

ENG519

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
Curriculum Design

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A Special Thanks to Mina Akhtar

1. Materials can be produced that are directly relevant to students' institutional needs and that reflect local content, issues, and concerns. **(True)**
2. Quality materials take time to produce and resources also need to be considered before embarking on materials development. **(True)**
3. One of the most difficult decisions in writing is deciding on the types of exercises that will be used. **(True)**
4. Project Director is not responsible for overall management of the project, for setting goals and ensuring that targets are met and for interacting with all parties involved. **(False)**
5. When deciding about the material design, the designer should not keep in view the scope, quality and nature of the material. **(False)**
6. Choose the best option. The goal of developing effective teaching materials is to serve as resource for effective _____. (**learning**, teaching, none of the given options, training)
7. The purpose of classroom observations is to see how teachers use materials and to find out how materials influence the quality of teaching and interaction that occurs in a lesson. **(True)**
8. In some cases commercial materials give freedom to teachers to choose material as it suits them and that‘s why it is considered more useful when compared to published material. **(True)**
9. Which of the following is a source of information and support for teachers? (**Preplanned material**, Encyclopedia, Newspaper, None of the given options)
10. Effective language materials are functional and must be contextualized: materials must contextualize the language they present. **(True)**
11. A single course book is sufficient to meet the diverse needs of the learners in the class. **(False)**
12. A language course should provide activities aimed at increasing fluency with which learners can use the language they already know, both receptively and productively. **(True)**
13. Do you agree that the book should be at the right vocabulary and grammar level for the learners and should focus on the language and skills that are the goal of the course? **(Yes)**
14. An evaluation from designed from course book evaluation should be reliable,_____and practical. (**valid**, none of the given options, legal, permissible)
15. Which one of the following element is not provided by curriculum statements? (**instructional materials**, assessment)
16. The least demanding approach in a curriculum design process is to choose an existing course book as a source of material and then apply a focused opportunistic approach on it. **(True)**
17. ‘The focused opportunistic approach allows a concentrated focus with possible high-quality improvements in a course which is a drawback of this model.’ Is the given statement correct or not? **(No)**

Maha Malik’s Compilation

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18. After developing instructional materials, designing an assessment plan is required in the process of course design. **(True)**

19. Choose the best option. Needs analysis before the course begins is thus virtually _____. (**impossible**, possible)

20. Requirement Analysis is not a part of Waterfall Model. **(False)**

21. Poor curriculum design misses important parts and does not deal with parts in a principled way. **(True)**

22. Principles, monitoring and assessment, and evaluation are included in Murdoch's Model (2010). **(False)**

23. Who is responsible for all parts of the curriculum design process? (**teacher**, school administration)

24. Choose the best option. 'The format and presentation part of the curriculum design process is typically done first in a focused opportunistic approach.' Do you agree that the given statement is correct? **(Yes)**

25. Choose the best option. Curriculum design is seen to constitute a sequence of stages that occur in a fixed order – an approach that has been referred to as a _____ where the output from one stage serves as the input to the stage that follows. (**Waterfall Model**, Circular Model)

26. In recent years, most ESL/EFL professionals have neglected authentic materials, presenting language from natural texts rather than made-up texts. **(False)**

27. Criteria for the selection of syllabus units include frequency, usefulness, simplicity, learnability and authenticity. **(True)**

28. Pick up the example of forward design method from the options given below: (**Communicative Language Teaching (CLT),** Waterfall Method)

29. In language teaching, input refers to the linguistic content of a course. **(True)**

30. In the specialist approach, the potential for mismatch is great. **(True)**

31. Language teaching in the first part of the eighteen century was shaped by teaching methods which reflected a backward planning approach. **(False)**

32. Choose the best option. The natural link between structural linguistics and behaviorist learning theory that led to both the _____ method and situational language. (**Autolingual**, Functional)

33. Choose the best option. _____ design is based on the assumption that input, process, and output are related in a linear fashion. (**Forward**, Circular)

34. The new teaching methods and approaches like Audio-lingual Method, and CLT started with process, rather than input or output and were often recognized by the novel classroom practices they employed. **(True)**

35. In the more recent proposals of language teaching, a more dynamic role for assessment is assumed – assessment for learning – where teaching and assessment inform each other at every stage of the teaching/learning process. Is the given statement correct or not? **(Yes)**

36. Choose the best option. Issues related to input and output are dealt with after a _____ has been chosen or developed or during the process of teaching itself. (**Methodology**, Book)

