



# ENG519

Solved Mid-Term\_Spring2026

## 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**  
Solved Mid-Term

1. Grammar Translation Method developed in **(1800-1900)**
2. Abbreviation of CLT → **Communicative Language Teaching**
3. Abbreviation of ESP → **English for Specific Purposes**
1. 4. Need analysis emerged in \_\_\_\_\_? **(1960s)**
4. Needs analysis is a kind of assessment and thus can be evaluated by considering its reliability, **validity** and practicality.
5. **Deliberate Learning**: The course should include language-focused learning in the sound system, vocabulary, grammar and discourse areas.
6. Therefore, formulating **goal** is not an objective scientific enterprise but a judgment call.
7. **Aims** are very general statements of the goals of a program.
8. Two aspects of this process; however, require more detailed planning i.e. selecting a syllabus framework and developing **instructional blocks**.
9. Threads are **activities** that run through a series of lessons
10. Class assurance refers to systems a school has in place to ensure the quality of its practices. For example, how does one ensure that the best staff is employed. True or False → Answer: **False**
11. Which is the advantage of Material-development-components? A) Cost B) Quality C) **Develop expertise** D) Trainee
12. A single **course book** does not meet the diverse needs of the learners in the class
13. In 1970 what began: situation analysis, need, communicative approach? **(communicative approach)**
14. Refer to textbooks and developed instructional materials **(created)**
15. Effective material for teacher to develop expertise and greater understanding **(developing material)**
16. Source of info and support for teacher **(preplanned materials)**
17. Long and Crookes referred units of progression as unit of **(analysis)**
18. Meaning focused input should involve learner in **(conversation)**
19. Cunningsworth (1995) proposes **four** criteria for evaluating textbooks.
20. Need is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed **(Porcher)**
21. **Objectives** are more specific and descriptive. They help to describe learning outcomes, and give clear directions to teacher and students.
22. The choice of a particular approach to ---- will depend on subject-matter knowledge, the learners' proficiency levels. **(Content selection)**
23. ---- involves having the opportunity to learn from listening and speaking. **(Meaning-focused input)**
24. According to **Porcher 1977** need is not a thing.
25. In some language programs, informal **needs** analysis is a part of a teacher's ongoing responsibilities.
26. In 1920s to 1950s, there was a pursuit going on to find out approach to teach grammar. **(systematic)**
27. One of the limitations of the ---- era (1960s) was 'to what extent the teaching methods addressed learners' needs'. **(method)**
28. When doing situation analysis, project factors should be adequately taken into account in order to analyze the of a course. **(Situation)**

29. It is essential to collect information about learners' background, expectations, beliefs and preferred styles while doing situation analysis. **(learning)**
30. Which of the following principle does not imply that all of the attention of the teacher and learners is directed towards features of the language? **(language system)**
31. Which of the following is one of the most difficult decisions in writing materials for language classroom? **(Deciding the types of exercise)**
32. One of the important elements of organizational factor is good internal communication and **professional** treatment of teachers.
33. The principle **Time on task** is based on the research finding that one of the...

## Short Questions (3 Marks)

### 1. Three Non-Printed Materials

Non-printed instructional materials include:

- Audio materials (recordings, podcasts)
- Video materials (films, documentaries)
- Computer/Internet-based multimedia (software, websites, digital resources)

### 2. Munby Model / Two Dimensions

The Munby Model (1978) focuses on two dimensions:

1. Procedures for identifying learners' **target communicative competence**.
2. Procedures for converting this information into an appropriate **syllabus**.

### 3. Bloom's Taxonomy (Six Levels)

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

### 4. Three Constraints in Curriculum Development

Examples:

- Time constraints
- Financial/resource constraints
- Teacher competence/training constraints

Other acceptable answers:

- Class size
- Institutional policy
- Cultural background

## 5. Feedback in Communicative Theory

Feedback means providing learners with information about the success of their communication so they can improve accuracy and fluency. In CLT, feedback supports meaningful communication rather than only correcting grammar.

## 6. Woodward & Lindstromberg: Two Ways of Lesson Planning

1. **Blocks**
  - Each lesson is a complete unit with a fixed format.
2. **Threads**
  - Activities continue across several lessons with small changes.

## 7. Target Population

The **target population** is the group of people from whom information is collected during needs analysis (e.g., students, teachers, parents, employers, policymakers).

## 8. Intrinsic Difficulty

Intrinsic difficulty means **simple grammatical structures should be taught before complex ones** because they are easier to learn.

