



مشاوره تحصیلی هیوا

تخصصی ترین سایت مشاوره کشور

مشاوره تخصصی ثبت نام ، انتخاب رشته و برنامه ریزی

آزمون دکتری وزارت علوم و بهداشت

برای ورود به صفحه مشاوره آزمون دکتری کلیک کنید

تماس با مشاور تحصیلی آزمون دکتری

۹۰۹۹۰۷۱۷۸۹

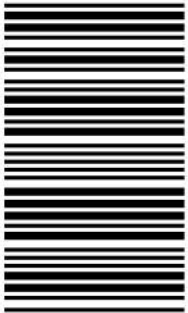


تماس از تلفن ثابت

کد کنترل

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آزمون ورودی دوره دکتری (نیمه متمرکز) - سال ۱۴۰۰

دفترچه شماره (۱)

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جمهوری اسلامی ایران
وزارت علوم، تحقیقات و فناوری
سازمان سنجش آموزش کشور

«اگر دانشگاه اصلاح شود مملکت اصلاح می‌شود.»
امام خمینی (ره)

رشته آموزش زبان انگلیسی - (کد ۲۸۰۵)

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عنوان مواد امتحانی، تعداد و شماره سؤالات

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره
۱	مجموعه دروس تخصصی: - زبان‌شناسی - آزمون‌سازی زبان - روش تحقیق در مسائل آموزش زبان - مسائل آموزش زبان (نظریه‌ها - مهارت‌ها - اصول و روش تدریس - تهیه و تدوین مطالب درسی)	۹۰	۱	۹۰

استفاده از ماشین حساب مجاز نیست.

این آزمون نمره منفی دارد.

* داوطلب گرامی، عدم درج مشخصات و امضا در مندرجات جدول ذیل، به منزله عدم حضور شما در جلسه آزمون است.

اینجانب با شماره داوطلبی با آگاهی کامل، یکسان بودن شماره صندلی خود را با شماره داوطلبی مندرج در بالای کارت ورود به جلسه، بالای پاسخنامه و دفترچه سؤالات، نوع و کد کنترل درج شده بر روی دفترچه سؤالات و پائین پاسخنامه‌ام را تأیید می‌نمایم.

امضا:

- 1- **When someone learns one notion with two verbal expressions, (rather simultaneously), it is said to be a case of ----- bilingualism.**
 - 1) coordinate
 - 2) compound
 - 3) different modality
 - 4) sub-coordinate
- 2- **I would wholeheartedly like to meet you there, and I will let you know of the details then. In this sentence, you, there, I, and then are -----.**
 - 1) honorifics, distal spatial deixis, deictic centre, distal temporal deixis
 - 2) social deixis, proximal spatial deixis, person deixis, distal spatial deixis
 - 3) person deixis, distal spatial deixis, person deixis, distal temporal deixis
 - 4) person deixis, proximal spatial deixis, deictic centre, proximal temporal deixis
- 3- **In the sentence 'He would buy a house with lots of light gushing in through expansive window panes', *a* can be called -----.**
 - 1) a generic use
 - 2) a referential use
 - 3) an inferential use
 - 4) an attributive use
- 4- **The question 'How did you afford to buy that MacBook Pro?' includes ----- presupposition.**
 - 1) structural
 - 2) counter-factual
 - 3) lexical
 - 4) factive
- 5- **'Sorry for interruption, but I would like to know if I could use a few minutes of your time?' This sentence constitutes a case of -----.**
 - 1) bald on record
 - 2) negative politeness
 - 3) positive politeness
 - 4) face threatening act
- 6- **The words *pet*, *pat*, *pot*, and *pit* (with *e*, *a*, *o* and *i*) can be said to depict a ----- relationship.**
 - 1) paradigmatic
 - 2) complementary
 - 3) suprasegmental
 - 4) lexico-grammatical
- 7- **The inability to repeat what someone has just said is a characteristic feature of ----- aphasia.**
 - 1) Wernicke's
 - 2) Broca's
 - 3) conduction
 - 4) circumlocution
- 8- **Words also undergo ----- when used multiple times in succession, meaning that they are likely to be pronounced less clearly, with some phonemes shortened or even dropped for successive repetitions.**
 - 1) assimilation
 - 2) a case of alexia
 - 3) a case of agraphia
 - 4) phonetic reduction
- 9- **If a speaker says 'fool the pill' while he intended to say 'fill the pool', it is a case of -----.**
 - 1) shift
 - 2) prediction
 - 3) substitution
 - 4) metathesis

