



ENG519

Quiz for Mid-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
Curriculum Design

ENG519_Curriculum Design
Quiz for Mid-Term

Quiz 1

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. Which of the following is one of the most obvious components of language? (Vocabulary)
7. Which of the following deals with 'what happens in schools and other educational institutions'? (Curriculum Studies)
8. In situation analysis, which of the following are the key participants in curriculum project? (Learners)
9. Which of the following are considered as the main building blocks of language development? (Vocabulary and grammar)
10. The acronym EFL stands for _____. (English as Foreign Language)
11. 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)
12. In order to understand institutional factors of situation analysis, it is important to understand the position of the _____ language. (Target)
13. During 1970s, one of the fundamental components of language curriculum design was analysis. (needs)
14. It is usually necessary to examine the nature of the constraint in the you are working in. (situation)
15. Which of the following approaches first emphasizes on teaching structure that are similar to the native language (Linguistic distance)
16. Which of the following laid the foundation for syllabus design in language teaching? (vocabulary selection)
17. Language curriculum design has undergone any changes and the reason in the quest for the best _____. (method)
18. Which of the following guide teachers and learners while providing some goals to be attained? (syllabus)
19. Which one of the following deals with the planning of instruction and the study of how these plans are implemented? (curriculum studies)

ENG519_Curriculum Design
Quiz for Mid-Term

20. Which one of the following approach (1970s) draws on register and discourse analysis to determine the linguistic features of different disciplines? **(English for Specific Purposes (ESP))**
21. Language curriculum design (LCD) started from the notion of _____. **(syllabus design)**
22. When carrying out a/an _____ analysis, it is necessary to consider wider aspects of the situation. **(environment)**
23. The acronym EGP stands for _____. **(English for General Purpose)**
24. Which of the following models describes the information needs to develop a profile of the learner's communicative needs? **(Munby)**
25. Which of the following constraints should be considered in order to conduct efficient situation analysis? **(environment)**
26. Which of the following procedures leads to the compilation of a basic vocabulary? **(Vocabulary Selection)**
27. It is essential to collect information about learners' background, expectations, beliefs and preferred _____ styles while doing situation analysis. **(learning)**
28. Which of the following is a source of theories about the organization and structure of language? **(Linguistics)**
29. When doing situation analysis, project factors should be adequately taken into account in order to analyze the _____ of a course. **(Situation)**
30. In 1920s to 1950s, there was a pursuit going on to find out approach to teach grammar. **(systematic)**
31. One of the limitations of the _____ era (1960s) was 'to what extent the teaching methods addressed learners' needs'. **(method)**
32. Which of the following plays an important role in successful implementation of curriculum changes? **(Teachers)**

Quiz 2

33. The teaching process in LCD draws on teaching philosophy as well as teacher's personal _____. **(principles)**
34. Which of the following refers to a system schools has in place to ensure the equality of its practices? **(Quality assurance)**
35. When designing the format of a lesson, the curriculum designer should consider factors. **(environment)**
36. Which of the following develops the learners' control of the language and helps in language learning? **(Good language course)**
37. In which of the following syllabuses the task is likely to be unit of a course? **(Task-based)**

ENG519_Curriculum Design
Quiz for Mid-Term

38. In the field of English Language Teaching (ELT), an expert language teacher is considered as highly _____ professional. (skilled)
39. Language programs and commercial materials typically distinguish between elementary, and advanced levels. (intermediate)
40. Which of the following approaches depends on the learning that has occurred in previous lessons? (Linear)
41. Which of the following emphasize on the message, and a large quantity of input? (Meeting-focused input)
42. In order to ensure good internal communication, it is important to give teachers treatment. (Professional)
43. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? (Mission statement)
44. It is important to take in to consider learners diverse needs while deciding about goals, content and _____ of the course. (Sequencing)
45. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? (competency based)
46. Which of the following incorporates data gathered from needs and environment analysis in order to form activities that involve the learners? (Format and presentation)
47. Once a course has been planned and organized, it has to be described in terms of scope and . (sequence plan)
48. Quality indicators of affective teaching in an organization influence the overall structure of . (LCD)
49. Self-study involves a study of a program's practices and values as part of the process of self-and review. (evaluation)
50. Activities that run through a series of lessons and can be used again and again with minimal planning are known as _____. (threads)
51. Which of the following syllabuses is built around texts and samples of extended discourse? (Text-based)
52. Which of the following require more detailed planning while planning the course structure? (Developing instructional blocks)
53. 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)
54. Which of the following culture of a school refers to the ethos and environment that exist within a school? (Organizational)
55. Which of the following emphasize on language features such as pronunciation, spelling, word parts, vocabulary, etc.? (Language focused learning)
56. Which of the following is the starting point in course development in curriculum design? (Rationale)
57. Which of the following are the items in a course that are used to grade the progress of the course? (Units of progression)

