



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2011/2012

INSTITUTIONAL BASED PROGRAMME (DECEMBER SESSION)

EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION

ECT 517: ENGLISH LANGUAGE COURSE DESIGN & DEVELOPMENT

DATE: Thursday 3rd May 2012

TIME: 9.00a.m – 12.00p.m

INSTRUCTIONS: Answer question one and any other two 1

1.
 - a) Give a brief comparison between Reconstructionist and Progressivist value systems in Education. [3marks]
 - b) Describe the following orientations of language syllabus design: rational-cognitive and humanistic. [4marks]
 - c) State three process-directed and three production-directed questions that the English language course planner has to think about in the course design process. [6marks]
 - d) State two examples of product-oriented and two examples of process oriented syllabuses. [2marks]
 - e) Why is it important to survey the materials in use during the survey of an existing language programme? [5marks]
 - f) Explain four ways in which the reliability of a language test can be improved. [4marks]
 - g) Explain three schools of the origins of modern language testing. [6marks]
2.
 - a) Explain how, as a language curriculum designer, you would guide the teacher in communicative use of resources. [10marks]
 - b) Identify and explain four examples of resources that can be used for Communicative Language teaching approach. [10marks]

3. a) Describe the five things that need to be surveyed in existing programmes during English syllabus design. [10marks]
- b) Describe how language teaching content in a syllabus can be organized. In your view, it is correct for language content to be organized. In your view, it is correct for language content to be organized in a process consisting of distinct points of mastery along a continuum? [10marks]
4. a) Discuss the process dimension in English language syllabus designing. [10marks]
- b) How does the process influence the product in English language syllabus design? [10marks]
5. Analyse the following four major trends in modern language teaching in the light of how they inform English language syllabus design:
- i) The grammar-translation approach
- ii) The linguistic of structural approach
- iii) The situational approach
- iv) The notional approach [20marks]