- 10- The fact that phonological errors give rise to real words more often than chance would predict is referred to as -----.
- 1) malapropism
 - 2) lexical bias effect
 - 3) parallel processing
 - 4) phonotactic constraint
- 11- When the first phoneme of a word in speech is perceived, a list of possible candidate lexical items is formed and then limited as the speech proceeds, to the point that a single item is left in the list. This model of speech recognition is referred to as -----.
- 1) cohort model
 - 2) repetition priming
 - 3) uniqueness point
 - 4) full listing hypothesis
- 12- The words *watt*, *telly*, and *position* (v.) are cases of -----.
- 1) acronyms, blending, conversion
 - 2) eponymy, clipping, conversion
 - 3) conversion, clipping, conversion
 - 4) functional shift, eponymy, backformation
- 13- If the items of language resemble the objects or activities they refer to, there is said to be a degree of -----.
- 1) creativity
 - 2) reciprocity
 - 3) iconicity
 - 4) arbitrariness
- 14- Human's consciousness of subjectively experienced time, present, past and future, is referred to as -----.
- 1) episodic memory
 - 2) visuospatial sketchpad
 - 3) auto-noetic consciousness
 - 4) episodic-semantic distinction
- 15- The sounds /m/, /t/ and /k/ represent ----- articulations, respectively.
- 1) labial, coronal, and dorsal
 - 2) palatal, velar, velar
 - 3) alveolar, coronal, retroflex
 - 4) strident, interdental, approximant
- 16- Obstruents are a natural class of sounds comprising -----.
- 1) fricative and stops
 - 2) affricates and trills
 - 3) approximants and nasals
 - 4) homorganic sounds and plosives
- 17- Speaker 1: I'd really like a cup of coffee.
 Speaker 2: There's a place around the corner called Joe's.
 In this conversation, which cooperative principle is flouted and what function is served?
- 1) Manner, courtesy
 - 2) Quality, face saving
 - 3) Relevance, implicature
 - 4) Quantity, transaction
- 18- Why don't you consult an architect? You'd be better off that way.
 In terms of speech act classification, this sentence contains -----.
- 1) declarative: announcement
 - 2) representative: assertion
 - 3) commissive: promise
 - 4) directive: suggestion
- 19- John tried to intimidate Casey using his eloquent speech. The words *John*, *Casey*, and *his* constitute ----- cases.
- 1) agentive, possessive, dative
 - 2) agentive, dative, genitive
 - 3) accusative, patient, purposive
 - 4) nominative, accusative, dative
- 20- Which is **NOT** among the felicity conditions of promises?
- 1) The speaker intends to do the act.
 - 2) The speaker would not otherwise usually do the act.
 - 3) The hearer prefers the speaker to do the act rather than not to do it.
 - 4) The speaker wants to know some information about the state of affairs.

