ENG519 Mids Solved

Q. Historical background of language curriculum development. (Topic 03)

The rationale why we are starting from historical perspective of the LCD (Language Curriculum Design) is that it will help us better understand how earlier approaches and issues to curriculum design shaped our understanding of the existing curriculum. The notion of LCD, as we know it today, really began in the 1960s. However, the issues of syllabus design emerged as a major factor in language teaching much earlier. In this lecture, our focus will be the main approaches to syllabus design that emerged in the first part of the twentieth century. We will also examine the approaches that laid the foundations for more broadly based curriculum design that is used in language teaching today. If we look back at the history of language teaching throughout the twentieth century, much of the impetus for changes in approaches to language teaching came about from changes in teaching methods. The method concept in teaching - the notion of a systematic set of teaching practices based on a particular theory of language and language learning - is powerful and the quest for better methods has been a preoccupation of many teachers and applied linguists since the beginning of the twentieth century. Many methods have come and gone in the last 100 years in pursuit of the "best method".

Q. any 3 methods of teaching (Topic 04)

1- GRAMMAR TRANSLATION METHOD
2- THE DIRECT METHOD
3- TOTAL PHYSICAL RESPONSE METHOD

Q. Approaches to Gradation (Topic 10)

The following approaches to gradation are possible:

Linguistic distance: This approach emphasizes first on those teaching structures that are similar to the native language. This is because the elements that are similar the learners' native language will be simple for them and the ones that are different will be difficult.

Intrinsic difficulty: This principle argues that simple structures should be taught before the complex ones and this is the commonest criterion used to justify the sequence of grammatical items in a syllabus. Communicative need: Some structures will be needed early and cannot be postponed despite their difficulty (such as the simple past in English) since it is difficult to avoid making reference to past events for very long in a course.

Frequency: The frequency of occurrence of structures and grammatical items in the target language may also affect the order in which they appear in a syllabus, although as we noted, this sort of little information is available to syllabus planners. Frequency may also compete with other criteria. The present continuous is not one of the most frequent verb forms in English but it is often introduced early in a language course because it is relatively easy to demonstrate and practice in a classroom context.

Q. Describe ESP and EGP in detail? (5) (Topic 14)

In contrast to students learning English for general purposes for whom mastery of the language for its own sake or in order to pass a general

examination is the primary goal, the ESP student is usually studying English in order to carry out a particular role such as that of a foreign student in an Englishmedium university, a flight attendant, a mechanic, or a doctor. Jupp and Hodlin (1975) describe the traditional pre-ESP response to this situation in the 1950s citing the example of a country that needs to teach foreign languages to key personnel dealing with trade or foreign business. Trainees are released for four hours daily for a year. Two language laboratories are equipped with materials and the trainees follow a state-of-the-art audiovisual course in "spoken colloquial English" based on selection and gradation by structural criteria with some additional situational language. However, the course takes no account of functional communicative needs or the-learner's own immediate situation. The English setting is largely a matter of an English family and some English surroundings; there is certainly no attempt to teach the English 'rules of use' in terms of situations and relationships. The concept of 'spoken colloquial English' is one largely based upon a structural description of written English and without reference to functional uses and roles (Jupp and Hodlin 1975).

Q. Write a short note on environmental constraints, answer not more than 2-3 lines. (Topic 30)

The teacher, the learners and the situation. In order to understand a constraint fully, it is usually necessary to examine the nature of the constraint in the environment you are working in. Some of the major constraints include the time available, cultural background, the effect of the first language on language learning and special purposes.

Q. Needs analysis (Topic 32)

Needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know.

Needs analysis makes sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way. One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Procedures used to collect information about learners' needs are known as needs analysis. Needs analysis, as a distinct and necessary phase in planning educational programs, emerged in the 1960s as a part of the systems approach to curriculum development. It was a part of the prevalent philosophy of educational accountability.