37. In backward design, the outcomes are determined by the curriculum designer. **(True)**

38. Backward design starts with a careful statement of the desired results or outcomes. **(True)**

39. Learner-centered Design places the instructor at the center of the pedagogic process. **(False)**

40. Learners need to be systematically taught in order to implement a learner- centered approach to pedagogy. **(True)**

41. In Subject-centered Design, the main focus is on curriculum development rather than human development. **(True)**

42. Choose the best option. Wiggins and McTighe (2006) argue for starting with a clear description of learning _____ as the basis for curriculum planning. (**outcomes**, input)

43. Competency-based education is outcome-based and is adaptive to the changing needs of students, teachers and the community. **(False)**

44. Like other backward design approaches, CpBI makes assumptions about teaching methods. **(False)**

45. The main goal and purpose of Subject-centered Design is to standardize students, to make them alike with a core curriculum. **(True)**

46. Choose the option that best defines Needs Analysis. (**identifying learning outcomes or objectives**, prevalent philosophy of educational accountability)

47. Choose the best option. The content is _____ which has been identified and agreed to be universal, unchanging and absolute. (**knowledge**, memorization)

48. In the first half of the twentieth century, learning was defined by behavioral psychologists as a process of behavioral observable changes in behavior which could be measured. **(True)**

49. Tyler's Model is linear in nature. **(True)**

50. Most of the features in Kerr's model resemble those in Wheeler's and Tyler's models. **(True)**

51. Choose the best option. In 1960s, _____ put forward a theory of cognitive growth which looked to the influence of environmental and experiential factors in a child's education. (**Jerome Bruner**, Kerr Wheeler)

52. A forward design option may be preferred in circumstances where a mandated curriculum is in place; where teachers have little choice over what and how to teach. **(True)**

53. A forward design option may be preferred in circumstances where a mandated curriculum is in place; where teachers have little choice over what and how to teach. **(True)**

54. Sociolinguistics is not central to the concept of a communicative curriculum. **(False)**

55. Choose the best option. Bruner hypothesized that human cognition occurred in _____ relatively discreet stages. (**three**, four)

56. Choose the best option. The purpose of education from the point of view of the process model is to enable the individual to progress towards _____. (**Self-fulfillment**, Social goals)

57. In Kerr's model, objectives are divided into five groups. **(False)**

58. In the first half of the twentieth century, learning was defined by behavioral psychologists as a process of behavioral observable changes in behavior which could be measured. **(True)**

59. In the opinion of Dubin and Olshtain (1986), five areas are central to the concept of a communicative curriculum. **(False)**

60. Reconstructionism's main purpose of education is to bring about some kind of individual change. **(False)**

61. Central design approaches require teachers to plan detailed learning outcomes to conduct needs analysis or to follow a prescribed syllabus. **(False)**

62. Content is a process by which one matches the initial expectation with the outcomes **(False)**

63. Choose the best option. A grammatical or structural syllabus offers language samples _____ their social and cultural contexts, it makes transfer of learning from the classroom to the real world quite difficult. (**outside**, inside)

64. Choose the best option. One of the merits of cultural syllabus is that it instills an _____ competence. (**intercultural**, international)

65. Choose the best option. Alexander (1976) differentiates _____ types of the situational syllabus based on type of information. (**three**, four)

66. Ellis (2003) believes that content-based courses might not result in learners achieving high levels of grammatical and sociolinguistic accuracy. **(True)**

67. Hedge (2000) highlights how the 'social revolution' in the 1980s urged educators to go beyond structural analysis of language provided by linguists. **(False)**

68. The skill-centered approach to course design has widely been applied in a number of countries, particularly in Latin America. **(True)**

69. In real life, people use language to talk about language itself rather than talking about what they know and what they want to know more about. **(False)**

70. Krahnke (1987) considers the structural syllabus as the most unfamiliar syllabus type. **(False)**

71. Choose the best option. Emergence of _____ syllabus was a reaction against traditional structural syllabus. (**lexical**, grammatical)

72. According to White (1988), the criteria for grading mainly depends on the material designer's intuition. **(True)**

73. Krashen's Acquisition theory argues that the ability to use a language is through exposure to the language and participation in using it. **(True)**

74. Skill-based syllabi group linguistic competencies together into specific types of behavior. **(False)**

75. One of the major justifications for the formal syllabus is that it presents learners with a subject matter which is systematic and rule-governed. **(True)**