- 21- **Estimates of reliability in large-scale testing are based upon four assumptions which are -----.**
- 1) stability, discrimination, test length, homogeneity
 - 2) stability, discrimination, test length, heterogeneity
 - 3) particularity, discrimination, test length, homogeneity
 - 4) particularity, discrimination, test length, heterogeneity
- 22- **How does the following testing situation rate in terms of authenticity and interactiveness? -International students entering an American university are given a test of English vocabulary in which they are required to match words in one column with meanings in a second column. Scores from this test will be used to provide diagnostic information about students' ability to read academic texts in English.**
- 1) relatively low in both authenticity and interactiveness
 - 2) relatively low in authenticity but high in interactiveness
 - 3) relatively high in both authenticity and interactiveness
 - 4) relatively high in authenticity but low in interactiveness
- 23- **The theory of language aptitude hypothesizes that cognitive abilities such as ----- are related to an individual's ability to learn a second or foreign language, and together constitute language aptitude.**
- 1) rote memorization, generalization, and the recognition of grammatical analogies
 - 2) rote memorization, generalization, and the recognition of minimal pairs
 - 3) rote memorization, phonetic coding, and the recognition of grammatical analogies
 - 4) rote memorization, phonetic coding, and the recognition of minimal pairs
- 24- **The degree of which the discourse is contextualized can be expressed in terms of -----.**
- 1) the ratio of new information in the discourse to the familiar, relevant 'contextual' information
 - 2) the ratio of familiar, relevant 'contextual' information to the new information in the discourse
 - 3) the ratio of activated features of context to those aspects of context directly reflected in the text
 - 4) the ratio of those aspects of context directly reflected in the text to the activated features of context
- 25- **Test takers can be affected by three aspects of the testing procedure. Which of the following is NOT one of those aspects?**
- 1) the experience of taking and preparing for the test
 - 2) the feedback they receive about their performance on the test
 - 3) the time at which the test is administered or at which the TLU task takes place
 - 4) the decisions that may be made about them on the basis of their test scores
- 26- **A statistic that is often used for the same purpose as the ID (item discrimination) is ----- which is usually ----- in magnitude when compared directly with the ID for a given item.**
- 1) the Point-Biserial Correlation Coefficient — higher
 - 2) the Pearson Product-Moment Correlation Coefficient — lower
 - 3) the Point-Biserial Correlation Coefficient — lower
 - 4) the Pearson Product-Moment Correlation Coefficient — higher

- 27- Which of the following statements is NOT true about the assumptions underlying internal consistency estimates?
- 1) The Spearman-Brown split-half estimate assumes both the independence and equivalence of the two halves so the reliability is underestimated if equivalence assumption is violated and overestimated if independence assumption is violated.
 - 2) The Guttman split-half estimate assumes the independence but does not assume equivalence of the two halves and the reliability is overestimated if independence assumption is violated.
 - 3) The Kuder-Richardson split-half estimate assumes both the equivalence and independence of the two halves and the reliability is underestimated if equivalence assumption is violated and overestimated if independence assumption is violated.
 - 4) The Guttman split-half estimate assumes both the equivalence and independence of the two halves and the reliability is underestimated if equivalence assumption is violated and overestimated if independence is violated.
- 28- Which of the following is NOT one of the premises that evidence-centered test design methodology is based on?
- 1) An assessment must build around the important knowledge in the domain of interest and an understanding of how that knowledge is acquired and put to use.
 - 2) Purpose must be the driving force behind design decisions, which reflect constraints, resources and conditions of use.
 - 3) An assessment must build around the central role of evidentiary reasoning in assessment design which is overscored in this methodology.
 - 4) The chain of reasoning from what participants say and do in assessments to inferences about what they know must be based on principles of evidentiary reasoning.
- 29- Recent advances in item response theory and computer adaptive testing have made it possible to administer certain types of language tests in a way that -----.
- 1) identifies the kind of language use that we choose to adopt as the norm to be tested
 - 2) minimizes the mismatches between cognitive abilities and the pragmatic abilities of test takers
 - 3) emphasizes the authentic performance of test takers in real life situations
 - 4) maximizes the fit between the difficulty levels of items and the ability levels of test takers
- 30- A major concern in the design and development of language tests, is to minimize the effects of random factors and test method facets which are the primary concern of -----, and personal attributes that are not part of the language ability tested, which are the sources of -----.
- | | |
|---------------------------------|---------------------------------------|
| 1) test bias — test invalidity | 2) test validity — test invalidity |
| 3) test bias — test reliability | 4) test reliability — test invalidity |
- 31- What is the *T* score of a student who scored 61 in a distribution, where $M=41$ and $S=10$?
- | | | | |
|-------|-------|-------|-------|
| 1) 60 | 2) 70 | 3) 80 | 4) 90 |
|-------|-------|-------|-------|
- 32- Many language teachers see their role as assessor as contributing to ----- validity which suggests that the integration of evidence including demographic information, student background, parental information, and educational resources, as well as classroom performances, can be used to empower teachers as advocates for learners.
- | | | | |
|--------------|------------------|---------------|---------------|
| 1) pragmatic | 2) consequential | 3) concurrent | 4) predictive |
|--------------|------------------|---------------|---------------|

