



CHAPTER ONE

((SCHOOLS OF THOUGHT IN SLA))

1- Practice in performance in the classroom should be practice in

(سراسری ۸۰)

- 1) internalizing constructed utterances according to patterns set by the teacher
- 2) internalizing language through constant repetition
- 3) generating grammatical points through language acquisition
- 4) generating new utterances, not in parroting utterances produced by the teacher

1- Choice "4"**2- In the 1960s Chomsky challenged structural linguistics and was part of language competence.**

(آزاد ۸۷)

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|-------------------------|---|
| 1) proposed that syntax | 2) attacked the idea that habit formation |
| 3) denied that context | 4) provided a situation that |

2- Choice "1"

Syntax refers to the study of the rules for the formation of grammatical sentences in a language. In the decade of the 1960s, transformational-generative linguistics emerged through the influence of Noam Chomsky and a number of his followers. Generative linguists emphasized the relationships among various elements of a sentence and among possible sentences of a language and identified several rules (transformations) to express these relationships.

Habit formation is related to a theory of learning, while in this question you are being questioned on a theory of language. Moreover, while it is true that Chomsky also attacked behaviorism and did not consider habit formation the way through which human beings learn languages, behaviorists did not claim that habit formation was part of language competence; but they believed it to be the way children learn the language. So Chomsky could not have attacked the idea that habit formation was part of language competence, but he attacked the idea that habit formation is the way through which human beings learn languages. That is why choice (2) cannot be the correct answer.

3- Which of the following is NOT compatible with constructivism?

(آزاد ۸۸)

- 1) Knowledge is actively constructed by learners and not passively received.
- 2) Cognition is an adaptive process that organizes the learner's experiential world.
- 3) All knowledge is socially constructed through interaction with the environment.
- 4) Learners pass through a series of predetermined stages of linguistic development

3-Choice "4"

Constructivism is a social and educational philosophy based on the beliefs that:

- (a)..... knowledge is actively constructed by learners and not passively received
- (b) cognition is an adaptive process that organizes the learner's experiential world
- (c) all knowledge is socially constructed through interaction with the environment

In this philosophy, learning is seen as involving reorganization and reconstruction and it is through these processes that people internalize knowledge and perceive the world.


Choice (4) is wrong, because Piaget has talked about biological timetables and stages of development in cognitive development and not in linguistic development. Piaget saw cognitive development as essentially a process of maturation, within which genetics and experience interact; that is, genetics and predetermined stages are not enough and experience plays a central role in learning.

Piaget saw cognitive development as essentially a process of maturation, within which genetics and experience interact. The developing mind is viewed as constantly seeking equilibration, i.e. a balance between what is known and what is currently being experienced. This is accomplished by the complementary processes of assimilation and accommodation. Simply put, **assimilation** is the process by which incoming information is changed or modified in our minds so that we can fit it in with what we already know. **Accommodation**, on the other hand, is the process by which we modify what we already know to take into account new information. Working in conjunction, these two processes contribute to what Piaget terms the central process of cognitive development. This is an essential aspect of learning, and one that is particularly relevant to the learning of the grammar of a new language.



CHAPTER TWO

((AGE AND LEARNING))

 1- Children's advantage in learning language is basically attributed to their greater (سراسری ۸۲)

- 1) access to comprehensible input
- 2) sociopsychological flexibility
- 3) ability in hemispheric specialization
- 4) communicative approach

1- Choice "2"

Research has shown that lateralization is completed around puberty and that it leads to some form of critical period for acquiring L1.

Children, due to their high rate of egocentricity, do not shape a sense of self-identity, so they place less inhibition upon themselves. Language ego, which is intertwined with one's self-identity, is as a result, less fragile in children. Also, children are not cognitively developed enough to have strong attitudes toward races, cultures, and languages. In terms of access to comprehensible input, if the context of learning is a second language context, there will be little or no difference between adults or children considering the amount of exposure.

Risk-taking, because of their lower inhibitions, is higher in children, but the speed of learning is not by any means fixed. It takes children quite a couple of years to master their mother tongues, but adults have sometimes shown to learn a language expressively rapidly.

Possible causes of such an age-based factor are:

- **Neuromuscular plasticity:** Speech muscles in children are more flexible compared to those of adults and as a result it is easier for children to acquire the accent of an L2.
- **Cerebral development:** It refers to the development of human brain as a result of which lateralization occurs.
- **Sociobiological programs:** Social life of human beings motivates children to form an identity with their own community by acquiring the socially bonding accent of that community at puberty.
- **The environment of sociocultural influences**

 2- From an affective viewpoint,.....

(سراسری ۸۴)

- 1) children refuse to adopt total egocentricism
- 2) for a monolingual, L1 interacts with ego development
- 3) peer pressure is an important variable in adult L2 learning
- 4) L2 learning at childhood poses an important inhibition to the ego

2- Choice "2"

Very young children are highly egocentric. The world revolves about them and they see all events as focusing on themselves. For any monolingual person, the language ego involves the interaction of the native language (L1) and the ego development.

In preadolescence children develop an acute consciousness of themselves as separate and identifiable entities but ones in which, in their still-wavering insecurity, need protecting. They therefore develop inhibitions about this self-identity (ego), fearing to expose too much self-doubt.

Peer pressure is more powerful in child L2 learning. Adults tend to tolerate linguistic differences more than children, and therefore errors in speech are more easily excused.



3- Second language learners' attempt to formulate linguistic rules on the basis of input available to them is termed as

(آزاد ۸۵)

- | | |
|----------------------------------|--------------------------|
| 1) overgeneralization | 2) restructuring process |
| 3) creative construction process | 4) positive transfer |

3- Choice "3"

Creative construction hypothesis is a theory about how second and foreign language learners work out language rules. The theory was proposed by Dulay and Burt, who claim that learners work out the rules of their target language by:

- (a) using natural mental processes, such as generalization
- (b) using similar processes to first language learners
- (c) not relying very much on the rules of the first language
- (d) using processes which lead to the creation of new forms and structures which are not found in the target language (overgeneralization)

Restructuring is the integration of new forms into the learner's language system in a way which triggers reorganization of the learner's language system. From an information-processing perspective, when acquiring complex skills, learners create new mental structures to accommodate the knowledge they acquire. As learning proceeds, this requires the reorganization of already acquired knowledge in order to be able to use it more efficiently.

Positive transfer occurs when the prior knowledge benefits the learning task; that is, when a previous item is correctly applied to present subject matter. **Negative transfer** occurs when previous performance disrupts the performance of a second task. Negative transfer can be referred to as **interference** when the native language affects the target language negatively. It can also be referred to as **overgeneralization** when the second language learner acts within the target language, generalizing a particular rule or item in the second language – irrespective of the native language – beyond legitimate bounds. Overgeneralization is a kind of negative transfer and is not a communicative strategy, but its positive form, that is generalization or elaboration is a cognitive strategy.

Overgeneralization is the source of intralingual errors and interference is the source of interlingual errors.



Test Yourself Chapter Two

1- Those who think of children's minds as "tabula rasa" believe that the human mind

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|--|---|
| 1) has some preconceived notions about the world | 2) has very specific innate knowledge |
| 3) is shaped by the environment | 4) acts on the basis of cognitive network |

2- The innatist hypothesis says that human knowledge develops from structures and processes which are

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|----------------------------|----------------------------------|
| 1) in the mind at birth | 2) learned from the environment |
| 3) conditioned in the mind | 4) learned through reinforcement |

3- Who is NOT associated with Language Acquisition Device?

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|-------------------|-----------------|------------------|-------------------|
| 1) Eric Lenneberg | 2) Noam Chomsky | 3) David McNeill | 4) Charles Osgood |
|-------------------|-----------------|------------------|-------------------|

4- Connectionism holds that

- 1) language is produced by relatively simple developmental processes
- 2) there is no inborn Universal Grammar
- 3) forms of language emerge from deeper functional levels of meaning
- 4) the neurons in the brain form multiple connections

5- Which of the following scientists claimed that "cognitive development is at the very center of the human organism and that language is dependent upon and springs from cognitive development"?

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|------------|-----------|-------------|------------|
| 1) Holzman | 2) Piaget | 3) Vygotsky | 4) Ausubel |
|------------|-----------|-------------|------------|

6- Which one is NOT a premise of the Berlitz Method?

Second language learning should

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|--|--|
| 1) be more like first language learning | 2) involve lots of active oral interaction |
| 3) involve analysis of grammatical rules | 4) involve spontaneous use of the language |

7- Which function is NOT located in the left hemisphere of the brain?

- | | | | |
|--------------------------|---------------------|----------------------|-----------------------|
| 1) Intellectual function | 2) Logical function | 3) Analytic function | 4) Emotional function |
|--------------------------|---------------------|----------------------|-----------------------|

8- Which area of language best supports the Critical Period Hypothesis?

- | | | | |
|-----------|------------|---------------|-------------|
| 1) Accent | 2) Grammar | 3) Vocabulary | 4) Speaking |
|-----------|------------|---------------|-------------|

9- Which one is associated with explicit learning?

- | | |
|----------------------------------|-------------------------------------|
| 1) Concrete language acquisition | 2) Hypothesis formation and testing |
| 3) Parallel mental processing | 4) Learning without awareness |

10- Which one is true about children language acquisition?

- | | |
|---|---|
| 1) children are rote language learners | 2) children's imitation is meaningful |
| 3) children's language practice is decontextualized | 4) children's language involves rule recitation |



CHAPTER THREE

((HUMAN LEARNING))

1- Cognitive psychologists believe that the brain can interact with the environment and the received information. (آزاد ۸۱)

- 1) encode 2) interpret 3) activate 4) stimulate

1- Choice "1 & 2"

Cognitive psychology is a branch of psychology that deals with such processes as attention, perception, comprehension, memory, and learning. It is concerned with mental processes and representation of knowledge in the mind. The information processing paradigm assumes that the mind is a symbol-processing system and that these symbols are transformed into other symbols when acted on by different processes.

Cognitive psychologists tend to think of the brain as an active participating component in the learning process. They see the brain as interacting with the environment and interpreting the information it receives. The brain actively pursues learning, choosing which stimuli it will attend to and the purposes for that information, in other words, what it will learn and remember. They view learning as an internal mentalistic process.

So, it seems that both choices (1) and (2) are correct, but since choice (2) is the exact word in a sentence on page 44 of the book written by Chastain (1988) it is considered the correct choice by the test writer.

Decoding refers to the conversion of language to thought (comprehension), and encoding is the conversion of thought to language (production). But encoding is also an important component of human learning, that is, one must encode the incoming information in preparation for storage. In encoding, the message may be stored as concrete or abstract representations of the information contained in the original message. Stimuli are not recorded in the same manner as they are received. The linguistic symbols of the input (speech) are changed into meaningful concepts in the mind.

For learning, understanding does not suffice, but one must also store, retain, and recall to learn.

Encoding occurs in both deductive and inductive learning.

2- Learning is a relatively permanent change in which materializes in the form of practice. (سراسری ۸۲)

- 1) mind 2) skills 3) behavior 4) memory

2 - Choice "3"

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. It is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, or providing with knowledge, causing to know or understand.

3- The behavioristic definition of learning puts emphasis on behavior. (آزاد ۸۲)

- 1) changes in 2) patterns of
3) repetition of less common 4) specification of desired

3- Choice "4"

Behaviorism also stressed the role of rote learning and imitation. By mechanistic learning they aimed at reinforcing the desired response, so they used mechanical drills to shape the correct behavior in learners.

Behaviorists insisted on only examining observable data. In this way, they had a positivistic view and followed a scientific method for analyzing data. Structural linguists, who had theoretical ties with behaviorists in their beliefs, believed that languages could differ unlimitedly, so they devised Contrastive Analysis.



👁️ 4- A teacher who believes that human learning is like animal learning, most probably advocates a approach to language teaching. (آزاد ۸۳)

- 1) mentalistic 2) behavioristic 3) humanistic 4) cognitive

4- Choice "2"

Behaviorism is a theory of psychology which states that human and animal behavior results from conditioning and should be studied in terms of observable responses, without reference to the mind.

Behaviorism is divided into two dimensions.

Pavlov introduced classical conditioning. For him the learning process equaled the formation of associations between stimuli and reflexive responses. His theory of learning stressed the role of **stimuli** in learning. According to him, stimuli, or in other words identifiable stimuli **elicit** certain response, and it is the repetition of this chain of stimulus-response which leads to learning. But **Skinner**, who was called a **neobehaviorist**, considered **Pavlovian conditioning respondent conditioning** and believed that this form of learning is mainly utilized by **animals**. The responses that are elicited are called **respondents**. He believed that what is important is not the stimulus, but we are governed by **the consequences of our behavior**. He stressed the role of stimuli that follow the response – that is **reinforcers**. So according to Skinner, responses that are **emitted** and governed by the consequences they produce, that is **operants**, are important in learning. To develop his theory of learning, Skinner drew on **Thorndike's Law of Effect** which stressed the significance of events that follow a response. Skinner's theory of learning is referred to as **operant conditioning**.

Discrimination occurs when the learner responds to certain stimuli but not others. It is the opposite of generalization. Here the subject learns to react differently in different situations.

👁️ 5- In Pavlov's experiments, the dogs began to salivate when they heard ringing of the bell. The bell is referred to as (آزاد ۸۴)

- 1) conditioned stimulus 2) unconditioned stimulus
3) reinforcement 4) conditioned response

5- Choice "1"

In his experiments, Pavlov observed that his dog salivated when food was presented to it. So, the food elicited salivation automatically, without prior conditioning, and thus, was called the **unconditioned stimulus**, and the automatic and reflexive salivation of the dog to the sight or smell of the food was called the **unconditioned response**. Pavlov decided to see if he could train his dog to associate the sound of a bell with food by repeatedly presenting the bell and food together. After several occurrences, Pavlov observed that the dog had acquired a **conditioned response**, that is, salivation at the sound of the bell.

