



ENG519

Quiz 3

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

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1. The teaching process in LCD draws on teaching philosophy as well as teacher's personal . **(principles)**
2. In order to ensure good internal communication, it is important to give teachers treatment. **(professional)**
3. Which of the following results from an active and ongoing effort on the part of the teachers and administrators? **(Quality teaching)**
4. In which of the following syllabus the task is likely to be the unit of a course? **(task-based)**
5. Which of the following emphasizes on language features such as pronunciation, spelling, word parts, vocabulary, etc.? **(language focused learning)**
6. Which of the following influences many aspects of a teacher's work? **(size and structure of school)**
7. Which of the following culture of a school refers to the ethos and environment that exist within a school? **(organizational)**
8. In order to maintain effective and quality teaching it is important to analyze ____ needs and learning styles. **(learners')**
9. When designing the format of a lesson, the curriculum designers should consider factors. **(environment)**
10. Activity of short talk and letter writing is a part of _____ -focused output. **(meaning)**
11. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff. **(internal communication)**
12. CELTA stands for: **(Certificate in Language Teaching to Adults)**
13. Which of the following refers to a system school has in place to ensure the quality of its practices? **(quality assurance)**
14. Which of the following influence may aspects of a teacher's work? **(size and structure of school)**
15. Which of the following results from an active and ongoing effort on the part of teachers and administrators? **(quality teaching)**
16. Which of the following serves as an input in a language teaching classroom and provides supplementary support for language teachers? **(instructional material)**
17. Which of the following can serve as a reference point to assess proposal for new initiatives or programs within an institution? **(mission statement)**
18. Which of the following refers to possession of a professional qualification in language teaching? **(training)**
19. Evaluation is a key element in any educational endeavor, especially within the development. **(curriculum)**
20. The result of an evaluation may also be threatening to the individuals concerned, especially if ____ revealed. **(weakness)**
21. A very important factor in evaluating a language program is that it can be assessed through student's _____. **(performance)**

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22. The broadest kind of evaluation looks at all aspects of to see if the course is the best possible course to implement. (**curriculum design**)
23. The result of an evaluation involved ethical issues that include _____ and consideration for the feelings of others. (**confidentiality**)
24. The staff holds regular meetings to discuss the progress of the course in ____ assessment. (**formative**)
25. In order to decide if a course is effective, criteria for effectiveness need to be _____. (**identified**)
26. 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**)
27. Program evaluation is like an internal in which you can see the weaknesses and strengths of a program. (**audit**)
28. Who wrote the article “Mastery Decisions in Program Evaluation’ (**Thom Hudson**)
29. The success or the failure of the program can be measured through students’ _____. (**achievement**)
30. This type of evaluation is concerned with determining the effectiveness of a program and its efficiency. (**summative**)
31. 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**)
32. Evaluation is a gathering of information for the purpose of making decisions. (**systematic**)
33. An important question in evaluation is who will be involved in the . (**evaluation**)
34. Stenhouse (1975) stressed the importance of “ education”. (**illuminative**)
35. Student’s mastery is judges on various levels; one of them is . (**communicative competence**)
36. The basic difference between formative evaluation and summative evaluation lies in the purpose of . (**evaluation**)
37. The tools of needs analysis and the tools of are somewhat similar to each other. (**evaluation**)
38. Carrying out an evaluation is like carrying out . (**research**)
39. A course evaluation looks for strengths and weaknesses, but it is naturally the weakness that cause _____. (**concern**)
40. Which of the following syllabus assumes that grammatical or structural aspects of language are the most basic or useful? (**structural**)
41. Which of the following demonstrates learner’s needs? (**material**)
42. Who is the center of writing-last and storyline solution in sequencing the activities? (**learner**)
43. Which of the following syllabuses focus on how syllabus is made instead what should be in it? (**negotiated syllabus**)
44. Designing a balance between course _____ is not straightforward. (**units**)
45. Material designer ensures a coherent connections between lessons and _____. (**exercises**)

