

*Aspects of
Language Teaching
Across Achievement Tests*

PART ONE:
The theory and practice of language teaching

C h a p t e r

2

Problems with solutions

Widdowson, 1990:7-28

TEFL: M.A./Ph.D. Scheme

Teaching, Learning, Testing, and Lecturing Syllabus Design

Test-Yourself-By-Yourself-Series

Problems with solutions

Henry Widdowson, 1990: 7-28

1. The perspective of language teaching based on Widdowson (1990:7) is documented to have been invariably seen as

- a) a principled problem-solving activity
- b) a research in theoretical and applied linguistics which provides solutions
- c) a kind of operational research which works out solutions to its own local problems
- d) None of the above

(Widdowson, 1990: 7)

2. Much of disciplinary research is seen to have been specified regularly engrossed with problems internally generated within the research itself occasionally due to

- a) conceptual ineptitude
- b) experimental precision
- c) both a, and b
- d) neither a, nor b

(Widdowson, 1990: 7)

3. Lexicographers are seen to have been recognized by Samuel Johnson to face the problem of explaining words by using other words whose meanings are self-

- a) evident
- b) hesitant
- c) resistant
- d) deterrent

(Widdowson, 1990: 7)

4. **Samuel Johnson is documented to have asserted that explaining requires the use of abstruse words than that which is to be explained.**

- a) less
- b) more
- c) worse
- d) better

(Widdowson, 1990: 7)

5. **The use of simple terms to meet the purpose of a dictionary as a work of reference for the general public based on Widdowson (1990:7) is said to eventuallywith semantic precision.**

- a) cohere
- b) conflict
- c) come up
- d) catch up

(Widdowson, 1990: 7)

6. **Problems and solutions based on Widdowson (1990:8) are seen to serve as a kind of pairs, comparable with that of question and answer in conversation.**

- a) minimal
- b) gradable
- c) adjacency
- d) complementary

(Widdowson, 1990: 8)

7. **Widdowson (1990) is said to believe that**

- a) a model of grammar devised by a linguist in the process of developing a theory of human cognition must be directly relevant to problems of pedagogy
- b) the principles and objectives which define the principle of linguistics must not necessarily apply to the subject of language teaching in school curriculum
- c) both a, and b

d) neither a, nor b

(Widdowson, 1990: 7)

8. Widdowson (1990) is said to have assumed that what the linguist identifies as significant should correspond with aspects of language to be focused on in the of a language as a school subject.

- a) learning
- b) teaching
- c) both a, and b
- d) neither a, nor b

(Widdowson, 1990: 9)

9. Linguists are denied to have been rendered qualified

- a) to infer significance
- b) to determine relevance
- c) to draw insight from the discipline
- d) to come up with initiatives from implications

(Widdowson, 1990: 9)

10. Chomsky (1965) is documented to have expressed about the significance of linguistics for language teaching.

- a) skepticism
- b) confidence
- c) perseverance
- d) conservatism

(Widdowson, 1990: 9)

11. Chomsky (1965) is denied to have introduced himself as someone whose primary concern is with

- a) the structure of language
- b) the teaching of languages
- c) the nature of cognitive processes
- d) a, b, and c

(Widdowson, 1990: 10)

12. Chomsky is quoted to have frankly expressed his skepticism about the significance of the insights and understanding attained by

- a) linguistics
- b) psychology
- c) both a, and b
- d) neither a, nor b

(Widdowson, 1990: 10)

13. Chomsky is said to have actually questioned the idea whether the disciplines of psychology and linguistics can

- a) directly inform pedagogic technique
- b) effectively support a technology of language teaching
- c) both a, and b
- d) neither a, nor b

(Widdowson, 1990: 10)

14. Widdowson is reported to have claimed that he shares Chomsky's position advocating that the theoretical discipline provide a reference for of approach .

- a) establishing principles
- b) determining techniques
- c) both a, and b
- d) either a, or b

(Widdowson, 1990: 10)

15. Widdowson is said to have proposed

- a) disregarding suggestions from the fundamental disciplines altogether
- b) dealing with suggestions from the "fundamental disciplines" with caution and skepticism
- c) either a, or b
- d) neither a, or b

(Widdowson, 1990: 10)

