

eExam Question Bank

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Search:

<input type="checkbox"/>	Question Type <input type="checkbox"/>	Question <input type="checkbox"/>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	Answer <input type="checkbox"/>	Remark <input type="checkbox"/>
<input type="checkbox"/>	FBQ	<input type="text"/> propounded the social learning theory	Bandura	bandura				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> awareness is one of the building blocks of a strong foundation for reading development	phonic					eExam
<input type="checkbox"/>	FBQ	English is an <input type="text"/> language	alphabetic					eExam
<input type="checkbox"/>	FBQ	Lyster (1999) explains that children develop an important awareness of correspondences between the spoken and <input type="text"/> words	written					eExam
<input type="checkbox"/>	FBQ	enhanced and refined reading stage is also known as <input type="text"/> reader	expert					eExam
<input type="checkbox"/>	FBQ	stage of developing reading fluency is known as <input type="text"/> __reader	decoding					eExam
<input type="checkbox"/>	FBQ	beginning reading stage is also know as <input type="text"/> reader	novice					eExam
<input type="checkbox"/>	FBQ	the pre-reader stage usually lasts for the first <input type="text"/> years of a child'slife	five	5				eExam
<input type="checkbox"/>	FBQ	the emerging pre-reader stage is also known as the stage of <input type="text"/>	reading readiness					eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	the observational learning theory is also called <input type="text"/> learning theory	social						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __learning theory explains that children imitate the words and language patterns they hear by watching and listening to models, caregivers and family members in their life	social						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> and Vygostsky held similar views about children's intellectual developmen	Piaget	piaget					eExam
<input type="checkbox"/>	FBQ	the stage one of language development by Wells (1986) is <input type="text"/>	gain attention						eExam
<input type="checkbox"/>	FBQ	Wells (1986) constructed <input type="text"/> stages of language development	five	5					eExam
<input type="checkbox"/>	FBQ	a child may not say his first words correctly but a stanger should be able to understand half of what he says at age 2 and all of what he says at age <input type="text"/>	4	four					eExam
<input type="checkbox"/>	FBQ	by the time a baby is one year old he should be <input type="text"/> sounds	babbling						eExam
<input type="checkbox"/>	FBQ	as early as <input type="text"/> months the baby already understands some words	5	five					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __is the basis upon which all human languages is build	universal grammar						eExam
<input type="checkbox"/>	FBQ	LAD means <input type="text"/>	Language Acquisition Device						eExam
<input type="checkbox"/>	FBQ	Children's development span across how many phases <input type="text"/>	6	six					eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> plays a major role in supporting children's process of identity formation	language						eExam
<input type="checkbox"/>	FBQ	as early as <input type="text"/> months the baby already understands some words	5	five					eExam
<input type="checkbox"/>	FBQ	Behavioural theory focuse on <input type="text"/> influences on language acquisition	environmental						eExam
<input type="checkbox"/>	FBQ	Name the areas language devlops in <input type="text"/> , <input type="text"/> ,	Speech, Vocabulary, Grammar						eExam
<input type="checkbox"/>	FBQ	Language develops in <input type="text"/> area	3	three					eExam
<input type="checkbox"/>	FBQ	Laguage and <input type="text"/> are inseparable	thought						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the most powerful tool in the development of any human being	language						eExam
<input type="checkbox"/>	FBQ	Pupils can actively respond to a text efficiently when they possess <input type="text"/> skills	critical thinking						eExam
<input type="checkbox"/>	FBQ	reading not only introduces learners to greater extent of language and contexts but also helps learners in building <input type="text"/> skills	grammar						eExam
<input type="checkbox"/>	FBQ	one of the most practical and fruitful ways to improve speaking skill is to enjoy <input type="text"/>	reading						eExam
<input type="checkbox"/>	FBQ	the basic element to advance speaking is <input type="text"/>	vocabulary						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> __precede communication	words						eExam
<input type="checkbox"/>	FBQ	there is an increasingly high relationship between reading and <input type="text"/> skills	speaking						eExam
<input type="checkbox"/>	FBQ	decoding oral symbols involves only <input type="text"/> level of abstraction	one						eExam
<input type="checkbox"/>	FBQ	listening and writing involve <input type="text"/>	comprehension						eExam
<input type="checkbox"/>	FBQ	decoding oral symbols is <input type="text"/>	listening						eExam
<input type="checkbox"/>	FBQ	there is intimate relationship between listening and <input type="text"/>	reading						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __grows as readers have opportunities, support and encouragement to read a wide range of text types	fluency						eExam
<input type="checkbox"/>	FBQ	multiple re-reading of more difficult texts help expand a reader's <input type="text"/>	fluency						eExam
<input type="checkbox"/>	FBQ	quick word recognition and ready knowledge of relevant vocabulary is <input type="text"/>	decoding skills						eExam
<input type="checkbox"/>	FBQ	fluent reading is not the same thing as <input type="text"/>	decoding						eExam
<input type="checkbox"/>	FBQ	when reading a text a <input type="text"/> __representation of the text is created by the reader	mental						eExam
<input type="checkbox"/>	FBQ	reading is a <input type="text"/> solving task	problem						eExam
<input type="checkbox"/>	FBQ	the reading process requires creativity and <input type="text"/> analysis	critical						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	reading is a complex interaction between the <input type="text"/> and thereader	text						eExam
<input type="checkbox"/>	FBQ	reading combined with writing is referred to as <input type="text"/>	literacy						eExam
