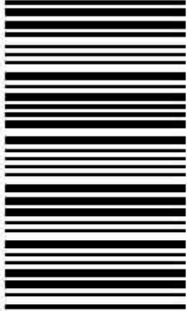


کد کنترل

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دفترچه شماره (1)

صبح جمعه

۹۸/۱۲/۹



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

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

آزمون ورودی دوره دکتری (نیمه‌متمرکز) - سال ۱۳۹۹

رشته آموزش زبان انگلیسی - کد (۲۸۰۵)

مدت پاسخ‌گویی: ۱۲۰ دقیقه

تعداد سؤال: ۹۰

عنوان مواد امتحانی: تعداد و شماره سؤالات

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره
۱	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

این آزمون نمره منفی دارد.

استفاده از ماشین حساب مجاز نیست.

حق چاپ، تکثیر و انتشار سؤالات به هر روش (الکترونیکی و...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می‌باشد و یا متخلفین برابر مقررات رفتار می‌شود.

۱۳۹۹

* 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 سوالات، نوع و کد کنترل درج شده بر روی دفترچه سوالات و پائین پاسخ‌نامه‌ام را تأیید می‌نمایم.

امضا:

- 1- The following conversation can be considered a case of -----.
A: You left the light on.
B: Sorry. I thought you needed it.
 - 1) adstratum
 - 2) adjacency pair
 - 3) covert prestige
 - 4) perlocutionary force
- 2- The following ideas run contrary to -----.
"People with the same language change their world view over time."
"Lack of vocabulary does not indicate lack of concepts."
"Multilinguals' view of nature."
 - 1) building codes
 - 2) semiotic landscape
 - 3) high-rising terminals
 - 4) linguistic determinism
- 3- When a young child considers "shoes" to refer to a specific pair they have, it can be called a manifestation of -----.
 - 1) diacritic
 - 2) extension
 - 3) underextension
 - 4) principle of compositionality
- 4- The following excerpt contains a case of -----.
This is how you do it. You let the herbs dry and then grind them up in a food processor.
 - 1) cataphora
 - 2) obfuscation
 - 3) pro-dropping
 - 4) encoding convention
- 5- What speech error occurs in the following sentence?
Take the dictionary and put it in the cook case. (instead of book case).
 - 1) Exchange
 - 2) Spoonerism
 - 3) Anticipation
 - 4) Preservation
- 6- Which of the following items contains an illocutionary act?
 - 1) Why don't you see a doctor? You can get worse.
 - 2) I am supposed to meet you then and there.
 - 3) Is there a page missing? I need to copy it for you.
 - 4) Winston Churchill promised to win the war, and win the war he did.
- 7- The fact that there is not enough information in the language samples given to children to fully account for the complexity and richness of their language is referred to as -----.
 - 1) linguistic productivity
 - 2) word-superiority effect
 - 3) agrammaticality tolerance
 - 4) poverty of stimulus argument
- 8- What cohesive device is used in the following piece of text?
In preparing a palatable quiche for Indian visitors, mild herbs and spices are not recommended; chili and cayenne are advisable.
 - 1) Eponymy
 - 2) Hyponymy
 - 3) Meronymy
 - 4) Entailment

