

ENG519 Quizzes

for Mids

1. In which of the following, gradation of grammatical syllabus is concerned with grouping and sequencing? **(Syllabus designing)**
2. Which of the following deals with a planned curriculum project that assesses political, social, economic, or institutional factors? **(Situational analysis)**
3. The acronym CLT stands for _____. **(Communicative Language Teaching)**
4. In situational analysis, which of the following factors, if not considered properly, can affect budget? **(Economic)**
5. Which of the following examines the communicative contexts that affect language use? **(Discourse analysis)**
6. One of the limitations of the _____ era (1960s) was 'to what extent the teaching methods addressed learners' needs'. **(methods)**
7. Which of the following is one of the most obvious components of language? **(Vocabulary)**
8. Which of the following deals with 'what happens in schools and other educational institutions'? **(Curriculum Studies)**
9. In situation analysis, which of the following are the key participants in curriculum project? **(Learners)**

10. Which of the following are considered as the main building blocks of language development? **(Vocabulary and grammar)**
11. The acronym EFL stands for _____. **(English as Foreign Language)**
12. Which of the following examines the communicative contexts that affect language use? **(Discourse analysis)**
13. Which of the following looks at the local and wider situation to make sure that the course will fit a meet the local requirements? **(Environmental analysis)**
14. In order to understand institutional factors of situation analysis, it is important to understand the position of the language. **(Target)**
15. During 1970s, one of the fundamental components of language curriculum design was ___ analysis. **(needs)**
16. When carrying out a/an _____ analysis, it is necessary to consider wider aspects of the situation. **(environment)**
17. The acronym EGP stands for _____. **(English for General Purpose)**
18. Which of the following models describes the information needs to develop a profile of the learner's communicative needs? **(Munby)**
19. Which of the following constraints should be considered in order to conduct efficient situation analysis? **(environment)**
20. Which of the following procedures leads to the compilation of a basic vocabulary? **(Vocabulary Selection)**

21. It is essential to collect information about learners' background, expectations, beliefs and preferred _____ styles while doing situation analysis. **(learning)**
22. Which of the following is a source of theories about the organization and structure of language? **(Linguistics)**
23. When doing situation analysis, project factors should be adequately taken into account in order to analyze the _____ of a course. **(Situation)**
24. In 1920s to 1950s, there was a pursuit going on to find out approach to teach grammar. **(systematic)**
25. One of the limitations of the _____ era (1960s) was 'to what extent the teaching methods addressed learners' needs'. **(method)**
26. Which of the following plays an important role in successful implementation of curriculum changes? **(Teachers)**
27. It is usually necessary to examine the nature of the constraint in the _____ you are working in. **(situation)**
28. The teaching process in LCD draws on teaching philosophy as well as teacher's personal _____. **(principles)**
29. Which of the following refers to a system schools has in place to ensure the equality of its practices? **(Quality assurance)**
30. When designing the format of a lesson, the curriculum designer should consider _____ factors. **(environment)**
31. Which of the following develops the learners' control of the language and helps in language learning? **(Good language course)**
32. In which of the following syllabuses the task is likely to be unit of a course? **(Task-based)**

33. In the field of English Language Teaching (ELT), an expert language teacher is considered as highly _____ professional. **(skilled)**
34. Language programs and commercial materials typically distinguish between elementary, _____ and advanced levels. **(intermediate)**
35. Which of the following approaches depends on the learning that has occurred in previous lessons? **(Linear)**
36. Which of the following emphasize on the message, and a large quantity of input? **(Meeting-focused input)**
37. In order to ensure good internal communication, it is important to give teachers _____ treatment. **(Professional)**
38. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? **(Mission statement)**
39. It is important to take in to consider learners diverse needs while deciding about goals, content and _____ of the course. **(Sequencing)**
40. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? **(competency based)**
41. Which of the following incorporates data gathered from needs and environment analysis in order to form activities that involve the learners? **(Format and presentation)**
42. Once a course has been planned and organized, it has to be described in terms of scope and _____. **(sequence plan)**

