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**3<sup>rd</sup> year LMD- All groups (2025-2026) Group: ..... Student: .....**

### ***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)**