- 19- Which item is correct with regard to presuppositions?
- 1) John found a veterinarian for his cat: pragmatic presupposition, semantic presupposition
 - 2) Corporate subsidies and tax cuts should be done away with by the said company: pragmatic presupposition
 - 3) John bought a more recently published book for the exam: NO pragmatic presupposition
 - 4) Samantha patented her new invention: NO semantic presupposition
- 20- In a -----, the tip of the tongue simply moves up to contact the roof of the mouth in the dental or alveolar region, and then moves back to the floor of the mouth along the same path.
- 1) laminal
 - 2) dorsum
 - 3) tap
 - 4) flap
- 21- Evidence-centered design (ECD) used in test development and validation belongs to the ----- approach to language testing.
- 1) critical
 - 2) authentic
 - 3) systematic
 - 4) psychometric
- 22- Which of the following is NOT a valid argument for integration of language skills while assessing them?
- 1) Language can be defined as an overarching ability, rather than as separate components.
 - 2) Grammatical and lexical competences do not have any psychological reality.
 - 3) Skill integration is important for authentic language use.
 - 4) Some processes involved in language skills are shared.
- 23- Which statement is TRUE about the weak form of second language performance assessment?
- 1) Language is the means for fulfilling the task requirements rather than an end in itself.
 - 2) Assessment is made on the basis of the extent to which the actual task itself has been achieved.
 - 3) Tasks are used to elicit language to reflect the kind of real-world activities learners will be expected to perform.
 - 4) The focus of the assessment is less on the task and more on the language produced by the candidate.
- 24- Kramersch has recently expanded the constructs of communicative competence and ----- competence to what she has termed ----- competence.
- 1) symbolic, interactional
 - 2) interactional, symbolic
 - 3) interactional, interlinguistic
 - 4) interlinguistic, interactional
- 25- Which statement is NOT true based on the following listening comprehension test item?
- A: Hello Rita. This is Mr. Smith at the office. Is John feeling any better today?*
B: Oh yes, Mr. Smith. He's feeling much better now. But the doctor says he'll have to stay in bed until Monday.
- Question: Where is John now?*
- (A) *At the office*
 - (B) *On his way to work*
 - (C) *Home in bed*
 - (D) *Away on vacation*
- 1) Choice C is a completely faulty item because John's bed is obviously in hospital.
 - 2) John's location cannot be derived solely from the linguistic context of the input.
 - 3) Choice C is designed to measure the ability to decode meaning by mapping it onto an extralinguistic context.
 - 4) This test item could have been a clearer example of meaning extension had choice (C) been worded "At home".

