

ESEP FRAMEWORK® **3P** (46i)

ESEP framework is a competency guideline for English for Second Language (ESL) practitioners of English for Specific Engineering Purposes (ESEP) at Malaysian Technical Universities Network (MTUN) universities

RESEARCHERS

Nor Yazhi Hj Khamis*

Supyan Hussin | Azwin Arif Abdul Rahim | Abdul Hafaz Ngah

Hafizoah Kassim | Noor Raha Mohd Radzuan | Suriya Kumar Sinnadura

Centre for Modern Languages & Human Sciences
Universiti Malaysia Pahang

TEST YOURSELF

The following questions are intended to gauge your beliefs on ESP/EAP/ESAP approach.

Instruction:

Choose 'a' or 'b' from each pair of the statements. Even if your response is 'it depends' or 'neither of these', please select the statements which are **closest to your personal view.**

Section A Beliefs about EAP Learners whose Study in an English-medium university

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|----|---|----------------------|---|----------------------|
| 1. | a. Students learning a second language are similar to children learning their first language. | <input type="text"/> | b. Students learning a second language are adults with experience of learning their first language. | <input type="text"/> |
| 2. | a. Students should be divided into levels and taught at the correct level in order to make progress. | <input type="text"/> | b. It is not necessary to put students into classes according to their level for them to make progress. | <input type="text"/> |
| 3. | a. Students should study the language system the same time they study academic English. | <input type="text"/> | b. Students can study the language system at the same time as they study academic English. | <input type="text"/> |
| 4. | a. Students should follow the natural order of acquisition i.e. listening/ speaking before reading/writing. | <input type="text"/> | b. Students can learn language skills in the order that suits their needs and abilities. | <input type="text"/> |
| 5. | a. Students should be challenged with new and unfamiliar materials and difficult tasks. | <input type="text"/> | b. Students should not be challenged with material and tasks which might be too difficult for them. | <input type="text"/> |
| 6. | a. Students at this level are able to study independently. | <input type="text"/> | b. Students at this level are not able to study independently. | <input type="text"/> |

Section B Beliefs about Course Book for EAP Learners

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|----|---|----------------------|--|----------------------|
| 1. | a. Students need to meet a variety of topics and texts briefly to maintain interest and motivation. | <input type="text"/> | b. Students need to master a small number of topics and texts to maintain interest and motivation. | <input type="text"/> |
|----|---|----------------------|--|----------------------|

2.	a. The units in a course book are not linked and they can be taught in any order.		b. The units in a course book are linked so it is important to follow the specified order.	
3.	a. If a teacher has to support students to achieve tasks, then the materials are at the wrong level.		b. If students want to study at a higher level, then a teacher can support them to achieve tasks.	
4.	a. It is better to supplement a course book by exploiting its texts and tasks further.		b. It is better to supplement a course book by bringing in new texts and tasks.	
5.	a. A teacher needs to impose her/his own style and approach on the materials.		b. A teacher needs to follow the specified approach to the materials.	
6.	a. The Teacher's Book is mainly useful for new and inexperienced teachers.		b. The Teacher's Book is useful even for very experienced teachers.	

Section C
Beliefs about Teaching Low Level EAP Learners

1.	a. A teacher should explain the aims of a lesson to help students to reflect on their learning.		b. A teacher should not explain the aims of a lesson because reflection is not important at this level.	
2.	a. A lesson is successful if the students liked it and wanted to do the same activities again.		b. A lesson is successful if the students struggled but progressed in their learning.	
3.	a. It is important, at low levels, to correct all the mistakes in students' writing or speaking.		b. It is important, at low levels, to correct only mistakes relating to the focus of the lesson.	

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|----|---|--|---|--|
| 4. | a. It is the students 'responsibility to develop as independent learners. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. It is the teacher's responsibility to develop students as independent learners. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 5. | a. If students are working towards an exam, lessons should focus on exam tasks in past exam papers. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. If students are working towards an exam, lessons should focus on the skills and language to be tested. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |

Section D
Beliefs about EAP Learning and Teaching Activities

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|----|--|--|---|--|
| 1. | a. The teacher should relate tasks and activities in the classroom to a university context. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. It is not necessary to relate tasks and activities in the classroom to a university context. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 2. | a. Students need to build up topic-based vocabulary, related to their discipline. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. Students need to build up functional vocabulary for comparing, defining or discussing problems. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 3. | a. Students need to learn verb tenses and sentence linking words. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. Students need to learn noun phrases and meaning relations between sentences. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 4. | a. Newspapers and magazines are a good source of texts for this level. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. Academic texts from textbooks can be adapted for this level. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 5. | a. Students at this level can understand and discuss academic concepts in their first language. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. Students at this level cannot understand and discuss academic concepts even in their first language. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |
| 6. | a. Students should practise reading, writing, listening and speaking at their level of competence. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> | b. Students should be supported to read, write, listen and speak near the target level of competence. | <div style="border: 1px solid black; height: 40px; margin: 0 auto;"></div> |

End of Test