

# ENG519 FINALS TODAY PPRS 2025

## Effort by VSC

### Short Questions

#### 1. Two Characteristics of Hidden Talent:

Hidden talent is the ability or skill a person has but does not show openly. It stays unnoticed until someone gets a chance to use it. For example, a shy student may be very good at drawing, but no one knows until they see their sketchbook. Hidden talent often needs the right time or place to come out. It can surprise others because it's not expected. It also helps people grow with confidence when recognized.

#### 2. Situational Evaluation – 3 Terms:

Situational evaluation means checking how learning materials or lessons work in real-life classrooms. Three terms used are:

1. Observation – Watching how a teacher uses the material in class.
2. Feedback sessions – Discussing the material with teachers and students.
3. Written reports – Teachers write what worked or didn't.  
Example: A teacher may find a textbook useful but too long, and note it in a report.

#### 3. Two Philosophers Against Focused Opportunistic Approach:

Philosophers like **Tyler** and **Kerr** believed in complete and balanced curriculum planning. Tyler supported clear goals and step-by-step design. Kerr focused on all parts like objectives, learning, and evaluation being connected. They were against only working on one part at a time, as in the focused opportunistic approach. They wanted a **systematic** and well-planned curriculum that gives equal attention to all parts.

#### 4. Stoller's 6 Scales:

Stoller gave 6 things to check when judging learning materials:

1. Usefulness – Is it helpful for students?
2. Interest – Does it catch students' attention?
3. Difficulty – Is it suitable for their level?
4. Relevance – Is the content related to their needs?
5. Balance – Are all skills (reading, speaking, etc.) covered?
6. Impact – Will students remember what they learn?  
Example: A fun speaking activity that's easy and helps in real life has high scores.

#### 5. Four Traditional Units:

Traditional units in language learning are usually:

1. Grammar – like tenses and sentence rules
2. Vocabulary – word meanings
3. Listening – understanding spoken words

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### 4. Speaking – using language in conversation

These units are the base of many old-style English lessons. For example, one unit may teach "past tense verbs" and include listening to a story in past tense.

### 6. Five Steps of Hidden Curriculum:

Hidden curriculum includes lessons students learn without being directly taught. The five steps are:

1. Social values (e.g., respect)
2. Attitudes (e.g., teamwork)
3. Cultural beliefs (e.g., dressing styles)
4. Discipline (e.g., being on time)
5. Behavior expectations (e.g., raising hands before speaking)

Example: Students learn to wait their turn even if no one teaches it formally.

### 7. Frame:

A frame is a basic structure that helps organize lessons or curriculum. It shows what topics to include, the order, and the goals. For example, a lesson on "shopping in English" may have a frame like: keywords, dialogue practice, role play. Frames help teachers stay focused and guide students smoothly through learning steps.

### 8. Accountability:

Accountability means being responsible for results in education. Teachers, schools, and sometimes students are expected to reach goals. For example, a teacher is accountable for helping students improve their speaking skills. If students don't improve, the teacher may be asked to explain why. It ensures seriousness and improvement in teaching.

### 9. Language Domains:

Language domains are four main skill areas in language learning:

1. Listening – understanding spoken words
2. Speaking – talking clearly
3. Reading – understanding written text
4. Writing – expressing ideas on paper

All these are needed for complete communication. For example, to write an email, a student needs both reading and writing skills.

### 10. Functional Syllabus:

In a functional syllabus, students learn language through real-life situations like asking for help or giving directions. Example: A lesson may teach how to order food at a restaurant. This syllabus focuses on the purpose of language, not grammar rules. It helps students speak English in daily life but may not focus deeply on grammar.

### 11. Hidden Curriculum:

Hidden curriculum includes the **unwritten lessons** that students learn from school culture. These are not in textbooks. Example: Respecting teachers, helping classmates, or being neat. These lessons shape personality and behavior. Students learn by observing, not by reading. It plays a big role in student growth.

Long Questions

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### 1. Standard II – Reading and Thinking Skills:

Standard II in the English curriculum helps students read with understanding and think critically. It teaches how to find the main idea, guess meanings from context, and understand the writer's message. For example, a student may read a story and answer questions like "Why did the character act this way?" It builds higher thinking, not just reading words. This makes students better at analyzing and understanding texts.

### 2. Language Approaches:

There are three main approaches:

1. **Forward Design** – Start with syllabus, then teaching method, then assessment.
2. **Central Design** – Start with teaching method and build syllabus around it.
3. **Backward Design** – Start with learning goals, then decide what and how to teach. For example, in backward design, if the goal is "write a letter," teachers first decide what to teach to reach that goal. All approaches help in different situations.

