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KEY TERMS

To teach; The child's four stages of mental growth; Intelligence; The main types of learning (Gagné, 1965); Intelligence Quotient or IQ; Emotion; Motivation; Grammar; Normative or prescriptive grammar; Comparative grammar; Functional grammar; Descriptive grammar; Transformational-generative grammarians; Situational grammar teaching; Reading Assessment; Reading (activity); Readability; Reading development; Reading accuracy; Reading fluency; Reading skills; Figure of Speech; Rhetoric (Eloquence of Speaking); Educational Psychology; Feedback principle (in teaching, in education); Taxonomies of the Objectives of Education; Programmed Instruction; Audio-Visual Education; Programmed Instruction; Assessment; International Standards in Education; Educational Assessment; Psychological Testing or Psychometrics; Achievement Tests; Aptitude and Ability Tests; Self-Report Measures; Interpreting Test Results.

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TESTS FOR SELF-EVALUATION

1. Braj Kachru (1985) suggests the division of English-speaking world into.....

2. In Braj Kachru's division of English-speaking world Romania is situated on the circle of the countries where English is used as a or is used to speak to foreigners.

3. Singaporean English, Creole, pidgin are
.....not used at the beginner level of English language teaching.

4. ESP means

5. General English means taught in courses.

6.
..... establish in the syllabus designed for the primary school, secondary school and high school the general objectives of teaching English as a foreign language in Romania.

7.of English teaching are designed for primary school, secondary school and high school.

8. Teaching English as a foreign language is established by Romanian Curriculum at levels, English as the first language started to be studied in the form and English as the second foreign language started to be studied in the form.

9. English as a foreign language is studied in the kindergarten and in the first two years of the primary school.

10. In a Romanianfor English as a foreign language teaching for a certain form there are establishedobjectives and objectives of....., types of teaching and learning activities, ways of evaluation of the English learning performance and the minimal accepted standard learning performance.

11. There are frame objectives of English as a foreign language in the syllabus of each class.

12. To develop the reception skills of an oral message, to develop the oral expression skills, to develop the reception skills of the written message, to develop the writing skills, to develop some cultural representation and the interest for English language study and the civilization of the Anglophone cultural space are

objectives established by the of the primary school and secondary school.

13. When teaching English as a foreign language generally five factors are taken into account:, and

14. The specific ability a student has for learning a foreign language is a

15. NLP means

16. MI means

17. According to people use some primary representational systems to experience the world.

18. According to theories, human do not possess a single intelligence, but a range of intelligences.

19. The English in which students are generally considered to be are: beginner, intermediate (lower intermediate and upper intermediate) and advanced.

20. English learning represents the reasons why people learn this foreign language.

21. PPP means the main three stages of a theory generally agreed presented in British and American bibliography about foreign language teaching:, and

22. The..... .. acted in the classroom are: organizer, assessor, provider of comprehensible input, prompter, participant, resource and observer.

23. means the board, the projector, the computers, the slides, the CD ROM.

24.mean pictures, books, graphics.

25. English learning represents the reasons why people learn this foreign language.

26. ESP means.....

27. There are two types of motivation: motivation and motivation.

28. is closely bound up with one's intention to achieve a goal.

29. A high level of motivation will be upkeep by achieving realistically set and at the right level of challenge.

30. is a way of motivating students.

31. English teachers need a perfect to be understood by all the students.

32. Learners of English need an pronunciation.

33. There are some important peculiarities in the respect of teaching English pronunciation to speakers of Romanian according to

34. Certain English phonemes are not found in standard Romanian; certain Romanian phonemes are not found in standard English; certain differences in the articulation of same sounds which, at the first sight, seem identical in the two languages; the phonemic difference between long and short vowels in English; the frequent use of more than one pronunciation, the so-called 'strong' and 'weak' forms in the case of auxiliary words; the great discrepancy between spelling and pronunciation in English; the frequent cases of assimilation, i.e. the change of certain voiced sounds into voiceless ones and vice versa; the main characteristic features of stress in English speech; the peculiar features of rhythm and intonation in English are the most important peculiarities in teaching to speakers of Romanian.

35. In order to acquire an acceptable English, the learners should be able to recognize the sounds occurring in English and remember their acoustic qualities.

36. In order to acquire an acceptable English, the learners should be able to articulate the English sounds in a correct and accurate manner.

37. In order to acquire an acceptable English, the learners should be able to master all the other sound attributes (length of vowels stress).

38. In order to acquire an acceptable English, the learners should be able to master the articulation of clusters of sounds in connected speech.

39. In order to acquire an acceptable English, the learners should be able to learn the correspondence between the conventional spelling and pronunciation.

40. There are three techniques of teaching pronunciation of foreign sounds:,, with the nearest sound in Romanian.

41. A in teaching vocabulary is to teach more concrete words at lower level and gradually passing to more abstract ones.

42. Another in teaching is to start with words like “table”, “pen” because these represented objects that are in front of the learners and thus easily explained.

43., a general principle in teaching vocabulary, consists in teaching first the words which are more commonly used.

44. An educated native speaker will probably have a vocabulary of aboutword families.

45. An adult foreign language learner may acquire word families even after several years of study.

46. Most native speakers use in their daily conversations about words and this amount has been considered as a threshold level for a foreign language learners.

