

Test
Your-
self
By
Your-
self

ESP Across Achievement Tests

Chapter **1**

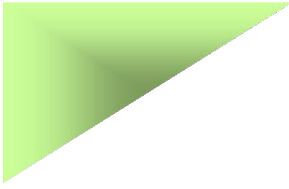
The origins of ESP

Hutchinson and Waters
(1987/93: 6 – 8)

Section **ONE**
What is ESP?

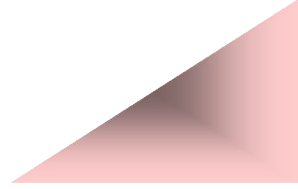
M.A. / PH.D. Scheme

Teaching
Learning
Testing
Lecturing
ESP



Chapter 1

The origins of ESP



1. ESP is documented to have formally emerged into existence in late

- a) 1950s
- b) 1960s
- c) 1970s
- d) 1980s

(Hutchinson and Waters, 1987/93: 5)

2. ESP is reported to have originally developed out of

- a) a number of converging trends
- b) a planned, coherent movement
- c) both a, and b
- d) neither a, nor b

(Hutchinson and Waters, 1987/93: 6)

3. The end of the Second World War in 1945 is marked to have heralded an age of enormous and unprecedented expansion in activity on an international scale.

- a) technical
- b) scientific
- c) economic
- d) a, b, and c

(Hutchinson and Waters, 1987/93: 6)

4. The relentless progress of ‘technology and commerce’ - the two forces by means of which the post-war world was dominated, is said to have eventually generated an urgent demand for a/an language.

- a) artificial
- b) auxiliary
- c) technical
- d) international

(Hutchinson and Waters, 1987/93: 6)

5. The knowledge of a second/foreign language is claimed to have been generally regarded as an indicative sign of a well - type of education.

- a) known
- b) rounded
- c) embodied
- d) circulated

(Hutchinson and Waters, 1987/93: 6)

6. The acceptance of English as an international language of technology and commerce is said to have created a new generation of learners who came to know specifically they were learning a language.

- a) why
- b) how
- c) when
- d) where

(Hutchinson and Waters, 1987/93: 6)

7. Linguistics is said to have traditionally aimed at describing of language.

- a) the rules of usage
- b) the formal features
- c) the grammatical rules
- d) a, b, and c

(Hutchinson and Waters, 1987/93: 7)

8. The new studies are reported to have shifted the attentions away from the formal features of language usage to the ways in which language is actually used in real communication.

- a) defining – discovering
- b) discovering – defining
- c) both a, and b
- d) either a, or b

(Hutchinson and Waters, 1987/93: 7)

9. Linguistic research is said to have found that language varies considerably in a number of different ways from one of use to another.

- a) context
- b) situation
- c) both a, and b
- d) neither a, nor b

(Hutchinson and Waters, 1987/93: 7)

10. The basis of the learners' course is expected to be accordingly formed on determining the features of specific

- a) patterns
- b) purposes
- c) situations
- d) structures

(Hutchinson and Waters, 1987/93: 7)

11. Most of the works in 1960s and 1970s are said to have been exclusively carried out in the area of

- a) EST
- b) ESL
- c) ELT
- d) EFL

(Hutchinson and Waters, 1987/93: 7)

12. ESP, for a period of time, was said to have been rendered identically synonymous with

- a) EST
- b) ESL
- c) EOP
- d) EAP

(Hutchinson and Waters, 1987/93: 7)

13. The type of English needed by a particular group of learners is recommended to be traditionally identified on having the characteristics of the specialist area of work or study systematically analyzed.

- a) affective
- b) linguistic
- c) cognitive
- d) behaviouristic

(Hutchinson and Waters, 1987/93: 8)

14. The principle indicating: ‘Tell me what you need English for and I will tell you the English’ is said to have been invested on to effectively guide the domain of

- a) EST
- b) ESP
- c) EAP
- d) EOP

(Hutchinson and Waters, 1987/93: 8)

15. New developments in educational psychology are documented to have eventually contributed to the rise of ESP on having relevantly emphasised.

- a) the learners’ attitudes to learning
- b) the central importance of the learner
- c) both a, and b
- d) either a, or b

(Hutchinson and Waters, 1987/93: 8)

16. The clear relevance of the English course to the needs is said to prospectively result in better and faster learning on having learners' improved.

- a) motivation
- b) association
- c) internalization
- d) comprehension

(Hutchinson and Waters, 1987/93: 8)

17. The needs and interests are documented to have been eventually distinguished to readily influence

- a) the effectiveness of learning
- b) learners' motivation to learn
- c) both a, and b
- d) either a, or b

(Hutchinson and Waters, 1987/93: 8)

18. The growth of ESP is specified to have been indispensably brought about by the

- a) development occurred in the field of linguistics
- b) reorientation in the domain of educational psychology
- c) expansion of demand in the area of English to suit particular needs
- d) a, b, and c

(Hutchinson and Waters, 1987/93: 8)