Q. Define term "Target Population". Answer should not more than 2-3 lines. (Topic 36)

The target population in a needs analysis refers to the people about whom information will be collected. Typically, in language programs there will be language learners or potential language learners, but others are also often involved depending on whether they can provide information useful in meeting the purposes of the needs analysis.

Q. Enlist any five procedures of need analysis in context of language curriculum design (LCD)? 5 marks (Topic 40)

- 🕮 Literature survey
- 🕮 Analysis of a wide range of survey questionnaires
- 🕮 Contact with others who had conducted similar surveys
- 🕮 Interviews with teachers to determine goals
- 🕮 Identification of participating departments

Q features of valid and reliable needs in LCD (Topic 42)

Reliable needs analysis involves using well-thought-out, standardized tools that are applied systematically. Instead of observing people

performing tasks that learners will have to do after the course, it is better to systematize the observation by using a checklist or by recording and apply standardized analysis procedures. Valid needs analysis involves looking at what is relevant and important. Consideration of the type of need that is being looked at and the type of information that is being gathered is important. Before needs analysis begins, it may be necessary to do a ranking activity to decide what type of need should get priority in the needs analysis investigation. The worst decision would be to let practicality dominate by deciding to investigate what is easiest to investigate.

Q. Three issues of Need Analysis (Topic 44)

1. Common core and specialized language
2. Narrow focus – wide focus
3. Critical needs analysis

Q. format and presentation (Topic 46)

These principles are concerned with what actually happens in the classroom and during the learning. Most practically, they relate to the kinds of activities used in the course and the ways in which learners' process the course material. It is in this aspect of curriculum design that teachers may have their greatest influence on the course.

Q. What is 'teach-ability' (Topic 49)

The teaching of language items should take account of the most favorable sequencing of these items and should take account of when the learners are most ready to learn them. Pienemann et al. (1988) and others have conducted research into the sequence in which language items are learned in second language acquisition and into the effects of this sequence on teaching a second language.

The psychological complexity of a structure depends on the amount of rearranging that is needed when the message that the speaker wants to communicate is expressed in language. For example, if a speaker wants to ask someone a question about the arrival of a friend (the message), it is necessary to express this idea in language: "When will John arrive?" This sentence however has a particular word order which has to be learned. We know from studies of young native speakers of English that it is likely that the order of ideas in the message is: "John arrives when?" Between this order and "When will John arrive?" two rearrangements are needed. This means that the sentence "When will John arrive?" is more psychologically complex than "Will John come?" Notice also that the rearrangement needed to produce "Will John come?" is also needed, along with another rearrangement, to produce "When will John come?" The learning of the rearrangement to produce "Will John come?" can be considered a prerequisite to learning "When will John come?" On the basis of this kind of analysis and on evidence from second language acquisition studies, Pienemann and Johnston (1987) have made a sequenced list of structures. The sequence of the items in the list is the same as the sequence in which second-language learners learn them.

Q. Comprehensible input? (3) (Topic 52)

There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood.

Q. Fluency and interference in detail? (5) (Topic 53)

Fluency: A language course should provide activities aimed at increasing the fluency with which the learners can use the language they

already know, both receptively and productively. Fluency is a part of the skill goal of language learning. Fluency activities do not aim to teach new language items but aim to give the learner ready access to what is already known. The importance of fluency in language use is highlighted in first-language research on the relationship between vocabulary learning and reading comprehension. One of the several possible explanations for a lack of success of many studies is showing that pre-teaching vocabulary results in improved comprehension that is not sufficient just to know the meanings of new words in a text. It is also necessary to be able to retrieve these meanings quickly and fluently when their forms are met in the text. Many learners of English as a foreign language experience this difficulty. Their language knowledge of vocabulary and sentence patterns may be substantial (the result of several years' learning) but their ability to access and use this knowledge fluently is extremely low.