ENG519_Curriculum Design
Quiz for Mid-Term

58. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff **(Internal communication)**
59. Modular approach in sequencing the content of a course breaks the units of progression into independent and _____ units. **(non-linear)**
60. Activity of short talk and letter writing is a part of _____ focused output. **(Meaning)**
61. Which of the following must focus the environment in which the course will be used? **(Format and presentation)**
62. Which of the following emphasize on the meaning of the message, and a large quantity of input? **(Meaning-focused input)**
63. A large variety of techniques and activities can be drawn on when designing _____. **(lessons)**
64. 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)**
65. The principle of integrative motivation of curriculum design focuses on the role of the teacher to integrate active learners. **(interesting)**
66. In order to make the best use of the information obtained for needs analysis, it's important to prioritize _____. **(needs and information)**
67. Principles of language curriculum design helps to evaluate existing course and can be used for development. **(language)**
68. Which of the following principle of language curriculum design aims to give the learner ready access to what is already known? **(fluency)**
69. The acronym SLA stands for _____. **(Second language acquisition)**
70. A process or record of research into the development of a particular person, group, or situation over a period of time is known as _____. **(case study)**
71. The acronym NNES stand for _____. **(None Native English speakers)**
72. 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)**
73. Which of the following principles deals with language-focused learning in the vocabulary and grammar? **(deliberate learning)**
74. The principle of time on task emphasis tat teachers should spent maximum time using and focusing on the _____. **(target)**
75. Which of the following needs analysis involves the use of well-thought-out, standardized tools that are applied systematically? **(reliable)**
76. Which of the following types of motivation comes from the learner rather from the outside reward? **(intrinsic)**
77. At smaller scale, scope and demand of needs analysis are _____. **(limited)**
78. Which of the following principle deals with the inclusion of items that occur frequently in the language so that the learners get the best return for their learning effort? **(frequency)**
79. 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)**

ENG519_Curriculum Design
Quiz for Mid-Term

80. The previous knowledge that is brought to second-language learning comes from the learners' language. (first)
81. The acronym EFL stands for _____. (English as Foreign language)
82. While doing needs analysis, it is important to be cautious about the _____ overload. (information)
83. In needs analysis, the information obtained is often dependent on the type of the selected. (procedure)
84. 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)
85. Which of the following principle of language curriculum design projects that students should be exposed to activity in both listening and reading. (comprehensible input)
86. Which of the following principles of language curriculum design analyzes that how well a language program caters various needs of the learners? (ongoing needs and observational analysis)

**Quiz from Mid-
Term Papers**

87. Which of the following influences many aspects of a teacher's work? (size and structure of school)
88. Which of the following is an activity which requires learners to use language, with emphasis on meaning, to attain an objective? (task)
89. There is no standard list of language functions that is accompanied by _____ data. (frequency)
90. Which one of the following dimensions refers to possession of a professional qualification in language teaching? (Training)
91. Which of the following is a self-contained learning sequence that has its own goals and objectives? (Instructional block)
92. In order to ensure good internal communication, it is important to give teachers treatment. (Professional)
93. 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)
94. While designing units of progression in a course, some courses use skills and as their units of progression. (subskills)

ENG519_Curriculum Design
Quiz for Mid-Term

95. In order to maintain effective and quality teaching it is important to analyze needs and learning styles. (learners')
96. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? (Competency based)
97. Which of the following is concerned with the breadth and depth of the coverage of items in the course? (Scope and Sequence)
98. A large variety of techniques and activities can be drawn on when designing _____. (lessons)
99. These core issues to vocabulary selection led to emergence of (lexical) syllabus.
100. (Cultural pluralism) leads to the bilingual education in some parts of the world.
101. Which of the following does not meet the diverse needs of the learners in language classroom? (single course book)
102. Language programs and commercial materials typically distinguish between elementary, _____ and advanced levels. (intermediate)
103. Which of the following serves as an input in a language teaching classroom and provides supplementary support for language teachers? (Instructional material)
104. Which of the following is a self-contained learning sequence that has its own goals and objectives? (Instructional block)
105. Which of the following culture of a school refers to the ethos and environment that exist within a school? (Organizational)
106. Which of the following are general statements of the goals of a program? (aims)
107. Which of the following is NOT an objective scientific enterprise but a judgment call in curriculum design? (Goal)
108. Which of the following refers to a system school has in place to ensure the quality of its practices? (Quality assurance)
109. In language classroom maximum time should spent on focusing and using _____. (materials)
110. Which of the following are descriptions of the targets that students should be able to reach in different domains of curriculum content? (standards)
111. The teaching process in LCD draws on teaching philosophy as well as teacher's personal _____. (principles)
112. 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)
113. 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)
114. Which of the following is the starting point in course development in curriculum design? (Rationale)
115. CELTA Stand for: (Certificate in Language Teaching to Adults)