43. Quality indicators of affective teaching in an organization influence the overall structure of _____. (LCD)
44. Self-study involves a study of a program's practices and values as part of the process of self-_____ and review. (evaluation)
45. Activities that run through a series of lessons and can be used again and again with minimal planning are known as _____. (threads)
46. Which of the following syllabuses is built around texts and samples of extended discourse? (Text-based)
47. Which of the following require more detailed planning while planning the course structure? (Developing instructional blocks)
48. Which of the following is required by teachers in order to teach well and to develop their teaching skills and knowledge over time? (Ongoing Support)
49. Which of the following culture of a school refers to the ethos and environment that exist within a school? (Organizational)
50. Which of the following emphasize on language features such as pronunciation, spelling, word parts, vocabulary, etc.? (Language focused learning)
51. Which of the following is the starting point in course development in curriculum design? (Rationale)
52. Which of the following are the items in a course that are used to grade the progress of the course? (Units of progression)

53. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff (**Internal communication**)
54. Modular approach in sequencing the content of a course breaks the units of progression into independent and _____ units. (**non-linear**)
55. Activity of short talk and letter writing is a part of _____-focused output. (**Meaning**)
56. Which of the following must focus the environment in which the course will be used? (**Format and presentation**)
57. Which of the following emphasize on the meaning of the message, and a large quantity of input? (**Meaning-focused input**)
58. A large variety of techniques and activities can be drawn on when designing _____. (**lessons**)
59. Which of the following influences many aspects of a teacher's work? (**size and structure of school**)
60. Which of the following is an activity which requires learners to use language, with emphasis on meaning, to attain an objective? (**task**)
61. There is no standard list of language functions that is accompanied by _____ data. (**frequency**)
62. Which one of the following dimensions refers to possession of a professional qualification in language teaching? (**Training**)
63. Which of the following is a self-contained learning sequence that has its own goals and objectives? (**Instructional block**)

64. In order to ensure good internal communication, it is important to give teachers _____ treatment. **(Professional)**
65. Which of the following syllabuses identifies the situations in which the learner will use the language and the typical communicative acts used in that setting? **(situational)**
66. While designing units of progression in a course, some courses use skills and _____ as their units of progression. **(subskills)**
67. In order to maintain effective and quality teaching it is important to analyze _____ needs and learning styles. **(learners')**
68. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? **(Competency based)**
69. Which of the following is concerned with the breadth and depth of the coverage of items in the course? **(Scope and Sequence)**
70. A large variety of techniques and activities can be drawn on when designing _____. **(lessons)**
71. These core issues to vocabulary selection led to emergence of **(lexical)** syllabus.
72. **(Cultural pluralism)** leads to the bilingual education in some parts of the world.
73. Which of the following does not meet the diverse needs of the learners in language classroom? **(single course book)**

74. Language programs and commercial materials typically distinguish between elementary, _____ and advanced levels. **(intermediate)**
75. Which of the following serves as an input in a language teaching classroom and provides supplementary support for language teachers? **(Instructional material)**
76. Which of the following is a self-contained learning sequence that has its own goals and objectives? **(Instructional block)**
77. Which of the following culture of a school refers to the ethos and environment that exist within a school? **(Organizational)**
78. Which of the following are general statements of the goals of a program? **(aims)**
79. Which of the following is NOT an objective scientific enterprise but a judgment call in curriculum design? **(Goal)**
80. Which of the following refers to a system school has in place to ensure the quality of its practices? **(Quality assurance)**
81. In language classroom maximum time should spent on focusing and using _____. **(materials)**
82. Which of the following are descriptions of the targets that students should be able to reach in different domains of curriculum content? **(standards)**
83. The teaching process in LCD draws on teaching philosophy as well as teacher's personal _____. **(principles)**
84. Which of the following principle of language curriculum design deals with language-focused learning in the sound system, vocabulary, grammar and discourse areas? **(Deliberate Learning)**

