



ENG519

Final-Term

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
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SHORT QUESTIONS

1. Benefits of Short-Term In-Service

- It is a **small-scale exercise in curriculum design**.
- It helps teachers understand and participate in **curriculum innovation and change**.
- It informs and involves teachers in the **planning, development, implementation, and evaluation** of change.

2. Limitations of Short-Term In-Service

- Participants may **forget or misunderstand** the information presented.
- New ideas may be **mislabelled or incorrectly applied**.
- Teachers may simply assimilate new techniques without understanding their rationale.
- Suggestions may be rejected if they do not solve teachers' actual problems.
- Workshops may fail if they ignore teachers' existing **beliefs and teaching practices**.

3. Stubbs' Legitimate Forms of Knowledge

Stubbs (2014) points out that the selection, classification and relative weighting given to subjects in the school timetable may define for the pupil what counts as legitimate educational knowledge. In this respect one may view the publication of Foreign Language Teaching (FLT) materials in discrete self contained textbooks as both a consequence and reinforcement of established subject divisions, since generally speaking FLT must not be seen to cross into the domains of other school subjects. This fact alone explains why much FLT material appears bland and content-less.

4. Two Key Things a Designer Keeps in Mind While Designing a Course

A course designer should keep in mind:

1. **The learners' needs and requirements.**
2. **The teaching environment and constraints** in which the course will be implemented.

5. What is Realistic Change?

Realistic change means introducing a change that is practical and achievable according to the actual conditions, resources, teachers, learners, and institutional environment. Change should be manageable rather than overly ambitious.

6. What are Teacher Beliefs?

Teacher beliefs are the **ideas, assumptions, attitudes, and principles that teachers hold about language, language learning, teaching methods, learners, and classroom practices**. These beliefs can strongly influence how teachers accept and implement curriculum change.

7. Two Features of an Effective Workshop

Two features are:

1. It has **clear goals**.
2. It introduces **new content** and encourages active **participant involvement**.

8. Significance of an In-Service Course

In-service courses are significant because they:

- provide professional development after initial teacher training;
- help teachers understand and implement curriculum innovation;
- involve teachers in planning, developing, implementing, and evaluating change.

9. Two Characteristics of Hidden Curriculum

1. It consists of **unintended or implicit learning** that occurs alongside the formal curriculum.
2. It develops through **classroom practices, teacher-learner relationships, institutional culture, and roles** rather than through officially stated curriculum objectives.

10. Curriculum Development Approaches — Label the Paragraphs

The three major approaches are:

1. **Forward Design** — starts with syllabus/content, then methodology, then learning outcomes.
2. **Central Design** — starts with classroom processes and methodology; syllabus and outcomes develop during implementation.
3. **Backward Design** — starts with learning outcomes, then decisions about methodology and syllabus are made.

11. Five Factors for a Language Test

The five important factors are:

1. **Validity**
2. **Reliability**
3. **Practicality**
4. **Authenticity**
5. **Washback/impact**

Compilation

12. Five Key Points from Cook's Material Approach

Cook (1983), however, outlines wider possibilities for 'real content' in materials including: i) another academic subject, ii) student-contributed content, iii) language itself, iv) literature, v) culture, and vi) 'interesting facts'.

13. Stern (1983) Four-Dimensional Model

Stern's framework can be summarized through four dimensions:

1. **Language teaching**
2. **Language learning**
3. **Language curriculum**
4. **Language teaching/learning context**

The central idea is that classroom learning should be understood as part of a **broader educational and social context**, not merely as isolated classroom activity.

14. Forward Design

Forward Design is a curriculum approach in which the designer moves in a **linear sequence**: **Input/content → syllabus → teaching methodology/process → assessment of learning outcomes**.

15. Validity of a Test

Validity means the extent to which a test **actually measures what it is intended to measure**. A valid test provides appropriate evidence for the purpose for which it is used.

16. Three Approaches of Program Evaluation

Three major approaches are:

1. **Product-oriented**
2. **Process-oriented**
3. **Static characteristic**

17. Three Key Issues in Discussing Students' Performance in Program Evaluation

1. **Epistemological issues** — What have students achieved? What do they know?
2. **Ethical issues** — How will students' results be used? Confidentiality must be considered.
3. **Technical issues** — What criteria or cut-off point will determine mastery?

18. Three Factors of Legitimate Educational Knowledge by Stubbs

repeated

19. When is a Hidden Curriculum Developed?

A hidden curriculum develops **implicitly during the implementation of the formal curriculum**, through classroom routines, teacher behavior, learner roles, institutional culture, relationships, and unspoken expectations.

