

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MAIN EXAMINATION

8th MAY, 2006

STUDENT UNION

COURSE TITLE: ENGLISH FOR SPECIFIC PURPOSES

COURSE CODE: E4P7

TIME: 3 HOURS

TOTAL MARKS: 60 MARKS

INSTRUCTIONS

ANSWER THREE QUESTIONS IN ALL.

ANSWER AT LEAST ONE QUESTION FROM EACH SECTION.

N.B. There are pages to this paper.

***THIS PAPER SHOULD BE OPENED FOLLOWING INSTRUCTIONS TO DO
SO BY THE INVIGILATOR***

SECTION A: ESP AND NEEDS ANALYSIS

1.
 - a. Give a full definition of ESP and explain how this approach to language teaching actually evolved (10)
 - b. What are the differences and similarities between ESP and general purpose English? Give two differences and two similarities. (10)
2. Explain the concept of needs and needs analysis in such a way that anyone who has never encountered the concept can understand. (20)
3. If someone argues that needs analysis should be conducted only at the beginning of a course, what argument would you advance in support of a different view. Use just two reasons to support that argument. (20)

SECTION B: COURSE AND SYLLABUS DESIGN

1. We have discussed at length the steps in Course Design. Without paying much attention to logical sequencing, discuss any two of the steps. For each step advance a justification for its inclusion in Course Design. (20)
2. Using the descriptions of the type of syllabuses in Hutchinson and Waters (1987) how would you define a syllabus and why is a syllabus necessary? (20)
3. Explain clearly the difference between product and process oriented syllabi (20)