76. Choose the best option. Negotiated syllabus is also called _____ syllabus. (**process**, linguistic)

77. Breen (1987) describes the decisions to be negotiated in a non-negotiated (process) syllabus. **(False)**

78. Breen (1987) suggests using simple questionnaires, introduced and clarified through class discussion, to gather learners' opinions on what kinds of activities should be used in the course. **(True)**

79. Course planning with participation and procedure is not the requirement for a negotiate syllabus. **(False)**

80. Breen (1989) suggests that teachers should encourage learners to take over some of the assessment activity. **(False)**

81. The classes for one or more language skills, such as free-speaking activities, are planned through negotiation. **(True)**

82. Choose the best option. Breen and Littlejohn (2000) point out that there are _____ major factors affecting feedback through assessment. (**four**, two)

83. The class is a group of adult graduate students preparing for post-graduate university study through the medium of English. **(True)**

84. Choose the best option. Smith (2000) describes a very effective way of negotiating _____. (**assessment**, syllabus)

85. For the first two weeks of class the teacher follows a set programme involving a large variety of activities. **(True)**

86. Choose the best option. Clarke (1991) sees the interest in negotiated syllabuses arising from _____ methodologies. (**humanistic**, cultural)

87. Choose the best option. The main focus of material design is the _____. (**input**, outcome)

88. There is criticism leveled against writing-last and storyline solution approach. **(True)**

89. Language material designers use various techniques and approaches to design material. **(True)**

90. Choose the best option. Traditional unit structure has _____ components. (**four**, six)

91. The position of the material designer is very non-sensitive. **(False)**

92. Low (2006) states that if learners are able to relate what is presented in a unit, s/he can be suffering from language learning syndrome. **(False)**

93. Graham Low (2006) suggests five key approaches towards sequencing the activities in a course**. (False)**

94. The second approach towards sequencing the activities in a course is 'storyline solution.' **(True)**

95. Choose the best option. Coherence among course units ensures more _____ of the students. (**involvement**, assessment)

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96. Which one of the following is a systematic approach to aligning and sequencing specific ideas and the depth to which those ideas are examined, in order to help the development integrated understanding in learners? (**Coherence**, Content)

97. Well-designed material exposes students to the modalities of the language. **(False)**

98. Choose the best option. Traditional unit structure employed quiet an _____ approach towards the structure of course units. (**orthodox**, unorthodox)

99. The term 'uptake‘ refers to the exposure of the language given to the students in the classroom through various sources, either written or spoken. **(False)**

100. Most frequently, 'carrier content' is fictional in nature. **(False)**

101. FLT stands for Fine Language Teaching. **(False)**

102. Stubbs argues that we can see how knowledge is divided up into topics and presented to the pupils as discrete 'facts' or as more open-ended suggestions or hypotheses. **(True)**

103. Choose the best option. Materials hold such a _____ place in language teaching that it would seem important for us to 'get it right'. (**significant**, insignificant)

104. Choose the best option. At the design stage, it is a salutary experience for authors, publishers, advisers and curriculum developers to look at materials under development and consider what overall _____ they create. (**impression**, assessment)

105. During the simulations, learners, working in groups representing companies, are required to make business decisions and then write letters to the appropriate 'company'. **(True)**

106. In the case of ‘specialist content', however, there exists a narrow selection of 'specific purposes' materials which include only texts. **(False)**

107. Teachers can also conduct informal discussions with their students to find out to what extent the students are affected by unplanned social knowledge. **(True)**

108. The idea of a ‘hidden curriculum‘ was originally introduced in contrast with the ‘informal curriculum‘ by Jackson (1986). **(False)**

109. There is a direct equation between planning and implementation of hidden curriculum. **(False)**

110. Choose the best option. The official curriculum aims at a/an _____ education. (**quality-oriented**, exam-oriented)

111. The hidden curriculum can cause mismatches in the process of teaching and learning. **(True)**

112. Choose the best option. The _____ are critical element in the entire process of curriculum implementation. (**learners**, school administrators)

113. Hidden agendas help teachers to bridge the gap between planning, teaching and learning objectives. **(True)**

114. Teachers convey ―socially-approved knowledge‖ _____ or without intending it while he/she is teaching what is required by the official curriculum. (**unconsciously**, consciously)

115. Barnes (1982) identified four common characteristics of the hidden curriculum. **(False)**

116. Choose the best option. _____ is that stage of the curriculum process where the learner, through the guidance of a teacher, interacts with a variety of learning experiences. (**Curriculum implementation**, Curriculum development)