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46. In which of the following approaches a unit normally ends with the writing task for the students? **(writing-last solution)**
47. Language syllabus encompasses both _____ and functional aspects of the language. **(situational)**
48. Negotiated syllabus raises questions about the role of the _____. **(teacher)**
49. Which of the following syllabuses believes that students must be able to understand and use lexical phrase? **(lexical)**
50. The acronym of CPBI stands for _____. **(Competency-Based Instruction)**
51. Which of the following approaches has strong links with experiential learning, humanistic psychology and task-based language teaching? **(learner centered)**
52. Which of the following syllabuses is based on learning to recognize communicative functions of language? **(National)**
53. Which of the following models asserts that everything influences everything else in curriculum? **(Kerr's Model)**
54. Which of the following syllabuses is organized around the content rather than around linguistic syllabus? **(Content Based)**
55. Which of the following models believe that the new learning has a relationship with old learning? **(spiral Model)**
56. There is place of individually-determined learning outcomes in _____ design. **(backward)**
57. Which of the following syllabus assumes that language is related to the situational contexts in which it occurs? **(situational)**
58. Which of the following syllabuses believes that students must be able to understand and use lexical phrases? **(Lexical)**
59. With clearly specified objectives, the success of the learner and the program is accurately _____. **(evaluated)**
60. Which of the following models enables the individual to progress towards self-fulfillment? **(Process Model)**
61. Which of the following syllabuses offers a specific realization of communicative language teaching? **(task-based)**
62. Which of the following approaches does not require teachers to plan detailed learning outcomes to conduct needs analysis? **(Central design)**
63. Which of the following approaches places the learner at the center of the pedagogical process? **(learner centered)**
64. Which of the following depends upon a systematic analysis of the learners' communicative needs? **(Needs Analysis)**
65. Which of the following design starts with a careful statement of the desired results or outcomes? **(backward)**
66. Which of the following approaches focuses on curriculum development instead of human development? **(Subject centered)**

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67. Which of the following syllabuses assumes that grammatical or structural aspects of language are most basic or useful? **(Structural)**
68. Which of the following models of curriculum focuses on learning of the content by the learner? **(Content Model)**
69. Which of the following syllabuses deals content of the language teaching as a collection of specific abilities? **(skill based)**
70. Negotiating of _____ has direct effects on goals. **(Assessments)**
71. Which of the following term refers to the exposure of the language given to the students in the classroom? **(input)**
72. Which of the following term refers to posing question to the students to assess what they have learned? **(uptake)**
73. The main focus of material design is the _____. **(outcome)**
74. 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)**
75. An evaluation can focus on the process of learning and teaching and it can focus on the of learning and teaching. **(product)**
76. Development-oriented is designed to improve the quality of a program as it is being implemented. **(evaluation)**
77. There are dimensions of a language program evaluation. **(three)**
78. The significance of an evaluation is ensured by setting certain criteria containing a set of . **(standards)**
79. Tailoring the evaluation process requires certain principles that a/an _____ should know. **(evaluator)**
80. Most evaluation involve a/an _____. **(written report)**
81. According to Warwick B. Elly, evaluation is a _____ experiment which makes it is done in a very systematic and well designed way. **(controlled)**
82. A large variety of techniques and activities can be drawn on when designing _____. **(lessons)**
83. In order to ensure good internal communication, it is important to give teachers treatment. **(professional)**
84. Which of the following needs to be transparent and clear between administrations, teachers, and supporting staff. **(internal communication)**
85. In the field of English Language Teaching (ELT), an expert language teachers is considered as highly _____ professional. **(skilled)**
86. Which of the following dimension refers to possession of a professional qualification in language teaching? **(training)**
87. Activities that run through a series of lessons and can be used again and again with minimal planning are known as _____. **(threads)**
88. Self-study involves a study of program's practices and values as part of the process of self- and review. **(evaluation)**

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89. Curriculum design is very much determined by the approaches towards ____ material developing for classroom. (**instructional**)
90. Which of the following serves as an input in a Language teaching classroom and provides supplementary support for language teachers? (**instructional material**)
91. Which of the following are the commonest forms of teaching materials? (**textbooks**)
92. Which of the following should take account of students' needs as learners and facilitate their learning process without imposing a rigid method? (**textbooks**)
93. Which of the following refers to a system school has in place to ensure the quality of its practices? (**quality assurance**)

BS English

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