Since the sound of the bell had acquired the power to elicit a response through conditioning, it was called the **conditioned stimulus**, and salivation to the sound of the bell, which occurred as a result of conditioning, was called the conditioned response.

Unconditioned Stimulus	Food (the sight or smell of it)
Unconditioned Response	Salivation (to the sight or smell of the food)
Conditioned Stimulus	The sound of the bell
Conditioned Response	Salivation (to the sound of the bell)



6- All of the following shed light on the concept of "transfer" EXCEPT

(سراسری ۸۵)

- 1) affective factors
- 2) universal constraints
- 3) markedness of structures in various languages
- 4) developmental stages involved in language learning

6 – Choice "1"

Affectivity has got nothing to do with transfer. Transfer is a cognitive process, which refers to the carryover of previous performance or knowledge to subsequent learning.

Markedness Differential Hypothesis is a useful method for determining directionality of difficulty. It says that in a pair of related forms, the marked member has at least one more feature than the unmarked one. The unmarked or neutral member is of wider distribution than the marked one. Marked items in a language will be more difficult to learn. The article "an" is the marked member of the pair "a" and "an".

Jean Piaget outlined the course of intellectual development in a child through various stages:

- (a) **sensorimotor stage** (birth to two, the child perceives the environment only through senses)
- (b) **preoperational stage** (two to seven)
- (c) **operational stage** (seven to sixteen) including concrete operational stage (seven to eleven) and formal operational stage (eleven to sixteen). According to this model, at puberty (here at age 11) a person becomes capable of abstraction, formal thinking, and indirect perception which transcend concrete experience and direct perception.

There are four stages of learner language development:

- (a) **Random errors or pre-systematic stage:** The learner is almost unaware that there is some systematic order to a particular class of items.
- (b) **Emergent stage:** The learner discerns a system and begins to internalize certain rules. Backsliding occurs at this stage and it refers to the learner' regression to some previous stage. Inability to self-correct even when errors are pointed to them and avoidance are typical of this stage.
- (c) **Systematic stage:** At this stage the learner's knowledge of rules is closer to L2 rules. Here the learners are able to self-correct when their errors are pointed out to them.
- (d) **Stabilization or post-systematic stage:** Learners at this stage have relatively few errors and are rather fluent. Self-correction without being reminded is a characteristic of this stage. Fossilization may occur at this stage.



Test Yourself Chapter Three

- 1- Thorndike's Law of Effect stressed the significance of events that a response.
- 1) reinforce 2) create 3) follow 4) extinct
- 2- The view in which the focus is away from "teaching" and toward "learning" has been called "..... pedagogy".
- 1) transformative 2) constructivist 3) cognitive 4) behaviorist
- 3- Paolo Freire vigorously objected to traditional "....." concepts of education in which teachers think of their task as one of filling students by making deposits of information which they consider to constitute true knowledge deposits which are detached from reality.
- 1) empowerment 2) liberation 3) value-free 4) banking
- 4- The ability to understand others, how they feel, what motivates them, how they interact with one another pertains to intelligence.
- 1) interpersonal 2) intrapersonal 3) naturalist 4) spatial
- 5- Daniel Goleman is associated with
- 1) subsumption 2) emotional intelligence 3) positive transfer 4) motivation
- 6- In memory, the process of refers to chunking information into meaningful units for organization and subsumption.
- 1) elaboration 2) rehearsal 3) obliteration 4) recitation
- 7- Which concept is not associated with Piaget?
- 1) assimilation 2) accommodation 3) equilibration 4) discrimination
- 8- The learner receives more attention in the view.
- 1) behavioristic 2) traditional 3) social 4) humanistic
- 9- The process of relating new data to the knowledge already existing in the mind is referred to as
- 1) conditioning 2) elaboration 3) subsumption 4) comprehension
- 10- An intralingual error is probably caused by
- 1) positive transfer 2) mechanistic learning 3) interference 4) overgeneralization



CHAPTER FOUR

((THE BRAIN AND LEARNING))

1- Human learning involves

(سراسری ۸۱)

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|--|---|
| 1) attention, comprehension, and storage | 2) comprehension, retention, and recall |
| 3) attention, storage, and application | 4) attention, memorization, and recall |

1 – Choice "2"

For learning, understanding does not suffice, but one must also store, retain, and recall to learn. Anderson believed that the most troublesome problem educators face is ensuring long-term retention.

2- The process of encoding incoming information in preparation for storage is

(سراسری ۸۲)

- | | |
|--|--|
| 1) the main cause for deductive learning | 2) one of the important components of human learning |
| 3) the only factor in cognitive learning | 4) related to direct form of inductive learning |

2 – Choice "2"

Decoding refers to the conversion of language to thought (comprehension), and encoding is the conversion of thought to language (production). But encoding is also an important component of human learning, that is, one must encode the incoming information in preparation for storage. In encoding, the message may be stored as concrete or abstract representations of the information contained in the original message. Stimuli are not recorded in the same manner as they are received. The linguistic symbols of the input (speech) are changed into meaningful concepts in the mind.

For learning, understanding does not suffice, but one must also store, retain, and recall to learn. Encoding occurs in both deductive and inductive learning.

3- The tactic layer in holistic model refers to

(آزاد ۸۳)

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|---------------------------------|---------------------|
| 1) the tendency toward learning | 2) acquiring skills |
| 3) rule learning | 4) rule application |

3– Choice "2"

Holistic layer has 3 layers:

- 1- Tactic layer: Mastery over language skills through imitation
- 2- Strategic layer: Mastery over language rules
- 3- Ego-dynamic model: Acquiring a willingness toward language learning & learning situations

4- The ego-dynamic layer of language learning in holistic model involves

(آزاد ۸۳)

- 1) acquiring or getting skills
- 2) the encoding & decoding activities
- 3) rule learning, rule formation, & their application
- 4) the tendency toward learning & the learning situations

4– Choice "2"

Holistic layer has 3 layers:

- 1- Tactic layer: Mastery over language skills through imitation
- 2- Strategic layer: Mastery over language rules
- 3- Ego-dynamic model: Acquiring a willingness toward language learning & learning situations

🔗 5- For longest retention and greatest ease of retrieval, new information must be (آزاد ۸۴)

- | | |
|--|---------------------------------------|
| 1) memorized | 2) rehearsed |
| 3) located in different parts of the brain | 4) associated with previous knowledge |

5- Choice "4"

When subsumption occurs, new information is associated with previous knowledge of the learner, which causes the longest retention and greatest ease of retrieval.

Subsumption is the process of relating new data to the knowledge already existing in the mind. The elements of the input should relate meaningfully to one another and also to the knowledge base in our minds/our schemata. That is, the data should be subsumed under larger structures of knowledge.

🔗 6- Induction ability refers to the ability that enables the learners to (آزاد ۸۴)

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|--------------------------------------|----------------------------------|
| 1) infer a whole from isolated parts | 2) recognize parts from whole |
| 3) move from abstract to concrete | 4) move from general to specific |

6- Choice "1"

Inductive and deductive reasoning are two polar aspects of the generalization process. In inductive reasoning, one stores a number of specific instances and induces a general law or rule or conclusion that governs or subsumes the specific instance. Deductive reasoning is a movement from generalization to specific instance: specific subsumed facts are inferred or deduced from a general principle.

🔗 7- Regarding levels of memory" which one is NOT correct?' (آزاد ۸۹)

- 1) Short-term, and working memory are responsible for incorporating new knowledge into long-term memory.
- 2) The entering information is organized and processed in the working memory by interacting with the knowledge in the long term memory.
- 3) It is understood that working memory can process only a limited number of psychological items at a time.
- 4) Retention of information learned by rote takes place in short-term memory, while meaningfully learned information is retained in long -term memory.

7- Choice "4"

For learning, understanding does not suffice, but one must also store, retain, and recall to learn. Anderson believed that the most troublesome problem educators face is ensuring long-term retention.

Short-term memory is conscious. It is also called **the working memory** or **speech-processing memory**. Short-term memory is capacity-limited.

The preparation of long-term memory is implemented by short-term memory in two stages:


- (a) **rehearsal**: holding information in short-term memory
- (b) **elaboration**: chunking information into meaning units for organization and subsumption

To use the information existing in long-term memory first that information should be transferred to short-term memory. So accessing the information existing in long-term memory is done non-directly.

Subsumption is the process of relating new data to the knowledge already existing in the mind. The elements of the input should relate meaningfully to one another and also to the knowledge base in our minds/our schemata. That is, the data should be subsumed under larger structures of knowledge. Information learned through both meaningful learning and rote learning is stored in long-term memory.

CHAPTER FIVE

((METHODS OF LANGUAGE TEACHING))

 **1- An EFL teacher should evaluateof the students.**


(سراسری ۸۰)

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|------------------------------|----------------------------------|
| 1) the communicative ability | 2) the communicative competence |
| 3) only the fluency | 4) both the accuracy and fluency |

1-Choice"4"

Communicative Language Teaching stresses language use rather than usage; that is, learning how to communicate in the second language is more important than learning the rules and the forms of the language. The goal in CLT is to acquire knowledge of the target language forms, meanings, and functions and to apply this knowledge in negotiating meaning.

Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic ones. So you see that the focus in CLT is on both linguistic/grammatical and communicative competences.

 **2- Which of the following is not a characteristic of the cognitive method?**

(سراسری ۸۰)

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|---------------------------------------|---|
| 1) Emphasis on pronunciation learning | 2) Deductive rule presentation |
| 3) Use of as many senses as possible | 4) Use of graphic and schematic representations |

2- Choice"1"

Grammar rules are taught both deductively and inductively. Its objective is to develop students' competence to the point at which they can formulate their own replies to previously unmet language situations. Teaching all sentences is impossible, but the system that makes the language production possible should be taught to students.

Visuals are used to clarify meaning.

Multiple Intelligences is a **learner-based philosophy** that was proposed as a contribution to **cognitive science**. In MI, language is tied to life through the **senses**: the senses provide the accompaniment and context for the linguistic message that give it meaning and purpose (a multi-sensory view of language).

The role of pronunciation is de-emphasized in CCLM.

 **3- In the Natural Approach and the Total Physical Response activities are recommended because**

(سراسری ۸۰)

- 1) they are more suitable for children learning L2
- 2) they help students understand meaning
- 3) students like physical activities more
- 4) such activities are easy to conduct in class

3- Choice"2"

According to innate bio-program for L1 and L2, TPR and NA are concerned with:

- insisting on listening comprehension development before production
- listening development as a result of responding physically to parental commands
- speech evolving naturally after listening; and
- internalizing a cognitive map of L2 through listening exercises

The Natural Approach puts more emphasis on input than on interaction and communication. It highlights the role of acquisition in SLA.

TPR is a comprehension-based approach, too.

Both NA and TPR are comprehension-based approaches and recommend activities because they help students understand meaning.



4- "Learning and using a rule require learners to apply their mental powers in order to distil a workable rule from the mass of data presented". From this statement we understand that the writer is a proponent of

(سراسری ۸۰)

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|----------------------------|-------------------------------|
| 1) audio-visual approach | 2) behavioristic approach |
| 3) cognitive-code learning | 4) grammar-translation method |

4- Choice "1"

The audio-visual-structural-global method consists of four basic steps: Presentation, Explanation, Repetition, and Transposition. The dialogues are illustrated with carefully constructed film strips. The authors of the audio-visual-structural-global method feel that the communicative function of language must be maintained if language teaching is not to degenerate into mere mechanical drill. They, therefore, teach the meaning and the grammar of sentences by asking carefully ordered questions.

This is in line with inductive means of teaching languages.

5- "I believe that the delay of oral production can be pushed too far and that at an early stage it is important for the teacher to step in and encourage the students to talk." This assertion is a criticism of

(سراسری ۸۰)

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|--------------------------------|-----------------------------|
| 1) Community Language Learning | 2) the Audio-Lingual Method |
| 3) The Natural Approach | 4) The Silent Way |

5- Choice "3"

The Natural Approach is a kind of comprehension approach, that is, its primary focus is on comprehensible input which includes listening and reading. In this method, language production is delayed until the learner feels ready to use language to speak or to write in the second language.

6- Modern approaches insist on...

(سراسری ۸۱)

- | | |
|------------------------------------|--|
| 1) establishing verbal habits | 2) correcting errors on the spot |
| 3) establishing real communication | 4) using the principles of a single method |

6- Choice "3"

Establishing verbal habits was associated with behaviorism. Errors should be tolerated more than ever and only global errors should be corrected during conversations and other fluency-based activities.

For rejecting choice (4) the author reminds you of the cornerstone of the field, namely the maxim "there is no single method in the post-method era".

7- Task-based materials used in CLT classes represent a more communicative nature by excluding....and including themes and thematic representation in the context.

(سراسری ۸۱)

- | | |
|---|--|
| 1) structurally organized exercises | 2) translation and grammar exercises |
| 3) drills, dialogs, and sentence patterns | 4) paraphrases, exercises, and comprehension |

7- Choice "3"

Morrow and Johnson's "communicate", for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation.

A theme, a task analysis for thematic development, a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises are included in CLT text-based materials.

Some provide drills and practice materials in interactional formats in task-based materials!