85. Which of the following principle of language curriculum design projects that students should be exposed to remarkable input of receptive activity in both listening and reading? **(Comprehensible input)**
86. Which of the following is the starting point in course development in curriculum design? **(Rationale)**
87. CELTA Stand for: **(Certificate in Language Teaching to Adults)**
88. Which of the following must focus the environment in which the course will be used? **(Format and presentation)**
89. Curriculum design is very much determined by the approaches towards _____ material developing for classroom. **(instructional)**
90. Which of the following is an activity which requires learners to use language, with emphasis on meaning, to attain a objective? **(Task)**
91. Which of the following should be readily available for the learners before starting the course? **(Course book)**
92. Which of the following are the items in a course that are used to grade the progress of the course? **(Units of progression)**
93. Which of the following results from an active and ongoing effort on the part of teachers and administrators? **(Quality teaching)**
94. Principles of language curriculum design help to evaluate existing course and can be used for ____ development. **(language)**

95. Modular approach in sequencing the content of a course breaks the units of progression into independent and _____ units.
(non-linear)
96. Which of the following emphasize on the meaning of the message, and a large quantity of input? **(Meaning-focused input)**
97. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? **(Mission statement)**
98. Which of the following emphasize on language features such as pronunciation, spelling, word parts, vocabulary, etc.? **(Language focused learning)**
99. Activity of short talk and letter writing is a part of - focused output. **(Meaning)**
100. Which of the following ideologies stresses the economic needs of society as a justification for the teaching of English? **(Socioeconomic)**
101. Which of the following describes learning experiences rather than learning outcomes? **(Process Objectives)**
102. The principles of time on task emphasize that teachers should spent maximum time using and focusing on the _____ language.
(foreign)
103. Which of the following incorporates data gathered from needs and environment analysis in order to form activities that involve the learners? **(Format and presentation)**
104. In the field of English Language Teaching (ELT), an expert language teacher is considered as highly _____ professional.
(skilled)

- 105.** Which of the following approach projects that the focus of teaching is on authentic communication and extensive use of pair and group activities? **(Communicative)**
- 106.** Which of the following syllabuses identifies the situations in which the learner will use the language and the typical communicative acts used in that setting? **(situational)**
- 107.** Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? **(Mission statement)**
- 108.** Which of the following can offer pedagogical purpose to meet in language classroom? **(Materials)**
- 109.** There is no standard list of language function that is accompanied by ____ data. **(frequency)**
- 110.** Which of the following develops the learners' control of the language and helps in language learning? **(Good language course)**
- 111.** Which of the following principles are concerned with what goes into a language course and the order in which language items appear in the course? **(Content and sequencing)**
- 112.** Which of the following is responsible for overall management of the project of material development, setting goals and ensuring that targets are not? **(Project director)**
- 113.** Which of the following is/are based on a social and economic efficiency model of curriculum design? **(Competency-Based Language teaching)**
- 114.** Which of the following are the commonest forms of teaching materials? **(Textbooks)**

- 115.** Which of the following principle of language curriculum design analyzes that how well a language program caters various needs of the learners? **(Ongoing Needs and Environment Analysis)**
- 116.** Which of the following revolves around learners' individual needs, experiences, self-reflection and critical thinking? **(Learner-Centeredness)**
- 117.** Which of the following syllabuses is based on a specification of the competencies learners are expected to master? **(Competency based)**
- 118.** Quality indicators of affective teaching in an organization influence the overall structure of _____. **(LCD)**
- 119.** Which of the following textbooks can be used without some form of adaption? **(Commercial)**
- 120.** Which of the following refers to a more specific and concrete description of purposes in curriculum design? **(Objectives)**
- 121.** It is important to take in to consider learners diverse needs while deciding about goals, content and _____ of the course. **(sequencing)**
- 122.** Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff **(Internal communication)**
- 123.** The use of _____ in a classroom defines the relationship between course book, learners and teachers. **(instruction material)**
- 124.** Which of the following require more detailed planning while planning the course structure? **(developing instructional blocks)**

