

PARUL UNIVERSITY
FACULTY OF ARTS
M.A. Winter 2019 – 20 Examination

Semester: 3
Subject Code: 15202201
Subject Name: Course Design and Material Production

Date: 20/11/2019
Time: 10:30 am to 01:00 pm
Total Marks: 60

Instructions:

1. All questions are compulsory.
2. Figures to the right indicate full marks.
3. Make suitable assumptions wherever necessary.
4. Start new question on new page.

Q.1 Do as directed.**(08)****A. Choose correct answer to fill in the gap.**

1. Parents wanted their children to pass _____ in Ali's case.
 (a) University entrance exams (b) board examination
 (c) University final exam (d) Intermediate exam
2. _____ tried to design 'context less' literature for high school students.
 (a) Dan Lortie (b) Denise Lawson (c) Shulman (d) David Marcus
3. _____ are concerned with the learners attitudes toward themselves, learning and the target language and culture.
 (a) Problematizing, (b) learners, (c) affective goals, (d) researchers
4. _____ means looking at something that is taken for granted.
 (a) Pedagogical reasoning, (b) Problematizing, (c) Systems approach, (d) sociolinguistics
5. _____ means thinking through how to transform subject matter knowledge into something that can be taught and learned.
 (a) Pedagogical reasoning, (b) Problematizing, (c) Systems approach, (d) sociolinguistics
6. _____ means that the components are interrelated and each of the processes influences and is influenced by the other in some way.
 (a) Pedagogical reasoning, (b) Problematizing, (c) Systems approach, (d) sociolinguistics
7. Denise Maksail redesigned the course for _____.
 (a) pre-primary students (b) high school students (c) primary students (d) university students
8. Who describe teachers as teaching in "egg crate school " ?
 (a) Kathleen Graves (b) Dan Lortie (c) Shulman (d) Lawson
9. Students will gain an awareness of the influence of socio cultural issues on their writing. This statement suits for _____ goal for an advance composition course.
 (a) proficiency (b) cognitive (c) affective (d) transfer
10. _____ is one of the concept of conceptualizing a course.
 (a) flow chart (b) picture description (c) cloze test (d) none of these
11. Curriculum had 3 components grammar, _____ and _____.
 (a) conversation, reading (b) conversation, writing
 (c) reading, writing (d) writing, understanding
12. Defining one's context can also be viewed as part of _____.
 (a) pre-course needs assessment (b) post-course needs assessment
 (c) course needs assessment (d) needs assessment
13. Who gave the idea of pedagogical reasoning?
 (a) Zeitcher (b) Shulman (c) Graves (d) Lawsan
14. According to _____ finalising goals and objective of the course is like fitting the course into Tupperware container.
 (a) Zeitcher (b) Shulman (c) Graves (d) Lawsan
15. A TASK means _____.
 (a) awareness, trainer, attitude, skills, knowledge
 (b) affect, trainer, attitude, skills, knowledge
 (c) awareness, teacher, attitude, skills, knowledge
 (d) awareness, trainee, attitude, skills, knowledge
16. Kathleen Graves describes the importance of _____ for designing the course.
 (a) context (b) evaluation (c) material (d) grammar

B. Explain the terms given below. (07)

1. Explain the cycle of Textbook adaption with the help of figure.
2. Goals and Objectives of syllabus design
3. Framework of Course Development Process
4. 4 stage cycle of course development
5. Pedagogical Reasoning
6. Beliefs about language
7. List out few factors to be considered in defining the context

Q.2 Answer the following questions in brief.

- A. Explain in brief Adapting a textbook at activity level. (04)
- B. Discuss the case of Patricia Naccarato with reference to problematizing. Which were the three problems she identified and how did she solve them? (04)
- C. Discuss the role of assessment in course design in detail. (04)

OR

- C. Jeri Manning's four important aspects of Assessing Needs for designing a course. (04)

Q.3 Answer the following questions.

- A. Some questions are to be asked to analyze a text. Discuss in brief with examples. (05)
- B. The hidden curriculum of textbooks Explain in brief with examples. (05)
- C. Explain the framework of organizing goals described by (a) Genesee and Upshur (b) Saphier and Gower. (05)

OR

- C. On what bases does one choose, adapt or develop material? Discuss eight considerations of material development of EFL teachers of Brazil and United States. (05)

Q.4 Answer the following questions in detail

- A. "Designing a language course is a work in Progress". Explain the given statement by giving examples of three researchers discussed by Kathleen. (06)
- B. What is KASA framework? How did David Thomson turn the acronym around and brought a new framework to formulate goals and objectives? How is it different from Stern's framework for Goal setting? (06)
- C. List out six advantages and six disadvantages of using a textbook. (06)

OR

- C. Discuss important points of conceptualizing content stated by John Kongsvik based on his experience of designing a course at University in Mexico. Make a list of questions that guide a teacher conceptualizing content. (06)