



ENG519

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik
Spring2025

ENG519_Spring2025
Final-Term (Solved)

1. **Teachers** convey “socially-approved knowledge”
 2. A **valid** test measures what it is supposed to measure
 3. cannot meet the diverse needs of learners **single course book**
 4. **Kerr's Model** everything influences everything
 5. In **Content Based** approach teaching is organized around the content rather than around a linguistic syllabus.
 6. Syllabuses offer a specific realization of communicative language teaching and differs from the previously proposed syllabuses **task-based**
 7. Syllabus within which some parts or some aspects are negotiated while others are left under the control of the teacher or curriculum designer.
 8. Material designers need to ensure that the **exercises** are presented in a manner that shows coherent connection between various lessons.
 9. Curriculum that is also threat to official curriculum. **Hidden curriculum**
 10. **Targets and deadlines** help some people to get themselves in gear, but for others they can be stressful and de-motivating.
 11. Curriculum designers and teachers can draw on a bank of existing materials **True**
-

1. Two stages of material design process

- **Development Stage:** Creating or adapting content and activities.
 - **Evaluation Stage:** Assessing the effectiveness of materials in the classroom.
-

2. Two strategies of materials

- **Authentic materials** (e.g., real-life texts, recordings)
 - **Simulated materials** (e.g., textbooks, role-play scenarios)
-

3. What type of materials can be introduced in existing resources?

- Supplementary worksheets
 - Visual aids and multimedia
 - Contextualized readings
 - Interactive tasks
-

4. Two things material designers are interested in

- Learner needs and context
 - Pedagogical effectiveness
-

5. Advantages of preparing materials in a program

- Relevance to learners' needs
 - Flexibility for adaptation
 - Alignment with syllabus objectives
-

6. Three drawbacks of preparing materials

- Time-consuming
 - Requires training/expertise
 - Risk of bias or lack of standardization
-

7. Positive aspects of pre-planned materials

- Time-saving
 - Tested for effectiveness
 - Ensures syllabus coverage
-

8. Three ways of monitoring use of materials in classrooms

- Classroom observations
 - Teacher self-reports or journals
 - Student feedback surveys
-

9. Monitoring use of materials (Murdoch model included)

Murdoch's model includes:

- **Observation:** Actual use in classrooms
- **Reflection:** Teachers' analysis of material use
- **Feedback:** From learners and peers

10. Learner model – which character reflects it?

The **Reflective Learner** – actively evaluates and adjusts their learning strategies.

11. Focused opportunities requirement of negotiated syllabus

Learners must have structured chances to **negotiate content, reflect, and participate** in syllabus design.

12. Two disadvantages of written tests

- May not reflect communicative competence
 - Can induce anxiety and limit creative expression
-

13. Two questions to ask while observing learning activities

- Are learning objectives being met?
 - Are students engaged and participating?
-

14. What questions should teachers decide on when designing curriculum?

- What are the learning outcomes?
 - What content and methods will support them?
-

15. Two approaches used in Pakistani National Curriculum

- **Content-based approach**
 - **Competency-based approach**
-

16. What is involved in Standard II (Reading and Thinking Skills)?

**ENG519_Spring2025
Final-Term (Solved)**

- Decoding
 - Comprehension
 - Critical thinking
 - Inference and analysis
-

17. Two models: Spiral and Content – Identify from statements

- **Spiral Model:** Repetitive revisiting of topics with deeper understanding
 - **Content Model:** Organized around subject matter or themes
-

18. Two statements were given regarding models – name the models

1. **Spiral Model** – if learning recurs in layers
 2. **Process Model** – if emphasis is on skills and thinking process
-

19. Elements of inner circle of curriculum design

- Goals
 - Content
 - Learning activities
 - Assessment
-

20. Differentiate between Central and Backward Curriculum Design

- **Central Design:** Begins with content and objectives
 - **Backward Design:** Starts with outcomes and designs backward from goals
-

21. Content Model vs. Process Model

- **Content Model:** Focuses on "what to teach"
 - **Process Model:** Focuses on "how students learn"
-