ENG519_Curriculum Design
Quiz for Mid-Term

116. Which of the following must focus the environment in which the course will be used? **(Format and presentation)**
117. Curriculum design is very much determined by the approaches towards material developing for classroom. **(instructional)**
118. Which of the following is an activity which requires learners to use language, with emphasis on meaning, to attain a objective? **(Task)**
119. Which of the following should be readily available for the learners before starting the course? **(Course book)**
120. Which of the following are the items in a course that are used to grade the progress of the course? **(Units of progression)**
121. Which of the following results from an active and ongoing effort on the part of teachers and administrators? **(Quality teaching)**
122. Principles of language curriculum design help to evaluate existing course and can be used for _____ development. **(language)**
123. Modular approach in sequencing the content of a course breaks the units of progression into independent and _____ units. **(non-linear)**
124. Which of the following emphasize on the meaning of the message, and a large quantity of input? **(Meaning-focused input)**
125. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? **(Mission statement)**
126. Which of the following emphasize on language features such as pronunciation, spelling, word parts, vocabulary, etc.? **(Language focused learning)**
127. Activity of short talk and letter writing is a part of - focused output. **(Meaning)**
128. Which of the following ideologies stresses the economic needs of society as a justification for the teaching of English? **(Socioeconomic)**
129. Which of the following describes learning experiences rather than learning outcomes? **(Process Objectives)**
130. The principles of time on task emphasis that teachers should spent maximum time using and focusing on the _____ language. **(foreign)**
131. Which of the following incorporates data gathered from needs and environment analysis in order to form activities that involve the learners? **(Format and presentation)**
132. In the field of English Language Teaching (ELT), an expert language teacher is considered as highly _____ professional. **(skilled)**
133. Which of the following approach projects that the focus of teaching is on authentic communication and extensive use of pair and group activities? **(Communicative)**
134. 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)**
135. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? **(Mission statement)**

ENG519_Curriculum Design
Quiz for Mid-Term

136. Which of the following can offer pedagogical purpose to meet in language classroom? **(Materials)**
137. There is no standard list of language function that is accompanied by data. **(frequency)**
138. Which of the following develops the learners' control of the language and helps in language learning? **(Good language course)**
139. 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)**
140. 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)**
141. Which of the following is/are based on a social and economic efficiency model of curriculum design? **(Competency-Based Language teaching)**
142. Which of the following are the commonest forms of teaching materials? **(Textbooks)**
143. 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)**
144. Which of the following revolves around learners' individual needs, experiences, self-reflection and critical thinking? **(Learner Centeredness)**
145. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? **(Competency based)**
146. Quality indicators of affective teaching in an organization influence the overall structure of _____. **(LCD)**
147. Which of the following textbooks can be used without some form of adaption? **(Commercial)**
148. Which of the following refers to a more specific and concrete description of purposes in curriculum design? **(Objectives)**
149. It is important to take in to consider learners diverse needs while deciding about goals, content and _____ of the course. **(sequencing)**
150. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff **(Internal communication)**
151. The use of _____ in a classroom defines the relationship between course book, learners and teachers. **(instruction material)**
152. Which of the following require more detailed planning while planning the course structure? **(developing instructional blocks)**
153. Which of the following serve as an input in a language teaching classroom and provides supplementary support for language teachers? **(Instructional material)**
154. When deciding about the material design, the designer has to keep in view the scope, quality and nature of the _____. **(material)**