Grammar exercises are done during pre-communicative structural activities. Translation may be used where students need or benefit from it. So, grammar exercises and translation are not excluded in CLT.

**8- Forming questions through a transformation drill**

(سراسری ۸۱)

- 1) cannot be a communicative activity
- 2) is the best method of teaching grammar
- 3) helps the students generate meaningful sentences
- 4) helps the students learn the language in a social context

8- Choice "1"

Transformation drills are less commonly used in communicative methodologies since it is argued that they practice pseudo-communication and do not involve meaningful interaction.

Even grammar cannot be taught effectively through the rote-learning offered by drills.

Drills only provide (not always) linguistic contexts for a vocabulary item or grammatical rule and almost never put language into a meaningful social context.

Drills are highly manipulative techniques and their focus is on language forms and not on communication.

9- "Functions" are concerned with social behavior and represent the intention of the speaker or writer, for example "....."

(سراسری ۸۱)

- 1) working
- 2) requesting
- 3) association
- 4) performance

9- Choice "2"

Requesting is part of an instrumental function of language.

The functional part of the notional-functional syllabus corresponds to language functions such as reporting, apologizing, inviting, denying, etc.

Michael Halliday used the term "function" to refer to the purposes for which we use language. He outlined seven functions of language:

- **instrumental / manipulative function:** manipulating the environment, causing certain events to happen, bringing about a condition, and giving orders
- **regulatory function:** controlling events, setting rules, regulating encounters among people, and approving of something
- **representational / descriptive / ideational / transactional function:** making statements, conveying facts and knowledge, and explaining or reporting
- **interactional / social function:** establishing and maintaining social contact (**phatic communion**). The question "How are you?" is an example of the social function of language, not the heuristic function.
- **personal / expressive function:** expressing feelings
- **heuristic function:** asking questions, acquiring knowledge, learning about the environment which are most typical of children
- **imaginative function:** creating systems or ideas, telling stories or jokes, writing novels, writing poetry, and even dreaming

10- The followers of cognitive code learning believe that.....is more important than habit formation.

(سراسری ۸۱)

- 1) understanding
- 2) memorization
- 3) map drawing
- 4) peer correction

10 – Choice "1"

Understanding and subsumption (meaningful learning) as opposed to rote-learning, memorization, and habit formation are the foci in the Cognitive-Code Learning Method.

11- One of the factors that contributed to the emergence of the.....method was the development of descriptive linguistics.

(سراسری ۸۱)

- 1) T.P.R.
- 2) reading
- 3) direct
- 4) audio-lingual

11 – Choice "4"

ALM drew on the behavioristic psychology and descriptive and structural linguistics.

🔗 12- The use of "discourse chain" is one of the techniques of

(سراسری ۸۱)

- | | |
|-----------------------------|----------------------------|
| 1) the Audio-Lingual Method | 2) the Direct Method |
| 3) the Communicative Method | 4) Total Physical Response |

12- Choice "3"

A **discourse chain** is a common CLT activity in which students use textual cues to construct a semispontaneous dialog. Discourse chain demands interactional sequence, but it is always successful at doing so.

The syllabus in TPR is sentence-based. The same is true for ALM and the Direct Method, but in CLT students work with language at the suprasentential or discourse level, learning about cohesion and coherence.

🔗 13- Several innovative scholars have developed methods and techniques to teach a foreign language effectively but I don't think.....can be considered one of them.

(سراسری ۸۱)

- | | | | |
|-------------|------------------|----------------|-----------------|
| 1) J. Asher | 2) B. F. Skinner | 3) C. Gattegno | 4) C. A. Curran |
|-------------|------------------|----------------|-----------------|

13 - Choice "2"

Except Skinner, the others are innovators. J. Asher created the TPR, Gattegno invented the Silent Way, and Curran was the originator of Community Language Learning. B.F.Skinner was a behaviorist psychologist who proposed the operant conditioning.

🔗 14-

(I)

- What is on the table?
- There is a book on the table.
- Where is the bag?
- The bag is on the floor.

(II)

- What is on the table?
- A book.
- Where is the bag?
- On the floor.

(سراسری ۸۱)

- 1) Exercise (II) is not good because the answers are not grammatically acceptable.
- 2) Exercise (II) is better than (I) because it introduces a more appropriate and natural language use.
- 3) Exercise (I) is better than (II) because it provides the students with a meaningful situation to practice language structures.
- 4) Exercise (I) is better than (II) because by giving complete answers the students practice their knowledge of language usage.

14- Choice "2"

Just providing students with linguistic contexts will not suffice. The discourse should be a real life one, and exercise (II) is closer to an authentic meaningful conversation. In a communicative class, the focus of conversation should be more on language use rather than usage. A distinction is made by Widdowson between the function of a linguistic item as an element in a linguistic system (usage) and its function as part of a system of communication (use). The meaning a linguistic item has as an example of usage is called its **significance**, and the meaning it has as an example of use is called its **value**.

🔗 15- Determine the one method which mainly relies on psychology.

(آزاد ۸۱)

- | | | | |
|-------------------|--------|------------------|--------|
| 1) The Silent Way | 2) ALM | 3) Suggestopedia | 4) CLT |
|-------------------|--------|------------------|--------|

15- Choice "3"

Suggestopedia or Desuggestopedia is a humanistic approach, and as a result, concerns student feelings. In this method, it is tried to keep students' affective filters low, so teachers must reduce anxiety and tension as much as possible in class and among learners to protect the fragile egos of learners.



Suggestopedia has no clear theory of language and instead emphasizes lexis and lexical translation instead of contextualization. It puts a lot of emphasis on memorization of vocabulary pairs. It draws its learning recommendations from the science of suggestology which is concerned with the systematic study of nonrational and unconscious influences. It has ties with raja-yoga and Soviet psychology.

These conditions lead to superlearning and extrasensory perception. SM stresses supercognition which is the sum of subconscious and conscious states and the affective domain.

16- One of the following methods puts more emphasis on human relationship. Identify the method. (آزاد ۸۱)

- | | |
|-------------------------|-------------------------------|
| 1) Silent Way | 2) Counseling Learning Method |
| 3) Audio-Lingual Method | 4) Suggestopedia |

16- Choice "2"

Counselling Learning was developed by Charles A. Curran based on humanistic techniques which emphasize the importance of a relationship between the teacher and the learner characterized by mutual warmth, understanding, and a positive evaluation of the other person's worth. (Community Language Learning represents the application of Counselling Learning theories in teaching languages).

17- Which of the following teaching methods can be considered the least natural? (آزاد ۸۱)

- | | | | |
|--------|-------|---------------|--------|
| 1) CLT | 2) DM | 3) Silent Way | 4) ALM |
|--------|-------|---------------|--------|

17- Choice "3"

Gattegno believed that the processes of learning a second language are radically different from those involved in learning a first language. He stated that the second language learner is not like the first language learner and cannot learn another language in the same way because of what he now knows. Therefore, according to Gattegno, the "natural" or "direct" approaches to acquiring a second language are misguided and a successful second language approach will "replace a 'natural' approach by one that is very 'artificial', and for some purposes, strictly controlled".

Gattegno followed no language theory. He believed in grasping the spirit of language – that is, the way each language is composed of phonological and suprasegmental elements that combine to give the language its unique sound and melody – learners must gain a feel for this aspect. But actually the Silent Way followed a structural approach. Sentence was considered the basic unit of language teaching.

He said a good L2 approach is one which is highly artificial and strictly controlled. He used colored rods and color charts. This grew out of his experiences as a designer of reading and math programs.

18- Which one of the following drills is more frequently used in ALM classes? (آزاد ۸۱)

- | | | | |
|---------------|------------------|---------------|---------------|
| 1) Meaningful | 2) Communicative | 3) Mechanical | 4) Completion |
|---------------|------------------|---------------|---------------|

18- Choice "3"

A drill may be defined as a technique that focuses on a minimal number of language forms through some type of repetition. There are three categories for structural pattern drills:

- Mechanical drills:** They have only one correct response from a student and have no connection to reality.
- Meaningful drills:** They may have a predicted response or a limited set of possible responses, but they are connected to some form of reality.
- Communicative drills:** They offer the students the possibility of an open response and negotiation of meaning, but they focus on one or two grammatical rules.

Drills are highly manipulative techniques and their focus is on language forms and not on communication.

There are usually two parts to a drill:

- the teacher provides a word or sentence as a stimulus (**the call-word or cue**)
- students make various types of responses based on repetition, substitution, or transformation

Mechanical drills are more frequently used in ALM classes.

🔗 19- Concepts such as time, distance, and quantity are examples of

(سراسری ۸۲)

- 1) roles 2) competence 3) notions 4) functions

19- Choice "3"

Notions are general and specific. General notions are abstract concepts such as time, space, quantity, etc. Specific notions refer to contexts and situations. General notions are domains in which we use language to express thoughts and feelings. The functional part of the notional-functional syllabus corresponds to language functions such as reporting, apologizing, inviting, denying, etc.

🔗 20- A generalized, prescribed set of classroom specifications for accomplishing linguistic objectives is referred to as

(آزاد ۸۸)

- 1) approach 2) technique 3) method 4) system

20- Choice "3"

Compared to approaches, methods tend to have short lives, because they are often linked to very specific claims and to prescribed practices.

Approach, which is axiomatic, is the level at which assumptions and beliefs about language and language learning are specified. **Method**, which is procedural, is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which content will be presented. **Technique**, which is implementational, is the level at which classroom procedures are described.

According to another definition of methods by Richards and Rodgers (1986), a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

The top-down criticism implies that methods typically prescribe for teachers what and how to teach. Teachers *have to* accept the claims or theory underlying the method and apply them to their own practice. Good teaching is regarded as correct use of the method and its prescribed principles and techniques. Roles of teachers and learners are generally prescribed. The role of the teacher is marginalized; the role is to understand the method and apply its principles correctly. Learners are also viewed as the passive recipients of the method and must submit themselves to its activities and exercises. Teacher creativity and learner-centeredness are neglected. There is little room for the teacher's own personal initiative and teaching style.

🔗 21- To minimize the threatening effect of the teacher's knowledge and power in Community Language Learning.

(آزاد ۹۰)

- 1) he does not remain in front of the class 2) he keeps silent and just uses gestures
3) he does not talk to the learners directly 4) he creates an atmosphere of competition in the class

21- Choice "1"

(1) Choices (2) and (3) refer to the Silent Way.

The teacher stands behind the student. This reduces the threat and fosters interaction between students rather than from the student to the teacher.

Community Language Learning is a method in which using the native language is a basic principle, at least at first few stages of learning. Community Language Learning has got a topic-based syllabus. Actually it follows no a priori syllabus, and it is only after observing the class protocol that can a retrospective syllabus be attributed to it.

In Community Language Learning the interaction pattern is mostly developed by relation between the teacher-counselor and the learners.

Community Language Learning does not have a conventional syllabus. CLL has got a topic-based syllabus. CLL syllabus emerges from the interaction between the learners' expressed communicative intentions and the teacher's reformulations of these utterances into the suitable target language sentences.

At times a lexical item or grammatical point is isolated by the teacher for further examination and explanation, and this is the only way that we can specify a progressive or retrospective syllabus for Community Language Learning.

**22- In Silent Way, students are supposed**

(آزاد ۹۰)

- | | |
|---|--|
| 1) to rely on their teacher throughout the course | 2) to develop their own "inner criteria" for correctness |
| 3) not to explore the language or make choices | 4) to interact only with the teacher |

22- Choice "2"

Silence and **avoidance of repetition** lead to more awareness and learning how to learn which proceed from attention, production, self-correction, and absorption. These help learners develop **inner criteria** which is a distinctive feature of SW. Silence leads to more:

- autonomy
- cooperation
- initiation

23- One of the criticisms leveled at Direct Method is that

(آزاد ۹۰)

- 1) students are expected to think in the target language
- 2) it lacks a realistic picture of the classroom environment
- 3) the speech is believed to be prior to written form of language
- 4) grammar is neglected throughout the course

23- Choice "1"

The causes of the decline of the Direct Method:

- overemphasizing the similarities between L1 and L2 learning
- lack of practicality because of needing native or fluent teachers as a result of emphasizing speaking too much and lacking textbooks
- lack of theoretical basis in applied linguistics
- the counterproductivity of avoiding L1
- **the Coleman report** which was a shift to GTM



Test Yourself Chapter Five

1- The GTM does NOT approve of

- | | |
|---|-------------------------------|
| 1) teaching deductively | 2) teaching everyday language |
| 3) memorizing lists of vocabulary items | 4) reading and writing |

2- Which method is against the use of translation in language teaching?

- | | | | |
|--------|------------------|--------|------------------|
| 1) CLL | 2) Suggestopedia | 3) GTM | 4) Direct Method |
|--------|------------------|--------|------------------|

3- The Coleman Report resulted in the emergence of the

- | | | | |
|-------------------|------------------------|---------------|----------------------|
| 1) Reading Method | 2) Audiolingual Method | 3) Silent Way | 4) Eclectic Approach |
|-------------------|------------------------|---------------|----------------------|

4- drills offer the students the possibility of an open response and negotiation of meaning, but they focus on one or two grammatical rules.

- | | | | |
|---------------|---------------|------------------|----------------|
| 1) mechanical | 2) meaningful | 3) communicative | 4) mentalistic |
|---------------|---------------|------------------|----------------|

5- In which method does the teacher have a dominant role?

- | | |
|----------------------------------|---------------------------------|
| 1) ALM | 2) CLL |
| 3) Cooperative Language Learning | 4) Task-based Language Teaching |

6- Which method shares its fundamental approach to language learning with TPR?