- 33- Which of the following statements is NOT true about curvilinear relationships?
- 1) They should not be analyzed using a Pearson r.
 - 2) They often occur when one of the sets of numbers is a function of time.
 - 3) They are positive and negative relationships combined into the same scatterplot.
 - 4) They occur when the observed correlation is larger than the critical value.
- 34- What are the three potential problems with correlational analysis?
- 1) skewness, restriction of range, and causality
 - 2) outliers, restriction of range, and causality
 - 3) skewness, meaningfulness, and causality
 - 4) outliers, meaningfulness, and causality
- 35- In estimating the dependability of criterion-referenced tests, approaches that consider all classification errors as equally serious are referred to as -----, while those that consider classification errors to vary depending on how far the misclassified domain score is from the cut-off score are called -----.
- 1) phi dependability indices — phi(lambda)dependability indices
 - 2) phi(lambda)dependability indices — phi dependability indices
 - 3) threshold loss agreement indices — squared-error loss agreement indices
 - 4) squared-error loss agreement indices — threshold loss agreement indices
- 36- Which of the following statements is NOT true about multiple-trait scoring?
- 1) It may be either general or task specific, but instead of awarding a single score to a performance, multiple scores are awarded.
 - 2) Each score represents a separate claim about the relationship between the evidence and the multiple underlying constructs.
 - 3) The method of constructing multiple-trait scoring systems may be through either expert committee judgment or the analysis of samples.
 - 4) The score tells us about the ability of the student to perform on a specific task, or a specific species of tasks, rather than tasks in general.
- 37- As a type of reverse engineering in the process of test creation, ----- reverse engineering provides insight beyond the test setting, and makes it possible to discover larger realities.
- 1) critical
 - 2) parallel
 - 3) test deconstruction
 - 4) straight
- 38- What are the five components of Cele-Murcia, Dornyei, and Thurrell's model of communicative competence?
- 1) sociocultural competence, actional competence, linguistic competence, discourse competence, and pragmatic competence
 - 2) sociocultural competence, actional competence, linguistic competence, discourse competence, and strategic competence
 - 3) sociocultural competence, actional competence, linguistic competence, discourse competence, and illocutionary competence
 - 4) sociocultural competence, actional competence, organizational competence, discourse competence, and illocutionary competence

