

Date of Examination
15. 11. 2022



No. of Questions	05
No. of Pages	03

GENERAL SIR JOHN KOTELAWALA DEFENCE UNIVERSITY
BA in Teaching English to Speakers of Other Languages
Year Two, Semester Two, Semester End Examination
Intake 38
Syllabus and materials design [LL2214]

Duration: 3 hours

Answer all questions.

1. a. Define the term 'Syllabus'. 4 marks
b. 'Curriculum' is another term we use for 'Syllabus'. 6 marks
Do you agree with the above statement? Briefly explain the reason for your answer.
c. What are the seven main steps of curriculum designing suggested by the Nation and Macalister model?
Briefly explain each. 10 marks

2. Write short notes on four of the following. Give examples when applicable. 20 marks
 - a. Constructive alignment
 - b. Necessities and Lacks
 - c. Goals and Objectives
 - d. Multi-dimensional syllabus
 - e. Waterfall model

3. a. What is 'Environmental analysis'? 4 marks
b. Do you consider 'environment analysis' as an important part of curriculum design? Explain the reason/s for your answer with examples. 16 marks

4. Following is a part of a sample ESP syllabus, designed for medical students in Uzbekistan who are at B1 level. The syllabus consists of 6 modules and the following is for Module 2.

Critically evaluate the given content (there can be inaccurate use of terminology). 20 marks

Module 2. Introduction to career

Introduction to the module: This module focuses mainly on working with basic medical terms, reading and comprehending functions of the human body, describing their jobs and communicating with peers in professional field. In addition, it is based on collecting data, sources/ information and doing initial researches on their sphere. This module is covered in Year 1, Sem. 2.

Aims of the module: The aims of the module are to develop learners' writing skills, especially report, describing of their future jobs, furthermore, improving medical students (professionals) communicative public skills in speaking and writing (reading for correspondence orientation information and argument understanding a native speaker/interlocutor conversation) and work on communicative lexis competences.

Objectives of module: By the end of this module medical students

- can give introduction to one's job, responsibilities etc. (e.g. speaking to foreign visitors)
- can select suitable exponents from a readily available range of discourse functions...
- can write a short text in his/her field of interest, describing, comparing-contrasting;
- can create and conduct survey on familiar topics;
- can listen to professional talks and take notes (e.g. at meetings, training sessions etc.
- can search for necessary information from reference materials (dictionaries, directories, etc)
- can identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts)

Text types: Medical encyclopedias, Medical reference books, Medical blogs, Internet texts/sources, Specialized textbooks, Journal articles

Functions: Stating, illustrating, comparing –contrasting, Justifying, Describing, Summarizing, Exemplifying, Questioning

Exponents:studies,explores, The definition ofis ,deals with.....,focus on.....

Topics and notions

- Why I chose this career - Hippocrates Oath - Specialisms in medicine
- People in the field that I admire - Medical terms and abbreviations - Health and hygiene
- Human body (the work of the heart, muscles system, the Alimentary tract)
- Life in Medical Academy (e.g. departments.) - Medical jobs and positions (ranks)

Vocabulary related to everyday English


Assessment

Quiz/test

Project work (preparing semi-structured interview or questionnaire, conducting survey among representatives of different medical jobs and writing a 150 -word reports)

Source: <http://lang.nursing.tma.uz/wp-content/uploads/2018/02/The-sample-of-syllabus-for-ESP-students-in-medical-field.pdf>

5. Evaluate the following material's suitability as a grammar teaching material based on the language learning principles that you have learned. 20 marks

 **Activity 12**

Read the following dialogue.

- Gayan** : How long have you been preparing for your campaign, Vignesh?
Vignesh : By the end of this month, it will be one year.
Gayan : One year? And do you think you **will have launched** it by the end of June?
Vignesh : I hope so. I suppose we **will have made** all the posters and videos by then.
Gayan : Why has it taken you so long?
Vignesh : We needed a lot of data to support our arguments. And we'll have to sort them out, but we'll **have finished** it by the end of June.
Gayan : I wish you all good luck, Vignesh. And I hope that before your campaign ends, the public transport in our city **will have changed** for the better.

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Fill in the missing utterances using the future perfect tense.



build



buy

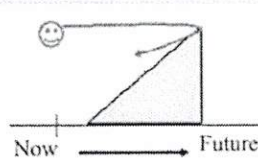



finish

Learning Point

The Future Perfect Tense

We use 'will have + done' to say that something will have already be finished by a certain point of time in the future as used in the situation in Activity 12.



 **Activity 13**

Now write five sentences about your hopes and aspirations using the above tense.

Example: I will have sat the O/L examination by the end of December next year.

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Material is taken from Grade 9 English Pupil's book.
<http://www.edupub.gov.lk/Administrator/English/10/English%20Pupils%20Book%20G%2010%20-%20E/Unit%204%20Lets%20talk.pdf>

