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**3<sup>rd</sup> year LMD classes- All groups    Group: .....    Student: .....**

***First Semester Exam in ESP***

***Task 1: Determine whether the statements are true or false, and correct the false ones. (7pts)***

1. ESP can only be taught to advanced students.  
(False) Correction: While generally used with intermediate or advanced students, ESP can be used with beginners.
2. ESP teaching should reflect the methodology of the disciplines it serves. (True)
3. ESP course design must be based on learner needs analysis. (True)
4. The earliest ESP courses focused mainly on analyzing grammar in scientific texts. (True)
5. Advances in technology were the only major factor driving ESP's development.  
(False) Correction: Three main factors drove ESP: demands of a new world, revolution in linguistics, and focus on the learner.
6. Register analysis in ESP focused primarily on vocabulary and discourse patterns across all academic fields.  
(False) Correction: Register analysis focused on specialized vocabulary and grammar.
7. The learning-centred approach considers learners' motivations and socio-cultural backgrounds in course design. (True)
8. One of the main responsibilities of ESP teachers is to design and adapt course materials according to the specific needs of their learners. (TRUE)
9. ESP teachers rarely need to collaborate with content specialists since they focus primarily on language instruction.  
(FALSE - Collaboration is a key role for ESP teachers, who work with content specialists to ensure course material is relevant and supportive of learners' goals)
10. The skills and strategies phase emphasized cognitive processes and interpretive strategies, such as skimming, scanning, and synthesizing information. (True)

***Task 2: Provide the right term for each of the following definitions:***

1. (Register Analysis) : The analysis of specific language features, such as grammar and vocabulary, used in scientific texts, which characterized the earliest phase of ESP in the 1960s.
2. (Learning-centred approach): A learner-focused design approach developed by Hutchinson and Waters in 1985 that considers both immediate learning needs and future workplace requirements.
3. (Needs Analysis): A crucial systematic process of collecting data about what learners need to know to perform effectively in their specific contexts, assessing their current abilities, identifying gaps to be addressed, and interpreting them to design a course.
4. (English for General Purposes/EGP): The type of English language teaching that aims to build overall language proficiency without specific professional or academic focus.
5. (Authentic Materials): The type of materials used in ESP courses that come directly from the learners' professional or academic field.

6. **(ESP Teacher/ESP Practitioner) (Register Analysis)**: A language teaching professional who designs courses, provides materials, collaborates with content specialists, conducts research, and acts as a guide rather than an authority figure in specialized English instruction.
7. **(Task-Based teaching (TBLT))**: The teaching approach that involves activities closely resembling real-world tasks, such as medical case discussions or contract negotiations, integrating multiple language skills simultaneously.
8. **(Target Situation Analysis (TSA))**: A process that examines the language skills and knowledge needed in a learner's future work or study environment, focusing on the context in which learners will apply their English skills.
9. **(Syllabus)**: A detailed official document that outlines the content, structure, objectives, and assessment methods of a specific class, serving as a guide for both instructors and students throughout the learning period.
10. **(Pedagogic Needs Analysis)**: focuses on learning strategies and techniques that will help students succeed in an ESP course, considering methods students need to acquire specialized content.

**Task 3:** *In no more than three lines, answer each of the following questions:*

1. **What impact did 20th-century linguistic studies have on the evolution of ESP courses?**  
The shift into **communicative linguistics** highlighted the importance of **context**, introducing analysis of language use in professional and academic settings, which shaped ESP courses to address discipline-specific **communication** needs.
2. **What does the learning-centred approach prioritize in ESP teaching?**  
The learning-centred approach emphasizes **aligning content and activities with learners' practical goals**, fostering the application of skills in real-world scenarios.
3. **Why is needs analysis crucial in ESP courses?**  
**Needs analysis identifies learners' specific goals**, language use contexts, and professional needs, ensuring that the course content is relevant and tailored. It also defines the teaching methodology, materials and evaluation.
4. **How does Task-Based Learning (TBL) differ from traditional language learning approaches?**  
**TBL emphasises real-world tasks, integrating all language skills**, while traditional methods focus on isolated grammar and vocabulary instruction.