

**PARUL UNIVERSITY**  
**FACULTY OF ARTS**  
**M.A. Winter 2018-19 Examination**

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

**Date: 15/12/2018**  
**Time: 10:30 am to 01:00pm**  
**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. Select appropriate answer to fill in the gaps.****Section A – Cloze Test**

(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.

**Section B - State whether the following statements are true or false**

9. 'Attitude affects the way we see learners- more like machines to be programmed than people with likes and dislikes, fears, weaknesses and prejudices. ESP learners may be learning about machines and systems, but they still learn as human beings.'... is the thought line of 'affective factor' of language teaching and learning.
10. School of Behaviorism was theoretically influenced by Audiolingual Method
11. An article on the nature of Scientific English published in 1962 was written by C L Barber.
12. The grammar of a language is not the surface structures but the rules that enable the language user to generate the surface structures from the deep level of meaning.
13. Chomsky dismissed the generalization idea of school of behaviorism as workable, because it simple could not explain how from a finite range of experience, the human mind was able to cope with an infinite range of possible situations.
14. With reference to the Functional grammar, highly influencing the field of language teaching in 1970s, notions and functions represent the categories of human thinking and social behavior.
15. Substitution table is an example of structural linguistics
16. The principal idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes which enable us to extract meaning from discourse. There is no need to focus closely on the surface forms of the language.

**B. Explain the terms given below.****(07)**

1. Classical / traditional grammar.
2. Functional / notional grammar.
3. Socio-linguistic context in discourse analysis.

4. Relative positions of utterances within the discourse.
5. Structural Linguistics.
6. Transformational Generative Grammar.
7. Language variation and register analysis.

**Q.2 Answer the following questions in brief.**

- A. Which are three important factors affecting ESP course design. Draw figure and explain. (04)
- B. Target needs is 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)
- C. Material evaluation process. (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. As an ESP teacher you are asked to design a course of Communication Skills for students of Diploma in Hotel Management and Catering Industry. Design a questionnaire of 10 questions for data collection to do needs analysis. (05)
- C. "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)

**OR**

- C. Draw figures of (a) language-centered course design and (b) Skills-centered course design. (05)

**Q.4 Answer the following questions in detail.**

- A. Explain any six principles of language learning in ESP classroom. (06)
- B. Syllabuses are affected by various factors which results into different types of syllabus. Discuss six types of syllabus in detail. (06)
- C. Six techniques to analyze lessons. (06)

**OR**

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