

SECOND TERM EXAM IN ENGLISH FOR SPECIFIC PURPOSES

Answer Model

Answer the following questions:

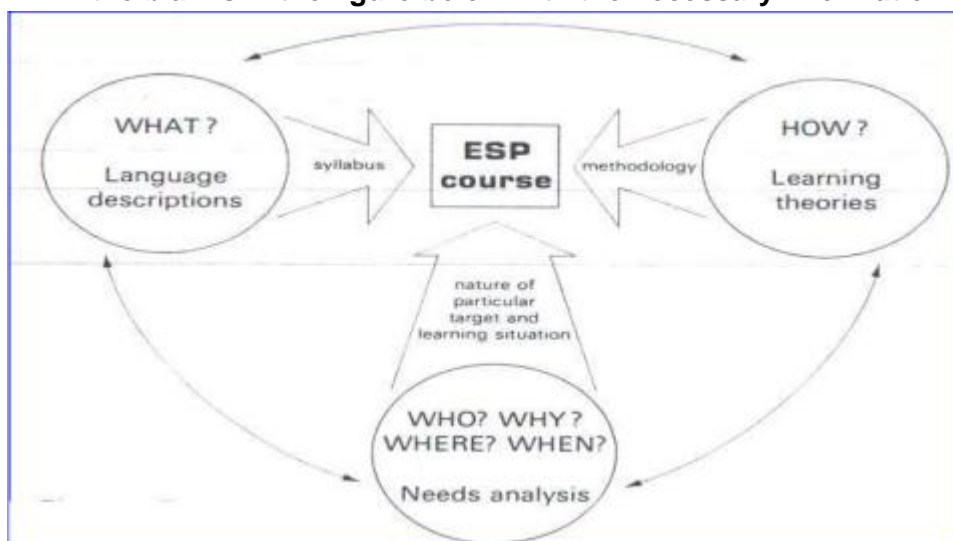
I. What do the following acronyms stand for? (1.5 pts)

1. Target Situation Analysis

2. Needs Analysis

3. Communicative Needs Processing

II. Fill in the blanks in the figure below with the necessary information: (4.5 pts)



III. Say whether the following statements are True or False. Correct when necessary: (06 pts)

1.False

The **language-centred** approach to course design is a learner restricted approach

2.False

Needs Analysis usually includes a stage in which the course developers identify what general language and skills the group of language learners will need

3.True.

4.True.

5.False.

Syllabus is an instrument by which the teacher can achieve a certain coincidence between the needs and the aims of the learners, and the activities that will take place in the classroom

6.False

Wants refers to the learners' personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

IV. The following statements are taken from a needs analysis survey. Write next to each statement what it refers to: TSA, PSA or LN: (05 pts)

1. TSA
2. LN
3. TSA.
4. TSA.
5. PSA.

V. Hutchinson and Waters suggested a model for writing materials. What is this model and what are its four elements? Why they represent a coherent framework for the integration of the various aspects of learning. (03 pts)

The model suggested for writing materials is the **Materials Design Model** and it has four **elements: input, content, language and task**. They represent a coherent framework for the integration of the various aspects of learning as these four element are linked through the material during the learning process. The input creates a context of knowledge that presents a content (language is used as a means of conveying information and feelings about something) and language (language gives the learners the chance to take the language into pieces, study how it works and practice putting it back together again) which are later developed to help learners perform a communicative task employing their knowledge learnt through the material.