- 39- **In Item Response Theory, the item information function gives differing information at different levels of ability, that is, -----.**
- 1) a difficult item will provide very little information at high levels of ability and much information at low levels of ability
 - 2) a difficult item will provide very much information at high levels of ability and little information at low levels of ability
 - 3) an easy item will provide very much information at high levels of ability and little information at low levels of ability
 - 4) an easy item will provide very little information at high levels of ability and little information at low levels of ability
- 40- **Which of the following statements is NOT true about phi dependability index?**
- 1) It is a general-purpose estimate of the objective-referenced dependability of a test.
 - 2) It gives no information about the reliability of the individual objectives-based subtests.
 - 3) It estimates the overall dependability of the scores independent of a cut-score.
 - 4) It is also known as the generalizability coefficient of absolute error.
- 41- **Which of the following does NOT refer to standard error of the mean (SEM)?**
- 1) It is the degree to which the results from the sample deviate from those that would be obtained from the entire population.
 - 2) There is an inverse relationship between sample size and SEM. In other words, as the sample size increases, SEM falls.
 - 3) It is the range within which the mean of the population is likely to be from the mean of the sample at a given level of probability.
 - 4) The standard error of the mean is the standard score of the different sample means if you took multiple samples from the same population.
- 42- **Which of the following refers to discriminate validity?**
- 1) The agreement between a theoretical concept and a specific measuring device
 - 2) The lack of a relationship among measures which theoretically should not be related
 - 3) The general agreement among ratings, gathered independently of one another, where measures should be theoretically related
 - 4) An unforeseen, and unaccounted for variable that jeopardizes reliability and validity of an experiment's outcome
- 43- **Which of the following is NOT true? Operational definitions -----.**
- 1) take an abstract idea and make it measurable
 - 2) conform to the requirement of statistical analysis
 - 3) increase the probability that experiments will succeed
 - 4) refer to a procedure that specifies the meaning of a concept
- 44- **The dependent variable is so called because -----.**
- 1) scores on this variable can be expected not to vary in an experiment
 - 2) scores on this variable depend on how they are manipulated by the researcher
 - 3) scores on this variable are hypothesized to depend on, and vary with, the value of the independent variable
 - 4) the outcome of an experiment is hypothesized to depend on the effect that this variable has on the independent variable
- 45- **Which of the following is the best alternative expression for validity?**
- 1) Truthfulness
 - 2) Consistency
 - 3) Feasibility
 - 4) Steadiness

- 46- A proficiency test is given twice within a few days to a student. The highest possible score is 40. He receives a score of 37 the first time and a score of 18 the second time. If similarly varying results are obtained with other students, the test is probably -----.
- 1) not comprehensive
 - 2) lacking reliability
 - 3) too difficult
 - 4) irrelevant
- 47- A threat to internal validity is the same as -----.
- 1) bias on the part of the researcher
 - 2) poor internal consistency of scores
 - 3) a limitation on the generalizability of results
 - 4) an alternative causal explanation of results
- 48- Which of the following pertains to a box plot?
- 1) It shows frequency distributions.
 - 2) It is based on median and percentiles.
 - 3) It shows whether the distribution is bimodal.
 - 4) It shows the mean score by the height of the bar.
- 49- Which of the following is FALSE regarding robust statistics?
- 1) It creates new estimates that are insensitive to small changes in some of the assumptions.
 - 2) It is a class of techniques that identify patterns in data that is contaminated by outliers.
 - 3) It provides no insight into a problem when its assumptions are altered or violated.
 - 4) It is not sensitive to the presence of outliers.
- 50- Which of the following is NOT true regarding effect size?
- 1) It helps understand how big the differences between the compared means are.
 - 2) It tells us about the probability that results are true or due to random chance.
 - 3) It helps us obtain information about the practical significance of the observed difference.
 - 4) It tells us what percent of the variation of the analyzed property is described by the considered factor(s).
- 51- If you are using the %95 confidence level, for a ----- test you need a z below ----- or above ----- before you say the difference is significant.
- 1) two-tailed — minus 1.96 — plus 1.96
 - 2) two-tailed — minus 1.65 — plus 1.65
 - 3) one-tailed — minus 1.65 — plus 1.65
 - 4) one-tailed — minus 1.96 — plus 1.96
- 52- ----- theory is developed ----- after examining a body of data and the resulting theory seeks to fit the data, whereas traditional ----- theory is ----- and may not fit the data collected.
- 1) Grounded — inductively — grand — deductive
 - 2) Grand — inductively — grounded — deductive
 - 3) Grounded — deductively — grand — inductive
 - 4) Grand — deductively — ground — inductive
- 53- Which of the following is FALSE regarding the ceiling effect?
- 1) It occurs when test items aren't challenging enough for a group of individuals.
 - 2) It occurs when participants' scores cluster toward the high end of the measure.
 - 3) It describes describes a situation where subjects in a study have scores at or near the possible upper limit.
 - 4) It makes discrimination among subjects with scores at the top end of the scale easy.