20. Two Dimensions of Evaluation

Two commonly discussed dimensions are:

1. **Formative vs. Summative**
2. **Process vs. Product**

21. Name the Change Dimensions

The major dimensions of change include:

- **Short-term**
- **Medium-term**
- **Long-term**

Different change strategies may also be used, including **power-coercive, rational-empirical, and normative-re-educative** approaches.

22. What Questions are Asked in Learning Outcomes?

Learning outcomes generally ask:

- **What should learners be able to do?**
- **What knowledge or skills should they demonstrate?**
- **How will their achievement or performance be observed and assessed?**

23. Mastery Testing

Mastery testing is used to determine whether students have **reached a required level of competence or mastery**. It helps evaluate whether students have achieved the expected standards and whether a program is successful.

24. Two Things a Material Designer is Interested in

A materials designer is particularly interested in:

1. **Input** — what learners receive from the material.
2. **Uptake** — what learners actually understand, learn, and take from that input.

25. Two Decisions Taken Before Material Design

Before designing materials, the designer decides:

1. **What content/input should be included?**
2. **How should the content be organized and presented to learners?**

26. Three-Way Scope of Evaluation

Evaluation can focus on:

1. **Product** — what was achieved.
2. **Process** — how it was achieved.
3. **Context/overall characteristics** — the wider environment and standing of the program.

27. Face Validity

Face validity refers to whether a test **appears, on the surface, to measure what it claims to measure**. It is based on the test's apparent relevance and suitability to learners, teachers, or other observers.

28. Categories of Classroom Implementation

The main categories/levels discussed in the classroom implementation framework are:

1. **Theoretical concepts**
2. **Policy directives**
3. **Classroom behaviour**

Classroom behaviour particularly involves **teacher talk and student talk**.

29. Criteria of Syllabus Units

The criteria are:

1. **Frequency**
2. **Usefulness**
3. **Simplicity**
4. **Learnability**
5. **Authenticity**

Compilation

30. Classical Humanist tradition

In the Classical Humanist tradition, the content is a valued cultural heritage, the understanding of which contributes to the overall intellectual development of the learner and from the point of view of epistemological objectivism. The content is knowledge which has been identified and agreed to be universal, unchanging and absolute. This model has been the dominant philosophy underlying the history of the Western educational system for centuries, derived from theories of knowledge going back to Aristotle and Plato.

31. Requirements of a Negotiated Syllabus

A negotiated syllabus requires:

- active **participation of learners and teachers**;
- negotiation of **goals and content**;
- flexibility in **learning activities and procedures**;
- learner involvement in decisions about **assessment and evaluation**;
- continuous discussion and adjustment according to learners' needs.

32. Illuminative Evaluation

Illuminative evaluation seeks to develop a **deeper understanding of how different aspects of a program actually work**. It focuses on classroom processes, teaching-learning activities, teacher decisions, learner behavior, and participants' perceptions rather than simply measuring outcomes.

33. Interactive Language Teaching through Internet

Internet-based language teaching uses the Web to provide **interactive activities, communication, authentic materials, multimedia resources, and learner participation**. It can support interaction between learners and teachers and provide opportunities for learners to work with language in meaningful contexts.

LONG QUESTIONS

1. Accountability-Oriented Evaluation

Accountability-oriented evaluation is concerned with determining whether an educational program is **effective, efficient, and successful in achieving its intended goals**. It involves systematic collection of information so that informed decisions can be made about the value and effectiveness of a curriculum or program.

In language curriculum design, evaluation can examine whether:

- the course achieved its aims;
- students learned what they were expected to learn;

- teaching methods were appropriate;
- materials were effective;
- assessment procedures were suitable;
- sufficient time was given to different units;
- students and teachers were satisfied with the course.

Accountability is important because educational institutions need evidence that their programs are producing the desired results. Evaluation can measure students' mastery of objectives, performance on tests, and perceptions of the program. However, evaluation should not focus only on final results. It should also consider the **process of teaching and learning** and the context in which the program operates.

Thus, accountability-oriented evaluation provides evidence for judging program quality and identifying areas for improvement.

2. How Complex Mental Lives Affect Teaching

Teachers and learners have complex mental lives that influence the teaching-learning process. Teachers do not simply follow a curriculum mechanically. Their **beliefs, attitudes, experiences, expectations, knowledge, and perceptions** affect how they understand and implement curriculum materials.

Similarly, learners have their own:

- motivation;
- learning styles;
- previous learning experiences;
- expectations;
- beliefs about language learning;
- cultural backgrounds.

Therefore, the same curriculum may be implemented differently by different teachers and experienced differently by different learners.

Teacher beliefs are particularly important during curriculum change. If a new curriculum conflicts with teachers' existing beliefs, they may resist it, modify it, or use it in ways different from those intended by curriculum designers. Similarly, learners may respond positively or negatively depending on their expectations and previous experiences.