125. Which of the following serve as an input in a language teaching classroom and provides supplementary support for language teachers? **(Instructional material)**
126. When deciding about the material design, the designer has to keep in view the scope, quality and nature of the _____. **(material)**
127. Which of the following is one of the most difficult decisions in writing materials for language classroom? **(Deciding the types of exercise)**
128. Which of the following types of motivation comes from the learner rather than from the outside reward? **(intrinsic)**
129. Which of the following approaches depends on the learning that has occurred in previous lessons? **(Linear)**
130. Which of the following principles of language curriculum design to give the learners ready access to what is already known? **(fluency)**
131. In order to maintain effective and quality teaching it is important to analyze _____ needs and learning styles. **(learners')**
132. There is no standard list of language functions that is accompanied by _____ data. **(frequency)**
133. The principle of integrative motivation of curriculum design focuses on the role of the teacher to integrate activities that are for learners. **(motivating)**
134. While designing units of progression in a course, some courses use skills and _____ as their units of progression. **(subskills)**

- 135.** Which of the following principle deals with the inclusion of items that occur frequently in the language so that learners get the best return for their learning effort? **(frequency)**
- 136.** The acronym SLA stands for _____. **(Second language accusation)**
- 137.** Which of the following principle does not imply that all of the attention of the teacher and learners is directed towards formal features of the language? **(language system)**
- 138.** Which of the following is similar to the processes involved in planning and teaching a lesson? **(Preparing effective materials)**
- 139.** Objectives of a curriculum are specific and descriptive as compared to _____. **(aims)**
- 140.** Which of the following reflects the writers' views of language and learning? **(materials)**
- 141.** Which of the following is responsible for the layout, type, style, graphics, and the overall format of the materials? **(Designer)**
- 142.** An evaluation form designed for course book evaluation should be reliable, _____ and practical. **(Valid)**
- 143.** Which of the following describes learning experiences rather than learning outcomes? **(Process objectives)**
- 144.** The material represents plans for teaching but they do not represent the process of _____ itself. **(teaching)**
- 145.** Which of the following is the starting point in course development in curriculum design? **(Rationale)**
- 146.** Which of the following dimension refers to possession of a professional qualification in language teaching? **(Training)**

147. Which of the following led the rise of bilingualism in language teaching? **(Cultural pluralism)**
148. Which of the following needs to make informed judgments about textbooks and teaching materials? **(teacher)**
149. In order to ensure good internal communication, it is important to give teachers ____ treatment. **(professional)**
150. Which of the following approach projects that the focus of teaching is on authentic communication and extensive use of pair and group activities? **(communicative)**
151. The acronym EFL stands for _____. **(English as Foreign Language)**
152. Which of the following influences many aspects of a teacher's work? **(size and structure of school)**
153. In which of the following syllabuses the task is likely to be unit of a course? **(Task-based)**
154. Which of the following syllabuses is built around texts and samples of extended discourse? **(Text-based)**
155. Self-study involves a study of a program's practices and values as part of the process of self-_____ and review. **(evaluation)**
156. Which of the following should take account of students' needs as learners and facilitate their learning processes without imposing a rigid method? **(Textbooks)**
157. Which of the following stresses the intrinsic value of the subject and its role in developing learner's intellect, humanistic values and rationality? **(Aims of curriculum)**

158. The goal of developing effective teaching materials is to serve as resource for effective _____. **(learning)**
159. Once a course has been planned and organized, it has to be described in terms of scope and _____. **(sequence plan)**
160. Which of the following is a source of information and support for teachers? **(Preplanned material)**
161. Which of the following is concerned with the breadth and depth of the coverage of items in the course? **(Scope and Sequence)**
162. In order to ensure good internal communication, it is important to give teachers_____ treatment. **(Professional)**
163. The previous knowledge that is brought to second-language learning comes from the learners' ____ language. **(first)**
164. Which of the following materials do not have the same standard of design and production as commercial materials **(Teacher made)**
165. Which of the following materials refer to textbooks and other specially developed instructional resources? **(created)**
166. Which of the following should be feasible and describe outcomes that are attainable in the time available during a course? **(Objectives)**

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