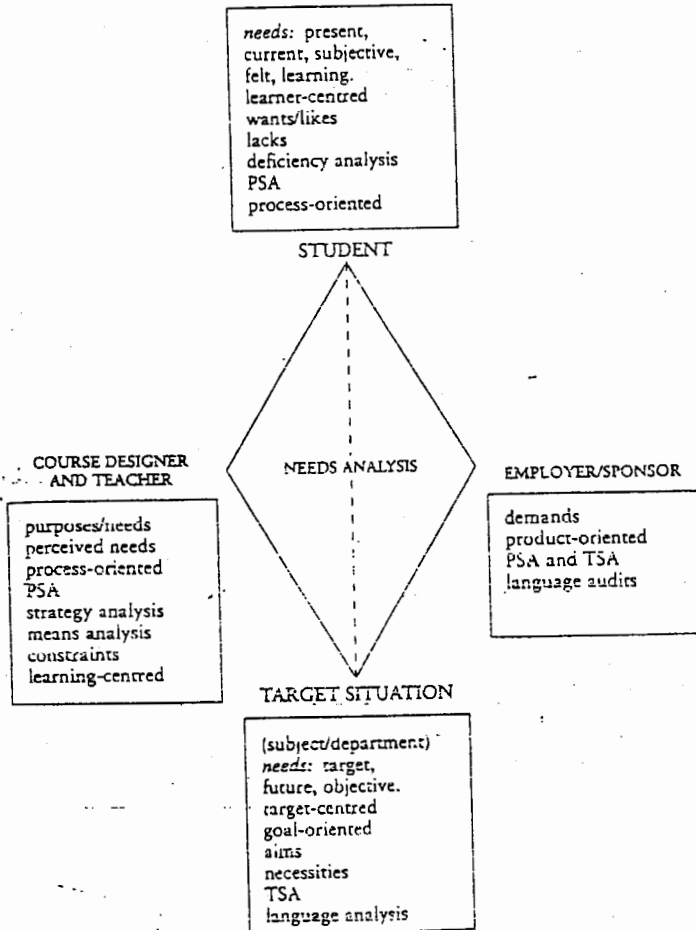
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QUESTION 1

By referring closely to the flow chart discuss the process of needs for an English for Specific purpose course.

20 marks

Needs analysis



Note: Some terms can be assigned to more than one 'pole' in the diagram.

Figure 5 Needs analysis: summary

QUESTION 2

Make short notes on the following

- (a) behaviourism (5)
- (b) cognitivism (5)
- (c) authenticity (5)
- (d) needs analysis (5)

20 marks

QUESTION 3

At what levels should evaluation be done and why?

20 marks

QUESTION 4

Imagine you have to describe ESP to a person who knows nothing about it. How would you define it.

20 marks

QUESTION 5

Discuss the concept of needs analysis in relation to the following imaginary case.

Gopal, a young man from Nepal, wants to go to a university in the UK to study for an MA in Economics. His sponsor, the Ministry of Finance, wants Gopal to study Development Economics, thinking that this might be more advantageous to the needs of a developing country. Gopal's opinion is not asked; he is told that a financial award is only available for Development Economics. Naturally he agrees, and is delighted to have the opportunity of studying abroad: he has not been outside Nepal before. He hopes that he will go to University 1 where his friend went and was happy.

Gopal is asked to take a British Council English Test (IELTS test from UCLES) in their office in the capital, Kathmandu. He does so, feeling fairly confident of the outcome as he has been studying and using English for some years. Rather to his surprise, he is told that he needs a pre-session English course for eight weeks before his academic course begins. He feels somewhat apprehensive as he thought that his English was adequate for the course. Certainly his English was better than that of many of his friends. However, he appreciates that his earlier arrival will give him a chance to settle in, adjust, become acclimatised and so on. He feels a little disappointed when he then hears that he is to go to University 2 and not University 1. Nevertheless, he looks forward to studying there and appreciates that the extra English course will be paid for, and will also be held at University 2. It will give him time to orientate.

The brightness of the prospect becomes a little tarnished when Gopal is told, late in the day, that University 2 will only accept him for the Master's course if he first takes the one-year Diploma course. He would need to do well in the exams at the end in order to be accepted for the MA course, which would then be a further year's study. Gopal's government reluctantly agrees to his release for two years, and the British Council agrees to find funds for the extra year. But does Gopal agree?

Gopal knows from his friends' experiences that if he does not agree to the change, then it is goodbye to a scholarship for some years. The decision is made difficult by the fact that his young wife and two-year-old child will miss him terribly, and he will miss them. Two years is a totally different proposition from one year's absence.

Gopal's household, like most in Nepal, consists of an extended or joint family, in other words, his parents and brothers and their families, as well as his wife and child. They are a close-knit group. As with most major concerns, the whole family discusses Gopal's problem. It is reluctantly decided that for the sake of his career, they will agree to two years' study abroad. Perhaps Gopal will be able to make arrangements for his wife and child to follow later; but he knows this will be expensive.

Gopal's friend, Mohan, advises him, from his own experience, not to try to take his wife and child with him at the beginning. He tells him that if he does so, he will spend the first few weeks sorting out accommodation and everyday living difficulties, and will only speak Nepali at home. As a result, he will not obtain maximum benefit from the English course. Mohan also warns him that he will hardly understand anyone when he first arrives, and that he will find the food and climate difficult to adjust to. By taking his wife and child with him at the beginning, Gopal would be making a difficult task more complex. However, Gopal wants to discuss this with his wife to see how she feels. He anticipates that he will be homesick, perhaps lonely, and will probably suffer from culture shock, and the presence of his family would help to alleviate this.