For effective teaching, curriculum designers must therefore consider the **human and psychological dimensions of education**. Teachers and learners should be involved in the process, and their beliefs and experiences should be recognized. This makes curriculum implementation more realistic and successful.

Compilation

3. Learner-Centered Approach — Important True/False Statements

1. Learner-centeredness places the learner at the center of the pedagogical process. — True
2. Learner-centered education sees students only as passive receivers of information. — False
3. Learner-centeredness is linked with experiential learning and humanistic psychology. — True
4. Learner-centered curriculum is only the responsibility of the teacher. — False
5. A learner-centered curriculum involves collaboration between teachers and learners. — True
6. Learners should participate in shaping their own learning experiences. — True
7. Learner-centered programs have only language-content goals. — False
8. Learner-centered programs can include both language-content goals and learning-process goals. — True
9. Learner-centeredness encourages students to become involved in their own learning. — True
10. Learner-centered teaching completely removes the need for planning and evaluation. — False

4. Steps Involved in Introducing Change

The major steps in introducing curriculum change are:

1. See the Need for Change

First, the institution must identify a problem or need that requires improvement.

2. Decide the Size of Change

The curriculum designer must decide whether the change should be small, medium, or large. A realistic level of change is more likely to succeed.

3. Consider the Context

The social, political, economic, institutional, teacher, and learner factors should be considered.

4. Consider Teacher Beliefs

Teachers' beliefs and attitudes toward teaching and learning should be understood because they influence implementation.

Compilation

5. Select Change Strategies

Different strategies can be used, including **power-coercive, rational-empirical, and normative-re-educative** approaches.

6. Involve People

Teachers and other stakeholders should be informed and given a role in the change process.

7. Provide Support

Training, resources, communication, and professional development should be provided.

8. Provide Long-Term Support

Change takes time. Continuous monitoring, feedback, and support are necessary.

Successful innovation requires good communication, strategic management, realistic expectations, and the involvement of those who will implement the change.

5. Planning an In-Service Course

An in-service course is designed for teachers who have already completed their initial teacher training and have teaching experience. It may be long-term or short-term. Short-term in-service courses are often called **workshops**.

Planning an in-service course involves:

1. **Identifying needs** — determine teachers' professional needs and problems.
2. **Setting goals** — decide what participants should understand, experience, produce, plan, or solve.
3. **Selecting content** — provide useful and relevant new information.
4. **Planning presentation** — use activities that encourage active participant involvement.
5. **Selecting activities** — include discussions, talks, readings, demonstrations, practice, and problem-solving.
6. **Planning materials** — prepare readings, model activities, notes, and other resources.
7. **Sequencing components** — arrange workshop activities in a logical order.
8. **Evaluation** — assess whether workshop goals were achieved.

6. Procedures and Activities for Reaching Workshop Goals

Workshop procedures and activities should be selected according to the goals of the workshop.

Understanding and Remembering

Participants may use:

- talks and lectures;
- pre-reading;
- set readings;
- discussions;
- written notes and records.

Experiencing and Evaluating

Participants should experience a technique **as learners and as teachers**. They can then reflect on and evaluate the activity.

Producing Materials

Participants can create:

- exercises;
- classroom activities;
- teaching materials;
- lesson plans.

Planning Units of Work

Teachers can work individually or in groups to develop lessons and units using the ideas introduced in the workshop.

Problem Solving

Participants can identify real classroom problems and apply workshop ideas to develop possible solutions.

An effective workshop should not simply provide information. It should involve teachers actively, connect new ideas with their existing beliefs and practices, and provide opportunities for experimentation and reflection.

7. Five Components of a Performance Objective

A performance objective can be expressed through five components:

1. **Audience** — Who will perform the task?
2. **Behavior** — What will the learner do?
3. **Condition** — Under what conditions will the learner perform?

4. **Degree/criterion** — How well must the learner perform?
5. **Content/task** — What specific knowledge or skill is involved?

A good performance objective clearly describes the expected learner performance so that achievement can be observed and assessed.

8. How Can People Accept and Make Changes to the Curriculum?

People can accept curriculum change when the change is **realistic, clearly explained, useful, and supported**.

First, stakeholders should understand **why the change is necessary**. Teachers should be involved in planning and decision-making rather than being forced to accept change without explanation.

Second, the change should be compatible with the existing beliefs and practices of teachers and institutions. Teachers should receive proper training and resources to implement new approaches.

Third, change should be introduced gradually when necessary. Teachers should be given opportunities to experiment, receive feedback, and discuss problems.

Finally, continuous communication and long-term support are essential. Change agents should work with opinion leaders who can influence other teachers. Successful change also requires teachers to feel that they have a **stake in the innovation**.

Thus, acceptance depends on participation, communication, compatibility, training, resources, realistic planning, and sustained support.