- 54- Which of the following is NOT characteristic of a qualitative research?
- 1) It uses narrative description.
 - 2) It uses induction to analyze data.
 - 3) It uses large representative samples of individuals.
 - 4) It develops hypotheses after data have been collected.
- 55- Which of the following is FALSE regarding a chi-square test?
- 1) The key elements include contingency tables and degrees of freedom.
 - 2) The lower half ranks have the same standard deviation as the upper half.
 - 3) The expected value for each cell in the contingency table has to be at least 5.
 - 4) The null hypothesis states that the rows and columns in the table are not associated.
- 56- Which of the following is FALSE regarding parametric statistical tests?
- 1) They assume that your data is approximately normally distributed.
 - 2) They use quantitative data but not all quantitative data have to be analyzed using parametric tests.
 - 3) They have more statistical power, thus, researchers are more likely to detect a significant effect when one exists.
 - 4) They include various tests based on the rank order of the data or on the sign of the differences between subject.
- 57- The problems with meta-analysis include all of the following but -----.
- 1) the data may be homogeneous
 - 2) poor studies may be included
 - 3) mixing apples and oranges
 - 4) publication bias
- 58- Which of the following in FALSE? A covariate is a variable that -----.
- 1) the researcher manipulates rather than measuring it
 - 2) the researcher suspects may be influencing the dependent variable
 - 3) the researcher includes to subtract out its influence from the other independent variables
 - 4) is uncorrelated with the independent variables and correlated with the dependent variables
- 59- Which of the following is TRUE as far as p-value is concerned?
- 1) The p-value provides direct information about the effect size.
 - 2) The p-value indicates the probability that the null hypothesis is true.
 - 3) A very small p-value provides evidence in support of the alternative hypothesis.
 - 4) If the p-value is greater than the significance level, we should fail to reject the null hypothesis.
- 60- Subjects performing well merely because they are being observed (and not necessarily because of any effect of treatment) are considered to be under the influence of -----.
- 1) the halo effect
 - 2) masking effect
 - 3) the novelty effect
 - 4) the Hawthorne effect
- 61- Which of the following are among natural methods?
- 1) content-based instruction – competency-based teaching – GTM – TPR
 - 2) whole language learning – the oral method – the direct method – TPR
 - 3) TPR – the direct method – the natural approach – the comparative method
 - 4) total immersion – direct method – audiolingual method

- 62- **Beginner's paradox states that -----.**
- 1) beginners need to read extensively to comprehend the vocabulary they have not actively learned
 - 2) beginners need to read extensively to learn vocabulary items, but they have not yet learned the minimal vocabulary required for reading
 - 3) reading for beginners requires a minimum level of vocabulary knowledge they have just learned
 - 4) vocabulary learning occurs for beginners through tackling unknown vocabulary items in the text
- 63- **Which of the following is true about structuralism in the analysis of language? It is a view of language -----.**
- 1) that holds that there is a single system of language and students must be taught to use it properly
 - 2) as a "system of systems", the linguist's task being to specify the choices involved in the process of instantiating the meaning potential in actual 'texts' through the resources available in the language
 - 3) as a self-contained and contrasting set of relations among abstract elements, developed in early twentieth century
 - 4) that holds that linguistic structures can only be understood and explained with reference to their semantic and communicative functions, intended as a vehicle for social interaction among human beings
- 64- **The claim that some language forms are learned even where evidence about them is limited or absent in the input, which can be used to argue against learnability of language from positive evidence, and that a language-specific faculty must exist in the brain is referred to as -----.**
- 1) LAD
 - 2) internal syllabus
 - 3) duality of patterning
 - 4) poverty of the stimulus
- 65- **The following are criticisms possibly levelled against -----.**
- Comprehensible input is not sufficient for second language acquisition by itself.*
- Comprehensible input may hinder learning since it can give the impression that a learner may not know some grammatical or lexical items.*
- Too much focus on meaning can leave the form ignored*
- Beginners do not possess the linguistic knowledge required for negotiation.*
- 1) output hypothesis
 - 2) sociocultural theory
 - 3) interaction hypothesis
 - 4) affective filter hypothesis
- 66- **CLIL (content and language integrated learning) is closely similar to but distinct from -----.**
- 1) language immersion and content-based instruction
 - 2) community language learning and silent method
 - 3) text-based instruction and the comparative method
 - 4) whole-language learning and reading method