<input type="checkbox"/>	FBQ	learning to read is one of the <input type="text"/> tasks	developmental						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> awareness develops as children read and write new words	phonemic						eExam
<input type="checkbox"/>	FBQ	writing is the act of transmitting knowledge in <input type="text"/>	print						eExam
<input type="checkbox"/>	FBQ	one of the primary reasons that we read is to <input type="text"/>	learn						eExam
<input type="checkbox"/>	FBQ	Knowing the meaning of words is <input type="text"/>	vocabulary						eExam
<input type="checkbox"/>	FBQ	When two or more people speak or talk to each other, the conversation is called <input type="text"/>	dialogue						eExam
<input type="checkbox"/>	FBQ	A child uses the <input type="text"/> as medium to receive linguistic inputs.	ears						eExam
<input type="checkbox"/>	FBQ	Reading can help build <input type="text"/>	vocabulary						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __language is one of the most important assets that humans have	oral						eExam
<input type="checkbox"/>	FBQ	Reading is the receptive skill in the <input type="text"/> mode.	written						eExam
<input type="checkbox"/>	FBQ	We use the lungs, vocal tract, vocal chords, tongue, teeth and lips to create <input type="text"/>	Sounds						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> is the productive skill	speaking						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the receptive skill in the written mode	reading						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the process of using symbols to communicate thoughts and ideas in readable form.	writing						eExam
<input type="checkbox"/>	MCQ	novice reading is also known as ____	pre-reader stage	beginning reading stage	decoding reader stage	encoding reader stage	B		eExam
<input type="checkbox"/>	MCQ	during the pre-reader stage the child ____	often read meanings to pictures	reads fluently	read silently	likes story books	A		eExam
<input type="checkbox"/>	MCQ	Vygostsky's full name is ____	Skinner Vygostsky	Bandura Vygostsky	Leo Vygostsky	Lev Vygostsky	D		eExam
<input type="checkbox"/>	MCQ	Chomsky reduces language to its grammar and regard meaning as ____	irrelevant	compulsory	out of place	secondary	D		eExam
<input type="checkbox"/>	MCQ	the LAD ____	allows children to understand the rules of whatever language they are listening to	allows little attitude to diagrams by children	allows long attention device learning of language	all of the above	A		eExam
<input type="checkbox"/>	MCQ	another name for the linguistic approach to language learning is ____	behaviourist theory	nativist perspective	freedom of association perspective	at-sight perspective	B		eExam
<input type="checkbox"/>	MCQ	imitation and conditioning is known to kill ____	stimulus-response	language	the child	creativity	D		eExam
<input type="checkbox"/>	MCQ	behaviourist believe that language is something that can be ____	learned quickly	written down and observed	observed and measured	measurable with age	C		eExam
<input type="checkbox"/>	MCQ	one of the following cannot affect language learning ____	age of the mother	emotional well-being	language experiences	visual impairment	A		eExam
<input type="checkbox"/>	MCQ	a two year old child should be able to learn ____	five new words a day	one new word a day	two to three words a day	four to six words a day	C		eExam
<input type="checkbox"/>	MCQ	telegraphic speech by children ____	performs the same function as holophrases	are one word spoken by the children	angry expression by the children	words that shows the child wants to watch the telly	A		eExam
<input type="checkbox"/>	MCQ	holophrases are used by children to ____	to show how thirsty they are	show that they are angry	single words used by children to convey whole sentences	mean bye-bye	C		eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	in early years parents support the baby's attempts at sound through _____	prompting and reaping	dancing	gestures	winking at the child	A	eExam
<input type="checkbox"/>	MCQ	children do not only gain understanding about their particular language but also knowledge about their _____	culture only	knowledge only	comprehension of the world around them only	a,b,c & d	D	eExam
<input type="checkbox"/>	MCQ	it is generally believed that humans have _____	language acquisition device	language born with them	language in their brains as infants	language skills	A	eExam
<input type="checkbox"/>	MCQ	children acquire language by _____	listening alone	reading alone	writing alone	listening and imitating and practising	D	eExam
<input type="checkbox"/>	MCQ	in early childhood setting, children's development span _____	3 phases	4 phases	5 phases	6 phases	D	eExam
<input type="checkbox"/>	MCQ	expressive language refers to _____	formation of sentences by the child	a child's ability to express or communicate his thoughts and needs to others	how well a child understands what is said to him	dramatising language to a child	B	eExam
<input type="checkbox"/>	MCQ	according to Vygotsky (1986) _____	language and thought are inseparable	language is a device	language is experience	language grows	A	eExam
<input type="checkbox"/>	MCQ	LAD is closely related to _____	bandura	skinner	chomsky	pavlov	C	eExam
<input type="checkbox"/>	MCQ	LAD means _____	language applicable to device	language acquisition device	language attitude device	language aptitude device	B	eExam
<input type="checkbox"/>	MCQ	Language develops in three areas _____	speech sounds	vocabulary	grammar	all of the above	D	eExam
<input type="checkbox"/>	MCQ	the linguistic approach to language learning is the _____	the social perspective	the interactional perspective	the learning perspective	nativist perspective	D	eExam
<input type="checkbox"/>	MCQ	the behavioural theory of language development is _____	the nativist perspective	interactional perspective	the learning perspective	social perspective	C	eExam
<input type="checkbox"/>	MCQ	to the behaviourists, language learning is _____	a mechanical process leading to habit formation	language acquisition device	a compromise between the linguistic approaches	none of the above	A	eExam
<input type="checkbox"/>	MCQ	reading and writing are both _____	written language skills	listening language skills	composition language skill	comprehension language skill	A	eExam
<input type="checkbox"/>	MCQ	behaviourist theory is linked to _____	B.F Skinner	Noam Chomsky	Lev Vygotsky	Bandura	A	eExam
<input type="checkbox"/>	MCQ	Receptive language refers to how well your child _____	understands what you say	does what you say	understand what you say before the child is vocal	all of the above	C	eExam