ENG519_Curriculum Design
Quiz for Mid-Term

155. Which of the following is one of the most difficult decisions in writing materials for language classroom? **(Deciding the types of exercise)**
156. Which of the following types of motivation comes from the learner rather than from the outside reward? **(intrinsic)**
157. Which of the following approaches depends on the learning that has occurred in previous lessons? **(Linear)**
158. Which of the following principles of language curriculum design to give the learners ready access to what is already known? **(fluency)**
159. In order to maintain effective and quality teaching it is important to analyze needs and learning styles. **(learners')**
160. There is no standard list of language functions that is accompanied by data. **(frequency)**
161. The principle of integrative motivation of curriculum design focuses on the role of the teacher to integrate activities that are for learners. **(motivating)**
162. While designing units of progression in a course, some courses use skills and **(subskills)** as their units of progression.
163. 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)**
164. The acronym SLA stands for _____. **(Second language acquisition)**
165. 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)**
166. Which of the following is similar to the processes involved in planning and teaching a lesson? **(Preparing effective materials)**
167. Objectives of a curriculum are specific and descriptive as compared to **(aims)**
168. Which of the following reflects the writers' views of language and learning? **(materials)**
169. Which of the following is responsible for the layout, type, style, graphics, and the overall format of the materials? **(Designer)**
170. An evaluation form designed for course book evaluation should be reliable, and practical. **(Valid)**
171. Which of the following describes learning experiences rather than learning outcomes? **(Process objectives)**
172. The material represents plans for teaching but they do not represent the process of itself. **(teaching)**
173. Which of the following is the starting point in course development in curriculum design? **(Rationale)**
174. Which of the following dimension refers to possession of a professional qualification in language teaching? **(Training)**

ENG519_Curriculum Design
Quiz for Mid-Term

175. Which of the following led the rise of bilingualism in language teaching? (Cultural pluralism)
176. Which of the following needs to make informed judgments about textbooks and teaching materials? (teacher)
177. In order to ensure good internal communication, it is important to give teachers treatment. (professional)
178. Which of the following approach projects that the focus of teaching is on authentic communication and extensive use of pair and group activities? (communicative)
179. The acronym EFL stands for . (English as Foreign Language)
180. Which of the following influences many aspects of a teacher's work? (size and structure of school)
181. In which of the following syllabuses the task is likely to be unit of a course? (Task-based)
182. Which of the following syllabuses is built around texts and samples of extended discourse? (Text-based)
183. Self-study involves a study of a program's practices and values as part of the process of self-_____ and review. (evaluation)
184. Which of the following should take account of students' needs as learners and facilitate their learning processes without imposing a rigid method? (Textbooks)
185. 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)
186. The goal of developing effective teaching materials is to serve as resource for effective _____. (learning)
187. Once a course has been planned and organized, it has to be described in terms of scope and _____. (sequence plan)
188. Which of the following is a source of information and support for teachers? (Preplanned material)
189. Which of the following is concerned with the breadth and depth of the coverage of items in the course? (Scope and Sequence)
190. In order to ensure good internal communication, it is important to give teachers treatment. (Professional)
191. The previous knowledge that is brought to second-language learning comes from the learners' _____ language. (first)
192. Which of the following materials do not have the same standard of design and production as commercial materials (Teacher made)
193. Which of the following materials refer to textbooks and other specially developed instructional resources? (created)
194. Which of the following should be feasible and describe outcomes that are attainable in the time available during a course? (Objectives)
195. Grammar Translation Method developed in ? (1800-1900)

ENG519_Curriculum Design Quiz for Mid-Term

196. The course should include language-focused learning in the sound system, vocabulary, grammar and discourse areas. (Deliberate Learning)
197. Therefore, formulating _____ is not an objective scientific enterprise but a judgment call. (goal)
198. _____ are very general statements of the goals of a program. (Aims)
199. Two aspects of this process; however, require more detailed planning i.e. selecting a syllabus framework and developing _____. (instructional blocks)
200. In 1970 what began situation analysis need? (communicative approach)
201. Effective material for teacher to develop expertise and greater understanding. (Developing material)
202. Source of information and support for teacher _____ materials. (Pre-planning)
203. Refer to textbooks and developed instructional materials (created)
204. Effective material for teacher to develop expertise and greater understanding (developing material)
205. Source of info and support for teacher (preplanned materials)
206. Long and crooks reffered units of progression as unit of _____. (analysis)
207. Meaning focused input should involve learner in (conversation)
208. Meaning focused input should involve learner in _____. (Conversation)
209. In 1920s to 1950s, there was a pursuit going on to find out approach to teach grammar. (systematic)
210. Which of the following are the items in a course that are used to grade the progress of the course? (Units of progression)
211. Which of the following textbooks can be used without some form of adaption? (Commercial)
212. _____ enhanced classroom factors the approach of learning (technology)

Quizzes from Assessments

1. Curriculum development does not focus on determining what knowledge, skills, and values students learn in schools and how teaching and learning in schools or educational systems can be planned, measured, and evaluated. (False)

