About this point, Clark (1987 cited in Richards 2001:90) comments: "A language curriculum is a function of the interrelationships that hold between subject specific concerns and other broader factors embracing socio-political and philosophical matters, educational value systems, theory and practice in curriculum design, teacher experiential wisdom, and learner motivation. In order to understand the foreign language curriculum in any particular context, it is therefore necessary to attempt to understand how all the various influences interrelate to give a particular shape to the planning and execution of the teaching/learning process".

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