<input type="checkbox"/>	MCQ	Language development refers to how the child _____	Understands words	Organizes words	Speaks and uses words	all of the above	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	The greatest asset human being possess is _____	money	language	land	clothes	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	both reading and writing are considered _____	composing activities	comprehension activities	poetry activities	oral repetition activities	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Tietney & Pearson (1983) argues that both _____	actors and actresses compose meaning	both teachers and students compose meaning	both learners and educators compose meanings	both readers and writers compose meaning	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	reading codes can be translated into _____	receptive skills	verbal code	acting code	intonation	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	because writing and reading involve the development of meaning both are conceptualized as composing activities in the sense that both involve _____	planning and generating meaning alone	planning alone	generating meaning alone	planning and generating and revising meaning	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	constructivist theory asserts that writing and reading are both _____	composition skills	ability to read	ability to write	meaning-making activities	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	_____ and _____ are complementary skills	writing and speaking	writing and comprehension	listening and writing	reading and writing	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	reading codes can be translated into _____	receptive skills	verbal code	acting code	intonation	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	decoding written symbols for beginners involves _____	two levels of abstraction	three levels of abstraction	four levels of abstraction	five levels of abstraction	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	decoding symbols is _____	reading	listening	writing	memorising	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	listening and reading skills are both _____	non receptive skills	oral skills	receptive skills	acquisition skills	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	language skills are _____	interconnected	not connected	stands separately	separate from one and other	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	good readers are known to possess the following characteristics _____	motivated to read	socially active around reading tasks	only a	a and b	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	readers continually look for connections between the idea the text and their _____	prior knowledge	comprehension	composition	non of the above	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	reading is taught only in _____	the first five years in school	in early childhood classes	throughout life	in primary one	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	comprehension includes _____	writing	composition	lexis and structure	cognitive and linguistic reasoning	D	<input type="checkbox"/> eExam