- | | |
|-------------------------------------|------------------------------------|
| 1) Cognitive-code Language Learning | 2) Communicative Language Teaching |
| 3) Suggestopedia | 4) Natural Approach |

7- Which one is NOT among the elements of Cooperative Language Learning?

- | | |
|-------------------------------|------------------------------|
| 1) Positive interdependence | 2) Individual accountability |
| 3) Structuring and structures | 4) Silent period |

8- In a/an program pupils study in regular content-area classes with no special foreign language instruction. The assumption is that they will absorb English as they focus on the subject matter.

- | | |
|-----------------------------------|-------------------------|
| 1) Immersion | 2) Submersion |
| 3) Language across the Curriculum | 4) Immigrant On-Arrival |

9- An activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process is a

- | | |
|-------------------------------|------------------------|
| 1) discourse chain | 2) communicative drill |
| 3) pre-communicative activity | 4) task |

10- The pluralistic view of methods is in line with the approach to teaching.

- | | | | |
|------------------|---------------|------------------|-------------|
| 1) communicative | 2) task-based | 3) content-based | 4) eclectic |
|------------------|---------------|------------------|-------------|

CHAPTER SIX

((PSYCHOLOGICAL FACTORS))**1- When a learner..., he is using a cognitive strategy.**

(سراسری ۸۱)

- 1) tries to learn how to continue conversation in his second language
- 2) tries to understand why he makes some mistakes repeatedly
- 3) judges how well he has accomplished a learning activity
- 4) focuses on the important aspects of the material to be learned

1- Choice "1"

Choices (2), (3), and (4) are all metacognitive strategies. Choices (2) and (3) are kinds of self-evaluation. Choice (4) is a selective attention strategy. Choice (1) can be considered a kind of learning itself and a cognitive strategy. But some could argue that it is learning a communication strategy and is part of one's strategic competence, so they could say that it is not a learning strategy (and nor a cognitive strategy as a result) at all. But the author believes that in *learning* a communication strategy you use cognitive strategies. According to Wenden, choice (4) is a cognitive strategy, in which case choice (1) would be a communication strategy and not the correct answer. So, it is a controversial question, with choice (1) being more likely to be the correct answer.

2- In order to motivate students, a second language teacher should not

(سراسری ۸۱)

- 1) produce temporary stress or continued anxiety
- 2) give the students feed back as to their progress
- 3) let the students enter into planning and decision making
- 4) give the students opportunity to express their psychological needs for success

2- Choice "1"

There are many suggestions for improving student achievement motivation. Some cognitive recommendations include clarifying the course goals, assisting individual students, giving feedback, summarizing, reviewing, using examples and activating their background knowledge, testing, stimulating what they already know and their creativity, and basing teaching on real-life situations. Some affective ones are avoiding producing stress, building activities on students' needs, rewarding and punishing, making the material interesting, using audio-visual aids, employing variety, arousing suspense and curiosity, increasing positive attitudes toward L2 speakers among students, giving them some control over their own learning (that is, they should plan and make decisions for themselves), and using small groups in class.

3- Brown (1987) defines cognitive style as the link between which seems to affect the way people learn and the particular attempt they make in solving a problem.

(آزاد ۸۱)

- | | |
|----------------------------|-------------------------------|
| 1) mind and brain | 2) personality and cognition |
| 3) processing and encoding | 4) monitoring and reproducing |

3- Choice "2"

The way we learn things in general and the way we attack a problem seem to hinge on a link between personality and cognition. This link is referred to as cognitive style.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They vary not only from one individual to another, but also from moment to moment. They also vary intra-individually.

Learning strategies include metacognitive strategies, cognitive strategies, and socioaffective strategies. Two types of communication strategies constitute avoidance strategies and compensatory strategies.

These strategies are teachable and need to be introduced to learners.

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Cognitive strategies include practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.



4- Cognitive style can be defined as

(آزاد ۸۱)

- 1) the ways through which one feels the environment 2) broad systematic features
3) the ways in which individuals process information 4) specific reactions to different stimuli

4- Choice "3"

Learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment, or, more simply, as a general predisposition, voluntary or not, toward processing information in a particular way. People's styles are determined by the way they internalize their total environment.

5- A learner who is willing to become an indistinguishable member of a speech community has

motivation.

(سراسری ۸۲)

- 1) assimilative 2) extrinsic 3) instrumental 4) integrative

5- Choice "4"

Since the learner is willing himself/ herself to integrate with the L2 group it cannot be an extrinsic motivation. According to the definitions which follow even choice (1) could be correct, but when we have choice (4) as an umbrella term it is more logical to choose choice (4).

6- Which of the following is NOT one of the skills of metacognition?

(سراسری ۸۲)

- 1) monitoring one's ongoing activity
2) predicting the consequences of an action
3) testing the results of one's own hypotheses
4) finding out the relations among different parts of a sentence

6- Choice "4"

Choice (4) can be named as grouping which is a cognitive strategy. Predicting the consequences of an action or event, testing reality, and a variety of other behaviors for coordinating and controlling deliberate attempts to learn and solve problems are examples of the skills of metacognition.

According to Oxford, direct strategies include memory, cognitive, and compensation strategies, and indirect strategies include metacognitive, affective, and social strategies.

Metacognitive strategies, according to Oxford, include centering one's learning, planning one's learning, and evaluating it.

7- Extrinsically motivated behaviors are carried out in

(سراسری ۸۲)

- 1) participation of outside activities for inside purposes
2) anticipation of a reward from outside and beyond the self
3) anticipation of inside rewards to help outside motivation
4) participation of both inside and outside motivations to get personal goals

7- Choice "2"

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. They are aimed at bringing about feelings of competence and self-determination.

Extrinsically motivated behaviors are carried out in the anticipation of a reward from outside and beyond the self.

8- Motivation is the outgrowth of attending tovariables.

(آزاد ۸۲)

- 1) self-actualization 2) achievement
3) cognitive, affective, and social 4) communicative

8– Choice "3"

Motivation is an outgrowth of attending to both cognitive and affective social variables. To achieve and maintain high motivation in class the teacher needs to be sensitive to individual differences in motivational influences and in the ways in which each student demonstrates motivation. Students can be motivated to do well in class or to do poorly. However, when teachers talk about motivation, they are generally referring to students' efforts to learn. Thus, in this section the term motivation is used to mean **achievement motivation**.

Achievement motivation refers to students' efforts to learn.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. There are three types of achievement motivation:

- Some students are motivated by a desire to know (**cognitive desire**).
- Others students are motivated as a desire to enhance their self-concept (**ego enhancement**).
- Still others are motivated by social factors (**social affiliation**).

9- Self-management and functional planning refer to

(سراسری ۸۳)

- 1) cognition 2) learning style 3) metacognition 4) field independence

9- Choice "3"

O'Malley classified learning strategies into three groups:

- (a) Metacognitive strategies including advance organizers, directed attention, selective attention, self-management, functional planning (activating background knowledge), self monitoring, delayed production, and self-evaluation
- (b) Cognitive strategies including repetition, resourcing, translation, grouping, note taking, deduction, imagery recombination, auditory representation, key word, contextualization, transfer, elaboration (subsumption), and inferencing
- (c) Socio-affective strategies including cooperation and question for clarification

10- Circumlocution, approximation, and word coinage constitute the category of communication strategies called

(سراسری ۸۳)

- 1) avoidance 2) paraphrase 3) language switch 4) literal translation

10– Choice "2"

In **coinage** a nonexistent L2 word is created based on a supposed rule (e.g. vegetarianist for vegetarian.)

In **code-switching / borrowing strategy / language switch** the learner uses an L1 word, sentence, or even longer stretches of discourse with L1 pronunciation while speaking in L2.

Avoidance strategy refers to avoiding using a word or structure not being able to come up with it.

A **prefabricated pattern (formulaic expressions)** is the use of memorized stock phrases, usually for survival purposes, without internalized knowledge of their components. They are memorized by rote to fit their appropriate context.

Literal translation refers to literally translating a lexical item, idiom, compound word, or structure from the first language to the second language. For example a Persian learner of English may say "stone-hearted" instead of "heartless" for the Persian adjective "سنگدل".

Approximation is using an alternative term instead of the target lexical item, like saying football field instead of football pitch.

Circumlocution is describing or exemplifying the target object of action.

Paraphrase is a communication strategy which includes approximation, word coinage, and circumlocution.

11- The behaviors and thoughts that a learner engages in during learning are called

(سراسری ۸۳)

- 1) decoding skills 2) learning styles 3) learning strategies 4) data-driven skills

11– Choice "3"

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They vary not only from one individual to another, but also from moment to moment. They also vary intra-individually.

Generally there are two types of strategies. **Learning strategies** are devised to process, store, and retrieve, that is to intake input and messages from others. **Communication strategies** pertain to how we produce language, express meaning, and deliver messages that is to output.



12- Motivation is commonly referred to as

(آزاد ۸۳)

- | | |
|---|--|
| 1) vigorous predisposition about an objective | 2) a strong desire to gain ego-enhancement |
| 3) an inner drive for ego-involvement | 4) an inner drive, impulse or emotion |

12- Choice "4"

Motivation is an outgrowth of attending to both cognitive and affective social variables. To achieve and maintain high motivation in class the teacher needs to be sensitive to individual differences in motivational influences and in the ways in which each student demonstrates motivation. Students can be motivated to do well in class or to do poorly. However, when teachers talk about motivation, they are generally referring to students' efforts to learn. Thus, in this section the term motivation is used to mean **achievement motivation**.

Achievement motivation refers to students' efforts to learn.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. There are three types of achievement motivation:

- Some students are motivated by a desire to know (**cognitive desire**).
- Others students are motivated as a desire to enhance their self-concept (**ego enhancement**).
- Still others are motivated by social factors (**social affiliation**).

13- Describing the characteristics of an object instead of using the appropriate L2 item (سراسری ۸۴)

- | | |
|--|--|
| 1) is a type of literal translation | 2) reflects a lexical avoidance strategy |
| 3) falls within communication strategies | 4) is related to the category of language switch |

13- Choice "3"

Strategic competence compensates for breakdowns in communication, and it is utilized to make one's message clearer or to better understand input.

Communication strategies are part of one's strategic competence.

Communication strategies could be either verbal or non- verbal.

Two types of communication strategies include avoidance and compensatory strategies. Some compensatory strategies are: circumlocution, approximation, use of all-purpose words, coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, stalling or time-gaining strategies.

Circumlocution is describing or exemplifying the target object of action.

14- The most influential learner variables in developing second language skills are variables. (آزاد ۸۴)

- | | | | |
|--------------|--------------|-----------|---------------|
| 1) cognitive | 2) affective | 3) social | 4) biological |
|--------------|--------------|-----------|---------------|

14- Choice "2"

Of all learner variables, the most influential are those related to the learners' emotions, attitudes, and personalities. The affective domain plays a larger role in developing second language skills than does the cognitive, because the emotions control the will to activate or shut down the cognitive functions.

15- Which one of the following is among the affective variables influencing the development of second language skills?

(آزاد ۸۴)

- | | | | |
|-------------|-------------|-----------------|-----------------|
| 1) Attitude | 2) Aptitude | 3) Self-concept | 4) Perseverance |
|-------------|-------------|-----------------|-----------------|

15- Choice "1&3&4"

According to Chastain, affective variables include self-concept, attitude, perseverance, internal versus external locus of control, introversion versus extroversion, and interests and needs.

Aptitude is a cognitive variable.

 **16 - All of the following bear on language learning strategies EXCEPT that**


(سراسری ۸۵)

- 1) they vary within an individual
- 2) they are constant and predictable
- 3) a dozen of them may be utilized simultaneously
- 4) they are unrelated to personality factors (such as self-esteem)

16- Choice "2"

Styles are related to personality factors, but different strategies can be revised by individuals with different characteristics.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They vary not only from one individual to another, but also from moment to moment. They also vary intra-individually.

 **17- Guessing the meaning of an unknown word through word analysis is a strategy.**


(سراسری ۸۵)

- 1) cognitive
- 2) compensation
- 3) memory
- 4) metacognitive

17- Choice "1"

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Cognitive strategies include practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Reasoning deductively and analyzing expressions are part of analyzing and reasoning, and word analysis is a kind of analysis.

 **18- Using a second language item which you know is incorrect in the context in which you are, but has some semantic properties in common with the target item is called**


(سراسری ۸۵)

- 1) approximation
- 2) circumlocution
- 3) formulaic expression
- 4) literal translation

18- Choice "1"

A prefabricated pattern (formulaic expressions) is the use of memorized stock phrases, usually for survival purposes, without internalized knowledge of their components. They are memorized by rote to fit their appropriate context.

Approximation is using an alternative term instead of the target lexical item, like saying football field instead of football pitch.


 **19- The person who is is free to entertain a number of innovative and creative possibilities and not be cognitively or affectively disturbed by uncertainty.**

(آزاد ۸۵)

- 1) field-independent
- 2) left-brain dominant
- 3) reflective
- 4) tolerant of ambiguity

19- Choice "4"

Ambiguity tolerance refers to the degree to which you are cognitively willing to tolerate ideas and propositions that run counter to your belief system or structure of knowledge. Some people are relatively open-minded in accepting ideologies and events and facts that contradict their own views; they are more content than others to entertain and even internalize contradictory propositions. Others, more close-minded and dogmatic, tend to reject items that are contradictory or slightly incongruent with their existing system; they wish to see every positions fit into an acceptable place in their cognitive organization, and if it does not fit, it is rejected.