ENG519_Curriculum Design
Quiz for Mid-Term

2. Curriculum development process is seen as a combination of needs analysis, goal setting, format and presentation, principles, and syllabus design. (True)
3. The core issues to vocabulary selection led to the emergence of lexical syllabus. (True)
4. Syllabus design is one aspect of curriculum development but is not identical to it. (True)
5. Two aspects of selection received primary attention in the first few decades of the 20th century are vocabulary selection and grammar selection. (True)
6. Choose the best option. If we look back at the history of language teaching throughout the twentieth century, much of the impetus for change in approaches to language teaching came about from changes in _____. (teaching methods, learning methods)
7. Grammar Translation Method was the earliest method of teaching. (True)
8. There is a difference between syllabus design and curriculum design. (True)
9. The main questions confronted in the first few decades of the 20th century were what words should be taught and in which order. (True)
10. Choose the best option. The notion of Language curriculum development, as we know it today, really began in the _____. (1960s)
11. In a course that is taught by following the Direct Method or Total Physical Response Method, concrete vocabulary is taught early because it can easily be illustrated through pictures or by demonstration. (True)
12. The need for a systematic approach to selecting grammar for teaching purposes was a priority for applied linguists from the 1930s. (False)
13. Most of the early work by Palmer (1982), West (1953), and Hornby (1954) on the development of situation syllabus was done in contexts where English was a foreign language. (False)
14. Simplicity and centrality recommends choosing structures that are simple and more central to the basic structure of the language than those that are complex and peripheral. (True)
15. Intrinsic difficulty principle argues that complex structures should be taught before the simple ones. (False)
16. As per early approaches to syllabus design, the goal of English teaching is to teach English - not to teach how to solve problems through English. (False)
17. Choose the best option In language learning, _____ approach emphasizes on teaching structures that are similar to the native language. (linguistic distance, linguistic imperialism, none of the given options, linguistic anthropology)
18. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turn their attention to. (True)
19. The teaching of English as a second or foreign language became an increasingly important activity after _____. (World war II)
20. Do you agree that the ESP student is usually studying English in order to carry out a particular role such as a flight attendant, a mechanic, or a doctor etc.? (Yes)
21. In 1969, the Council of Europe decided that Linguistic diversity is a part of the European cultural heritage and that it should, through the study of modern languages; provide a source of intellectual enrichment rather than an obstacle to unity. (True)

ENG519_Curriculum Design
Quiz for Mid-Term

22. Discourse analysis does not examine the communicative contexts that affect language use, for example, in social transactions, the relationship between the discourse and the speakers and listeners. (False)
23. The acronym EGP stands for _____. (English for General Purpose, English for Global Purpose)
24. Choose the best option. In curriculum design, _____ analysis studies the language of fields such as journalism, medicine, or law for distinctive patterns of occurrence of vocabulary, verb forms, noun phrases, and tense usage. (Register, Content, None of the given options, Discourse)
25. Do you agree that different types of students have different language needs and what they are taught should be restricted to what they need? (Yes)
26. Do you agree that grammatical syllabus is not based on the notion of grammatical competence or communicative competence? (No)
27. The Munby model does not describe the kind of information needed to develop a profile of the learner's communicative needs. (False)
28. Communicative language teaching was a response to changes in the field of linguistics in the 1970s. It was also a response to the need for new approaches to language teaching. (True)
29. The term curriculum studies 'refers to a very broad field of inquiry that deals with what happens in educational institutions, the planning of instruction and the study of how curriculum plans are implemented. (True)
30. Which of the following deals with 'what happens in schools and other educational institutions'? (Curriculum Studies, Discourse Analysis)
31. Choose the best option. In curriculum historical perspective, _____ in an influential book of the time, describes a systematic approach to needs analysis in ESP course design. (Munby 1978, Hornby 1954, None of the given options, Palmer 1982)
32. Choose the best option. In curriculum context, _____ is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their political, social, economic, or institutional situation. (situation analysis, needs analysis, discourse analysis, none of the given options)
33. Do you agree that social and political factors are not involved in Situation Analysis? (No)
34. Do you agree that the economic factors play an important role in situation analysis? (Yes)
35. If a curriculum development team takes on an ambitious task for the time available, the quality of their efforts may be compromised. (True)
36. Do you agree that institutional factors have not a great impact on students learning? (No)
37. Teacher is a key factor in the successful implementation of curriculum changes. (True)
38. If a curriculum development team takes on an ambitious task for the time available, the quality of their efforts may be compromised. (True)
39. Learners are not the key participants in curriculum project and it is essential to collect as much information as possible about them before the project begins. (False)