Interference: The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning, and so that interference effects are avoided. Research has shown that items which have loose indirect connections with each other (indirect free associates) are learned more effectively if they are learned at the same time. Items which have strong meaning relationships (opposites, near synonyms, free associates) interfere with each other and thus make learning more difficult (Higa, 1963; Nation, 2000). In view of this evidence and the very large body of evidence on paired associate learning, it is surprising that courses still present opposites and alternative expressions of the same idea (near synonyms) together. Unfortunately the order of items within the course reflects the associations in the curriculum designer's mind rather than what will help learning.

Q major criticism on use of objectives (Topic 67)

a) Turn teaching into technology – it has negative effect on broader goals, loss of meaningful learning
b) Trivialize Teaching and are product-oriented - every purpose in teaching can be expressed as an objective, the suggestion is that the only worthwhile goal in teaching is to bring about changes in the students‘ behavior.
c) Unsuited to many aspects of language use Objectives may be suitable for describing the mastery of skills, but less suited to such things as critical thinking, literary appreciation, or negotiation of meaning.

Q. concept of non-language outcome (Topic 71)

If the curriculum seeks to reflect values related to learner centeredness, social reconstructionism, or cultural pluralism, outcomes related to these values will also need to be included. Because such outcomes go beyond the content of a linguistically oriented syllabus, they are sometimes referred to as non-language outcomes. Jackson reports that a group of teachers of adult immigrants in Australia identified eight broad categories (given below) of non-language outcomes in their teaching (Jackson 1993):

- Social, psychological, and emotional support in the new living environment
- Confidence
- Motivation
- Cultural understanding
- Knowledge of the Australian community context

Q. Modular Approach. **(Topic 89)**

The second major type of approach, a modular approach, breaks a course into independent nonlinear units. These units may be parts of lessons, lessons or groups of lessons. Each unit or module is complete in itself and does not usually assume knowledge of previous modules. It is not unusual for a modular approach to be accompanied by criterion-referenced testing with a high level of mastery set as the criterion. In language courses, the language could be divided into modules in several ways. The modules could be skill-based with different modules for listening, speaking, reading and writing, and subskills of these larger skills. The modules could be based on language functions, or more broadly situations, dealing with the language needed for shopping, emergency services, travel, the post office and the bank. Modular courses often have some kind of division into obligatory or core modules, and optional or elective modules, or a division into level 1 modules and level 2 modules and so on.

Q. Effect of language focused learning (Topic 93)

Language-focused learning can have two major effects. It can result in deliberate conscious knowledge of language items. This explicit knowledge can be helpful in making learners aware of language features which they will meet in input. This awareness can help learning from input. Language focused learning can also result in subconscious implicit knowledge of language items. This is the kind of knowledge which is needed for normal language use. Deliberate learning of vocabulary items can result in both kinds of knowledge (Elgort, 2007). For most grammatical features however deliberate learning is likely only to contribute to conscious knowledge. Such conscious knowledge can be useful when learners have time to check their production as in writing, but it is also useful as a stepping stone to implicit knowledge when the

items are later met in meaning-focused input or fluency development activities.

Q. Difference between Task based syllabus and task supported syllabus (3) (Topic 98)

In a task-supported syllabus, the task is likely to be the final stage in a conventional Present– Practice–Produce unit of work; the task may be designed to focus on the language structure that has been presented. In a task-based syllabus, however, the task is likely to be the unit. Willis (1996) describes the task-based learning framework as consisting of three phases: pre-task, the task cycle and language focus. Considerable variety and variation are possible within this framework, and the task need not focus on a specific language structure.

Q. Write the factors which assure quality assurance in an institution? 5 marks (Topic 102)

- A formulated policy on quality assurance has been articulated and is familiar to all staff.
- Reasonable and acceptable standards have been determined for all aspects of quality, such as employment, publicity, materials, facilities, and teachers' dress codes.
- Systems in place to ensure that quality are regularly assessed and corrections are made where necessary.
- A reward system is in place to ensure that those who attain high quality in their work are recognized.

Q. Disadvantages of preparing material of curriculum (Topic 121)

- **Cost**: Quality materials take time to produce and adequate staff, time as well as resources need to be allocated to such a project.

