Q1/ Towards the end of the fifties began a movement consisted of Four main developments attempt to solve the problems of language teaching. Mention them by order and explain all of them in details.

Q2/ Many current views and trends start to appear during the last two decades on Syllabus. Mention them in order and explain the first view in details.

Q3/ Many procedures can be used in conducting needs analysis and the information depend on the selected procedure. Mention them and explain clearly the most used and recommended one.

Q4//curriculum development and syllabus design are very fundamental processes in any teaching programme.Which process is more comprehensive and why? Explain the main differences between these two processes.

Q5Mention the main three purposes that any course rationale may serve in the educational field.

Q6/ What are the three aspects of teaching-learning processes that are main aspects of syllabus? Mention them only?

Q7/ What is Need Analysis? Explain this term historically and then mention the main benefits that any language teaching programme acquire from conducting Needs Analysis process.

Q8/What is the target population in Need Analysis ?Explain with examples.

Q9/ How can the process of Needs Analysis be administered? Explain with examples

Q10/ You are planning to teach a group of English language students. What are the steps that are necessary for choosing a course content for this group? Mention these steps in details.

Q11/ What is Chronology in course design ?Explain with example.

Q 12/What are Instructional Blocks? how they are developed ?

Q 13/ what are its Commonly used kinds? Mention in details.

Q14 / Mention the main three purposes that any course rationale may serve in the educational field.(6.m)

Q15/ What are the three aspects of teaching-learning processes that are main aspects of syllabus? Mention them only.(6.m)

Q16/ Toronto school was presented by Allen. This school is based on certain perceptions? What are these perceptions? Explain them

Q17/ Fill the blanks with the correct answers:

1. The course rationale checks on the consistency of the various course components in terms of --------------------------------and------------------
2. ------------------------------is the single aspect of syllabus design to be considered. It includes behavioral or learning objectives for students.
3. Second development of curriculum design was on a mor---------level, two well-known books on -------------, published in -------------------- and -------------, respectively.

Q18// Fill the blanks with the correct answers:

1. A third development to which importance can be attributed is a few seminal articles of the period ------------------ to about --------------.
2. The level of students’ language skills can be determined from special tests such as --------------------------and ------------------------------.
3. Two commonly terms are used as instructional blocks which are ----and---------------------------.
4. Lancaster schools has strongly reacted against the notion of-----------.

Q19/ choose either correct or incorrect

1. Syllabus can be defined as an outline to certain topics that have to be covered in an education or training course.
2. Teachers can develop syllabus based on some parts of the curriculum.
3. Curriculum development is a more comprehensive process than the syllabus design
4. A curriculum may specify the goals of the instruction as well as the content of the lessons used to achieve these goals.
5. The theory of language explicitly and implicitly underlying the method will determine the adopted syllabus.

Q20/ Many different sources of information should be obtained when any educational institution conducts a need analysis of the problems that face English language students in writing skill. Mention SEVEN reliable sources for this process.

Q21/ What is a questionnaire? Define it.

Q22/ What are its two types?

Q23// Mention FOUR bases that any questionnaire can be based on in the field of teaching English language.

Q24/what is meeting? Explain

Q25/What is Observation? Explain

Q26/What is observation checklist?

Q27/What is Munbey Model?

Q28**/ Many procedures can be used in conducting needs analysis. Mention them and explain clearly the most used and recommended one.**

**Q29/ Fill the blanks with the correct information.**

**1. The aspects of language teaching method which are closely related to syllabus are**

**------------------------------, -------------------------- and ---------------------------------.**

**2. Towards the end of the fifties various attempts began to solve the problems of language teaching by focusing more on----------, ----------and ---------------rather than on teaching methodology.**

**3. It is important that, in the ----------------, --------------------------, and----------------- processes of a given curriculum, all elements should be integrated, so that right decisions are made be at one level.**

**4. One document which gives a detailed account of the various syllabus components is -------------.**

**5. During ----------, communicative views of language teaching began to be incorporated into syllabus design.**

**Q30/ Write CORRECT or INCORRECT Statements.**

**1. Until fairly recently, most syllabus designers started out by drawing up lists of grammatical items which were then graded according to difficulty and usefulness.**

**2. The central question for proponents of communicative view syllabus designers was ‘What are the linguistic elements which the learner needs to master?’**

**3. Teachers can be regarded as partners in the process of curriculum change. This is a “top down” approach which is detrimental to the whole process.**

**4. The focus in Process-Oriented Syllabi is on the pedagogic processes of how outcomes of teaching and learning can be achieved.**

**5. The importance of involvement of teachers in syllabus designing was first addressed in 1928.**

**Q31/ Explain the development of English for Specific Purposes (ESP) and what did the syllabus designers start to focus on concerning teaching English Language?**

**Q32/ Nunan (1988) states that staging and sequencing of Structural Syllabus are carried out according to certain criteria. Mention these criteria and what do they refer for briefly?**

Q33/What is Model Curriculum??

Q34/What is action curriculum?

35/What is planning stage in curriculum design?

36// What is implementation stage in curriculum design?

37/ What is evaluation stage in curriculum design?

38//What are the main stages of syllabus design?Explain

39/What is lesson planning?

40/What information should be included in lesson planning?

41/What are aims?

42/what are objectives?

43/what are goals?

44/what is evaluation process in curriculum design rocess?

45/what is objective data?

46/what is subjective data?

47/what is biographic information?

48/who is the recpitant?

49/what is up down process?

50/what is the role of available resources in syllabus design process?

51/Mention the role of the teacher in syllabus design process

52/what is the role of the learner in syllabus design process??

53/what are the benefits of involving teachers in syllabus design process?

54/ what are the benefits of involving learners in syllabus design process?

55/ what are the reasons of involving teachers in syllabus design process?

56// what are the reasons of involving t in syllabus design process?

57/Which document which gives a detailed account of the various syllabus components??

58/What are the components of syllabus design?

59/What are language activities in the classroom?

60/what are the language functions?

61/what are functional skills?

62/Give examples about functional skills?

63/ Give examples about communicative activities in the classroom ?

64/what are general notions?

65/what are specific notions(topic –related notions?

66/what are the reasons for specific English language curriculum?

67/what is learner analysis?Explain

68//what is task – analysis?Explain

69/what is task-based course? Explain

70//what is student –center course ?Explain

71/ Explain the teacher-centered class?

72/Explain project-based course?

73/Explain the designing a course for Handicapped learners.

74/ Explain the designing a course for young learners.

75/ Explain the designing a course for adult learners.

76/ Explain the designing a course for old learners.

77/ Explain the designing a course for scientific learners.

78/ Explain the designing a course for medical learners.

79/ Explain the designing a course for international learners.

80/ Explain the designing a course for multi-cultural learners.