

UGANDA CHRISTIAN UNIVERSITY
UNIVERSITY EXAMINATIONS 2015

SECOND YEAR TRINITY SEMESTER EXAMINATION FOR
THE DEGREE OF BACHELOR OF ARTS WITH EDUCATION

COURSE: ENGLISH FOR SPECIFIC PURPOSES

DATE: August 2015

TIME: 3 hours

INSTRUCTIONS:

- a) Answer any four questions.
 - b) Do not write on this question paper.
 - c) **MOBILE PHONES ARE NOT ALLOWED IN THE EXAMINATION ROOM.**
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1.
 - (a) Using Vivid examples define what English for Specific Purposes is.
 - (b) Examine the origins and development of English for Specific Purposes
 - (c) Compare and contrast English for Specific Purposes (ESP) and English for General purposes (EGP).
2. Using relevant examples, describe the relevance of English for Academic Purposes to any University student.
3. Using the principles of course design, design an English for specific purposes course for a group of thirty Japanese engineering students who are in Uganda for a period of eight weeks effective from 1st September 2015. Their level of English proficiency is advanced. Justify your choice of course you have designed.
4.
 - (a) The main purpose of ESP materials is to present models of correct language use in the target situation. How far would you agree with this view?
 - (b) Examine **FIVE** factors that a teacher/instructor of ESP would bear in mind when choosing materials to use in class.
5. Using clearly illustrated examples, examine the advantages and disadvantages of each of the following approaches to course design:
 - (a) Language centered course design
 - (b) Skills centered course design
 - (c) A Learning centered approach
6. Describe **FIVE** methods that an ESP instructor can use to make his/her lessons motivating and interactive.

7. Write short notes on any **THREE** the following:
- (a) An evaluation syllabus
 - (b) English for occupational purposes
 - (c) English for Religious Purposes
 - (d) ESP course evaluation
 - (e) Needs analysis in ESP
8. (a) Why do so many ESP teachers find it difficult to comprehend ESP subject matter?
- (b) What kind of knowledge is required of the ESP teachers in order to be effective in their classes?
- (c) What can ESP teachers do to improve their knowledge of specialist subjects?