

PARUL UNIVERSITY
FACULTY OF ARTS
M.A. Winter 2017 – 18 Examination

Semester: 1
Subject Code: 15202103
Subject Name: English for Specific Purposes

Date: 08/12/2017
Time: 10.30 am To 1.00 pm.
Total Marks: 60

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate full marks.
3. Make suitable assumptions wherever necessary.
4. Start new question on new page.

Q.1 Do as directed.**(08)**

- A. Complete the given cloze test by selecting correct comprehensive word for the passage given.

(Monotonous, clear and coherent, materials, flexible, Achievement, assembly line, Maximize, Planning)

1. _____ help to organize the teaching – learning process, by providing a path through the complex mass of the language to be learnt. Good materials should, therefore, provide a 2. _____ unit structure which will guide teacher and learner through various activities in such a way as to 3. _____ the chances of learning. This structure should help the teacher in 4. _____ lessons and encourage in the learner a sense of progress and 5. _____. On the other hand, materials should not be so tightly structured as to produce a 6. _____ pattern of lessons – the curse of so many materials. Avoid the 7. _____ approach, which makes each unit look the same, with the same type of text, the same kind of illustrations, the same type and number of exercises. If it doesn't send you to sleep writing them, it will certainly send your learners to sleep using them. A materials model must be clear and systematic, but 8. _____ enough to allow for creativity and variety.

Answer the following questions by selecting correct answer from the choices given.

9. Which course design process aims to draw as direct a connection as possible between the analysis of the target situation and the content of the ESP course?
 - a. Language centered
 - b. skill centered
 - c. learner centered
 - d. learning centered
10. “ We must look beyond the competence that enables someone to perform, because what we really want to discover is not the competence itself, but how someone acquired that competence
 - a. Learning centered
 - b. skill centered
 - c. learner centered
 - d. Language centered
11. Place is a dynamic, interactive environment, which affects the nature both of what is taught and what is learnt... is a view of which syllabus?
 - a. Classroom
 - b. organizational
 - c. learning
 - d. evaluation
12. Who emphasized that there are two levels of meaning: deep level and surface level?
 - a. Chomsky
 - b. Chitravedu
 - c. Barber
 - d. Sylvester

13. Who widened the view of language to incorporate the relationship between meaning and form?
- a. Chomsky b. Chitravedu c. Barber d. Sylvester
14. Meaning of same sentence changes with the different context... is an example of
- a. Sociolinguistics b. Parallelism c. Formalism d. Neurolinguistics
15. Which approach aims to get away from the surface performance data and look at the competence that underlies the performance?
- a. Skill centered b. Learner centered c. Learning centered d. Language centered
16. _____ is basically a matching process: matching needs to available solutions.
- a. evaluation b. subjective analysis c. objective analysis d. data analysis

B. Explain the following statements in brief.

(07)

1. Second language learning is a developmental process
2. Language learning is an active process
3. Language learning is a decision making process
4. Language learning is not just a matter of linguistic knowledge
5. Language learning is not the learners' first experience with the language
6. Learning is an emotional experience
7. Language learning is to a large extent incidental

Q.2 Answer the following questions in brief.

- A. Target needs are something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants. Explain. **(04)**
- B. Which are the questions covered in a target situation analysis framework that the course designer needs to gather for designing an ESP course? **(04)**
- C. Which are three important factors affecting ESP course design. Draw figure and explain. **(04)**

OR

C. Materials design model

(04)

Q.3 Answer the following questions.

- A. What is there in the root of ELT Tree? Discuss the growth of ELT tree with the help of figure. **(05)**
- B. "Behaviorism, Mentalism, Cognitive code, affective factor and language learning and acquisition are different theories of ESP course". Support the statement by giving appropriate explanation of the theories. **(05)**
- C. Draw figures of (a) language-centered course design and (b) Skills-centered course design. **(05)**

OR

C. A language centered approach to course design has five weaknesses. Mention them in your words. **(05)**

Q.4 Answer the following questions in detail.

- A. Language description as a part of ESP syllabus design has six stages of development. Explain the statement by writing in brief about each stage of language development. **(06)**
- B. Syllabuses are affected by various factors which results into different types of syllabus. Discuss six types of syllabus in detail. **(06)**
- C. Which are the techniques to analyze lessons? **(06)**

OR

C. Explain the terms (a) placement test and (b) achievement test **(06)**