22. Sequence the activity in class (Walls)

- Warm-up
 - Presentation
 - Practice
 - Production
 - Wrap-up
-

23. Your classroom implementation categories

- Planning
 - Execution
 - Assessment
 - Reflection
-

24. Goals for evaluation of class

- Improve teaching methods
 - Measure student achievement
 - Guide curriculum development
-

25. Two paragraphs were given to identify curriculum approach

(Refer to specific paragraphs; generally, you'll identify based on focus: content vs. process)

26. Four skills ignored in Pakistani curriculum, one crucial

Often ignored: **Listening, Speaking, Critical thinking, Writing**
Crucial: **Listening** (for language acquisition)

27. Bruner's hypothesized stages

- **Enactive** (action-based)
 - **Iconic** (image-based)
 - **Symbolic** (language-based)
-

28. From which theories is the content model derived?

- Behaviorist learning theories
 - Traditional curriculum design
-

29. Types of evaluation

- Formative
 - Summative
 - Diagnostic
 - Placement
-

30. What is accountability-oriented evaluation?

Focuses on measurable outcomes and ensuring that educational goals are met, often tied to performance standards.

31. Tailoring evaluation to fit the context

Adapt assessment tools and criteria based on:

- Learner background
 - Learning goals
 - Institutional expectations
-

32. Three approaches of language program evaluation

- Product-oriented
 - Process-oriented
 - Participant-oriented
-

33. Three dimensions of language program evaluation

- Effectiveness
- Efficiency

- Sustainability
-

34. Three key issues in evaluating students' performance

- Reliability of assessment
 - Validity of tools
 - Fairness and bias
-

35. Different forms of diagnostic assessment

- Pre-tests
 - Error analysis
 - Needs analysis
 - Portfolio review
-

36. Valid reasons for failure of change in curriculum/syllabus

- Lack of teacher training
 - Poor resource availability
 - Resistance to change
-

37. Practical ways teachers check test validity

- Reviewing test against objectives
 - Peer review
 - Student feedback
 - Piloting items
-

38. How do teachers cope with hidden curriculum?

- Reflecting on classroom practices
 - Promoting inclusive values
 - Being culturally sensitive
-

39. Four major factors affecting feedback through assessment

- Clarity of criteria
 - Timing
 - Mode of delivery
 - Learner perception
-

40. Five types of monitoring and assessment

- Observation
 - Self-assessment
 - Peer-assessment
 - Tests/quizzes
 - Portfolios
-

41. Kiely and Rea-Dickins – useful three-way scope distinction

1. **Macro-level** – Policy and institutional level
 2. **Meso-level** – Program/class level
 3. **Micro-level** – Individual learner level
-

42. What is face validity?

The extent to which a test appears effective in terms of its stated aims, from the learner's or stakeholder's perspective.

43. Three instruments that can reshape evaluation process

- Questionnaires
 - Interviews
 - Observations
-

44. Five parts of performance objectives (Brown, 1995)

1. **Performance**

2. **Condition**
 3. **Criterion**
 4. **Tools/materials**
 5. **Outcome**
-

45. Key issues in performance objectives

- Clarity and measurability
 - Relevance to learning outcomes
 - Realistic expectations
-

46. 5 traditional examples of instructional practices to assess students

1. Written tests
 2. Quizzes
 3. Oral presentations
 4. Homework assignments
 5. Classroom participation
-

47. Major factor that affects feedback through assessment

- **Timing** – Delayed feedback loses impact and relevance.
-

48. Name three approaches to change (Kennedy)

1. **Problem-solving approach**
 2. **Political approach**
 3. **Contingency approach**
-

49. What changes occur when the audience gets bored?

- Reduced engagement, lack of concentration, ineffective learning.
-

50. People are satisfied with curriculum change – statement based

- May reflect resistance to further innovation or perceived success of implemented changes.
-

51. Why are attempts to implement curriculum changes often unsuccessful?

- Lack of teacher training
 - Insufficient resources
-

52. Enlist three approaches to change

(Same as #48 — per Kennedy)

