



ENG519

Quiz 2

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 2

1. The teaching process in LCD draws on teaching philosophy as well as teacher's personal . (principles)
2. Which of the following refers to a system schools has in place to ensure the equality of its practices? (Quality assurance)
3. When designing the format of a lesson, the curriculum designer should consider factors. (environment)
4. Which of the following develops the learners' control of the language and helps in language learning? (Good language course)
5. In which of the following syllabuses the task is likely to be unit of a course? (Task-based)
6. In the field of English Language Teaching (ELT), an expert language teacher is considered as highly _____ professional. (skilled)
7. Language programs and commercial materials typically distinguish between elementary, and advanced levels. (intermediate)
8. Which of the following approaches depends on the learning that has occurred in previous lessons? (Linear)
9. Which of the following emphasize on the message, and a large quantity of input? (Meeting-focused input)
10. In order to ensure good internal communication, it is important to give teachers treatment. (Professional)
11. Which of the following can serve as a reference point to assess proposals for new initiatives or programs within an institution? (Mission statement)
12. It is important to take in to consider learners diverse needs while deciding about goals, content and _____ of the course. (Sequencing)
13. Which of the following syllabuses is based on a specification of the competencies learners are expected to master? (competency based)
14. Which of the following incorporates data gathered from needs and environment analysis in order to form activities that involve the learners? (Format and presentation)
15. Once a course has been planned and organized, it has to be described in terms of scope and . (sequence plan)
16. Quality indicators of affective teaching in an organization influence the overall structure of . (LCD)
17. Self-study involves a study of a program's practices and values as part of the process of self- and review. (evaluation)
18. Activities that run through a series of lessons and can be used again and again with minimal planning are known as _____. (threads)
19. Which of the following syllabuses is built around texts and samples of extended discourse? (Text-based)
20. Which of the following require more detailed planning while planning the course structure? (Developing instructional blocks)
21. 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)

ENG519_Curriculum Design

Quiz 2

22. Which of the following culture of a school refers to the ethos and environment that exist within a school? (Organizational)
23. Which of the following emphasize on language features such as pronunciation, spelling, word parts, vocabulary, etc.? (Language focused learning)
24. Which of the following is the starting point in course development in curriculum design? (Rationale)
25. Which of the following are the items in a course that are used to grade the progress of the course? (Units of progression)
26. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff (Internal communication)
27. Modular approach in sequencing the content of a course breaks the units of progression into independent and _____ units. (non-linear)
28. Activity of short talk and letter writing is a part of _____ focused output. (Meaning)
29. Which of the following must focus the environment in which the course will be used? (Format and presentation)
30. Which of the following emphasize on the meaning of the message, and a large quantity of input? (Meaning-focused input)
31. A large variety of techniques and activities can be drawn on when designing _____. (lessons)
32. 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)
33. The principle of integrative motivation of curriculum design focuses on the role of the teacher to integrate active learners. (interesting)
34. In order to make the best use of the information obtained for needs analysis, it's important to prioritize _____. (needs and information)
35. Principles of language curriculum design helps to evaluate existing course and can be used for development. (language)
36. Which of the following principle of language curriculum design aims to give the learner ready access to what is already known? (fluency)
37. The acronym SLA stands for _____. (Second language acquisition)
38. 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)
39. The acronym NNES stand for _____. (None Native English speakers)
40. 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)
41. Which of the following principles deals with language-focused learning in the vocabulary and grammar? (deliberate learning)
42. The principle of time on task emphasis tat teachers should spent maximum time using and focusing on the _____. (target)

ENG519_Curriculum Design
Quiz 2

43. Which of the following needs analysis involves the use of well-thought-out, standardized tools that are applied systematically? **(reliable)**
44. Which of the following types of motivation comes from the learner rather from the outside reward? **(intrinsic)**
45. At smaller scale, scope and demand of needs analysis are _____. **(limited)**
46. 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)**
47. 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)**
48. The previous knowledge that is brought to second-language learning comes from the learners' language. **(first)**
49. The acronym EFL stands for _____. **(English as Foreign language)**
50. While doing needs analysis, it is important to be cautious about the _____ overload. **(information)**
51. In needs analysis, the information obtained is often dependent on the type of the selected. **(procedure)**
52. 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)**
53. Which of the following principle of language curriculum design projects that students should be exposed to activity in both listening and reading. **(comprehensible input)**
54. 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)**

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

[BS English](#)

[Files](#)

Compilation