 **20- is a term which refers to consistent and rather enduring tendencies or preferences within and individual.**

(آزاد ۸۵)

- 1) Process
- 2) Style
- 3) Strategy
- 4) Personality

20- Choice "2"

Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning (and personality type) that pertain to you as an individual, and that differentiate you from someone else.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They vary not only from one individual to another, but also from moment to moment. They also vary intra-individually.



Learning strategies include metacognitive strategies, cognitive strategies, and socioaffective strategies. Two types of communication strategies constitute avoidance strategies and compensatory strategies.

These strategies are teachable and need to be introduced to learners.

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Cognitive strategies include practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

21- The use of "Boshghab" instead of "dish" by an Iranian learner of English most probably results from

(سراسری ۸۶)

- | | |
|---------------------------------|-------------------------------|
| 1) lexical avoidance | 2) literal translation |
| 3) a type of borrowing strategy | 4) the approximation strategy |

21- Choice "3"

Lexical avoidance refers to avoiding using a word not being able to come up with it.

Approximation is using an alternative term instead of the target lexical item, like saying football field instead of football pitch.

Literal translation refers to literally translating a lexical item, idiom, compound word, or structure from the first language to the second language. For example, a Persian learner of English may say "stone-hearted" instead of "heartless" for the Persian adjective "سنگدل".

In **code-switching / borrowing strategy / language switch** the learner uses an L1 word, sentence, or even longer stretches of discourse with L1 pronunciation while speaking in L2.

Avoidance strategy refers to avoiding using a word or structure not being able to come up with it.

22- The learner who monitors his production or comprehension, is making use of

(آزاد ۸۶)

- | | |
|------------------------------|-----------------------------|
| 1) metacognitive strategies | 2) cognitive strategies |
| 3) socioaffective strategies | 4) communicative strategies |

22- Choice "1"

Metacognition or metacognitive knowledge is the knowledge of mental processes which are involved in different kinds of learning. Learners are said to be capable of becoming aware of their own mental processes. This includes recognizing which kinds of learning tasks cause difficulty, which approaches to remembering information work better than others, and how to solve different kinds of problems. Metacognitive knowledge is thought to influence the kinds of learning strategies learners choose.

Cognition is the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc.

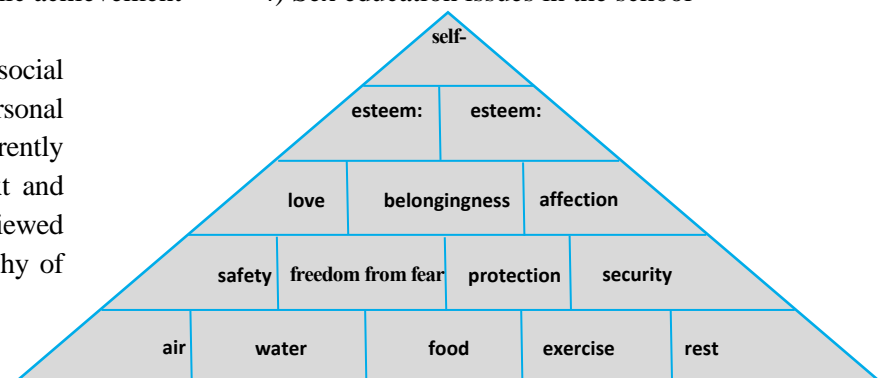
23- Which academic issue can be clarified by understanding Maslow's Needs Theory?

(آزاد ۸۶)

- | | |
|--|--|
| 1) Delinquency in the public schools | 2) The effects of different classroom strictures |
| 3) The effect of poverty on academic achievement | 4) Sex education issues in the school |


23- Choice "3"

Constructivism places emphasis on social context as well as individual personal choices. Each person is motivated differently but within a cultural and social context and they cannot be separated. Maslow viewed motivation as passing through a hierarchy of needs:



As you see, the third row is allotted to community, belongingness, and connectedness. This underscores the place of social interaction. So the fulfillment of self-actualization depends on the fulfillment of social relationship.

The last stage is self-actualization and confirming one's identity and self according to personal norms and criteria.

 24- "Word Coinage" is a kind of strategy used by the learners while using the language. (آزاد ۸۶)

- 1) cognitive 2) memory 3) affective 4) communicative

24- Choice "4"

Two types of communication strategies include avoidance and compensatory strategies. Some compensatory strategies are: circumlocution, approximation, use of all-purpose words, coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, stalling or time-gaining strategies.

In **coinage** a nonexistent L2 word is created based on a supposed rule (e.g. vegetarianist for vegetarian).

In **code-switching / borrowing strategy / language switch** the learner uses an L1 word, sentence, or even longer stretches of discourse with L1 pronunciation while speaking in L2.

Avoidance strategy refers to avoiding using a word or structure not being able to come up with it.

A **prefabricated pattern (formulaic expressions)** is the use of memorized stock phrases, usually for survival purposes, without internalized knowledge of their components. They are memorized by rote to fit their appropriate context.

Literal translation refers to literally translating a lexical item, idiom, compound word, or structure from the first language to the second language. For example, a Persian learner of English may say "stone-hearted" instead of "heartless" for the Persian adjective "سنگدل".

Approximation is using an alternative term instead of the target lexical item, like saying football field instead of football pitch.

Circumlocution is describing or exemplifying the target object of action.

Paraphrase is a communication strategy which includes approximation, word coinage, and circumlocution.

 25- The subjects who are more field-dependent tend to be generally more (آزاد ۸۷)

- 1) emphatic 2) competitive 3) self-confident 4) reserved

25- Choice "1"

Empathy is usually described as the projection of one's own personality into the personality of another in order to understand him or her better.

Researches indicate that field-independence is more associated with males, adults, classroom and EFL contexts, and deductive approaches to teaching and field-dependence with females, children, natural second language and ESL contexts, and inductive approaches to teaching. Field-dependent persons are shown to, by virtue of their empathy, social outreach, and perception of other people, be successful in learning the communicative aspects of a second language.

 26- Topic development, or maintenance of conversation, involves all of the following except (آزاد ۸۸)

- 1) clarification 2) shifting 3) attention getting 4) interruption

26- Choice "3"

These are done through using gambits which are a kind of communication strategy. Communication strategies are included in one's strategic competence.

The ability for successful initiation, maintenance, and termination of conversation is part of the language user's sociolinguistic strategic competence. Attention getting, topic nomination, topic development, and topic termination are all conversational rules.

For topic development participants use conventions of turn-taking, clarification, shifting, avoidance, and interruption.

Topic clarification involves seeking or giving repair for linguistic forms that contain errors in various ways ranging from indirect signals to outright correction.

Topic shifting and avoidance can be done through both verbal and nonverbal signals.

Gambits are used to initiate, maintain, and terminate a conversation. They are also used for turn taking, attention getting, etc. Their function is more closely related to facilitating the conversational exchange than to communicating information. They are classified into 2 types according to their communicative function:

- **Conversational gambits** are used to open and close conversations.
- **Organizational gambits** serve to maintain or further conversations.

Strategic competence compensates for breakdowns in communication, and it is utilized to make one's message clearer or to better understand input.

Communication strategies are part of one's strategic competence.

Communication strategies could be either verbal or non-verbal.



27- Using available information to guess the meaning of new items or filling missing information is a.....learning strategy. (آزاد ۸۸)

- 1) socioaffective 2) cognitive 3) cooperative 4) metacognitive

27- Choice "2"

Inferencing is defined as using available information to guess meanings of new items, predict outcomes, or fill in missing information. It is a cognitive strategy.

28- Asking a teacher or a native speaker for repetition, paraphrasing, and explanation is a.....learning strategy. (آزاد ۸۸)

- 1) cooperative 2) socioaffective 3) cognitive 4) metacognitive

28- Choice "2"

Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples is a **question for clarification** which is a socioaffective strategy. **Cooperation**, another kind of socioaffective strategy, is defined as working with one or more peers to obtain feedback, pool information, or model a language activity.

O'Malley classified learning strategies into three groups:

- Metacognitive strategies including advance organizers, directed attention, selective attention, self-management, functional planning (activating background knowledge), self monitoring, delayed production, and self-evaluation
- Cognitive strategies including repetition, resourcing, translation, grouping, note taking, deduction, imagery recombination, auditory representation, key word, contextualization, transfer, elaboration (subsumption), and inferencing
- Socio-affective strategies including cooperation and question for clarification

29- Which of the following is not a contributing factor to motivation? (آزاد ۸۹)

- 1) Executive Motivation 2) Motivation Reinforcer
3) Motivation Retrospection 4) Choice Motivation

29- Choice "2"

Dornyei's process model of learning motivation for the L2 classroom distinguishes a '**preactional stage**' involving '**choice motivation**', which relates closely to the idea of orientation, an '**actional stage**' involving '**executive motivation**', which concerns the effort the learner is prepared to invest to achieve the overall goal and is heavily influenced by the quality of the learning experience, and a '**postactional stage**' involving '**motivational retrospection**', where the learner forms attributions out of the learning experience which influence the preparedness to continue. Such a model is able to account for how motivation changes over time and, as such, is far superior to the static models of motivation that dominated earlier research.

According to motivational hypothesis, success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language.

In contrast to the **motivational hypothesis**, the **resultative hypothesis** posits that motivation is the result and not the cause of L2 achievement.

The expectancy-value theory in motivation refers to those theories that assume that people are motivated to do things that they perceive to have value and at which they expect to succeed.

The serious study of motivation in language learning began with Lambert and Gardner's work on the social psychology of language learning in the bilingual context of Canada. Crucial to understanding **the socio-psychological perspective** is the distinction between 'orientation' and 'motivation'. Lambert and Gardner's early work in Canada suggested that integrative motivation correlated most strongly with measures of L2 achievement but subsequent research has shown that in some teaching contexts an instrumental motivation was more important. In his later publications, Gardner acknowledges that both motivations are important and that they can co-exist in the same learner population. Subsequent research has shown that learners' orientations are varied, depending on the situational and temporal context, and are also dynamic. What may be important is not what orientation individual learners have but rather the extent to which each learner is prepared to pursue the learning goal (i.e. motivational intensity and perseverance).



During the 1990s, the socio-psychological perspective on motivation was challenged for a number of reasons. First, it was seen as failing to acknowledge the resultative dimension of motivation. Gardner viewed motivation as **causative** (i.e. it led to L2 achievement) but a number of studies indicated that, in some learners, motivation resulted from success in learning. Second, related to this point, it was seen as presenting motivation in too static a way, failing to acknowledge that motivation was dynamic, shifting all the time as a result of learners' learning experiences and, no doubt, countless other purely personal factors. Third, and from a pedagogic perspective, the socio-psychological perspective was seen as too deterministic – motivation was treated as something that learners brought to the task of learning an L2 that determined their success. It did not allow for the possibility that learners could develop intrinsic interest in the process of their attempts to learn. For this reason, in particular, the theory was seen as lacking in pedagogic relevance.

30- All of the following characterize left-brain-dominant people EXCEPT (سراسری ۹۰)

- | | |
|--|---|
| 1) preferring talking and writing | 2) favoring intuitive problem solving |
| 3) relying on language in thinking and remembering | 4) preferring certain established information |

30- Choice "2"

Choice (2) is true for right-brain dominant learners.

Left-brain dominant learners are intellectual, make objective judgments, are planned, are analytic readers, rely on language in thinking and remembering, prefer talking and writing and multiple-choice tests, control their feelings, are not good at interpreting body language, and favor logical problem solving. On the other hand, right-brain dominant learners are intuitive, make subjective judgments, are spontaneous and synthesizing readers, and prefer drawing and manipulating objects and open-ended questions. They are free with their feelings and good at interpreting body language, and they prefer intuitive problem solving.

Since left-brain dominant learners are intellectual and analytically-oriented they prefer deductive style of teaching. Right-brain dominant learners prefer elusive uncertain information, while left-brain dominants prefer established certain information.

Right-brain dominant learners prefer whole images and generalizations, as opposed to left-brain dominant learners who would like to receive linguistic data and tend to analyze rather than generalize.

Left-brain dominants are better at producing separate words, gathering the specifics of language, carrying out sequences of operation, and dealing with abstraction, classification, labeling, and **reorganization**.

31- When one delays speaking so that one would first learn through listening, one is using a

(سراسری ۹۰)

- | | | | |
|--------------------|-----------------------|--------------------------|---------------------------|
| 1) social strategy | 2) cognitive strategy | 3) compensatory strategy | 4) metacognitive strategy |
|--------------------|-----------------------|--------------------------|---------------------------|

31- Choice "4"

Predicting the consequences of an action or event, testing reality, and a variety of other behaviors for coordinating and controlling deliberate attempts to learn and solve problems are examples of the skills of metacognition.

According to Oxford, direct strategies include memory, cognitive, and compensation strategies, and indirect strategies include metacognitive, affective, and social strategies. Metacognitive strategies, according to Oxford, include centering one's learning, planning one's learning, and evaluating it.

O'Malley classified learning strategies into three groups:

- Metacognitive strategies including advance organizers, directed attention, selective attention, self-management, functional planning (activating background knowledge), self monitoring, delayed production, and self-evaluation.
- Cognitive strategies including repetition, resourcing, translation, grouping, note taking, deduction, imagery recombination, auditory representation, key word, contextualization, transfer, elaboration (subsumption), and inferencing
- Socio-affective strategies including cooperation and question for clarification

32- Based on Oxford' SILL questionnaire, which of the following is an indirect strategy?