- Problem-solving
 - Political
 - Contingency
-

53. Implementation of change – two valid reasons for failure

- Poor communication with stakeholders
 - Lack of institutional support
-

54. Kerr's Model – Three objective groups

1. Cognitive
 2. Affective
 3. Psychomotor
-

55. H.H. theory (likely H.H. Stern)

- Emphasizes a **multidimensional curriculum** in language education, including: language, culture, communicative skills, and learning strategies.
-

56. Weir and Roberts – two purposes of evaluation

1. **Formative evaluation** – To improve teaching/learning
 2. **Summative evaluation** – To make final judgments about effectiveness
-

57. Ellis – drawbacks of content-based syllabus

- May neglect **language form** and **grammatical accuracy**
 - Assumes all students are equally ready for content integration
-

58. Stenhouse (1975) stressed importance of illuminative evaluation

- Emphasized understanding the **implementation and context** of curriculum, not just outcomes
-

59. Smith (2000) on negotiating assessment

- Encouraged **learner involvement** in assessment criteria and process for **greater ownership and relevance**
-

60. Breen and Littlejohn – negotiated situations

- Advocated for **collaborative decision-making** between teachers and learners on content, methods, and evaluation
-

61. Wood and tree metaphor

- Represents **curriculum growth**: curriculum is organic, expanding with **deep roots (theory)** and **branches (practice)**
-

62. Types of situational syllabus

1. **Job-related**

2. **Social situations**
 3. **Educational settings**
-

63. Diagnostic vs. achievement assessment

- **Diagnostic:** Identifies learner strengths and weaknesses before instruction
 - **Achievement:** Measures learning outcomes after instruction
-

64. Focused opportunistic approach – two philosophers against it

- May be **Chomsky** (favoring structured grammar focus) and **Stenhouse** (preferring full transparency and learner-centered evaluation)
-

65. Three statements – identify situation syllabus types

(Depends on given statements, but generally: social, professional, or academic contexts)

66. Situations where negotiated syllabus is unavoidable

- Diverse learner needs
 - Adult education
 - ESP (English for Specific Purposes) settings
-

67. Negotiated syllabus – raises questions about role of learner and curriculum

- Challenges **traditional top-down roles**
 - Requires learners to be **active contributors** in content and method selection
-

68. Functional vs. Structural syllabus

- **Functional:** Based on communicative purposes (e.g., apologizing, requesting)
- **Structural:** Based on grammatical structures (e.g., tenses, clauses)

69. Internet-based syllabus

- Incorporates **online resources, digital collaboration, and multimedia learning** into teaching
-

70. Three strategies for interactive language teaching through internet

1. Online discussion forums
 2. Interactive language games
 3. Collaborative tasks (e.g., wikis, Google Docs)
-

71. General capabilities of WWW

- Resource access
 - Global communication
 - Collaborative learning
 - Multimedia integration
-

72. Corpus analysis

- A method of analyzing **authentic language use** through large collections of texts (corpora)
-

73. How to monitor material use in classrooms (technology-assisted)

- Use of **learning management systems (LMS)**
 - Digital **assessment tools** (e.g., quizzes, analytics)
 - **Observation via video recordings**
-

74. Who introduced hidden curriculum and when?

- **Philip W. Jackson, in 1968**

75. Two characteristics of hidden curriculum

- Unspoken values and norms
 - Influences learner behavior unconsciously
-

76. Two factors of hidden curriculum

- School culture
 - Teacher expectations
-

77. Benefits of short in-service training

- Time-efficient
 - Immediate classroom application
 - Boosts teacher confidence
-

78. Two approaches of classroom research

1. Action research
 2. Exploratory practice
-

79. Differences between experiential and awareness training

- **Experiential:** Hands-on practice, learning by doing
 - **Awareness:** Focus on reflecting and understanding teaching concepts
-

80. Hedge – 5 points on hidden curriculum

1. Implicit values
2. Behavioral norms
3. Teacher role modeling
4. Classroom discourse
5. Assessment influence

81. Stoller's six scales

- Include dimensions such as **focus, goal, integration**, etc., to evaluate materials and tasks (Refer to full framework in text)
-

[B.Ed. \(1.5 Years\)](#)

[BS English](#)

[Files](#)