ENG519_Curriculum Design
Quiz for Mid-Term

40. Parents should be guided in giving their children some extra contact with English and the activities should be fun so that the children look forward to do them for their own sake. This is an example of Needs analysis. (False)
41. Some of the major constraints investigated by research and analysis include the time available, cultural background, the effect of the first language on language learning and special purposes. (True)
42. Choose the best option. In curriculum design, _____ involves looking at the local and wider situation to make sure that the course will fit and meet the local requirements. (environmental analysis, none of the given options, needs analysis, content analysis)
43. Dubin and Olshtain (1986) suggest a useful way of thinking about the wider environment that can have implications for language curriculum design. (True)
44. 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. (True)
45. Needs analysis emerged in the 1970s as part of the systems approach to curriculum development. (False)
46. Choose the best option. In curriculum design, _____ means to find out what language skills a learner need in order to perform a particular role, such as sales manager, tour guide or university student. (needs analysis, situation analysis, none of the given options, content analysis)
47. According to Porcher (1977) and Brindley (1984), need is not a thing that exists and might be encountered ready-made rather it is a thing that is constructed. (True)
48. The target population in a needs analysis refers to the people about whom information will be collected. (True)
49. Gaining information from students via interviews and questionnaire, survey and test on student performance are not the important factors to do needs analysis. (False)
50. Expert analysis of communication establishes standards against which current performance can be gauged. (True)
51. The results of a needs analysis will generally consist of information taken from several different sources and summarized in the form of ranked lists of different kinds. (True)
52. In curriculum studies, _____ is a kind of assessment which can be evaluated by considering its reliability, validity and practicality. (content analysis, none of the given options, situation analysis, needs analysis)
53. Reliable needs analysis involves using well-thought-out, standardized tools that are applied systematically. (True)
54. Planning a needs analysis involves deciding who will administer the needs analysis and collect and analyze the results. (True)
55. Do you think “Common core and specialized language” is not a primary issue in needs analysis? (No)
56. It is important to make sure that the needs analysis does not produce an information overload. (True)

ENG519_Curriculum Design
Quiz for Mid-Term

57. Choose the best option The acronym NNES stands for _____. (New Native English Speakers, Novel Natural English Speakers, None of the given options, **Non Native English Speakers**)
58. Twenty principles must be based on research and theory and must be general enough to allow variety and flexibility in their application to suit a wide range of conditions in which language is taught. **(True)**
59. Choose the best option. The first group of principles deals with _____. (**content and sequencing**, format and presentation, none of the given options, content and presentation)
60. The second group of principles deals with content and sequencing. **(False)**
61. In strategies and autonomy principle, a language course should not train learners how to learn a language so that they can become effective and independent language learners. **(False)**
62. Choose the correct option As per _____ principle, all of the attention of the teacher and learners is directed towards formal features of the language. (**language System**, frequency, keep moving forward, none of the given options)
63. Keep moving forward principle means that the course should not have explicit language teaching goals. **(False)**
64. In 'interference principle', the items in a language course should not be sequenced so that items which are learned together have a positive effect on each other for learning. **(False)**
65. The selection, gradation, presentation and assessment of the material in a language course should not be based on a careful consideration of the learners and their needs, the teaching conditions, and the time and resources available. **(False)**
66. Depth of processing principle defines that 'Learners should process the items to be learned as deeply and as thoughtfully as possible.' **(True)**
67. Fluency is often contrasted with accuracy (Brumfit, 1984) and is seen as a way of making consciously studied material available for less conscious use. **(True)**
68. Choose the best option. The principle _____ is based on the research finding that one of the best indicators of what will be learned is how long a learner spends on appropriate learning activities. (output, frequency, none of the given options, **time on task**)
69. 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? (fluency, Frequency, Four strands, **Comprehensible input**)
70. The principle 'output principle' is that the learners should be pushed to produce the language in both reading and listening over a range of discourse types. **(False)**
71. Among the range of motivation factors, the two that have received the most attention from researchers are integrative motivation and instrumental motivation. **(True)**
72. The purpose of twenty principles is not to guide the design of language teaching courses and lessons. **(False)**
73. Fluency activities do not aim to teach new language items but aim to give the learner ready access to what is already known. **(True)**
74. As per feedback principle, learners should not receive helpful feedback. **(False)**