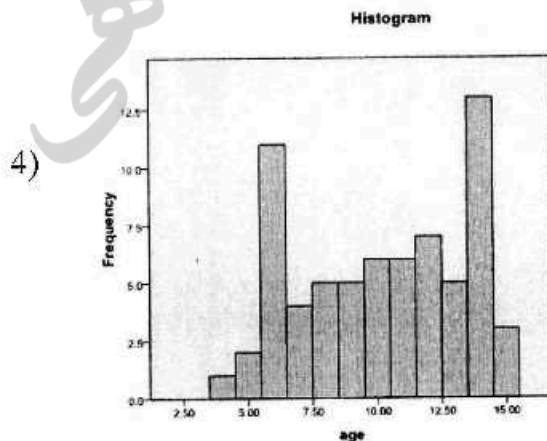
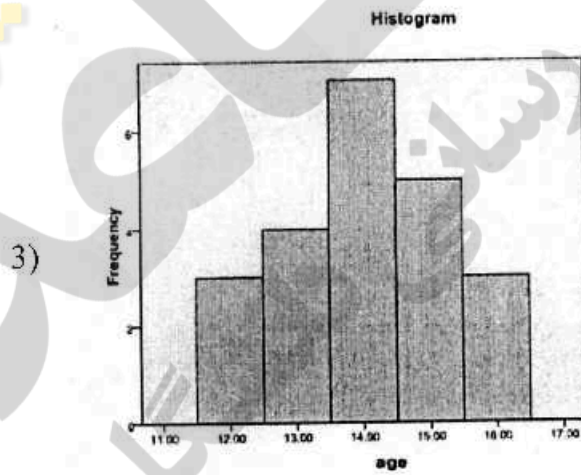
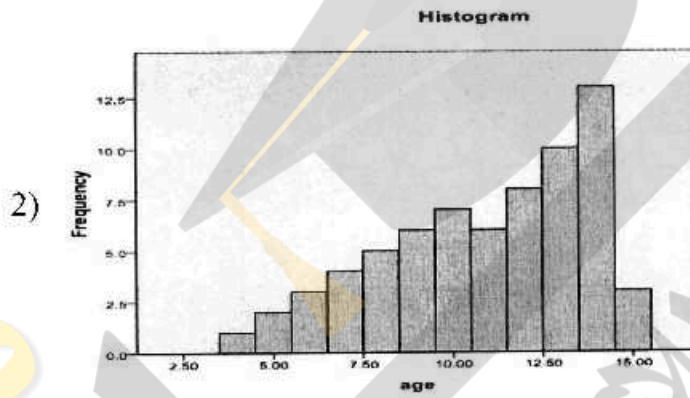
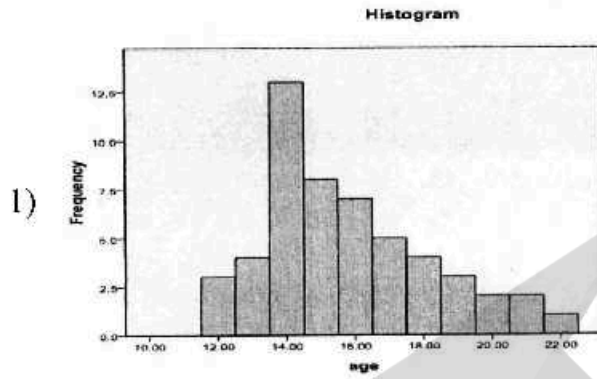
- 26- **The most recent aptitude test High-Level Language Aptitude Battery (Hi-LAB) measures three areas of -----.**
- 1) grammatical sensitivity, inductive learning, and phonetic sensitivity
 - 2) morphological sensitivity, working memory, and inductive learning
 - 3) executive functioning, memory, and phonemic awareness
 - 4) cognitive sensitivity, memory, and phonemic awareness
- 27- **Alternative assessment is rooted in a cultural, epistemological, and axiological perspective that is fundamentally different from that of traditional testing in all of the following cases EXCEPT -----.**
- 1) multiple assessment procedures
 - 2) the emphasis on learning products or scores
 - 3) the implicit nature of stakeholder relationships
 - 4) the requirements for reliability and arguments for validity
- 28- **In the past, the testing of listening comprehension was limited to the examiner's oral presentation of linguistic input, either live or prerecorded, to a room full of examinees. Which contribution from technology to language assessment is likely to have solved this problem?**
- 1) Corpus linguistics is used to inform the design and validation of language assessments.
 - 2) Technology has recently prompted test developers to reconsider the constructs that they test.
 - 3) Natural language-processing technologies are being used for evaluating learners' spoken and written language.
 - 4) By evaluating examinees' responses immediately as they are entered, a computer-adaptive test avoids items that are either too easy or too difficult.
- 29- **Within the network of inferences linking test performance to a score-based interpretation and use, the extrapolation inference connects -----.**
- 1) an observed score to a true score and assumes that performance on language tasks is consistent across similar tasks in the universe, test forms, and occasions
 - 2) test performance to an observed score, hinging on the assumptions that performance on a language test is obtained and scored appropriately to measure intended language abilities
 - 3) test tasks to test performances and is based on the assumption that test tasks are relevant to and representative of real-world tasks in the target domain
 - 4) the theoretical score interpretation to the domain score interpretation and is based on the assumption that a theoretical construct accounts for performances on test tasks
- 30- **The argument-based approach to validation is suited for -----.**
- 1) diagnostic, dynamic, and stealth assessments
 - 2) classroom-based assessment and for local use of standardized assessments
 - 3) contexts where the priority is to provide useful information for score users to make decisions that have medium to heavy consequences on test takers
 - 4) situations where assessment is relatively unimportant for test takers and providing information for score users is not of paramount importance

