



***Correction of the First Semester Exam in ESP***

**Task 1: 0.5 for the right answer and 0.5 for correction**

**1. False**

**Correction:** The learning-centred approach prioritizes learners' evolving needs, learning processes, and contexts, while teaching techniques are adapted to support these needs.

**2. True**

**3. False**

**Correction:** ESP courses focus on specific academic or professional contexts and field-specific communication needs rather than general, cross-disciplinary language skills.

**4. True**

**5. False**

**Correction:** Discourse analysis in ESP examines how sentences combine to form coherent texts and fulfil communicative purposes in specific contexts, not individual sentences in isolation.

**6. True**

**7. False**

**Correction:** Authentic materials in ESP are drawn from learners' professional or academic contexts and are widely used in courses to reflect real-world language use.

**8. False**

**Correction:** Needs analysis is necessary in ESP because learners differ in their professional contexts, communicative goals, and target situations, not merely because of personality differences.

**9. True**

**Task 2: (6 pts)**

**1. ESP practitioner**

**2. Collaboration**

**3. Register analysis**

**4. Needs analysis**

**5. what English to learn**

**6. Authentic materials**

### Task 3: 7pts

What students should cover:

**1. Explain the quote (1pt):** This creates an **asymmetry of expertise**: Teacher → expert in language and discourse. Learner → expert in content and practice

**2. Main challenges faced by ESP teachers (2pts)**

**Conceptual & professional challenges:** Limited disciplinary knowledge:  
Difficulty understanding technical content, terminology, and professional practices.

**Pedagogical challenges:** Risk of focusing too much on content instead of language

- Difficulty selecting what language features *actually matter* in the field
- Assessing language performance within a disciplinary context, not in isolation

**Practical challenges**

- Lack of ready-made, field-specific materials
- Need to research and prepare extensively before the course begins

**3. How this shapes the ESP teacher's role (3pts)**

Because of these challenges, the ESP teacher cannot be a traditional “knowledge transmitter”.

Instead, they become:

- **Facilitator**
- **Collaborator**
- **Researcher**
- **Course designer**
- **Materials developer**
- **Contextual assessor**

**(1pt for clear flow of ideas)**