- **Quality**: Teacher-made materials will not normally have the same standard of design and production as commercial materials and hence may not present the same image as commercial materials.
- **Training**: To prepare teachers for material writing projects, adequate training should be provided. Material writing is a specialized skill and potential materials writers need the opportunity to develop the necessary skills. Workshops can be developed for this purpose. The creation of writing teams that contain a balance of relevant expertise can also be useful.

Q. Five techniques for teacher to adopt course book (Topic 130)

1. **Add or omit content**: The teacher adds exercises to give extra practice to items that are frequently used in the language or which require extra time to learn. The teacher skips over confusing or unimportant parts of a lesson, for example teaching only one item in pairs of words that might interfere with each other.
2. **Change the sequencing of the content**: The teacher introduces some items earlier in the course because they are needed at that stage.
3. **Change the format**: Instead of beginning the lesson with a dialogue, the teacher puts it towards the end of the lesson and uses the other exercises in the lesson to prepare for it.
4. **Change the presentation**: The teacher uses different techniques than those used in the book. For example a 4/3/2 fluency activity is used to practice some of the dialogues. The activity involves the students usually to be paired with one half as listeners and the other half as speakers. It involves three rounds. In the first round the speaker is given four minutes to talk about the given subject. Then after a short pause where the listeners are changed the

speakers talk again on the same subject for three minutes. In the third round the procedure is repeated and the speaker is given two minutes to talk again about the same subject.

5. **Add or omit monitoring**: The teacher encourages the learners to make tests to check each other's learning of what is in the lesson (Clarke, 1989).

Q. Curriculum project

Curriculum project is made in order to assess their political, social, economic, or institutional situation Curriculum projects are typically produced by a team of people. Members of the team may be specialists who are hired specifically for the purpose; they may be classroom teachers who are seconded to the project for a fixed period of time. The project may be carried out by teachers and other staff of a teaching institution as a part of their regular duties. Projects are completed under different constraints of time, resources, and personnel. Each of these variables can have a significant impact on a project

Q. Enlist any three characteristics of effective curriculum design?

1. The curriculum is continuously evolving.
2. The curriculum is based on the needs of the people.
3. The curriculum is the result of long-term effort.

Q. Difficulties in curriculum development

- 🕮 Lack of sequence
- 🕮 Economic problems
- 🕮 Political interference
- 🕮 Inadequate evaluation
- 🕮 Disapproval of society

Maha Malik

Q. difference between syllabus design and language curriculum development

In language teaching and learning two terms are known, they are syllabus design and curriculum development. Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. While syllabus design refers to the process of developing a syllabus

The basic differences between syllabus and curriculum are explained in the point given below: The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.

Q. Environmental Analysis

Environmental analysis is a strategic tool. It is a process to identify all the external and internal elements, which can affect the organization's performance. The analysis entails assessing the level of threat or opportunity the factors might present. The steps in environment analysis can be as follows:

Step 1: Brainstorm and then systematically consider the range of environment factors that will affect the course.

Step 2: Choose the most important factors (not more than five) and rank them, putting the most important first.

Step 3: Decide what information you need to fully take account of the factor. The information can come from investigation of the environment and from research and theory.

Q. Situation model

Situational model advocated by Malcolm Skilbeck, which emphasises the importance of situation or context in curriculum design. In this model, curriculum designers thoroughly and systematically analyse the situation in which they work for its effect on what they do in the curriculum. The impact of both external and internal factors is assessed and the implications for the curriculum are determined. Although all steps in the situational model (including situational analysis) need to be completed, they do not need to be followed in any particular order. Curriculum design could begin with a thorough analysis of the situation of the curriculum or the aims, objectives, or outcomes to be achieved, but it could also start from, or be motivated by, a review of content, a revision of assessment, or a thorough consideration of evaluation data. What is possible in curriculum design depends heavily on the context in which the process takes place.

https://www.facebook.com/MahaMalik666

Maha Malik