(سراسری ۹۰)

- | | |
|---------------------------------------|---------------------------------------|
| 1) Learning with others | 2) Remembering more effectively. |
| 3) Compensating for missing knowledge | 3) Using all your cognitive processes |

32- Choice "1"



Test Yourself Chapter Six

- 1- Specific actions, behaviors, steps, or techniques used by students to enhance their own learning is referred to as**
- 1) processes 2) styles 3) strategies 4) tasks
- 2- According to Stevick (1982), left-brain-dominant second language learners are better at all the following EXCEPT**
- 1) producing separate words 2) gathering the specifics of language
3) carrying out sequences of operations 4) using metaphors
- 3- An style implies an approach in which a person makes a number of different gambles on the basis of "hunches" with possibly several successive gambles before a solution is achieved.**
- 1) intuitive 2) reflective
3) ambiguity tolerant 4) field independent
- 4- Which one is NOT a characteristic of a good language learner?**
- 1) Find their own way, taking charge of their learning
2) Seek certainty and prefer to talk or listen with understanding every word
3) Organize information about language
4) Make their own opportunities for practice in using the language inside and outside the classroom
- 5- Which one is NOT a cognitive strategy?**
- 1) checking the outcomes of one's own language learning
2) imitating a language model, including overt practice and silent rehearsal
3) using target language reference materials
4) using the first language as a base for understanding and producing the second language
- 6- "Appeal for help" is a/an strategy.**
- 1) avoidance 2) socioaffective 3) metacognitive 4) compensatory
- 7- From a perspective, motivation is quite simply the anticipation of reward.**
- 1) cognitive 2) metacognitive 3) behavioral 4) constructivist
- 8- motivated activities are the ones for which there is no apparent reward except the activity itself.**
- 1) Assimilatively 2) Intrinsically 3) Extrinsically 4) Instrumentally
- 9- An extrovert person prefers**
- 1) to take conversational risks 2) to concentrate and be self-sufficient
3) to attend to hard, systematic work 4) to process ideas before speaking
- 10- Which one is NOT a characteristic of a "sensing" person?**
- 1) realistic 2) down to earth 3) practical 4) impersonal

CHAPTER SEVEN

((SOCIOCULTURAL FACTORS))

1- Which one of these assertions is not well grounded?

(سراسری ۸۰)

- 1) "Critical period" for language learning capacity may have passed for L2 learner.
- 2) L2 learner has already acquired a set of cultural values.
- 3) L1 learner starts the task with no previous knowledge of language.
- 4) L1 learner is exposed to naturally selected and graded input.

1- Choice "4"

This is true only with L2 learners.

2- The study of language in which the focus is on how language users interpret what other language users mean is called

(سراسری ۸۱)

- | | |
|-------------------------------|---------------------------|
| 1) Pragmatics | 2) semantics |
| 3) conversational interaction | 4) co-operative principle |

2- Choice "1"

Pragmatics is the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used.

Semantics is the study of meaning, which is what a language expresses about the world we live in or any possible or imaginary world. Semantics is usually concerned with the analysis of the meaning of words, phrases, or sentences and sometimes with the meaning of a whole text.

Discourse analysis constitutes the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.

Grice identified four conversational maxims:

- (a) **Quantity**: Give as much information as is needed.
- (b) **Quality**: Speak truthfully.
- (c) **Relevance**: Say things that are relevant.
- (d) **Manner**: Say things clearly and briefly.

The use of conversational maxims to imply meaning during conversation is called **conversational implicature**, and the cooperation between speakers in using the maxims is sometimes called **the cooperative principle**.

3- Which of the following is not a macro-function of language?

(آزاد ۸۱)

- | | | | |
|------------------|-----------------|---------------|------------|
| 1) interpersonal | 2) instrumental | 3) ideational | 4) textual |
|------------------|-----------------|---------------|------------|

3- Choice "2"

Language is often described as having the following major functions:

- (a) **descriptive function/ ideational function**
- (b) **social function/ interpersonal function**
- (c) **expressive function**
- (d) **textual function**

Textual function is devised in creating written and spoken texts which cohere within themselves and which fit the particular situation in which they are used.

Michael Halliday used the term "function" to refer to the purposes for which we use language. He outlined seven functions of language:

- (a) **instrumental / manipulative function**: manipulating the environment, causing certain events to happen, bringing about a condition, and giving orders
- (b) **regulatory function**: controlling events, setting rules, regulating encounters among people, and approving of something



- (c) **representational / descriptive / ideational / transactional function**: making statements, conveying facts and knowledge, and explaining or reporting
- (d) **interactional / social function**: establishing and maintaining social contact (**phatic communion**). The question "How are you?" is an example of the social function of language, not the heuristic function.
- (e) **personal / expressive function**: expressing feelings
- (f) **heuristic function**: asking questions, acquiring knowledge, learning about the environment which are most typical of children
- (g) **imaginative function**: creating systems or ideas, telling stories or jokes, writing novels, writing poetry, and even dreaming

4- The two major fields which have contributed a lot to our understanding of discourse are

(آزاد ۸۱)

- | | |
|---|--------------------------------------|
| 1) sociology and philosophy of language | 2) semantics and general linguistics |
| 3) psychology and communication | 4) fluency and accuracy |

4- Choice "2"

Pragmatics is the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used.

Semantics is the study of meaning, which is what a language expresses about the world we live in or any possible or imaginary world. Semantics is usually concerned with the analysis of the meaning of words, phrases, or sentences, and sometimes with the meaning of a whole text.

Discourse analysis constitutes the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.

5- The branch of language study that focuses on how language users interpret what other language users mean is called

(سراسری ۸۲)

- | | | | |
|---------------|------------------|--------------|-------------------|
| 1) pragmatics | 2) metacognition | 3) cognition | 4) interpretation |
|---------------|------------------|--------------|-------------------|

5- Choice "1"

Pragmatics is the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used.

Metacognition or metacognitive knowledge is the knowledge of mental processes which are involved in different kinds of learning. Learners are said to be capable of becoming aware of their own mental processes. This includes recognizing which kinds of learning tasks cause difficulty, which approaches to remembering information work better than others, and how to solve different kinds of problems. Metacognitive knowledge is thought to influence the kinds of learning strategies learners choose.

Cognition is the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc.

6- The competence that encompasses knowledge of items and rules of morphology, syntax, semantics, and phonology is called competence.

(آزاد ۸۵)

- | | | | |
|--------------|----------------|------------------|--------------|
| 1) discourse | 2) grammatical | 3) communicative | 4) pragmatic |
|--------------|----------------|------------------|--------------|

6- Choice "2"

Canale and Swain's model of communicative competence consists of four components:

grammatical/formal/linguistic competence: knowledge of the grammar, vocabulary, phonology, and semantics of a language.

discourse competence: knowledge of intersentential relationships – that is, relationships between sentences – and knowledge of how to begin and end conversations.

sociolinguistic competence: knowledge of the sociocultural rules of language and of discourse and understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction.

strategic competence: knowledge of how to compensate for breakdowns in communication and how to make one's message clearer or to better understand input – that is, knowledge of communication strategies

Bachman's schematization of language competence is a little different. He divides language competence into two subcategories, organizational competence and pragmatic competence. Then, he divides organizational competence into two competences. His organizational competence includes grammatical competence which is the knowledge of vocabulary, morphology, syntax, and phonology or graphology, and textual competence which includes the knowledge of cohesion and rhetorical organization. His pragmatic competence includes illocutionary competence (functional competence) including ideational, manipulative, heuristic, and imaginative functions, and sociolinguistic competence including sensitivity to dialect or variety, sensitivity to register, sensitivity to naturalness, and cultural differences and figures of speech.

 **7- According to Brown, compose the extrinsic side of affectivity in second language acquisition.** (آزاد ۸۵)

- | | |
|----------------------------|-------------------------------|
| 1) personality factors | 2) linguistic factors |
| 3) sociocultural variables | 4) motivation and self-esteem |

7- Choice "3"

The intrinsic side of affectivity is personality factors within a person that contribute in some way to success in language learning. Extrinsic factors, that is, sociocultural variables, emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with a second language.

 **8- In the study of language development, pragmatics refer to the** (آزاد ۸۶)

- 1) study of sounds
- 2) study of grammatical forms and their rules
- 3) understanding of word meanings
- 4) understanding of various roles and forms of language in a variety of contexts

8- Choice "4"

Pragmatics is the study of the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used.


Semantics is the study of meaning, which is what a language expresses about the world we live in or any possible or imaginary world. Semantics is usually concerned with the analysis of the meaning of words, phrases, or sentences, and sometimes with the meaning of a whole text.

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The use of conversational maxims to imply meaning during conversation is called **conversational implicature**, and the cooperation between speakers in using the maxims is sometimes called **the cooperative principle**.

 **9- The ability for successful initiation, maintenance, and termination of conversation is part of the language user's competence.** (آزاد ۸۷)

- | | | | |
|--------------------|------------|--------------|---------------|
| 1) sociolinguistic | 2) general | 3) strategic | 4) linguistic |
|--------------------|------------|--------------|---------------|

9- Choice "3"

These are done through using gambits which are a kind of communication strategy. Communication strategies are included in one's strategic competence.

The ability for successful initiation, maintenance, and termination of conversation is part of the language user's strategic competence. Attention getting, topic nomination, topic development, and topic termination are all conversational rules.



For topic development, participants use conventions of **turn-taking**, **clarification**, **shifting**, **avoidance**, and **interruption**. Topic clarification involves seeking or giving **repair** of linguistic forms that contain errors in various ways ranging from indirect signals to outright correction.

Strategic competence compensates for breakdowns in communication, and it is utilized to make one's message clearer or to better understand input.

Communication strategies are part of one's strategic competence.

Communication strategies could be either verbal or non-verbal.

10- Widdowson uses the notion of indexical meaning to refer to

(سراسری ۸۸)

- 1) the concepts to which words allude
- 2) the established signification of forms as recorded in dictionaries
- 3) the function attributed to the linguistic sign by the language user when it occurs in context
- 4) the semantic features to which the learner appeals to comprehend the linguistic forms he/she is exposed to

10- Choice "3"

When we interpret a text, we do so by recognizing that the linguistic signs are indexical of a particular pattern, a particular schema. So, to understand the utterances in the text, to realize meaning in language use, we need to engage schematic as well as systemic knowledge. It is not enough to know the general symbolic meaning of signs; we need to discover their particular indexical meaning as in actual contexts of occurrence. The interpretation of text is a matter of taking bearings from both systemic and schematic knowledge so as to achieve the indexical values of the signs.

Linguistic learning cannot be adequately described without reference to the social setting in which that learning takes place, or to the indexical meanings of linguistic forms. What a child learns about language is dependent on linguistic experience. But that experience is shaped by a wide range of social forces, and different social settings may present very different learning opportunities by virtue of shaping linguistic input in different ways.

Thus, **the exemplar model** intrinsically captures the observation that no natural human utterance offers linguistic information without simultaneously indexing some social factor.

The indexical meaning of utterances are clarified by taking bearings on our knowledge of familiar **frames of reference** or our **schematic knowledge** as well as on our knowledge of the formal elements of our language or our **systemic knowledge**.

The ability to engage in communicative activity crucially depends on knowing how to realize the particular indexical value of signs as they appear in the context of actual use.

Symbolic meaning is virtual and the concern of semantics. Indexical meaning is actual and the concern of pragmatics.

11- The Resultative Hypothesis developed by Hermann (1980) posits that

(سراسری ۸۸)

- 1) it is success that contributes to motivation rather than the other way round
- 2) it is external incentives and influences that determine learners' motivational strength
- 3) both integrative and instrumental motivation are needed for success in L2 acquisition
- 4) integrative motivation results in the emergence of some affective variables that help forward L2 acquisition

11- Choice "1"

According to motivational hypothesis, success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language.

The expectancy-value theory in motivation refers to those theories that assume that people are motivated to do things that they perceive to have value and at which they expect to succeed.

The serious study of motivation in language learning began with Lambert and Gardner's work on the social psychology of language learning in the bilingual context of Canada. Crucial to understanding **the socio-psychological perspective** is the distinction between 'orientation' and 'motivation'. Lambert and Gardner's early work in Canada suggested that integrative motivation correlated most strongly with measures of L2 achievement, but subsequent research has shown that in some teaching contexts an instrumental motivation was more important. In his later publications, Gardner acknowledges that both motivations are important and that they can co-exist in the same learner population. Subsequent research has shown that learners' orientations are varied, depending on the situational and temporal context, and are also dynamic. What may be important is not what orientation individual learners have but rather the extent to which each learner is prepared to pursue the learning goal (i.e. motivational intensity and perseverance).

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 **12- According to Halliday, the function of language which involves using it to acquire knowledge and learn about the environment is known as** (آزاد ۸۹)

- 1) heuristic 2) regulative 3) interpersonal 4) inquiry

12- Choice "1"

Michael Halliday used the term "function" to refer to the purposes for which we use language. He outlined seven functions of language:

(h) instrumental / manipulative function: manipulating the environment, causing certain events to happen, bringing about a condition, and giving orders

(i) regulatory function: controlling events, setting rules, regulating encounters among people, and approving of something


(j) representational / descriptive / ideational / transactional function: making statements, conveying facts and knowledge, and explaining or reporting

(k) interactional / social function: establishing and maintaining social contact (**phatic communion**). The question "How are you?" is an example of the social function of language, not the heuristic function.