- 67- All the following are true about U-shaped development of linguistic features EXCEPT -----.
- 1) it is mainly not influenced by L1
 - 2) it is not limited to a single structure
 - 3) it happens only in second language learning
 - 4) correct performance backslides from an initial high level and subsequently rises
- 68- Post-method era strategic framework includes the following EXCEPT-----.
- 1) promote learner autonomy
 - 2) contextualise linguistic input
 - 3) facilitate negotiate interaction
 - 4) channel language learning experience
- 69- In the discussion of teaching methods, the following are respectively parts of -----.
- teacher roles: types of functions teachers fulfil...
interactional patterns observed in lessons
an account of psycholinguistic and cognitive processes involved in language learning*
- 1) design, procedure, approach
 - 2) approach, procedure, design
 - 3) design, approach, procedure
 - 4) procedure, approach, design
- 70- The following are the features of -----.
- Lesson begin with dialogues.
Mimicry and memorisation are used.
Accurate pronunciation is stressed from the beginning.
A great effort is made to prevent learner errors.*
- 1) reading method
 - 2) audiolingual approach
 - 3) cognitive approach
 - 4) comprehension-based approach
- 71- All of the following are based on Communicative Language Teaching (CLT) EXCEPT -----.
- 1) ACTFEL's Five Cs model
 - 2) Canadian Language Benchmarks
 - 3) CEFR (Common European Framework of Reference for Languages)
 - 4) Scaffolded silent reading and sustained silent reading (ScSR, and SSR)
- 72- The syllabi organised around communicative purposes and learners' needs, and focused on proficiency-oriented skills and situations and communicative interactions are -----.
- 1) project-based syllabus and content-language integrated instruction
 - 2) notional-functional syllabus and skills-based approaches
 - 3) task-based syllabus and skills-based syllabus
 - 4) negotiated syllabus and lexical syllabus
- 73- According to Seidlhofer (2004), all of the following are true about English as a lingua franca EXCEPT-----.
- 1) Using native-speaker norms are a necessity
 - 2) Language variation is pervasive in all different communities of use
 - 3) The description and modification of ELF are needed
 - 4) The need to examine the attitudinal and linguistic implication of the global spread of English is urgent
- 74- The way meaning is built up from the sounds that have been decoded, and the way meaning is inferred and constructed from the application of prior knowledge about language and the world are respectively referred to as -----.
- 1) top-down processing and inferencing
 - 2) bottom-up processing and prior knowledge
 - 3) bottom-up processing and parallel processing
 - 4) bottom-up processing and top-down processing

- 75- Based on Kachru's model (1985), countries where English has had a long history of use and where local L2 varieties have developed and become codified through extensive use is considered to constitute the ----- circle.
 1) outer 2) inner 3) covert 4) expanding
- 76- Kumaravadivelu (2003) refers to four inter-related dimensions of methods as a construct of marginality as -----.
 1) scholastic, linguistic, cultural, and economic
 2) linguistic, developmental, social, and cultural
 3) cognitive, pedagogic, linguistic, and economic
 4) communicative, consequential, evidential, and educational
- 77- ----- involves explicitly stating that there is a mistake in the output and asking the student who made it or a classmate to find and correct the mistake.
 1) Recasting 2) Acknowledgement
 3) Metalinguistic feedback 4) Clarification request
- 78- According to Chomsky, all of the following are among the main goals of linguistic theory EXCEPT -----.
 1) How is knowledge of language acquired?
 2) How is knowledge of language put to use?
 3) What constitutes the knowledge of language?
 4) What is the drive behind the use of knowledge of language?
- 79- The following are arguments based on L1 acquisition providing support for -----.
Children go through similar developmental stages.
Children are resistant to correction.
Children's utterances are rule-governed, even their mistakes.
 1) Cognitive faculties 2) Universal grammar
 3) Inner syllabus 4) Linguistics generativity
- 80- All the following sentences include trace EXCEPT-----.
 1) Who does Vicky want to win?
 2) Do you want to play football?
 3) Who does Kim think will be late?
 4) What does Kim imagine has been happening?
- 81- According to Hutchinson and Torres (1994), having a textbook is important for the following reasons EXCEPT -----.
 1) Negotiation: providing some topic or content to negotiate
 2) Accountability: providing stakeholders with 'what's happening in the class
 3) Efficacy: providing teachers with some self-evaluative instrument
 4) Orientation: providing the learners with a sense of organisation, trajectory and tandards
- 82- According to Rost (2011), fast-speed dictation, pause and paraphrase, error identification, and jigsaw dictation are sample techniques for ----- listening practice.
 1) intensive 2) selective 3) autonomous 4) interactive
- 83- According to Bohlke, speaking competence comprises four areas of -----.
 1) linguistic structural skills, interpersonal skills, interactional skills, and EQ skills
 2) linguistic structural skills, strategic skills, sociocultural skills, and discourse skills
 3) phonological skills, linguistic structure skills, interactional skills, and articulatory skills
 4) phonological skills, speech function skills, interactional skills, and extended discourse skills