- 31- **All of the following are TRUE about the interviewer and the candidate's co-constructed discourse in an interview EXCEPT that -----.**
- 1) as a genre, language assessment interviews do not share features with conversations and so are characteristically not instances of interviews of a distinctive kind for the participants.
 - 2) test takers do not always produce the sorts of language or use it in ways that the test developers predict intuitively in test design.
 - 3) interviewers, through their talk and behavior, bring unpredictability into the encounter, and hence threaten test reliability.
 - 4) pair and group test talk has been shown to be influenced by gender, personality, proficiency, and acquaintanceship.
- 32- **Which of the following statements is TRUE about dynamic assessment?**
- 1) Through a process of corrective feedback, an analysis of learner development emerges that includes abilities that are minimally formed, as indicated by learner independent performance.
 - 2) Through a process of corrective feedback, a diagnosis of learner development emerges that includes abilities that are minimally formed, determined by learner responsiveness during the mediating process.
 - 3) Through a process of mediation, an analysis of learner development emerges that includes abilities that are still emerging, as indicated by learner independent performance.
 - 4) Through a process of mediation, a diagnosis of learner development emerges that includes abilities that are fully formed, determined by learner responsiveness during the mediating process.
- 33- **In the following item, which test-wisness cue could be applied to answer it without understanding the test item?**
Question: The increased foreign awareness of Filanthropia has -----.
- (A) resulted in its relative poverty
 - (B) led to a tourist bureau investigation
 - (C) created the main population centers
 - (D) caused its extreme isolation
- 1) Item giveaway
 - 2) Similar options
 - 3) Stem-option cue
 - 4) Grammatical cue
- 34- **The assumptions of strictly parallel items used in classical test theory are that they must meet all of the following conditions EXCEPT -----.**
- 1) having equal variances
 - 2) being related to some true score
 - 3) being independent of true scores in terms of error
 - 4) being equally good indicators of observed scores
- 35- **Which of the following statements is TRUE?**
- 1) The relationship between the probability of a test taker answering an item correctly and the test taker's ability can be presented in graphic form in an item characteristic curve.
 - 2) The relationship between the probability of a test taker answering an item correctly and the test taker's knowledge can be presented in graphic form in an item characteristic value.
 - 3) The relationship between the probability of a test taker missing an item and the test taker's knowledge can be presented in graphic form in an item characteristic value.
 - 4) The relationship between the probability of a test taker missing an item and the test taker's ability can be presented in graphic form in an item characteristic curve.

- 36- Which of the following statements is TRUE?
- 1) The term trait-based measurement is used in a norm-referenced context where the aim is to classify learners as masters or non-masters of a domain of knowledge.
 - 2) The term dependability is used in a criterion-referencing context where the aim is to classify learners as masters or non-masters of a domain of knowledge.
 - 3) The term reliability is used in a criterion-referencing context where the aim is to classify learners as qualified or non-qualified.
 - 4) The term dependability is used in a norm-referenced context where the aim is to classify learners as qualified or non-qualified.
- 37- Practicality in the context of language testing is defined as -----.
- 1) ease of administration divided by ease of scoring
 - 2) ease of scoring divided by ease of administration
 - 3) required resources divided by available resources
 - 4) available resources divided by required resources
- 38- When the relationship between input and response is adaptive, -----.
- 1) interaction is absent but feedback is present
 - 2) interaction is present but feedback is absent
 - 3) both elements of feedback and interaction exist
 - 4) the two elements of feedback and interaction are both absent
- 39- Decisions that falsely put test takers on the failing side of the cut-point are -----.
- 1) impact implications
 - 2) value implications
 - 3) false negatives
 - 4) false positives
- 40- Washback can vary along the two dimensions of -----.
- 1) kind (positive or negative) and degree (from strong to weak)
 - 2) kind (positive or negative) and practicality (useful or harmful)
 - 3) practicality (useful or harmful) and utility (high or low)
 - 4) degree (from strong to weak) and utility (high or low)
- 41- This is an incomplete reference. The edition and the place of publication are missing. Choose the correctly punctuated format for the missing information from the choices below.
- Braze, D. & Baton, J. (2011). Community wellness: Healthcare in practice edition place Elsevier.
- 1) 5th ed. Brisbane, Australia
 - 2) (5th ed.). Brisbane, Australia
 - 3) (5th ed.). Brisbane, Australia:
 - 4) 5th edition, Brisbane, Australia:
- 42- What does partial eta squared tell us?
- 1) If there is a significant difference between groups in the study.
 - 2) If data from dependent variable is normally distributed across groups.
 - 3) How much of the variance in the independent variable can be accounted for by the dependent variable.
 - 4) The amount of the variance in the dependent variable that can be accounted for by the independent variable.

- 43- **Levene's test determines if there is equality of variances among the groups or not. In order to run an ANOVA, the test must be -----.**
- 1) non-significant and above .05
 - 2) non-significant and below .05
 - 3) significant and above .05
 - 4) significant and below .05
- 44- **What is the term used for the design in which a single group of participants is measured several times both before and after a manipulation?**
- 1) single-subject design
 - 2) between-subjects designs
 - 3) interrupted time-series design
 - 4) general quasi-experimental design
- 45- **A study is carried out to compare offenders with non-offenders on their levels of coping. Which of the following statements is true about this study?**
- 1) There are two independent variables: males and females, and one dependent variable, which is level of coping.
 - 2) The independent variable is type of person and the dependent variable is their level of coping.
 - 3) The independent variable is coping and the dependent variable is type of person.
 - 4) Both variables are dependent as the researcher cannot manipulate them.
- 46- **Which of the following is FALSE?**
- Using a within-participants design means that -----.**
- 1) different people are tested in each condition of the IV
 - 2) you get participants to complete all the various experimental conditions but in different orders
 - 3) it provides for a more sensitive test of the differences between conditions because it controls for differences between individuals
 - 4) the same people can be measured twice on the dependent variable
- 47- **How many independent variables are there in a 2*3*4 design?**
- 1) 1 2) 2 3) 3 4) 4
- 48- **Normal distribution is symmetric about -----.**
- 1) mean
 - 2) variance
 - 3) covariance
 - 4) standard deviation