9. Kerr's Model — Three Groups of Objectives

In Kerr's model, objectives can be understood in three broad groups:

1. **Cognitive objectives** — concerned with knowledge, understanding, thinking, and intellectual development.
2. **Psychomotor objectives** — concerned with physical skills and performance.
3. **Affective objectives** — concerned with attitudes, values, emotions, interests, and feelings.

These three groups recognize that education is not limited to the transmission of information. A complete curriculum should develop the learner's **knowledge, skills, attitudes, and values**.

10. Six Positive Aspects of Preplanned Materials in the Classroom

Possible positive aspects of preplanned materials include:

1. They provide **structure and organization** for teaching.
2. They save teachers' **time and effort** in preparing lessons.
3. They provide a **systematic sequence** of learning content.
4. They ensure that important content is **covered consistently**.
5. They are particularly useful for teachers with **limited experience or training**.
6. They can provide teachers with a wide range of **ready-made resources and activities**.

Forward-designed published materials may be especially useful where teachers have limited English proficiency or limited opportunities for professional development because much of the planning can be completed by specialists.

11. Five Traditional Instructional Practices Used to Assess Learning

Five traditional practices are:

1. **Written tests**
2. **Quizzes**
3. **Examinations**
4. **Homework and assignments**
5. **Teacher questioning and classroom observation**

These methods are used to determine what students have learned and whether they have achieved the intended learning objectives.

12. "Seeing the Wood and the Trees" — H. H. Stern

H. H. Stern uses the metaphor "**seeing the wood and the trees**" to explain a problem in classroom research and language teaching.

Teachers and researchers often focus on the "**trees**", meaning the immediate classroom events such as classroom discourse, teacher talk, student talk, activities, and language-learning behavior. However, they may fail to see the "**wood**", which represents the broader context and larger issues surrounding classroom teaching.

The metaphor means that researchers should not study classroom events in isolation. They should also consider:

- curriculum policy;
- theoretical concepts;
- cultural perspectives;
- social and religious backgrounds;
- learners' perceptions;
- institutional conditions.

Compilation

Stern argues that classroom implementation should be understood as part of a larger system. His framework identifies three important levels: **theoretical concepts, policy directives, and classroom behaviour**. Classroom behaviour includes teacher talk and student talk.

Therefore, "seeing the wood and the trees" means understanding both **what happens inside the classroom and the wider factors that influence it**.

13. Five Examples of Forward Design Approach

Five examples/forms associated with Forward Design are:

1. **Word lists**
2. **Grammar syllabuses**
3. **Corpus-based syllabuses**
4. **Discourse analysis**
5. **Syllabus followed by a planned methodology**

Forward Design starts with decisions about **language input and syllabus content**, organizes this content into a sequence, then determines teaching methodology and finally assesses learning outcomes.

14. Real Content in Content Materials — Five Points

Real content in teaching materials should:

1. Be **relevant to learners' needs**.
2. Be connected to **real-life situations**.
3. Provide meaningful and useful information.
4. Encourage learners to use language for **genuine communication**.
5. Develop knowledge beyond language, such as **general knowledge and subject knowledge**.

The purpose is to make language learning meaningful by connecting language with authentic content and learners' wider experiences.

15. Two Approaches of Language Program Evaluation

Two major approaches are:

1. Product-Oriented Evaluation

This approach focuses on the **goals and objectives** of a curriculum. It asks whether the intended outcomes have been achieved.

2. Process-Oriented Evaluation

This approach focuses on **how the curriculum is implemented**. It examines teaching, learning, classroom processes, innovation, and improvement.

16. Stern's Metaphor "Failing to Notice the Wood for the Trees" in Classroom Research

Stern's metaphor "**failing to notice the wood for the trees**" means that classroom researchers sometimes concentrate so closely on individual classroom events that they fail to understand the broader context in which those events occur.

The **trees** represent visible classroom activities such as:

- teacher talk;
- student talk;
- classroom discourse;
- teaching activities;
- language-learning behavior.

The **wood** represents the larger factors that influence classroom implementation, such as:

- theoretical concepts;
- curriculum policies;
- cultural beliefs;
- social factors;
- learners' perceptions;
- institutional conditions.

According to Stern, classroom research has often focused too much on what happens directly in the classroom. However, curriculum implementation cannot be understood fully without considering the wider educational and social context.

His theoretical framework identifies three independent levels:

1. **Theoretical concepts** — learners' and teachers' ideas about language and language learning.
2. **Policy directives** — the categories and organization of curriculum content.
3. **Classroom behaviour** — teacher and student interaction.

Thus, the metaphor reminds researchers to see **both the immediate classroom details and the larger system surrounding them**. We should not focus so narrowly on individual classroom events that we miss the broader forces shaping teaching and learning.

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