47. The, of, to, a, and, in, I, was, for, that are in written English.

48. Coverage is another used in the selection of the vocabulary that will be teach.

49. Knowing a word from the teacher’s point of view, means to know its,,,

50. Words usually have more than one.....

51. Thememory is the brain capacity to hold a limited number of items for periods of time up to a few seconds

52. For words to be integrated intomemory, they need to be worked up.

53. To hold a number of items for periods of time up to a few months or years, the learner should perform operations on words, or should interact with new words (forming their antonyms, making a noun or an adjective, putting them together in mind, maps, fixing them through exercises in different contexts) not only to them

54. A word will enter the if the following operations are implemented while learning it: repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imagining, affective depth

55. Teachingof the new words is generally done through modeling, visual representation, or phonemic symbols and word spelling

56. Having decided on the number of the new words... to... words in an hour for productive use the teacher can chose to present meaning through:

- discovery techniques
- translation
- real things
- pictures
- mime
- actions and gestures
- definitions
- situations
- explanations
- enumerations
- contrasts

57. Another way to help learners with vocabulary is to reach them (affixation, compounding, conversion).

58. A is a book where one looks up a word to see what meaning it has, have it used, and the way in which it is spelled and pronounced.

59. A MLD means a.....

60. In order to teach vocabulary, the teacher should encourage the learners to build up their own dictionaries either as the classical or as cards that can be organized in many ways.

61..... means to tackle the pronunciation issues that have arisen in the course of an activity.

62..... may be taught during the whole lesson, into lesson sequences and opportunistically, when some pronunciation issues have arisen in the course of an activity.

63. The help learners need on the area of pronunciation include focusing upon individual sounds, word and phrase\ sentence stress and intonation, connected speech and between sounds and spelling.

64. The steps in teaching are; 1 to hear the sound; 2 to listen to contrasting phonemes; 3 aural discrimination (to sharpen the recognition by identifying the two vowels) 4 generalization (a brief introduction of the significant features of the two phonemes, pointing out in what they are different) 5 practice (first choral, then individual).

65. In teaching English pronunciation means to sharpen the recognition by identifying the two vowels: i.e. ten-pan-mad

66. In teaching English pronunciationconsists in a brief description of the significant features of the two phonemes, pointing out in what they are different.

67. Certain English phonemes are not to be found in standard Romanian (I), some seem identical with Romanian ones but they are articulated differently (II), and others are identical with the Romanian ones (III). Order them according to their difficulty degree in acquisition:

1 I, II, III;

2 II, I, III;

3 III, II, I;

4 I, III, II.

8) The five issues in teaching pronunciation are:

1. pitch, 2., 3., 4. sounds and spelling, 5.

68. According to Penny Ur the four stages in teaching grammar are:

1. context, isolation, explanation, practice;
2. lead-in, explanation, consolidation, test;
3. presentation, isolation and explanation, practice, test;
4. elicitation, explanation, consolidation, production.

69. A good grammar presentation should be:

1. clear, efficient, lively and interesting, appropriate, productive;
2. clear, humorous, interesting, efficient, inductive;
3. efficient, deductive, lively, appropriate, correct;
4. correct, appropriate, attractive, deductive, efficient.

70. Reading for general understanding, or gist reading, is also called:

1. scanning;
2. skimming;
3. intensive reading;
4. prediction.

71. Three features are common for all truly communicative activities. They are:

1. interesting topic, free choice, feedback;
2. interesting topic, information gap, feedback;
3. information gap, choice, feedback.

72. When speakers do not know a word they generally use one of the following sets of strategies:

1. improvising, discarding, foreign sing, paraphrasing;
2. discarding, paraphrasing, native language, miming;
3. foreign sing, improvising, gesture, speaking more slowly in their native language;
4. paraphrasing, using a synonym, action, discarding.

73. The general goal of feedback is twofold:

1. to correct and assess the students;
2. to find out what students know and to give solutions to possible problems;
3. for the students (to realize their progress and needs) and for the teacher (to see he has done well his job);
4. for the teacher to correct content and form errors.

74. The is a didactic strategy through which teachers help the students do not draw conscious attention to any of grammatical items of the language during the teaching activity .

75. In the following stages are generally observed:

- presentation or use of discovery techniques;
- isolation and explanation;
- practice, consolidation, refreshing
- test

76. The teaching is a didactic strategy through which the teacher actually teaches grammar using notions to generalize the examples.

77. A MLD means a.....

78. A condition of the memory functioning is and to prevent forgetting for a certain period of time the and the didactic activities are very useful.

79. Generally in teaching a subject there are 3 stages or types of didactic activities or lessons, regarding the way in which student are going to learn:

-₁ (or explanation)
-₂ (or refreshing)
- test or.....₃

80. The main objective of tests should be to provide Without which learners would not be able to progress very far and the teachers would not know what to do next.

81. The general goal of feedback is twofold:

1. to correct and assess the students;
2. to find out what students know and to give solutions to possible problems;
3. for the students (to realize their progress and needs) and for the teacher (to see he has done well his job);
4. for the teacher to correct content and form errors.

82. To find out and assess our students, their weaknesses as well as their strengths, to identify what they know and what they do not know, we use:

1. proficiency tests;
2. achievement tests;
3. placement tests;
4. diagnostic tests.

83. The main linguistic skills are:

- Receptive: a.;
- b.;
- Productive: c.;
- d.e.....

84. MCQs means 1..... 23

85. The teacher establishes general aims for the lesson, objectives for each activity, the needed materials, teaching or learning procedures and techniques, as well as necessary to ensure the success of his/her English lesson in a12

86.12 measure language proficiency regardless of any language courses that the candidates may have followed.

87.1. or23 discover what students have achieved within in a course of study –