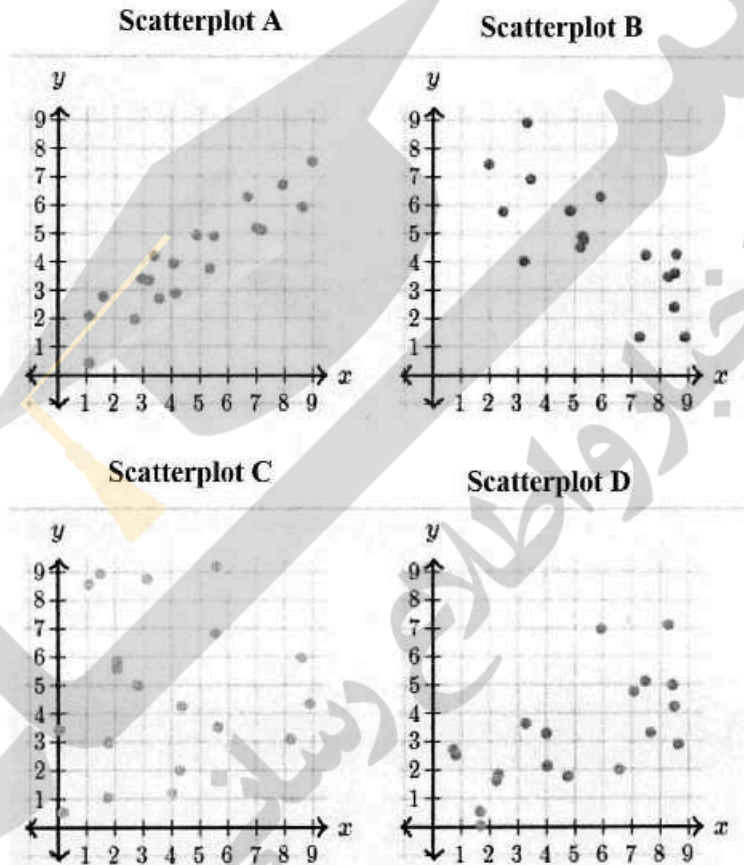
49- Which of the following is a negatively skewed curve?



- 50- Which of the following is FALSE?
- 1) Ecological validity refers to the applicability of findings to the real world.
 - 2) Compared to other research designs, experiments have more external validity.
 - 3) If a measure correlates highly with other established measures of the same thing, it is said to have high criterion validity.
 - 4) Extraneous variables are variables that if not controlled may affect the DV and provide a false impression that an IV has produced changes when it hasn't.
- 51- Which of the following refers to ordinal variable?
- 1) A variable that has an infinite number of values between any two values.
 - 2) A variable determined by categories which cannot be ordered, e.g., color.
 - 3) A variable in which both order of data points and distance between data points can be determined.
 - 4) A variable in which the order of data points can be determined but not the distance between them.
- 52- Which of the following is not true about quantitative research?
- 1) It offers postulating new hypotheses based on the research findings.
 - 2) Quantitative research follows the top down approach.
 - 3) It does not account for people's perceptions about what you're evaluating.
 - 4) It follows a deductive method.
- 53- Which of the following is related to limitations in a research?
- 1) Actions that aim to narrow the scope of a study.
 - 2) Challenges faced by the researcher beyond his control.
 - 3) The methodological procedures the researcher will not use.
 - 4) Boundaries set by the researcher in order to control the range of a study.
- 54- A researcher randomly assigns 60 EFL students into three equal size groups (early-morning, afternoon, evening) to determine if the time at which they study has an effect on their learning. In working out his ANOVA table, he sees that the MS (Mean Squares) within groups is larger than his MS between groups. What does this result show?
- 1) An error in the calculations was made.
 - 2) There should have been additional controls in the experiment.
 - 3) There was more than the expected amount of variability between groups.
 - 4) There was more variability between subjects within the same group than there was between groups.
- 55- If the average of a series of values is 10 and their variance is 16, the coefficient of variation (the standard deviation / average) is -----.
- 1) 10%
 - 2) 20%
 - 3) 40%
 - 4) 80%

56- Which of the following is true about these scatterplots?