ENG519_Curriculum Design
Quiz for Mid-Term

75. Language-focused learning can occur when the learners attention is on language items not because the learner wants to receive or communicate a message in a normal way, but because the learner wants to learn some part of the language system. (False)
76. While deciding on goals, planners choose from alternatives based on assumptions about the role of teaching and of a curriculum. Therefore, formulating goal is not an objective scientific enterprise but a judgment call. (True)
77. In developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and society as well as the planners beliefs and ideologies about schools, learners, and teachers. (True)
78. Socioeconomic ideology stresses the economic needs of society as a justification for the teaching of English. (True)
79. Choose the best option. In language curriculum, _____ defines the role of various cultures and to what extent it is important to look at the culture of the native speakers while designing the course. (constructivism, socioeconomic, none of the given options, cultural plurism)
80. Choose the best option. In curriculum context _____ is used to justify the inclusion of certain foreign languages in school curricula, where they are taught not as tools for communication but as an aspect of social studies. (irrationalism, academic empiricism, none of the given options, academic rationalism)
81. Which of the following ideologies stresses the economic needs of society as a justification for the teaching of English? (Constructivism, Culturalism, None of the given options, Socioeconomic)
82. Teachers must empower their students so that they can recognize unjust systems of class, race or gender and challenge them. (True)
83. Schools must engage teachers and students in an examination of important social and personal problems and seek ways to address them. This process is known as "Socioeconomic ideology ." (False)
84. In curriculum discussions, the terms goal and aim are not used interchangeably to refer to a description of the general purposes of a curriculum and objective to refer to a more specific and concrete description of purposes. (False)
85. An aim refers to a statement of a general change that a program seeks to bring about in learners. (True)
86. Objectives are not more specific and descriptive when compared to aims. (True)
87. Do you think the following statement is an example of an aim statement? "Students will learn how to understand lectures given in English." (Yes)
88. Objectives should not be feasible, and should not describe outcomes that are attainable in the time available during a course. (False)
89. Objectives are not more specific and descriptive when compared to aims. (False)
90. 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. (True)

ENG519_Curriculum Design
Quiz for Mid-Term

91. Which of the following should be feasible and describe outcomes that are attainable in the time available during a course? (Aim, None of the given options, Scope targets, **Objectives**)
92. Tollefson (1986) argues that no valid procedures are available to develop competency specifications. **(False)**
93. Standards are descriptions of the targets students should be able to reach in different domains of curriculum content. **(True)**
94. Which of the following describes learning experiences rather than learning outcomes? (The Standard Movement, Competency-Based Language Teaching, Non-language Outcomes, **Process Objectives**)
95. Non-language outcomes represent more than desirable or optional by products of the language learning process. **(True)**
96. Competency based language teaching seeks to make a focus on the outcomes of learning, a central planning stage in the development of language programs. **(True)**
97. Competency based language first emerged in Pakistan in the 1970s and was widely adopted in vocationally oriented education and in adult ESL programs. **(False)**
98. In order to plan a language course, it is not necessary to know when the program will start and the level learners may be expected to reach at the end of the course. **(False)**
99. Once a course has been planned and organized, it can be described. One form in which it can be described is as a scope and sequence plan. **(True)**
100. Information gathered during needs analysis does not contribute to **the** planning of course content. **(False)**
101. The sequencing of content in the course also needs to be determined. This involves deciding which content is needed early in the course and which provides a basis for things that will be learned later. **(True)**
102. In choosing a particular syllabus framework for a course, planners are influenced by knowledge and beliefs about the subject area. **(True)**
103. Scope is not concerned with the breadth and depth of coverage of items in the course. **(False)**
104. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? (Situational syllabus, Content based syllabus, Lexical syllabus, **Competency based syllabus**)
105. A text-based syllabus is a type of integrated syllabus because it combines elements of different types of syllabuses. **(True)**
106. An instructional block is a self-contained learning sequence that has its own goals and objectives and that also reflects the overall objectives for the course. **(True)**
107. While deciding the goals, we need to take into account various needs of the students. As teachers, we need to consider the principles of language teaching. **(True)**
108. Do you agree George(1963) proposes a modular approach for task based language courses? **(No)**

ENG519_Curriculum Design
Quiz for Mid-Term

109. Choose the best option. There is no standard list of language functions that is accompanied by _____ data. (factual, informative, none of the given options, frequency) (False)
110. A task is not an activity which requires learners to use language, with emphasis on meaning, to attain an objective. (False)
111. Which of the following approaches depends on the learning that has occurred in previous lessons? (None of the given options, Modular, Mumby, Linear) (False)
112. The first major type of approach is a modular approach. (False)
113. The second major type of approach, a modular approach, breaks a course into independent non-linear units. These units may be parts of lessons, lessons or groups of lessons. (True)
114. George (1963) described the imaginary and learner survival needs. (False)
115. The units of progression in a course are the items that are used to grade the progress of the course. (True)
116. Discourse as the basis for units of progression is more likely to be used in pre university courses where learners systematically cover a range of relevant genres such as recounts, information reports and arguments. (True)
117. In which of the following syllabuses the task is likely to be the unit of a course? (Task-supported, Task-established, Task-oriented, Task-based) (True)
118. Language-focused learning is an efficient way of quickly learning language features. It is an important part of any language course and about one quarter of the course time should be spent on such learning. (True)
119. Language-focused learning does not involve a deliberate focus on language features such as pronunciation, spelling, word parts, vocabulary, collocations, grammatical constructions and discourse features. (False)
120. Format and presentation must take account of the environment in which the course will be used, the needs of the learners, and the principles of teaching and learning. (True)
121. When designing the format of a lesson, the curriculum designer needs to consider environment factors such as the length of time available for each lesson, the teachers' skill and role in the lesson, and the size of a typical class. (True)
122. Threads are not like activities that can be used again and again with minimal planning and only small changes. (False)
123. Meaning-focused input involves having the opportunity to learn from listening and speaking. (True)
124. Most of the decisions made regarding constraints, needs, principles, content and sequencing will only be indirectly observable through the format and presentation of the lessons. (True)
125. Willis (1996) describes the task-based learning framework as consisting of three phases: pre-task, the task cycle and language focus. (True)
126. Meaning-focused speaking does not involve the learners in conversation and also in monologue. (False)
127. Do you agree that threads are activities that run through a series of lessons? (True)

