

Applied Linguistics

Instructor: Dr. Abdullah Al-Mulhim

Prepared by: Abu Bakr

Lecture 11

1. **Writers and course designers have to take a number of issues into account when designing their materials. These issues include the following EXEPT:**
 - a. Perceptions of what students find engaging and what research shows in this area,
 - b. What kind of culture the material should reflect or encourage, and to ensure some kind of appropriate balance in terms of gender and the representation of different groups in society, racial, ethnic, and socioeconomic.
 - c. The cost of materials, writers and printing.
 - d. Writers and course designers also have to decide what language varieties they wish to focus on or have represented.

2. **Syllabus design concerns what is so called (Syllabus design criteria). One of these criteria is “Learnability” which means:**
 - a. Avoiding teaching difficult things at all.
 - b. Teaching starting with easier things.
 - c. Teaching starting with difficult things.
 - d. All false

3. **One of the (Syllabus design criteria) is “ Frequency”. Frequency means:**
 - a. To include items which are more frequent in the language.
 - b. To repeat the old lessons from time to time to remind the students.
 - c. To have classes frequently.
 - d. All false

4. One of the (Syllabus design criteria) is “Coverage”. Coverage means:

- a. To start teaching the more useful words depending on a specific situation.
- b. To start teaching words that have greater scope of use.
- c. To start teaching the easiest words and expressions.
- d. All false

5. One of the (Syllabus design criteria) is “Usefulness”. This means:

- a. To start teaching the more useful words depending on a specific situation.
- b. To start teaching words that have greater scope of use.
- c. To start teaching the easiest words and expressions.
- d. All false

6. Syllabus design concerns also what is so called (Different syllabuses).One of these syllabuses is “The grammar syllabus” . In this syllabus, a list of items is sequenced in such a way that the students gradually acquire a knowledge of:

- a. Vocabulary and lexis
- b. Grammatical structures
- c. Both
- d. Neither

7. Another syllabus is (The lexical syllabus) which means:

- a. To organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus.
- b. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structure.
- c. Both
- d. Neither

8. Another syllabus is (The functional Syllabus) which includes the following EXEPT:

- a. Requesting
- b. Offering

- c. Inviting
- d. Counting

9. Another syllabus is (The situational Syllabus) which means:

- a. To organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus.
- b. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structure.
- c. To organize teaching materials by the situations which students will need to operate in.
- d. Neither

10. Another syllabus is (The topic-based syllabus) which means:

- a. To organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus.
- b. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structure.
- c. To organize teaching materials by the situations which students will need to operate in.
- d. To organize language in different topics.

11. Another syllabus is (The task-based syllabus) which means:

- a. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structure.
- b. To organize teaching materials by the situations which students will need to operate in.
- c. To organize language in different topics.
- d. To list a series of tasks, and may later list some or all of the language to be used in those tasks.