- 1) Scatter plot A, $r = .91$; scatter plot B, $r = .85$; scatter plot C, $r = -.06$; scatter plot D, $r = .65$
- 2) Scatter plot A, $r = .91$; scatter plot B, $r = -.85$; scatter plot C, $r = .06$; scatter plot D, $r = .65$
- 3) Scatter plot A, $r = .91$; scatter plot B, $r = .85$; scatter plot C, $r = .06$; scatter plot D, $r = -.65$
- 4) Scatter plot A, $r = -.91$; scatter plot B, $r = .85$; scatter plot C, $r = .06$; scatter plot D, $r = -.65$



57- If there is a very strong correlation between two variables, then the correlation coefficient must be -----.

- 1) any value smaller than 1
- 2) any value larger than 1
- 3) much larger than 1, if the correlation is positive
- 4) much smaller than 0, if the correlation is negative

58- Which of the following is FALSE?

- 1) Internal validity checks whether the results of a study can be generalized beyond the specific research context.
- 2) Reliability means that the measures devised for concepts are stable on different occasions.
- 3) Qualitative research often takes an in-depth, holistic approach to events.
- 4) The coefficient of determination and the R-squared (R^2) are the same.

- 59- Which of the following data collection methods is not normally used in qualitative research?
- 1) Focus groups
 - 2) Participant observation
 - 3) Questionnaire
 - 4) Semi-structures interview
- 60- Which of the following can be the source of primary data in research?
- 1) Survey
 - 2) Experiment
 - 3) Survey and reference
 - 4) Survey and experiment
- 61- Which misconception about task-based language teaching is reflected by the statement that “it is impossible to plan a language course based on tasks-as-workplans”?
- 1) Task has no construct validity.
 - 2) Tasks result in impoverished language use.
 - 3) There is no clear definition of the term “task”.
 - 4) Task-based language teaching neglects grammatical accuracy.
- 62- All of the following are practical problems associated with task-based teaching EXCEPT that -----.
- 1) sometimes tasks end up as practice rather than affording opportunities for genuine communication
 - 2) it encourages the “input first principle” for beginning level learners by emphasizing input-based tasks
 - 3) it is likely to threaten the established role of teachers by assigning them roles such as co-communicators rather than sources of knowledge
 - 4) at times discipline challenges arise because of the tension between the need to get the students talking and the need to maintain classroom discipline
- 63- Which of the following is an advantage of an analytic approach to L2 teaching that focuses purely on meaning?
- 1) It assumes that the capacity for implicit learning remains strong in adults.
 - 2) As a result of possessing an L1, learning from positive evidence alone will no longer suffice.
 - 3) It frees the learners from the psycholinguistically unrealistic timetable in the form of an external syllabus.
 - 4) Implicit learning takes time, and language teaching needs to be efficient, not just minimally necessary and sufficient.
- 64- What type of feedback is the NNS provided with in the following exchange?
 NNS: Mexican food have a lot of ulcers.
 NS: Mexicans have a lot of ulcers?
- 1) Explicit, input-providing
 - 2) Implicit, output-prompting
 - 3) Implicit, input-providing
 - 4) Explicit, output-prompting
- 65- Drawing on the idea of limited processing capacity, Skehan proposed that L2 learners possess -----.
- 1) two systems that exist independently of each other – a rule-based system and a complex adaptive system
 - 2) two sources of knowledge that coexist – procedural knowledge and declarative knowledge
 - 3) two sources of knowledge that exist independently of each other – procedural knowledge and declarative knowledge
 - 4) two systems that coexist – a rule-based system and an exemplar-based system