ENG519_Curriculum Design
Quiz for Mid-Term

128. Which of the following emphasizes on the meaning of the message, and a large quantity of input? (Fluency development, Language focused learning, Meaning-focused output, **Meaning-focused input**)
129. Choose the best option. Activity of short talk and letter writing is a part of _____ focused output. (frequency, comprehension, language, **meaning**)
130. A large variety of techniques and activities cannot be drawn on when designing lessons. **(False)**
131. Quality assurance does not deal with transparent recruitment process or in staff recruitment made through personal networks. **(False)**
132. Quality assurance refers to systems a school has in place to ensure the quality of its practices. **(True)**
133. The organizational culture of a school refers to the ethos and environment that exist within a school. **(True)**
134. Some language teaching institutions merely make a choice between native speakers of English and non-native speakers of English with varying levels of English-language proficiency. **(True)**
135. Language teaching institutions vary greatly in terms of how they view their educational mission. Some schools have a clearly articulated mission. **(True)**
136. The purpose of regular meetings and shared decision making factors is to ensure the transparency of the system. **(True)**
137. One of the important elements of organizational factor is good internal communication and professional treatment of teachers. **(True)**
138. Do you agree that the organizational factors do not deal with what goals do the institutions have? **(False)**
139. Do you agree that adequate support staff cannot help teachers? **(No)**
140. Which of the following influences many aspects of a teacher's work? (None of the given options, Support staff, Equipment and instrument, **Size and structure**)
141. In describing teachers' skills, it is impossible to compare teachers in terms of their training (trained or untrained) and experience (novice or experienced). **(False)**
142. If teachers are expected to teach well and to develop their teaching skills and knowledge over time, they do not need ongoing support such as course guides and adequate materials. **(False)**
143. Students do not work collectively on common tasks in cooperative learning situation. **(False)**
144. In cooperative learning situation: rewards systems are group-oriented rather than individual-oriented. **(True)**
145. Richards stated that teachers plan lessons and teach, they draw on a teaching philosophy as well as their personal principles to help them shape and direct their teaching. **(True)**
146. Learning styles and motivation are not the major factors that may affect how successfully a course is received by learners. **(False)**

ENG519_Curriculum Design
Quiz for Mid-Term

147. Which of the following results from an active and ongoing effort on the part of teachers and administrators? (Incentive, Monitoring, Feedback, **Quality teaching**)
148. Self-study involves a study of a program's practices and values as part of the process of self-evaluation and review. **(True)**
149. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials. **(True)**
150. Authentic materials refer to the use in teaching of texts, photographs, video selections and other teaching resources that were not specially prepared for pedagogical purposes. **(True)**
151. In addition, materials that are not designed for instructional use such as magazines, newspapers, and TV materials may also play a role in the curriculum. **(True)**
152. Choose the best option. The use of _____ in a classroom defines the relationship between course book, learners and teachers. (none of the given options, technology, internet, **instructional material**)
153. Which of the following serves as an input in a language teaching classroom and provides supplementary support for language teachers? (Feedback, Peer work, Assessment, **Instructional material**)
154. Created materials does not refer to textbooks and other specially developed instructional resources. **(False)**
155. Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials. **(True)**
156. The type of assessment which is used to find the gaps and weaknesses in learners' knowledge so that something can be done about them is called ----- assessment. (Diachronic, Vertical, Synchronic, **Diagnostic**)
157. Do you agree that Cunningsworth (1995) proposes two criteria for evaluating textbooks? **(No)**
158. Modifying content may not need to be changed because it suits the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion or cultural background. **(False)**

[B.Ed. \(1.5 Years\)](#)

[BS English](#)

[Files](#)

Compilation