117. The hidden curriculum can cause mismatches in the process of teaching and learning. **(True)**

118. 'Dividing the units into tasks is more useful in order to teach better understanding of the concepts.' Is the given statement correct? **(Yes)**

119. Task needs to be sensitive towards the changing demands and needs of language learners. **(True)**

120. A teacher has to play a vital role in terms of evaluating language learning tasks. **(True)**

121. The classroom research is limited in terms of looking at teacher at grass root level. **(True)**

122. Stern lists different roles of a teacher in which a language instructor has to look for different questions. **(False)**

123. H.H. Stern (1983) looks at classroom as a lethargic entity. **(False)**

124. Findings of classroom research cannot be related to policy specifications and theoretical approach. **(False)**

125. Before 1970, language teaching was not method driven, and therefore it was also known as communicative era. **(False)**

126. Audiolingualism and cognitivism have changed the direction from language teaching to language learning. **(True)**

127. It is important that teachers use theory-based language teaching techniques and divide them into different phases in their own teaching context. **(False)**

128. To sum up the discussion of Stern's notion of 'the wood and tree', we can say that the metaphor helps to see classroom implementation. **(False)**

129. Choose the best option. There are _____ independent levels of theoretical framework. (**three**, five)

130. Choose the best option. _____ talk is more of a learner-centered teaching environment. (**Student**, Teacher)

131. One kind that's really useful for giving you a head start before you even meet the student is a group-assessment test. **(False)**

132. Placement tests often focus on skill in language use rather than knowledge of language items. **(False)**

133. The purpose of the monitoring and assessment part of curriculum design is to make sure that the learners will get the most benefit from the course. **(True)**

134. A fun and effective way to organize a progress test is to allow the students to design it themselves. The word 'test' tends to evoke fear in most students. **(True)**

135. A placement test designed for the Council of Europe (Meara and Buxton, 1987) consists of a computerized yes/no test. **(True)**

136. Placement assessment is not included in the major types of monitoring and assessment. **(False)**

137. Choose the best option. _____ placement tests allow a school to test a whole coach load of new students all at the same time. (**written**, oral)

138. Choose the best option. Diagnostic assessment is used to find the gaps and _____ in learners‘ knowledge so that something can be done about them. (**weaknesses**, strengths)

139. Choose the best option. A test is more reliable if it is always given under the _____ conditions. (**same**, different)

140. Choose the best option. Achievement tests are _____ referenced. (**criterion**, participation)

141. Choose the best option. The most practical ways for a teacher or curriculum designer to check the validity of a test are to look at its _____ validity and content validity. (**face**, syllabus)

142. In an intensive course a weekly test is a common way of carrying out Short-term Achievement Assessment. TOEFL is an example of proficiency test. **(True)**

143. The IELTS test uses a 15-point scale. **(False)**

144. Good short-term achievement assessment should provide a ambiguous record of progress that cannot be interpreted. **(False)**

145. Choose the best option. _____ tests are based on material taught in the course. (**achievement**, diagnostic)

146. Choose the best option. The _____ levels test (Schmitt, 2002) is an example of a diagnostic test. (**vocabulary**, grammar)

147. Monitoring learners‘ progress in a course can occur at the level of the learning activity. **(True)**

148. The purpose of the monitoring is to grade the students as per their performance in assessment. **(False)**

149. In reality most evaluations are more broadly focused. **(False)**

150. A course evaluation cannot be an expensive and time-consuming procedure. **(False)**

151. A distinction is made between formative evaluation and summative evaluation on the basis of purpose of evaluation. **(True)**

152. Weir and Roberts (1994) distinguish between two major purposes for language program evaluation; one is program accountability and other one is program development. **(True)**

153. Choose the best option. In a course evaluation, _____are a cause of concern. (**weaknesses**, strengths)

154. Evaluation requires looking at both the results of the course, and the planning and running of the course. **(True)**

155. Choose the best option. Actively involving a wide range of stakeholders can result in a _____ informed evaluation as well as a protective sharing of responsibility. (**better**, poor)

156. The tools of needs analysis and the tools of evaluation are somewhat similar to each other. **(True)**

157. Choose the best option. The course can include _____ and systematic observation of classes by teacher peers. (**periodic**, occasional)

158. Diagnostic evaluation refers to evaluation that seeks to find out how different aspects of the program work or are being implemented. **(False)**

159. Evaluation never takes into account the environment of the course. **(False)**

160. Systematic documentation for evaluation purposes, both during implementation and at the beginning and end of a program or project's life, is an issue in program evaluation**. (true)**

