



ENG519

Quiz 4

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.

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Curriculum Design

Compilation

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1. Before 1970, language teaching was _____ driven. **(Method)**
2. The type of assessment that measures both the achievement of learners during a course and the effectiveness of the course is called _____ assessment. **(achievement)**
3. Monitoring looks at activities as they occur and is essentially _____ oriented. **(process)**
4. An effective way of reshaping any course is to involve the _____ of the course in its design and development. **(users)**
5. For the evaluation of achievement assessment, a preset _____ is used. **(criteria)**
6. Which of the following assesses a student's ability to perform a particular task that is to be accomplish in future? **(proficiency test)**
7. Which of the following needs to be adjusted according to students' desire? **(teaching strategy)**
8. A major sources of information for the evaluation of a course and thus its gradual improvement is called _____. **(assessment)**
9. Diagnostic assessment is a very important part of _____, both before a course begins and during the course. **(needs analysis)**
10. According to Stoller, we should plan the _____ of change in the course so that it is not too great and not too small. **(type)**
11. Which of the following tends to evoke fear in most students? **(test)**
12. Which of the following lays a vital role in terms of evaluating language learning tasks? **(teachers)**
13. A test of language _____ draws items for the test not from the course, but from the language itself independent of any course. **(proficiency)**
14. It is used to decide what levels of the course a learner should enter. **(placement assessment)**
15. Monitoring an assessment is a part of _____. **(curriculum design)**
16. Test can be made _____ by using picture of different situations. **(visual)**
17. Program evaluation process can be tailored, molded or shaped according to _____ needs of a language program. **(contextual)**
18. A _____ test measures what it is supposed to measure. **(valid)**
19. Which of the following has changed the direction from language teaching to language learning? **(cognitivism)**
20. The monitoring at the level of the learning activity does not assess the learners but is directed towards the _____ that they do. **(tasks)**
21. The type of assessment which is used to find the gaps and weakness in learners' knowledge so that something can be done about them is called _____ assessment. **(diagnostic)**
22. Before implementing the curriculum, teachers need to be clear about _____ concepts. **(theoretical)**
23. Diagnostic assessment is a very important type of _____ both before a course begins and during the course. **(needs analysis)**

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24. Which of the following needs to be adjusted according to student's desire? **(teaching strategy)**
25. Defining the _____ is a good way of checking if change is really needed or wanted. **(end results)**
26. Which of the following assesses a student's ability to perform a particular task that is to be accomplished in future? **(proficiency test)**
27. Which of the following eras paved the way for audiolingualism and cognitivism? **(method)**
28. Monitoring looks at activities as they occur and is essentially _____ oriented. **(process)**
29. According to Warwick B. Elley, evaluation is a _____ experiment which means it is done in a very systematic and well-designed way. **(controlled)**
30. A reliable _____ gives results that are not greatly upset by conditions that test is not intended to measure. **(test)**
31. The way you handle the _____ depends on the importance you attach to it and your main objective. **(test)**
32. It is important that teachers use _____ -based language teaching techniques. **(task)**
33. According to (Stoller, 1994), the change in curriculum design must be in a medium "zone of _____." **(innovation)**
34. Tailoring the evaluation process requires certain principles that a/an _____ should know. **(evaluator)**
35. This type of evaluation is concerned with determining the effectiveness of a program and its efficiency. **(summative)**
36. The results of an evaluation involve ethical issues that include _____ and consideration for the feelings of others. **(confidentiality)**
37. A course evaluation looks for strengths and weaknesses, but it is naturally the weakness that cause _____. **(concern)**
38. Change in the course design occurs most easily if people are _____ with the present situation. **(dissatisfied)**
39. Students' mastery is judged on various levels; one of them is _____. **(communicative competence)**
40. The factors involving learning and teaching and the gaining of knowledge; and the application of that knowledge after the course has ended are called _____ factors. **(cognitive)**
41. Mastery decision is another tool to make _____ judgment about the evaluation of the program. **(informed)**
42. An evaluation can focus on the process of learning and teaching and it can focus on the _____ of learning and teaching. **(product)**
43. When change is achieved through authority, rules and top-down pressure, it is called _____. **(power-coercive)**
44. The significance of an evaluation is ensured by setting certain criteria containing a set of _____. **(standards)**

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45. The success or the failure of the program can be measured through students' _____.
(achievement)
46. In order to decide if a course is effective, criteria for effectiveness need to be _____.
(identified)
47. In a broad view of evaluation, _____ documentation is required for evaluation purpose both during implementation and at the beginning and the end of a program or project's life.
(systematic)
48. The basic difference between formative evaluation and summative evaluation lies in the purpose of _____.
(evaluation)
49. The staff holds regular meetings to discuss the progress of the course in assessment.
(formative)
50. An important question in evaluation is who will be involved in the _____.
(evaluation)
51. Occasionally an outside is invited to evaluate aspects of the course.
(evaluator)
52. The tools of needs analysis and the tools of _____ are somewhat similar to each other.
(evaluation)
53. Carrying out an evaluation is like carrying out _____.
(research)
54. Evaluation is a key element in any educational endeavor, especially within the development.
(curriculum)
55. Program evaluation is like an internal _____ in which you can see the weaknesses and strengths of a program.
(audit)
56. Development-oriented is designed to improve the quality of a program as it is being implemented.
(evaluation)
57. The broadest kind of evaluation looks at all aspects of _____ to see if the course is the best possible course to implement.
(curriculum design)
58. This type of evaluation is concerned with determining the effectiveness of a program and its efficiency.
(summative)
59. The complex mental lives of teachers are also called teacher _____.
(cognition)
60. Evaluation is a _____ gathering of information for the purpose of making decisions.
(systematic)
61. It is important to select and develop instruments in order to reshape the _____ process.
(evaluation)
62. The result of an evaluation may also be threatening to the individuals concerned, especially if _____ revealed.
(weakness)
63. It is important for _____ to have a stake in the innovations they are expected to implement.
(implementers)
64. Most evaluation involve a/an _____.
(written report)
65. There are _____ dimensions of a language program evaluation.
(three)

BS English

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