- 84- According to Thornbury (2005), task selection for the aim of autonomous language use should follow these criteria: -----.
- 1) objectivity, lexicality, challenge, stability, structure, and authenticity
 - 2) reactivity, productivity, leniency, specificity, freedom, and practicality
 - 3) interactivity, productivity, challenge, safety, purposefulness, and authenticity
 - 4) subjectivity, productivity, challenge, playfulness, purposefulness, and authority
- 85- In Piaget's four stages of cognitive development, the stage where intelligence is increasingly demonstrated through logical and organised ways of relating to concrete objects, the child is able to use inductive reasoning and apply a specific experience to a general principle, is referred to as ----- stage.
- 1) concrete operations
 - 2) formal operations
 - 3) preoperational
 - 4) sensorimotor
- 86- When a learner solves problems in new situations through the use of acquired knowledge, facts, techniques and rules in a different way, he is said to be at ----- stage of Bloom's revised taxonomy.
- 1) creating
 - 2) applying
 - 3) analysing
 - 4) evaluating
- 87- In motivational teaching practice, the four main stages happen in the order of ----- (in a cyclic manner).
- 1) Creating the basic motivational conditions – Encouraging positive retrospective self-evaluation – Maintaining and protecting motivation – Generating initial motivation
 - 2) Creating the basic motivational conditions – Generating initial motivation – Maintaining and protecting motivation – Encouraging positive retrospective self-evaluation
 - 3) Encouraging positive retrospective self-evaluation – Maintaining and protecting motivation – Creating the basic motivational conditions – Generating initial motivation
 - 4) Generating initial motivation – Creating the basic motivational conditions – Encouraging positive retrospective self-evaluation – Maintaining and protecting motivation
- 88- A variety of ESP, closely related to a single-content course, in which the students enrol in an ESP and content courses, while the instructions are linked and objectives and topics for reading are shared, and assignments may require collaboration, is referred to as -----.
- 1) adjunct EAP
 - 2) cluster VESL
 - 3) stand-alone EAP
 - 4) workplace VESL
- 89- The following features are characteristic of -----.
- Meaning is primary.*
- Learners are not given other people's information to simply repeat.*
- There is some relationship to a comparable real-world activity.*
- Completion of the activity is a priority and assessment is done based on the outcome.*
- 1) culture learning of language
 - 2) teaching language through discourse
 - 3) content-based and immersion model
 - 4) TBLT

90- By *grammaring*, Larsen-Freeman means -----.

- 1) inductive incorporation of grammatical structures into the classroom practice
- 2) the three-dimensional model of grammar (form, meaning, use)
- 3) the dynamic ability to use grammar constructions accurately, meaningfully, and appropriately
- 4) the gradual development of cognitive processing of grammatical structures in the mind