161. Illuminative Evaluation seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program**. (True)**

162. Brindley (1989) reports that in programs, he studied in Australia, teachers preferred to rely on formal methods of ongoing assessment rather than formal exit tests. **(False)**

163. Summative Evaluation takes place after the implementation of a program. **(True)**

164. When an evaluation has been done, the results need to be presented. **(True)**

165. Static characteristic approach for language program evaluation deals with the LCD change, innovation and improvement in implementing the curriculum. **(False)**

166. Most evaluations do not involve any written report. **(False)**

167. Choose the best option. There are _____ dimensions of a language program evaluation. (**three**, five)

168. Product oriented approach for language program evaluation focuses on the goals and objectives of a curriculum that match with the instruction objectives. **(True)**

169. Choose the best option. Qualitative evaluation deals with the _____. (**general observation**, questionnaires)

170. Language Program Evaluation helps to look at the course continually with the notion of improvement. (**Language Program Evaluation**, Linguistic rule)

171. A typical evaluation exercise is to take decision about tools which can be used for the process like questionnaire, interview sample or textual analysis. **(True)**

172. It is not important to make test according to the contextual needs. **(False)**

173. Pre-test is like testing the knowledge of the students before the formal evaluation begins. **(True)**

174. In order to evaluate a program, the question of ethics is not much important to keep in mind. **(False)**

175. Tailoring the evaluation process is a smooth and easy task. **(False)**

176. Students‘ mastery is judged on various levels; one of them is communicative competence. **(True)**

177. ‘Evaluation is a controlled experiment which means it is done in a very systematic and well-designed way’. Is the given statement correct? **(Yes)**

178. The implications of mastery decisions help us to bring some subjectivity and positivity to the program. **(False)**

179. “Mastery Decisions in Program Evaluation’ is an article written by Thom Hudson. **(True)**

180. Tailoring the evaluation process is a smooth and easy task**. (False)**

181. Thom Hudson (2007) draws our attention towards different types of tests to understand the content of a program. **(False)**

182. Choose the best option. According to ethnographic studies, some _____ agents walk in the classroom and observe the dynamics of the classroom and then they give their conclusion that whether the program is working efficiently or not. (**external**, internal)

183. Pre-test is like testing the knowledge of the students before the formal evaluation begins. **(True)**

184. It is not important to make test according to the contextual needs. **(False)**

185. The success or the failure of the program can be measured through students‘ achievement. **(True)**

186. As teacher cognition is not static, changing beliefs is possible. **(true)**

187. The people who will receive the ultimate benefit of the change, usually the learners, are often negotiators in the change process. **(False)**

188. Innovation is an inherently arranged and predictable business **(False)**

189. Contextual factors can either facilitate or constrain teaching practice based on teacher beliefs. **(True)**

190. Curriculum design is usually devoid of change, especially when a new course replaces an existing course. **(False)**

191. Make sure that enough people do not see that the kind of change is possible. **(False)**

192. Defining the end results is a good way of checking if change is really needed or wanted. **(true)**

193. Choose the best option. Kennedy (1987) describes _____ major approaches to change. (**three**, six)

194. Most curriculum change has the aim of producing better learning. **(True)**

195. Contextual factors can either facilitate or constrain teaching practice based on teacher beliefs. **(True)**

196. Choose the best option. Change occurs most easily if people are _____ with the present situation. (**dissatisfied**, satisfied)

197. Choose the best option. In Normative–re-educative approach, change is achieved through discussion, involvement and _____. (**negotiation**, authority)

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198. Choose the best option. Stoller suggests _____ scales for describing the size of the change, the best size being in the middle area of each scale. (**six**, four)

199. Understanding is listed as a separate goal for workshops because in some workshops it is the only immediate goal. **(True)**

200. Experiential practices involve actual teaching, either real or simulated. **(True)**

201. Choose the best option. The participants in workshops are usually _____ who already have a demanding full-time job. (**teachers**, doctors)

202. There are seven major approaches to making material. **(False)**

203. Once a workshop has been planned, and again after it has ended, there is no need to look for improvements in it. **(False)**

204. In the absence of input of new information, workshops will result in _____ discussion. (**unproductive**, productive)

205. In a study of innovation, found that experiencing, problem solving and making activities were more likely to lead to the adoption of ideas than understanding. **(True)**

206. In the context of Lamb's study, workshops should set modest and realistic aims. **(True)**

207. Workshops may also be assessed by using the parts of the curriculum design diagram. **(True)**

208. 'Workshops need to involve the input of new information. 'Is the given statement correct? **(Yes)**

