



ENG513

Quiz from Assessments (Final-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

Language Teaching Methods

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1. It refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it. **(Content)**
2. In current on-arrival programs, a _____ approach is often used in which a teaching syllabus is developed around the competencies learners are presumed to need in different survival situations. **(Competency-based)**
3. It is a movement that seeks to serve the language needs of learners who need language in order to carry out specific roles. **(Language for specific purposes)**
4. 'People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself'. **(second)**
5. Content-Based Instruction is in the " _____ " school of pedagogy. **(learning by doing)**
6. Two early applications of a task-based approach within a communicative framework for language teaching were the _____ (1975) and the Bangalore Project. **(Malaysian Communicational Syllabus)**
7. Foster and Skehan (1996) propose a _____ functional, personal, narrative, and decision making tasks. **(three-way)**
8. These tasks have a psycho linguistic basis in SLA theory and research. **(Pedagogical tasks)**
9. In this kind of task, learners engage in discussion and exchange of ideas. They do not need to reach agreement. **(Opinion exchange tasks)**
10. Eclectic approach is the combination of _____ approaches and methodologies depending on the aims of the lesson and the abilities of the learners. **(various)**
11. The teaching approach which is understood more than a set of very general principles that can be applied and interpreted in a variety of ways is _____. **(Communicative Language Teaching)**
12. A teacher has to consider carefully the context in which teaching and learning occurs when applying approaches or _____. **(methods)**
13. In language teaching the _____ innovations will influence both the content and the form of instructional delivery. **(technological)**
14. The approaches and methods used by the _____ flexibly and creatively on their own judgment and experience. **(teachers)**
15. According to Green (1986), the language that is used at a _____ moment is the selected language. **(certain)**
16. Language _____ is a complex interaction of a wide range of factors. **(processing)**
17. BIA is the abbreviation for Bilingual _____ Activation model. **(Interactive)**
18. The concept of _____ is interpreted differently in the field of SLA, psychology and education. **(bilingualism)**
19. In which of the following approaches to writing, knowledge-transformation is an important implementation device. **(Socio-cognitive)**
20. It means a systematic body of ideas, organized from a particular point of view. **(Ideology)**
21. The _____ teaching method is commonly used in Pakistani Bilingual context. **(Grammar Translation)**

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22. EVP instruction helps students to perform well in a vocational higher education setting where English serves as a medium of _____. (**communication**)
23. Needs analysis serves as the basis for informed _____ practices in ESP instructional design. (**curriculum**)
24. VOLL stands for what? (**Vocationally Oriented Language Learning**)
25. Materials play a crucial role in shaping that _____ in any language. (**instruction**)
26. Nation (2001) argues that vocabulary knowledge affects students' _____ skills performance. (**language**)
27. Laufer (2003) hypothesized that teachers have the greatest influence on the quality and quantity of L2 _____ learnt by EFL learners. (**vocabulary**)
28. The spoken text deal with _____ word families. (**6000-7000**)
29. Webb and Chang (2012) highlighted the need to focus on the _____ words. (**high-frequency**)
30. L2 _____ learning rates are slow and uneven. (**vocabulary**)
31. EIL stands for _____. (**English as an International Language**)
32. The learning of _____ definitely should incorporate advanced technology. (**pronunciation**)
33. The _____ are advised to avoid teaching all the jargons related to phonetics and phonology. (**teachers**)
34. Jenkins and Wells do not completely agree on the details of the _____ Core? (**Lingua Franca**)
35. Who appeals to contrastive analysis as a way to locate areas of difficulty? (**Wells (2005)**)
36. The _____ activities may include extensive reading and extensive viewing. (**indirect**)
37. The direct approach of teaching speaking skill was common before _____ methods. (**Communicative Language Teaching**)
38. Someone influence others with his or her words is known as _____. (**a good speaker**)
39. Which tasks present ideas, information and views individually to a single listener or a group of listeners? (**monologic tasks**)
40. Which of the following theorists described that task repetition is the repeated use of the similar communication task or discourse sequences by learners with the same or different people? (**Bygate (2001)**)
41. The mental process of speaker which determines what he or she intends to say is called _____. (**conceptualisation**)
42. Listening had been considered a passive skill and that its main purpose was only to extract _____ from texts. (**meaning**)
43. Which tasks present ideas, information and views individually to a single listener or a group of listeners? (**monologic tasks**)
44. Spoken language is semantically _____ than written language. (**complex**)
45. There are _____ stages in a theory-based listening lesson. (**eight**)
46. Narrow listening means that learners focus on one _____ of their choice. (**topic**)

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47. Samuels (1984) classified L1 listening comprehension difficulties into external, medium, and _____ factors. **(internal)**
48. Top-down approach is a process in which the reader has to go through the text in a more linear fashion, starting from the _____ unit in print. **(smallest)**
49. The mental process of speaker which determines what he or she intends to say is called _____. **(conceptualisation)**
50. Which of the following theorists described that task repetition is the repeated use of the similar communication task or discourse sequences by learners with the same or different people? **((Bygate (2001))**
51. Listening had been considered a passive skill and that its main purpose was only to extract _____ from texts. **(meaning)**
52. Which of the theorists said that reading is the commonly offered course in many second and foreign language curricula for different age groups, yet it is not a skill easily acquired by students. **(Nuttall (1996))**
53. Top-down approach is a process in which the reader has to go through the text in a more linear fashion, starting from the _____ unit in print. **(smallest)**
54. Text characteristics _____ according to the different text types with which the reader is familiar. **(vary)**
55. Grabe (2009) recommends that teachers maximize students' reading _____ by following ten principles. **(development)**
56. Which of the theorists described that task repetition is the repeated use of the similar communication task or discourse sequences by learners with the same or different people? **((Bygate (2001))**
57. Which of the following approaches aims at the students' ideas to decide the form of a piece of writing? **(process approach)**
58. SRL is the short form of _____. **(self-regulated learning)**
59. Writing competence is about composing a/an _____ piece of written work to fulfill a specific purpose. **(effective) (nominal in the system)**
60. In the _____ stage, the writers generate and select ideas that they can use in their writing, and organize the ideas in a neat way. **(conceptualizing)**
61. In which of the following approaches to writing, knowledge transformation is an important implementation device? **(Socio-cognitive)**
62. Which of the following approaches aims at the students' ideas to decide the form of a piece of writing? **(process approach)**
63. When teachers introduce the text type, purpose, audience, context of the text, as well as the vocabulary, grammar, and organizational structure, this stage is named as _____. **(Modeling)**
64. These _____ are called the productive language. **(Speaking and writing)**
65. By designing and use of _____ language skills can be integrated in the classroom. **(microstrategies)**

