CONFIDENTIAL GDC 2043

UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2006/2007 SESSION

CODE/COURSE : GDC 2043 ELT CURRICULUM STUDIES
DATE        : 17 NOVEMBER 2006 (FRIDAY)
TIME        : 3.00 – 5.30 P.M. (2½ HRS.)
VENUE       : BK2 (FPAU)

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in TWO (2) printed pages, excluding the cover page.
2. Section A contains THREE (3) structured questions. Section B contains TWO (2) essay questions. You are required to answer ALL the questions.
3. Answer both Section A and Section B on the answer sheets provided.
4. Answers to Section A and Section B should be tied together.
5. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: ___________________________  (in words)  ___________________________  (in figures)
IDENTITY CARD NO.: ________________________________  ________________________________
LECTURER: ASSOCIATE PROFESSOR DR. NURAHIMAH MOHD. YUSOFF
GROUP:  A  TABLE NO.: ________________

DO NOT OPEN THE PAGE UNTIL YOU ARE TOLD TO DO SO

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SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL questions.

1. (a) What is the difference between “curriculum based on objectives” (Tyler, 1949) and “curriculum based on organization and process” (Nichols and Nichols, 1987)? Describe briefly by giving examples. (10 marks)

(b) Describe briefly THREE (3) major characteristics of a spiral curriculum according to Bruner (1960). (5 marks)

(c) “Waller pointed out that latent curriculum can be expressed as a result of THREE (3) elements”. Explain briefly by giving examples. (5 marks)

2. (a) Explain the meaning of the following curriculum philosophies and the perception of each proponent in relation to knowledge and education.
(i) Pragmatism
(ii) Perennialism
(iii) Social Construction (15 marks)

(b) Identify THREE (3) purposes of conducting curriculum evaluation. (5 marks)

3. (a) Distinguish between curriculum aims, curriculum goals, and curriculum objectives. (6 marks)

(b) Relate the above concepts to the ELT curriculum. (4 marks)

(c) List THREE (3) arguments for and THREE (3) against the use of performance objectives by language syllabus designers. Provide examples to support your answer. (10 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1 A needs analysis is required prior to designing a curriculum (Curriculum Development Centre Malaysia, 2003). You have been given the task of designing a new English Language curriculum for the primary school students in Malaysia (Year 1-6). How would you go about conducting the needs analysis? Discuss in relation to FIVE (5) learning needs and FIVE (5) situation analysis.  
(20 marks)

2 What are the advantages and disadvantages of language teachers in our education system designing their own syllabus? Support your answers with sound reasoning, and discuss whether they are principally pedagogic, political, or administrative. 
(20 marks)

END OF EXAM PAPER