209. 'Ideally a workshop should provide a learning experience that could be gained by working alone.' Is the given statement correct? **(No)**

210. Video may be a useful form of demonstration, particularly where workshop conditions are far removed from classroom conditions. **(True)**

211. Edge (1984) suggests that evaluation at the large-group level is also face saving. **(False)**

212. Choose the best option. The learners are given a blank timetable and a collection of small cards containing the name of an activity and the time needed to fill the slots on the timetable. The participants work in _____ groups to fill the timetable. (**small**, large)

213. When making material, participants should always keep their own learners in mind **(true)**

214. Internet-based project learning involves gathering and identifying information. **(True)**

215. Li and Hart introduced a magazine named Collect. **(False)**

216. The internet as a resource can enrich and expand language instruction. **(True)**

217. Language learning cannot develop through digital text, where we have digital version of printed books. **(False)**

218. 'Exchange' magazine also offered cultural awareness by exchanging students' writings**. (true)**

219. Internet based language learning templates are same in nature. **(true)**

220. Internet based language learning (IBLL) transforms active learning into passive learning. **(False)**

221. Internet based language learning templates are same in nature. **(False)**

222. In recent years, it is observed that internet has more advantages over print medium. **(True)**

223. Choose the best option. The models and guidelines that are based on theoretical or empirical research findings are _____. (**rare**, common)

224. Choose the best option. True-false types, matching, comprehension questions, filling in chart and summaries etc. are examples of _____ instructional practices. **(traditional)**

225. The decision of having student do Internet-based activities should be based on a clear _____ that justifies its use. (**rationale**, syllabus)

226. A lot of theoretical and empirical research exists that demonstrates how to make use of such practices in a sound pedagogical way. **(False)**

227. Choose the best option. WWW stands for _____ . **(World Wide Web)**

228. The design of an Internet-based lesson is largely determined by a teacher's pedagogical approach, her/his technological expertise and the students' language proficiency. **(True)**

229. In Pakistan, theoretically the public schools follow the national curriculum. **(True)**

230. Choose the best option. In the current scenario, _____ is the language of international communication. (**English**, Urdu)

231. Choose the best option. At present most of the prescribed textbooks are based on the _____ curriculum. (**2002**,2004)

232. The curriculum deals with only two language skills of speaking and listening. **(False)**

233. Private schools are bound to follow national curriculum in Pakistan. **(False)**

234. Choose the best option. Pakistani mainstream educational system still severely lacks _____because of conservative teaching and learning methodologies in classroom. (**Critical thinking**, Curriculum planning)

235. There is no mention of listening comprehension activities in the Pakistani National English Language Curriculum 2006. **(True)**

236. Choose the best option. A _____ remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts. (**textbook**, computer)

237. Choose the best option. _____ becomes a vital skill in the learning process and students hugely depend on this skill to grasp the learning materials. (**Reading**, Speaking)

238. Curriculum has all the weaknesses inherent in a production oriented educational document. **(true)**

239. The curriculum has a product dimension approach which makes use of both knowledge based and skills based objectives. **(False)**

240. Expecting the learners to attain even most of the learning outcomes at the end of each grade seems an realistic scenario. **(False)**

241. Choose the best option. The _____ also provides guidelines about preparing textbooks. (**curriculum**, grammar)

242. Choose the best option. Encouraging learner ------ is an important goal in curriculum design. (**autonomy**, unanimity, anatomy, none of the given options)

243. Choose the best option. The whole curriculum design process can be applied to something as small as an activity in a ----------. (**lesson**, module, exercise, book)

244. Part of the professional development of teachers involve keeping up with current research findings. **(True)**

245. Comprehension questions may also have the goal of helping learners learn language items which were previously unknown or only partly known. **(True)**

246. Technique analysis and the detailed investigation of particular techniques are largely neglected research areas. **(True)**

247. Like needs analysis, evaluation is a kind of ----------. (**research**, term paper, pilot study, none of the given options)

248. Monitoring probably plays a much bigger role in most courses than assessment does**. (True)**

249. On some occasions, what seems to be good teaching practice may actually have a negative effect on ----------. (**learning**, outcomes, objectives, teaching)

250. One of the most common problems in teaching is suiting the activities and material in lessons to a class with a wide range of proficiency. **(True)**

251. Fluency development activities should involve ----------material that the learners are already familiar with. (**easy**, complex, scientific, none of the given options)

BS English

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