<input type="checkbox"/>	MCQ	reading is composed of two process _____	mental ability and physical ability	dexterity	decoding and comprehension	encoding	C	eExam
<input type="checkbox"/>	MCQ	to read effectively, the reader has to _____	establish a relationship between sounds and symbols	associate the meaning of the words with written symbol	recognize grammatical words	all of the above	D	eExam
<input type="checkbox"/>	MCQ	one of the goals of learners in a reading process is _____	building schematic knowledge	writing down what is read	acting out what is read	demonstrating what is read	A	eExam
<input type="checkbox"/>	MCQ	reading is a _____	writing activity	mental activity	observation activity	collective activity	B	eExam
<input type="checkbox"/>	MCQ	reading is built from two components _____	word recognition and comprehension	word recognition and composition	word recognition and writing	word recognition and listening	A	eExam
<input type="checkbox"/>	MCQ	Hills (1979) defines reading as _____	organising words	committing words to memory	what the reader does to get the meaning she needs from contextual resources	non of the above	C	eExam
<input type="checkbox"/>	MCQ	reading can be described as _____	thinking cognitive	reconstruction meanings	a and b	non of the above	C	eExam
<input type="checkbox"/>	MCQ	school success is predicted on _____	writing success	listening success	speaking success	reading success	D	eExam
<input type="checkbox"/>	MCQ	oral skills are _____	listening and speaking	reading and listening	speaking and listening	listening and reading	B	eExam
<input type="checkbox"/>	MCQ	first language acquisition starts with _____	speaking	listening	reading	writing	B	eExam
<input type="checkbox"/>	MCQ	the focus of this course is _____	writing	reading	listening	sign language	B	eExam
<input type="checkbox"/>	MCQ	interactive speaking situations includes _____	face to face conversations only	telephone calls only	face to face conversations and telephone calls	non of the above	C	eExam
<input type="checkbox"/>	MCQ	humanbeings are faced with these kinds of speaking situations _____	interactive	partially interactive	non interactive	all of the above	D	eExam
<input type="checkbox"/>	MCQ	an example of a totally non-interactive speaking situation is _____	a life recorded broadcast by the president of the nation	a conversation between two people	a call in programme on the radio	a speech in front of a large crowd	A	eExam
<input type="checkbox"/>	MCQ	what situation is partially interactive _____	giving a speech	acting a drama	dancing on a stage	dialogue	A	eExam

Showing 1 to 120 of 120 entries

[Previous](#)
[1](#)
[Next](#)