## 9. Approaches that Laid the Foundation for Syllabus Design

- Vocabulary selection (Lexical syllabus)
- Grammar selection
- Selection and gradation principles

## 10. Teacher Support (Any Five)

Teachers need ongoing support such as:

- Orientation
- Adequate materials
- Course guides

- Further training
- Mentors
- Feedback
- Rewards
- Teaching release
- Division of responsibilities

## 11. Language Functions (Six Types)

According to Van Ek & Alexander:

1. Imparting and seeking factual information
2. Expressing and finding intellectual attitudes
3. Expressing and finding emotional attitudes
4. Expressing and finding moral attitudes
5. Getting things done (Suasion)
6. Socializing

## 12. Subskill Definition

A **subskill** is a smaller component of a language skill. For example, reading includes skimming, scanning, note-taking, reading for detail, and inference.

## Long Questions (5 Marks)

### 1. Five Language Teaching Methods (Historical Context)

| Method                                | Period       |
|---------------------------------------|--------------|
| Grammar Translation Method            | 1800–1900    |
| Direct Method                         | 1890–1930    |
| Structural Method                     | 1930–1960    |
| Audiolingual Method                   | 1950–1970    |
| Communicative Language Teaching (CLT) | 1970–Present |

### 2. Criticism of Tollefson on Competency-Based Teaching

Main criticisms include:

- Focuses only on measurable outcomes.
- Neglects higher-order thinking.
- Ignores creativity and critical thinking.

- Reduces education to job-related competencies.
- Encourages narrow, behavior-based assessment.

### 3. Twenty Principles of Learning

The exam usually asks students to **identify the principle from a statement**.

The principles are grouped into:

- Content and Sequencing
- Format and Presentation
- Monitoring and Assessment

### 4. Blocks and Threads

#### Block

- Self-contained lesson.
- Fixed lesson format.
- Easy to plan.

#### Thread

- Activity continues over several lessons.
- Requires minimal planning after setup.
- Provides continuity.

### 5. Environmental Constraints

Examples include:

- Time available
- Class size
- Resources
- Cultural background
- Government policy
- Learner motivation
- First language influence
- Special purpose needs

### 6. Project Factors in Situational Analysis

Project factors include:

- Project team members
- Team responsibilities
- Goals and procedures
- Progress review
- Team experience
- Resources
- Budget
- Time frame
- Team relationships

## 7. Organizational Factors Affecting Teaching Quality

✧ They include:

- Institutional mission
- Strategic planning
- Quality assurance
- Flexible organization
- Good communication
- Teaching context
- Teacher skills
- Teacher qualifications
- Professional support

## 8. Four Strands of a Language Course

1. Meaning-focused Input
2. Meaning-focused Output
3. Language-focused Learning
4. Fluency Development

## 9. Difference: Register Analysis vs Discourse Analysis

### Register Analysis

Studies language used in specific fields (medicine, law, journalism).

Focuses on vocabulary and grammar patterns.

### Discourse Analysis

Studies language in communication and context.

Focuses on cohesion, discourse markers, interaction, and text organization.

## 10. Needs Analysis vs Situational Analysis

### Needs Analysis

Determines learners' needs. Examines the teaching environment.

Focuses on learners.

Helps decide course goals.

### Situational Analysis

Focuses on institutional, social, political, and economic factors.

Helps identify constraints affecting curriculum implementation.

## 11. Environmental Analysis (Five Steps)

1. Brainstorm environmental factors.
2. Select and rank the five most important factors.
3. Gather information about each factor.
4. Consider the effects on course design.
5. Repeat the process for refinement.

## Important Abbreviations & Terms

| Abbreviation           | Meaning                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------|
| CBLT                   | Competency-Based Language Teaching                                                            |
| CLT                    | Communicative Language Teaching                                                               |
| ESP                    | English for Specific Purposes                                                                 |
| EFL                    | English as a Foreign Language                                                                 |
| ESL                    | English as a Second Language                                                                  |
| CARS                   | Create A Research Space (research article model)                                              |
| Munby Model            | Needs analysis model for communicative syllabus design                                        |
| Bloom's Taxonomy       | Six-level hierarchy of cognitive learning                                                     |
| Four Strands           | Meaning-focused Input, Meaning-focused Output, Language-focused Learning, Fluency Development |
| Blocks & Threads       | Two lesson-planning approaches by Woodward & Lindstromberg                                    |
| Environmental Analysis | Study of contextual factors affecting curriculum design                                       |
| Needs Analysis         | Process of identifying learners' language needs                                               |

BS English

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