- 66- All of the following are features of forms-focused materials EXCEPT that they -----.
- 1) focus on teaching a predetermined language item or language feature
 - 2) incorporate activities that illustrate or provide practice in various language items or language features
 - 3) are built on the theory that by isolating a teaching point, it is made salient and hence the learning experience is facilitated
 - 4) incorporate activities that engage learners in understanding the meaning of texts and on communicating meaning to others
- 67- The curriculum model in which the output of one stage serves as the input of the next is the ----- model.
- 1) waterfall
 - 2) collateral
 - 3) layers of necessity
 - 4) focused opportunistic
- 68- The approach to gaining fluency which involves gaining repeated practice on the same material so that it can be performed with ease is the ----- approach.
- 1) richness
 - 2) jungle path
 - 3) well-ordered
 - 4) well-beaten path
- 69- According to Nation, the three key conditions which increase the quality of vocabulary learning in the case of direct learning are -----.
- 1) input, intake, and generative use
 - 2) noticing, spaced retrieval, and generative use
 - 3) noticing, meaning-focused input, and meaning-focused output
 - 4) meaning-focused input, meaning-focused output, and language-focused instruction
- 70- Which of the following is NOT a restructuring activity?
- 1) Checking off from a list, expressions that occurred in the text
 - 2) Dialog practice based on dialogs that incorporate items from the text
 - 3) Role plays in which students are required to use key language from the texts
 - 4) Written sentence-completion tasks requiring use of expressions and other linguistic items that occurred in the texts
- 71- Hyland argues that scaffolding materials for teaching writing are -----.
- 1) concerned with knowledge rather than practice
 - 2) used to present good examples of a genre and illustrate its particular features
 - 3) based on the principle that an awareness of texts facilitates writing development
 - 4) commonly used to involve learners in thinking about and using language by provoking ideas
- 72- The suitable approach to foster speaking skills and natural spoken interaction based on the grammar of spoken language involves the three stages of -----.
- 1) engage, study, and activate
 - 2) presentation, practice, and production
 - 3) illustration, interaction, and induction
 - 4) clarification and focus, restricted use, and authentic use
- 73- According to Rost, the listening activities that require learners to give short verbal and non-verbal responses to the speaker in a real-time interaction belong to the category of ----- listening.
- 1) selective
 - 2) attentive
 - 3) intensive
 - 4) interactive

- 74- **What are teachers advised to do when all the linguistic constructions that students need to learn are not available in the language that occurs in the classroom?**
- 1) Instead of thinking in terms of a grammatical sequence, they should think of a grammar checklist.
 - 2) They should think of adopting a garden path strategy in which they give students information about a construction without giving them the full picture.
 - 3) Instead of teaching rules which are mostly arbitrary and ignore the meaning and use dimensions in grammar teaching, they should focus on reasons.
 - 4) Rather than working on rule learning and rule application, they should use input processing activities that push learners to attend to properties of language.
- 75- **Which of the following statements is NOT true about teaching English as an International Language (EIL)?**
- 1) EIL learners do not have to internalize the cultural norms of English speaking countries.
 - 2) Successful bilinguals with intercultural insights and knowledge should serve as pedagogic models in EIL rather than the monolingual native speaker.
 - 3) EIL instructional materials should have suitable discourse samples pertaining to both native and nonnative speaker interactions and nonnative and nonnative speaker interactions.
 - 4) The EIL pedagogy should aim at global appropriation and local appropriacy in which students should be an efficient speaker of local English.
- 76- **Sociocultural norms, worldviews, beliefs, assumptions, and value systems that find their way into language are dimensions of -----.**
- 1) big C Culture
 - 2) visible culture
 - 3) small c culture
 - 4) invisible culture
- 77- **The six T's Approach in theme-based model of content-based instruction includes -----.**
- 1) themes, topics, texts, threads, tasks, and transitions
 - 2) themes, threads, time, tasks, tests, and transactions
 - 3) themes, topics, texts, tasks, tests, and transitions
 - 4) themes, topics, texts, tasks, types, and tokens
- 78- **Which of the following is NOT true as a motivational principle?**
- 1) There is much more to motivational strategies than offering rewards and punishments.
 - 2) Generating student motivation is not enough in itself – it has to be maintained and protected.
 - 3) It is the quality (not the quantity) of the motivational strategies that the students use that counts.
 - 4) The ought-to L2 self which concerns the L2-specific facet of the learner's self should be given more prominence than the ideal L2 self.
- 79- **Which statement shows a learner who possesses a synthetic learning style?**
- 1) I learn better by summarizing what has been said.
 - 2) I learn better if I see new words, structures, or ideas in context.
 - 3) I learn better by mastering the language rules before applying them.
 - 4) I learn better by figuring out the rules from examples in the language.