### 3. Note – WWW (What I Know, Want to Know, Learned):

This method helps students organize thoughts before and after reading:

- **W1 (What I Know):** Students think about what they already know.
- **W2 (What I Want to Know):** They write questions they want answers for.
- **W3 (What I Learned):** After reading, they list what new things they learned. Example: Before reading about climate change, a student may say, "I know the earth is getting hot," and after reading, write, "I learned about greenhouse gases."

### 4. True/False about Material Design:

- Good materials must match learning goals. ✓True
  - Only experts can make good materials. ✗False (even trained teachers can)
  - All textbooks are perfect for every class. ✗False
  - Materials should be interesting and flexible. ✓True
- For example, a teacher-made worksheet may be better than a boring textbook for some students.

### 5. Standard I:

This standard builds **listening and speaking** skills. Students learn to listen carefully and understand simple instructions. They also practice how to speak clearly in basic conversations. Example: Greeting someone or introducing themselves. It builds the base for confident communication. Teachers use audio clips, pair work, and role-plays.

### 6. Three Dimensions of Program Evaluation:

1. **Effectiveness:** Is the program helping students learn?
2. **Efficiency:** Are time and resources used well?
3. **Satisfaction:** Are students and teachers happy with it? For example, if a reading course improves student scores, is on time, and students enjoy it—it's a good program.

### 7. Monitoring Use of Materials:

Monitoring means checking how teachers use materials in real classrooms. Methods include class observation, teacher feedback, and written reports. For example, a school may check if a new English

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book is helping students speak better. Teachers can also share which activities students liked most. This helps improve teaching.

### 8. Kerr Model:

Kerr gave 4 parts of curriculum:

1. Objectives – What to teach
2. Knowledge – Content
3. Learning Experience – Activities
4. Evaluation – Checking results

These parts are **linked**, not separate. For example, if the goal is "write letters", the experience may be writing tasks, and the evaluation may be a test letter. Kerr also said to include mental, emotional, and physical skills.

### 9. Wood and Tree Metaphor:

In this metaphor, curriculum is like a **tree**. The **roots** are beliefs and goals. The **trunk** is the main structure, and **branches** are topics or subjects. **Leaves** are lessons and materials. If the roots are weak (wrong goals), the whole tree (curriculum) becomes weak. This helps us understand how planning affects everything.

### 10. People are Satisfied with Curriculum Change:

People are happy with curriculum changes when the new curriculum meets students' needs and teachers are trained well. If books are good, goals are clear, and students improve, then teachers and parents feel satisfied. But if the change is sudden or not explained, it causes stress and confusion.

### 11. Approaches of Program Evaluation:

There are three types:

1. **Formative** – Done during the course (e.g., feedback).
2. **Summative** – Done at the end (e.g., final test).
3. **Illuminative** – Observes real classroom use.

Example: Teachers may observe if students are active during group work. This shows if materials are working.

### 12. Face Validity:

Face validity means a test looks like it is testing what it should. For example, a reading test with paragraphs and questions looks valid. If a grammar test only asks multiple-choice but doesn't include writing, it may have low face validity. It's about the test's appearance, not technical quality.

### 13. Storyline:

A storyline is a way of teaching using a **story** or sequence. Students follow a character or situation to learn language. For example, they may follow "Ali's trip to London" and learn travel words, airport dialogues, etc. It helps make lessons interesting and gives learning a flow like a story.

### 14. Mastery Test:

A mastery test checks if a student has fully learned a topic. The goal is 100% success, not comparing with others. Example: A spelling test where students must get all 10 words right. If they don't, they can try again. It's used in **skills-based** learning like reading or grammar.

### 15. Curriculum Questions Teachers Should Ask:

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- What do students need to learn?
- How will we teach it?
- What methods and materials will we use?
- How will we check progress?
- Are the lessons age-appropriate?

Example: For grade 5, a teacher may plan to teach letter writing using role plays and end with a writing task.

### 16. Syllabus Unit Criteria:

Each unit should:

- Have a clear language goal
- Include all four skills (reading, writing, etc.)
- Be at the students' level
- Be interesting and meaningful
- Have clear assessment

For example, a unit on “Jobs” may include vocabulary, reading about professions, and role-playing interviews.

### 17. H.H Stern's View:

H.H. Stern believed in **communicative learning**. He said curriculum should focus not just on grammar, but also culture, thinking, and language use. He wanted learners to understand how language works and feel confident using it. Example: A lesson should include talking about students' lives, not just grammar drills.

### 18. Teacher Training Awareness and Experiment:

Teachers need training to understand new curriculum, use materials, and try new methods. Awareness means knowing how and why to teach something. Experimenting lets teachers try new techniques in class. For example, a trained teacher may test role plays in class and improve it based on student feedback.