(l) personal / expressive function: expressing feelings

(m) heuristic function: asking questions, acquiring knowledge, learning about the environment which are most typical of children

(n) imaginative function: creating systems or ideas, telling stories or jokes, writing novels, writing poetry, and even dreaming

 **13- Our ability to connect sentences to form a meaningful whole out of a series of utterances is called** (آزاد ۸۹)

- 1) strategic 2) grammatical 3) sociolinguistic 4) discursal

13- Choice "4"

Canale and Swain's model of communicative competence consists of four components:

grammatical/formal/linguistic competence: knowledge of the grammar, vocabulary, phonology, and semantics of a language

discourse competence: knowledge of intersentential relationships – that is, relationships between sentences – and knowledge of how to begin and end conversations

sociolinguistic competence: knowledge of the sociocultural rules of language and of discourse and understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction

strategic competence: knowledge of how to compensate for breakdowns in communication and how to make one's message clearer or to better understand input – that is, knowledge of communication strategies



14- Clear examples of pieces of language content that act as, labels attached to a sentence saying what it does are called

(آزاد ۸۹)

- 1) functions 2) concepts 3) notions 4) speech acts

14- Choice "4"

A speech act is an utterance as a functional unit in conversation. In speech act theory utterances have two kinds of meaning:

(a) **propositional meaning**: the basic literal meaning of the utterance which is conveyed by the particular words or structures which the utterance contains

(b) **illocutionary meaning/force**: the effect the utterance or the written text has on the reader or listener, that is, the purpose or the function of the utterance

For example, in "I am thirsty" the propositional meaning is what the utterance says about the physical state. The illocutionary force is the effect the speaker wants the utterance to have on the listener. It may be intended as a request for something to drink. A speech act is a sentence or utterance which has both propositional meaning and illocutionary force.

A distinction is made by Austin in the theory of speech acts between three different types of acts involved in or caused by the utterance of a sentence:

A **locutionary act** is saying something which is meaningful and can be understood.

An **illocutionary act** is using a sentence to perform a function.

A **perlocutionary act** is the results or effects that are produced by means of saying something.

For example, saying the sentence *It's cold in here* has a literal meaning (The speaker is cold.). It has a locutionary act if the listener understands it. This sentence may be intended as an order or request (Close the window.). Closing the window would be a perlocutionary act.

There are five kinds of speech acts:

Commissive: a speech act that commits the speaker to doing something in the future, such as a promise or a threat

Declarative: a speech act which changes the states of affairs in the world

Directive: a speech act that has the function of getting the listener to do something, such as a suggestion, a request, or a command

Expressive: a speech act in which the speaker expresses feelings and attitudes about something, such as an apology, a complaint, or to thank someone, or to congratulate someone

Representative: a speech act which describes states or events in the world, such as an assertion, a claim, a report

A speech act is different from a function in that in a speech act we have a function, that is, a speech act is an utterance that has a special function.

15- are often used to allude to a world shared by the sender and receiver of a linguistic message,

(سراسری ۹۰)

- 1) Rhyme and theme 2) Exophoric references 3) Cohesion and textuality 4) Cataphoric references

15- Choice "2"

When the reader uses more than just the text to establish referents, in other words, when the author expects the reader to share a world with him independent of the text, the references are called exophoric. Here the referent is assumed to be part of a shared world in terms of knowledge or experience between the speaker/writer and listener/reader.

In linguistic pragmatics, exophora is a reference to something extralinguistic, i.e. not in the same text, and contrasts with endophora. Exophora can be deictic, in which special words or grammatical markings are used to make reference to something in the context of the utterance or speaker. For example, pronouns are often exophoric, with words such as "this", "that", "here", "there", as in *that chair over there is John's* said while indicating the direction of the chair referred to. Given "Did the gardener water those plants?", it is quite possible that "those" refers back to the preceding text, to some earlier mention of those particular plants in the discussion. But it is also possible that it refers to the environment in which the dialogue is taking place — to the "context of situation", as it is called — where the plants in question are present and can be pointed to if necessary. The interpretation would be "those plants there, in front of us". This kind of reference is called exophora, since it takes us outside the text altogether. Exophoric reference is not cohesive, since it does not bind the two elements together into a text.

Usually, in English, the beginning of a clause signals a framework, or theme (or topic) within which one transmits what is to be said, or rheme (or new information).

16- From Halliday's perspective, all of the following define the social context of language EXCEPT the

(سراسری ۹۰)

- 1) field of discourse 2) mode of discourse 3) tenor of discourse 4) function of discourse

16- Choice "4"

The most sophisticated model for a description of register variation is proposed by Halliday. He uses a three-way division to describe the characteristics of a speech situation. He calls his categories the field, the mode, and the tenor of discourse. The field includes the physical setting and the social activity that surrounds and defines a speech event. For Halliday, the mode of discourse includes the channel used (i.e., written, spoken, or signed) and involves factors such as whether the speech is memorized or spontaneous and monologic or dialogic. The speech genre is also part of the mode. The tenor of discourse concerns the participants and the interpersonal dynamics involved in their relationship.

17- As stated by Brown (2000), stereotypes are characteristics of any culture and inseparable from it. Therefore, a second language teacher should keep in mind that

(آزاد ۹۰)

- 1) stereotypes are often misleading and give wrong views regarding second language speakers
- 2) our oversimplified and subjective concepts of members of another culture are not based on reality
- 3) presenting stereotypes and cultural differences to students lowers their motivation to learn the second language
- 4) stereotypes may be accurate in depicting the typical member of a culture but inaccurate for describing a particular individual

17- Choice "4"

This choice is the most accurate explanation of the concept of stereotyping and its consequences. Stereotyping refers to our oversimplified and overgeneralized understanding of the people of the target language culture. This understanding is to some extent based on reality, but it only characterizes the typical member of that culture and not every single individual in that culture. Teachers should teach their students cultural differences and similarities between the two cultures, but one way to begin teaching culture on a positive note is to emphasize similarities among people. Teaching these cultural differences should not lead to cultural stereotyping, because stereotyping leads to negative attitudes toward the native speakers of the target language and this in turn ends in lowered motivation, interaction, and input in the target language for the students.

Teachers should just acquaint students, but not indoctrinate students with attitudes from the second culture.



Test Yourself Chapter Seven

- 1- refers to phenomena ranging from mild irritability to deep psychological panic and crisis.
- 1) Acculturation 2) Enculturation 3) Anomie 4) Culture shock
- 2- According to John Schumann's categorization (1976) which one is NOT a parameter of social distance?
- 1) Dominance 2) Congruence 3) dissimilation 4) Permanence
- 3- According to Brown's optimal distance model of second language acquisition, an adult who fails to master a second language in a second culture may have
- 1) failed to synchronize linguistic and cultural development
2) focused more on accuracy than on fluency
3) failed to spend enough time with native speakers
4) focused more on fluency than on accuracy
- 4- Which one is NOT one of the conceptual categories Hofstede (1986) used to study cultural norms?
- 1) Individualism 2) Power distance 3) Uncertainty avoidance 4) Perseverance
- 5- "We dissect nature along lines laid down by our native languages." This statement is in line with
- 1) The Whorfian Hypothesis 2) The optimal distance model
3) The acculturation model 4) The Indianization model
- 6- Halliday's "representational function" of language
- 1) serves to manipulate the environment, to cause certain events to happen.
2) makes use of language to make statements, convey facts and knowledge, explain, or report
3) serves to ensure social maintenance
4) allows a speaker to express feelings, emotions and personality
- 7- As a speech act, a commissive includes
- 1) a promise 2) a suggestion 3) a complaint 4) a claim
- 8- "Certain phonological variants, vocabulary, idioms, and other expressions that are associated with different occupational or socioeconomic groups" is termed
- 1) style 2) strategy 3) rhyme 4) register
- 9- "The results or effects that are produced by means of saying something" make up
- 1) an illocutionary act 2) a perlocutionary act
3) a locutionary act 4) a performative act
- 10- Topic clarification manifests itself in various forms of functions.
- 1) interactional 2) imaginative 3) personal 4) heuristic

CHAPTER EIGHT


((LINGUISTIC FACTORS))

 **1- Many researchers interested in TEFL and TESL have come to the conclusion that** (سراسری ۸۰)

- 1) not all errors committed by the ELF learner are caused by the pull of the mother tongue
- 2) the native language is the main cause of all errors in EFL learners' performance
- 3) the more an EFL learner forgets his first language the better he can learn the target language
- 4) EFL learners' errors must be traced back into their L1 forms

1- Choice "1"

Interlingual errors are the result of the negative carryover of the information from one's L1 to L2. The beginning stages of learning a second language are especially vulnerable to interlingual transfer or interference from the native language. In these early stages, before the system of the second language is familiar, the native language is the previous linguistic system upon which the learner can draw. Researchers have found that the early stages of language learning are characterized by a predominance of interference, but once learners have begun to acquire parts of the new system, more and more intralingual transfer is manifested. This of course follows logically from the tenets of learning theory. As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself.

 **2- According to the Input Hypothesis we acquire in just one way, by** (سراسری ۸۰)

- | | |
|---|--|
| 1) understanding messages | 2) speaking |
| 3) scanning the output of our acquired system | 4) effectively utilizing the conscious grammar |

2- Choice "1"

According to Krashen's theory of Comprehensible Input, the input learners are exposed to should be at the $i+1$ level, that is, it must be slightly above their current level to challenge them and to keep them motivated, but it should not be so much difficult that they despair of comprehending it. There are four points to remember about input. First, this hypothesis is related to acquisition, not learning. Second, understanding the $i+1$ input leads to acquisition. Of course, context, extralinguistic information, and knowledge of the world make comprehension possible. Third, fluency is developed independently and indirectly through being exposed to comprehensible input. Fourth, if there is sufficient quantity of comprehensible input, $i+1$ is provided automatically.


 **3- We acquire a new rule by understanding messages that contain this new rule. This is done with the aid of all the following EXCEPT** (سراسری ۸۰)

- | | |
|-----------------------------------|---------------------------------------|
| 1) analyzing that particular rule | 2) extralinguistic context |
| 3) knowledge of the world | 4) our previous linguistic competence |

3- Choice "1"

Of course, context, extralinguistic information, and knowledge of the world make comprehension possible. Natural Approach puts more emphasis on input than on interaction and communication. It highlights the role of acquisition in SLA.

But the fact is that this item was constructed some 10 years ago, and now the current theory suggests that noticing the linguistic form is central to learning.

 **4- For input to be useful for language acquisition, it has to be processed for its** (سراسری ۸۰)

- | | | | |
|---------------|------------|--------------|------------|
| 1) efficiency | 2) meaning | 3) relevancy | 4) variety |
|---------------|------------|--------------|------------|

4- Choice "2"

According to Krashen's theory of Comprehensible Input, the input learners are exposed to should be at the $i+1$ level, that is, it must be slightly above their current level to challenge them and to keep them motivated, but it should not be so much difficult that they despair of comprehending it.



5- Successful learners

(سراسری ۸۰)

- 1) try to get less input and are more receptive to the input they get
- 2) try to get more input and are less receptive to the input they get
- 3) with optimal attitudes have a low affective filter
- 4) with optimal attitudes have a high affective filter

5-Choice"3"

In the Natural Approach, for a class atmosphere to be motivating and interesting, it must be nonthreatening to keep the learners' affective filters low. This can be realized through using aids, allowing speaking to emerge, and providing interesting input. In this method, language production is delayed until the learner feels ready to use language to speak or write in the second language. Errors are not corrected directly, especially at the first stages of acquisition, but according to the Monitor Hypothesis, conscious learning can function as a monitor to repair the output.

6- Read the following report to answer the next test item: "The learners heard and practiced certain language items In class, and for a period of time outside of class, they appeared to 'know' these forms in the sense that they used them correctly in appropriate contexts. Later, however, some of these 'correct' forms disappeared from the learners' language and were replaced by simpler or developmentally 'earlier' forms." The reason for this phenomenon is that

(سراسری ۸۰)

- 1) the process of L2 acquisition is mainly controlled by the learners rather than the teacher
- 2) the learners had not been familiar with the "use" of the new items
- 3) the L2 learners forget what they have been taught very easily if they don't use them
- 4) the learners' syllabus was much ahead of the teacher's syllabus

6-Choice"1"

Based on the natural order hypothesis the acquisition of grammatical structures or morphemes proceeds in a predictable order. A similar natural order is found in L2 acquisition; during acquisition (**but not during learning**) similar developmental errors occur in learners no matter what their native language is. That is, instruction cannot change the order and it just accelerates the rate of acquisition.

7- In Krashen's L2 learning theory (i+1)

(سراسری ۸۱)

- | | |
|----------------------------------|---|
| 1) refers to interlanguage | 2) is related to production stage |
| 3) refers to the amount of input | 4) states the gradual complexity of input |

7- Choice "4"

According Krashen's theory of Comprehensible Input, the input learners are exposed to should be at the i+1 level, that is, it must be slightly above their current level to challenge them and to keep them motivated, but it should not be so much difficult that they despair of comprehending it.

8- The major function of the affective filter is to the input.

(آزاد ۸۱)

- | | | | |
|------------|----------|---------------|--------------|
| 1) control | 2) alter | 3) facilitate | 4) interpret |
|------------|----------|---------------|--------------|

8- Choice "1"

In the Natural Approach, for a class atmosphere to be motivating and interesting, it must be nonthreatening to keep the learners' affective filters low.

According to this hypothesis, when stress increases in learners, they are less likely to interact in L2 and to find opportunities to learn L2. As a result, they are less exposed to L2 input and also they will accomplish less intake. Even if they are exposed to input they cannot understand it efficiently.

9- explains how conscious grammatical knowledge can function in language production. (سراسری ۸۲)

- 1) Monitor model 2) Input hypothesis 3) Consciousness raising 4) Affective filter

9 – Choice "1"

According to **the monitor hypothesis**, conscious learning can function as a monitor to repair the output. We may call upon learned knowledge to correct ourselves when we communicate. In using the monitor, there are three limitations: time, focus on form, and knowledge of rules.