- 80- All of the following are TRUE about the usage-based approaches to Second Language Acquisition EXCEPT that -----.
- 1) human language capacities are thought to result from the extraction of statistical patterns from the input
 - 2) human cognition arises from the material, social, cultural, and historical contexts in which human experience is embedded
 - 3) they describe language learning as an implicit inductive task
 - 4) they are committed to incidental learning and unconscious representations
- 81- Which statement is TRUE about Processability Theory of Second Language Acquisition?
- 1) Learners come to know more than what they have been exposed to in the input.
 - 2) Learners are more likely to process meaningful grammatical markers before nonmeaningful grammatical markers.
 - 3) At any stage of development the learner can produce and comprehend only those L2 linguistic forms which the current state of the language processor can handle.
 - 4) Learners will process lexical items for meaning before grammatical forms when both encode the same semantic information.
- 82- In which strategic approach to teaching reading do students relate background knowledge to the text, determine goals for reading, and then engage in predicting activities?
- 1) Experience-Text-Relate (ETR)
 - 2) Question-Answer-Response (QAR)
 - 3) Transactional Strategies Instruction (TSI)
 - 4) Directed Reading and Thinking Activities (DRTA)
- 83- The hypothesis that learners will have difficulty in focusing on all aspects of production (complexity, accuracy and fluency) at the same time is regarded as the -----.
- 1) cognition hypothesis proposed by Peter Skehan
 - 2) trade-off hypothesis proposed by Peter Skehan
 - 3) trade-off hypothesis proposed by Peter Robinson
 - 4) metacognition hypothesis proposed by Peter Robinson
- 84- According to Tomlin and Villa's Theory of Attention, the three distinct attentional processes are -----.
- 1) intention, orientation, and detection
 - 2) alertness, orientation, and detection
 - 3) alertness, noticing the gap, and noticing the hole
 - 4) intention, noticing the gap, and noticing the hole
- 85- The process of making meaning and shaping knowledge and experience through language is known as -----.
- 1) grammaring proposed by Larsen-Freeman
 - 2) languaging proposed by Larsen-Freeman
 - 3) languaging proposed by Swain
 - 4) grammaring proposed by Swain
- 86- All of the following are features of explicit instruction EXCEPT that it -----.
- 1) is predetermined and planned
 - 2) uses metalinguistic terminology
 - 3) presents target forms in isolation
 - 4) attracts attention to the target form

- 87- Which of the following statements is TRUE?
- 1) Consciousness-raising is an implicit form of instruction which supports the strong interface position.
 - 2) Consciousness-raising is mainly an inductive form of instruction which supports the weak interface position.
 - 3) Input-processing instruction is a deductive form of instruction which supports the weak interface position.
 - 4) Input-processing instruction is an implicit form of instruction which supports the strong interface position.
- 88- Levelt's model of speaking involves four overlapping operations of -----.
- 1) conceptualization, formulation, articulation, and monitoring
 - 2) organization, formulation, articulation, and utilization
 - 3) conceptualization, perception, parsing, and utilization
 - 4) formulation, noticing, articulation, and monitoring
- 89- Which of the following shows an etic, intrusive way of gathering classroom information?
- 1) The teacher conducts student focus groups.
 - 2) The teacher keeps a diary of his daily teaching.
 - 3) A large videocamera is placed in the front of the classroom.
 - 4) A trained observer watches the video-recording of a lesson.
- 90- The parameter of practicality in Kumaravadivelu's postmethod pedagogy -----.
- 1) aims for a personal theory of practice generated by the practicing teacher
 - 2) is based on the belief that any language teaching program is unique and has its own characteristics
 - 3) is intended to empower students by giving them freedom to reflect on the way they are being taught
 - 4) is based on the assumption that there are potential mismatches between teacher intention and learner interpretation