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66. A good source for generating meaningful discussion in second language class is _____.
(**Newspaper columns**)
67. We can integrate _____ language skills in every day practice. (**four**)
68. Integration of language _____ has the potential to offer different opportunities for different types of learners. (**skills**)
69. The systematic and careful _____ ensure efficient level of teaching. (**planning**)
70. The major aspects of a lesson plan are _____, contents and sequence. (**objectives**)
71. There are different _____ commonly found to plan a lesson. (**formats**)
72. The lesson planning and _____ units increase teacher's knowledge with competence and understanding. (**well-planned**)
73. The _____ correlates with the teacher's philosophy of education. (**lesson plan**)
74. The learners of English as a lingua franca need primarily to develop their ability to interact effectively with _____ speakers of English. (**non-native**)
75. It is a prerequisite for the development of _____ competence of lingua franca learners to engage meaningfully with authentic lingua franca texts. (**communicative**)
76. By designing and use of _____ language skills can be integrated in the classroom.
(**microstrategies**)
77. The main function of EIL as a lingua franca is _____ communication. (**oral**)
78. It is a prerequisite for the development of _____ competence of lingua franca learners to engage meaningfully with authentic lingua franca texts. (**communicative**)
79. The traditionally used to teach EFL are _____ from the material developed for learners of EIL. (**different**)
80. The learners of English as a lingua franca need primarily to develop their ability to interact effectively with _____ speakers of English. (**non-native**)
81. Which of the given modes become an essential tool of global interaction and global literacy in teaching English as an international language (EIL). (**digital media**)
82. The total global internet usage of _____ was 27.3% as per 2010 research findings.
(**English**)
83. Which of the given modes become an essential tool of global interaction and global literacy in teaching English as an international language (EIL). (**digital media**)
84. CALL provides a rich communicative environment for _____ learning. (**language**)
85. Digital media offer a number of ways to enhance materials development and learner feedback across the _____ skills. (**traditional**)
86. ICT is the abbreviation of Information and _____ technology. (**Communication**)
87. Autonomy is _____ state achieved by learners. (**unsteady**)
88. Learners can follow different stages of autonomy depending on the linguistic and _____ demands of a particular task. (**communicative**)
89. The _____ strategies directly involve the target language. (**direct**)
90. The situation in which learners are working without the _____ control of the teacher is called Self instruction. (**direct**)

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91. In Pakistani education system _____ classes can be a hurdle in learners' autonomy. **(large)**
92. The theoretical document refers to all those activities in which children engage under the auspices of the school is called _____. **(curriculum)**
93. A syllabus is more a teaching _____ than a learning indicator. **(organizer)**
94. The syllabus is a critical piece of communication between _____ and student that warrants thoughtful design. **(instructor)**
95. In the _____ syllabus language input is presented to the learner, not piece by piece, but in fairly large chunks. **(analytic)**
96. The syllabuses that are usually determined in _____ of teaching are referred as priori syllabuses. **(advance)**
97. The conference assessment usually involves teachers meeting with single student or small groups of students over various language points that need to be _____ or practiced. **(reviewed)**
98. 'Evaluation' is derived from the word value which refers to _____ of something. **(usefulness)**
99. The example of proficiency test in Pakistan is _____. **(TOEFL)**
100. The public _____ are often perceived as a source of dissatisfaction in Pakistan. **(examinations)**
101. In language acquisition, _____ is of great significance. **(assessment)**
102. Which of the following terms can be used instead of teacher training. **(Teacher education)**
103. Language _____ should be trained according to various needs and situations. **(teachers)**
104. The _____ teacher education challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity. **(community-based)**
105. Government Colleges of Elementary Education provides _____ training in Pakistan. **(Certificate in Education (CT))**
106. Which of the following terms can be used instead of teacher training. **(Teacher education)**
107. Generally, Teacher Education _____ can be broken down into four major areas. **(curricula)**
108. The _____ research allows both numeric trends and verbal descriptions for a multi-level analysis of complex issues. **(mixed-method)**
109. In which of the following studies the researchers do not have a preconceived idea of the phenomenon under investigation. **(Descriptive studies)**
110. The language teaching research has not been very strong in _____. **(Pakistan)**
111. The _____ can be used to determine learner's receptive skills. **(grammatical judgment test)**
112. Research can allow a teacher to have a clear rationale for his/her _____ choices. **(teaching)**

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113. In their _____ background, the language teaching methods and approaches differ from one another. **(theoretical)**
114. Various methods have been _____ to find out appropriate ways of teaching language in the history. **(introduced)**
115. History of the consideration of foreign language teaching can be traced back to the ancient _____. **(Greeks)**
116. Which of the following area are significant in language teaching and learning. **(vocabulary and pronunciation)**
117. It is the _____ which provides insights for future directions in LTM? **(research)**

BS English

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