ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

(Department of English)

WARNING

1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/ CERTIFICATE, IF FOUND AT ANY STAGE.

2. SUBMITTING ASSIGNMENTS COPIED / BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY."

Please read the following instructions for writing your assignments. (AD, BS, B. Ed., MA/MSc, MEd, MPhil and PhD)

1. All questions are compulsory and carry equal marks, but within a question, the marks are distributed according to its requirements.

2. Read the question carefully and then answer it according to the requirements of the question.

3. Handwritten scanned assignments are not acceptable.

4. Upload your typed assignments (in Word or PDF format) on or before the due date.

5. Assignments can't be uploaded to LMS after the due date.

6. Your own analysis and synthesis will be appreciated.

7. Avoid irrelevant discussion/information and reproducing from books, study guides, or allied material.

Course: English for Specific Purpose   **Semester: Spring, 2025**
Course Code: 5667   **Total Marks: 100**
                                                      Pass Marks: 40

ASSIGNMENT NO.1

(UNITS 1-9)

Q.1 Read reading passage 2 of Unit 1 "Definitions of ESP" by P Robinson and describe it in detail. What is the distinction between 'English for Specific Purpose 'and 'English for Specific Purposes'?   (10)

Q.2 Read the reading passage 4, Unit-2 'Distinction within ESP' and define the following terms in detail. (10)

    a. EOP

    b. EAP

    c. EST

Q.3 The following questions are based on Unit-3 and the reading passage 4. Read the unit carefully and answer the following questions in detail (20)

I.   Define the term needs analysis, explain why needs analysis is crucial as a part of ESP, and list at least three different ways in which a needs analysis can be carried out.

II.   What does the writer mean by Necessities'? Why is it essential to follow up an analysis of necessities with an analysis of lacks? What will fill the gap between the two?

Q.4 This question is based on Unit-4 and the reading passage 8 (10)

Describe and exemplify the three following approaches to ESP course design and demonstrate the role of need analysis in each of these approaches to course design.

- Language-centered approach

- Skills-centered approach

- Learning centered approach

Q.5 This question is based on Unit 5 and the reading passage 11 (10)

    Describe the four-fold approach to material evaluation

- Defining criteria

- Subjective analysis

- Objective analysis

- Matching

Q.6 The Following questions are based on Unit 6 reading passage 14. Read the unit carefully and answer the following questions (10)

I.   List five kinds of vocabulary that are likely to be problematic to the ESP learner and give examples of each type.

II.   What features are drawn from the language of EST, that provide a basis for the organization of specialist word categories for teaching purposes?

Q.7 This question is based on unit 7 and reading passage 16-17 (10)

There are multiple roles that an ESP teachers play, for example, the roles of: catalyst, organizer, adviser, co-coordinator and friend. Discuss these roles in detail.

Q.8   Read the unit 8 and the Reading Passage 18 and answer the following questions in detail

(10)

I.   Explain why ESP teacher training is likely to be a more necessary and more complex process than training for general English teaching.

II.   Describe at least three possible roles for which ESP teacher trainees need to be prepared.

 Q. .9 This question is from Unit-9 based on reading passage 20. Explain the difference between the following: (10)

- Evaluation and Assessment
- Formative & Summative assessment
- Criterion-referenced and norm-referenced assessment

Assignment 2

(Research Project)

Total Marks 100

This assignment is a research project. It has the following three steps:

Step 1: The topic: **Specific Features and Course Planning Steps for University Students: English for Specific Purposes** is given to you. Conduct a detailed research on this topic and outline some prerequisites and methods of analyzing learners' expectations and goals.

Step 2: Write a brief research report sharing your experiences in conducting the research

Step 3: Prepare a PowerPoint presentation based on your research project and upload it to the LMS.

Both the components (written and oral presentation) carry marks as given below:

- Written report 40 marks
- Oral presentation:60 marks

 You need to score 40% marks in both the components in order to qualify for the exams

The research project requires:

- Carrying out a needs analysis through questionnaires
- After evaluating or analyzing the needs, prepare a course outline or ESP syllabus
- Design a lesson plan

Specific Features and Course Planning Steps for University Students: English For Specific Purposes

University students are the type of learners whose language needs include communication both within and across professional boundaries. These learners need the English knowledge to meet the academic requirements of their study programs, access study materials, and communicate their findings. Many university students do not have work experience in their field of specialization, and they do not know what language skills they might need in their future work, as these students are future professionals, they need to be aware of the communication patterns and vocabulary. ESP course development combines needs analysis, learning theories analysis, methodology development, and content selection. The techniques used in needs analysis, which can be present-situation or target situation, depending on the course goals, may include interviews, surveys, and self-assessment. The content of ESP courses depends on the needs of the students and not on the framework of a particular academic discipline or professional role. Instructors should bear in mind that learners often do not clearly perceive their future professional roles. Content selection and methodology largely depend on the instructor, but they should reflect the learners' or professionals' requirements or industry needs for the English language usage.