10- If errors are treated as the result of an inevitable process in language development, then students' errors in class should be (سراسری ۸۲)

- 1) corrected as soon as possible 2) substituted with correct forms
3) out of concern in any condition 4) tolerated unless they block communication

10- Choice "4"

11- The central problem Krashen sees in his hypothesis regarding language acquisition/learning is that students cannot (آزاد ۸۲)

- 1) develop positive attitudes 2) correct their errors
3) learn to communicate 4) acquire structure in a predictable order

11- Choice "3"

Krashen claimed that adult second language learners have two means for internalizing the target language. The first is “acquisition”, a subconscious and intuitive process of constructing the system of a language, similar to the process used by a child to “pick up” the language. The second way is a conscious “learning” process in which learners attend to forms, figure out rules, and are generally aware of their own process. According to Krashen, fluency in second language performance and communication is due to what people acquire, not what they learn.

12- Krashen's "Input Hypothesis" deals with language (آزاد ۸۲)

- 1) competence 2) learning 3) monitoring 4) internalization

12- Choice "4"

The Input Hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition (the intake).

It claims that an important condition for language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structures slightly above his/her current level of competence.

13- Teachers should seek to handle students' language errors in a way that will result in the (آزاد ۸۲)

- 1) development of accuracy 2) development of skills
3) production of informative sentences 4) removal of fossilization

13- Choice "2"

In the process-based approaches to teaching language, it is tried to treat errors in ways that do not interrupt the communication process and help learners develop their communicative skills.

Errors should be tolerated more than ever and only global errors should be corrected during conversations and other fluency-based activities.

Global errors are errors which hinder communication, because they make the message blurred and the listener or reader cannot get the message. **Local errors**, on the other hand, are errors which do not damage the message. They are minor incorrect forms used by the learner and need not be corrected. So teachers, especially during fluency exercises, should just correct global errors to make the learner's intent clear and they do not need to correct every minor mistake made by learners.

🔗 14- Some errors are fossilized; that is, they are not

(آزاد ۸۲)

- | | |
|---|--------------------------|
| 1) harmful to the flow of communication | 2) subject to variation |
| 3) subject to expansion | 4) subject to correction |

14- Choice "4"

At the fourth stage of the learner language development, called the postsystematic stage, the learner has relatively few errors and has mastered the system to the point that fluency and intended meaning are not problematic. However, at this stage, the learners may stabilize too fast, allowing minor errors to slip by undetected, and thus, manifest fossilization of their language.

🔗 15- As a category of the hierarchy of difficulty, underdifferentiation means that

(سراسری ۸۳)

- | | |
|--|---|
| 1) an L1 item is absent in the L2 | 2) two L1 items become one item in the L2 |
| 3) one L1 item becomes two items in the L2 | 4) no difference is present between the L1 and L2 |

15- Choice "1"

Transfer is the level of difficulty at which there is no difference or contrast between the two languages, so the learner faces no difficulty transferring positively from L1 to L2. At **coalescence** level, two items in L1 become coalesced into one item in L2. **Underdifferentiation** refers to the level at which an item in L1 is absent in the target language. In **reinterpretation**, an item existing in the native language is given a new shape or distribution. In **overdifferentiation**, an entirely new item which is absent in L1 must be learned. The last level, **split** is defined as the level at which one item in the native language becomes two or more in L2, requiring the learner to make a new distinction.

Some examples from Persian follow for further clarification:

- Transfer → "من" and "I"
- Coalescence → "تو / شما" and "you"
- Underdifferentiation → "از چیزی لذت بردن" and "enjoy"
- Reinterpretation → SOV sentence order in Persian and SVO sentence order in English
- Overdifferentiation → "Ø" and "the"
- Split → "او" and "he/she/it"

🔗 16- According to Krashen's Monitor Model,

(سراسری ۸۳)

- 1) learning is a subconscious process
- 2) L2 fluency is due to acquisition not learning
- 3) L2 learners should attend to form to acquire the L2
- 4) there is no clear distinction between learning and acquisition

16- Choice "2"

There are two distinct ways of developing competence in L2, namely learning (conscious and intentional) and acquisition (subconscious and unintentional). According to the Natural Approach, learning cannot lead to acquisition.

According to Krashen's theory of Comprehensible Input, the input learners are exposed to should be at the $i+1$ level, that is, it must be slightly above their current level to challenge them and to keep them motivated, but it should not be so much difficult that they despair of comprehending it. There are four points to remember about input. First, this hypothesis is related to acquisition, not learning. Second, understanding the $i+1$ input leads to acquisition. Of course, context, extralinguistic information, and knowledge of the world make comprehension possible. Third, fluency is developed independently and indirectly through being exposed to comprehensible input. Fourth, if there is sufficient quantity of comprehensible input, $i+1$ is provided automatically.

17- Psychologically real grammatical structures

(سراسری ۸۴)

- 1) should directly relate to mental processing
- 2) should be based on the real function of grammar
- 3) are based on the contrastive analysis of L1 and L2 grammatical systems
- 4) are those which are taught according to a learner's psychological characteristics

17- Choice "1"

When we talk about psychologically real grammars, we mean those theories and schematizations of language knowledge that we believe to exist in the human mind. Cognitivist theorists try to find out what exactly goes on in the mind of humans while learning or processing language. So, when they propose a theory of grammar (and remember by grammar we mean mental linguistic knowledge) they test it to see if it is exactly what goes on in the mind. For example, the structural groupings of words has been tested in different languages and through different tests to see whether it is mentally real or it is just a hypothesis and it has been proven that the former is the case; that is, there is a predisposition in our minds to group certain words together to form larger categories and not others. It has been shown that the linguistic hypothesis that sentences are not simply strings of words without any logical relation is not just a hypothesis, but a psychological reality about human language or knowledge of grammar.

18- In the Contrastive Analysis Hypothesis

(سراسری ۸۴)

- 1) the moderate version emphasizes vast L1-L2 differences
- 2) underdifferentiation refers to the absence of an L2 item in L1
- 3) there is a heavy reliance on the role of intralingual errors
- 4) the difficulty hierarchy applies to both grammatical and phonological errors

18- Choice "4"

This hierarchy was applicable to both grammatical and phonological features of language.

The strong version of Contrastive Analysis Hypothesis (CAH) attempts to predict difficulties in learning L2 caused by the interference from L1. The advocates of CAH did so by devising a method called the hierarchy of difficulty. Prator's hierarchy consisted of six categories in ascending order of difficulty including transfer, coalescence, underdifferentiation, reinterpretation, overdifferentiation, and split. This hierarchy was based on the differences between L1 and L2. The more the differences, the more difficult the task of learning will be.

Contrastive Analysis predicts or at least claims to predict cases of negative transfer or interference from L1 and does not tell learners to avoid even the positive cases of transfer.

Transfer is the level of difficulty at which there is no difference or contrast between the two languages, so the learner faces no difficulty transferring positively from L1 to L2. At **coalescence** level, two items in L1 become coalesced into one item in L2. **Underdifferentiation** refers to the level at which an item in L1 is absent in the target language. In **reinterpretation**, an item existing in the native language is given a new shape or distribution. In **overdifferentiation**, an entirely new item which is absent in L1 must be learned. The last level, **split** is defined as the level at which one item in the native language becomes two or more in L2, requiring the learner to make a new distinction.

Some examples from Persian follow for further clarification:

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- Overdifferentiation → "Ø" and "the"
- Split → "او" and "he/she/it"

19- Krashen's affective filter

(سراسری ۸۴)

- 1) is the result of teacher's feedback
- 2) is the major cause of fossilization
- 3) reduces the amount of input when it is raised
- 4) changes incomprehensible input into comprehensible



19- Choice "3"

In the Natural Approach, for a class atmosphere to be motivating and interesting, it must be nonthreatening to keep the learners' affective filters low.

According to this hypothesis, when stress increases in learners, they are less likely to interact in L2 and to find opportunities to learn L2. As a result, they are less exposed to L2 input and also they will accomplish less intake. Even if they are exposed to input they cannot understand it efficiently.

20- is often cited as a factor leading to the insufficiency of error analysis.

(سراسری ۸۵)

- 1) Accuracy 2) Avoidance 3) Interlanguage 4) Positive transfer

20- Choice "2"

There are a number of dangers in error analysis. Too much attention might be paid to learners' errors at times. The classroom language teacher can be so preoccupied with noticing errors that the correct utterances in the second language go unnoticed. Another shortcoming in error analysis is an overemphasis on production data. Comprehension data does not lend itself to analysis very well and is often neglected by researchers. Also, avoidance strategies are not taken into account in error analysis. A learner who avoids a particular sound, word, structure, or discourse category may be assumed incorrectly to have no difficulty therewith. Finally, error analysis focuses on specific languages rather than viewing universal aspects of language. The language systems of learners may have elements that reflect neither the target language nor the native language, but rather a universal feature of some kind.

21- In relation to its ability to predict students' problem areas a priori, Contrastive Analysis is deemed most successful in the domain of

(سراسری ۸۵)

- 1) grammar 2) pronunciation 3) semantics 4) spelling

21 – Choice "2"

The contrastive analysis hypothesis was most successful in predicting difficulties learners would face in phonology and phonetics, but in other areas it was not that successful.

The strong version of Contrastive Analysis Hypothesis (CAH) attempts to predict difficulties in learning L2 caused by the interference from L1. The advocates of CAH did so by devising a method called the hierarchy of difficulty. Prator's hierarchy consisted of six categories in ascending order of difficulty including transfer, coalescence, underdifferentiation, reinterpretation, overdifferentiation, and split. This hierarchy was based on the differences between L1 and L2. The more the differences, the more difficult the task of learning will be.

Contrastive Analysis predicts or at least claims to predict cases of negative transfer or interference from L1 and does not tell learners to avoid even the positive cases of transfer.


22- According to Burt and Kiparsky, errors

(سراسری ۸۶)

- 1) should be avoided at all cost
2) lead to the misunderstanding of a message
3) are local when they occur at the sentence level
4) significantly hinder communication if they are global

22 – Choice "4"

Global errors are errors which hinder communication, because they make the message blurred and the listener or reader cannot get the message. Local errors, on the other hand, are errors which do not damage the message. They are minor incorrect forms used by the learner and need not be corrected. So teachers, especially during fluency exercises, should just correct global errors to make the learner's intent clear and they do not need to correct every minor mistake made by learners.

 23- The technique referred to as contrastive analysis

(سراسری ۸۶)

- 1) helps L2 learners avoid L1 transfer
- 2) contributes to the synchronic study of languages
- 3) is a branch of comparative typological linguistics
- 4) focuses on errors due to interference and overgeneralization


23- Choice "2"

Contrastive Analysis predicts or at least claims to predict cases of negative transfer or interference from L1 and does not tell learners to avoid even the positive cases of transfer.

Synchronic study of languages refers to studying languages at a fixed point in time and not to studying language change along a period of time. Contrastive Analysis (CA) is a synchronic study, because it studies two languages and compares them at one point in time. **Diachronic linguistics** or **historical linguistics** is the study of language change.

Typological linguistics is a branch of comparative linguistics which classifies languages into types.

The strong version of Contrastive Analysis Hypothesis (CAH) attempts to predict difficulties in learning L2 caused by the interference from L1.

 24- The error "pazidam" (I cooked), if made by an American learner of Persian, most probably

(سراسری ۸۶)

- 1) reflects negative transfer
- 2) exemplifies the simplification strategy
- 3) results from overgeneralization within L2
- 4) shows the application of reinterpretation of a Persian grammatical rule

24- Choice "3"

Negative transfer from L1 or interference occurs when the learner transfers an L1 rule incorrectly to the L2, but here the learner is making an intralingual error and is actually overgeneralizing within L2.

Simplifications are errors resulting from learners producing simpler linguistic rules than those found in the target language.

 25- The logical problem of second language acquisition refers to

(سراسری ۸۸)

- 1) lack of access to UG on the part of L2 learners as opposed to the availability of UG in L1 acquisition
- 2) the observation that of the so many people who attempt to acquire a second language only a few manage to master it
- 3) claims that like L1 learners, L2 learners possess knowledge of the L2 that they could not have acquired from the input
- 4) the fact that L2 learners seem to follow a language developmental pattern different from the one experienced by L1 learners

25- Choice "3"

The logical problem of first language acquisition accounts for the fact that, despite their low level of cognitive development and lack of exposure to appropriate and sufficient input needed for the mastery of the mother tongue, children acquire it in considerably short periods and with high levels of proficiency. This hypothesis claims that there is some knowledge in the minds of the child prior to birth that facilitates the process of learning the mother tongue.

This same claim is posited for learning a second language and is named similarly **the logical problem of second language acquisition**.

The role of universal grammar in second language acquisition is still under discussion. Three possibilities are emerging:

- 1) UG operates in the same way for L2 as it does for L1. The learner's knowledge is irrelevant.
- 2) The learner's core grammar is fixed and UG is no longer available to the L2 learner, particularly not to the adult L2 learner.
- 3) UG is partly available but it is only one factor in the acquisition of L2. There are other factors and they may interfere with the UG influence.

📖 26- "No, we don't say it that way" is an example of a(n) technique for error correction.

(سراسری ۸۹)

- 1) elicitation 2) metalinguistic clue 3) repetition 4) clarification

26- Choice "2"

Different types of feedback include:

Recast: an implicit type of corrective feedback that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way

L: I lost my road.

T: Oh, yeah, I see, you lost your way. And then what happened?

Clarification request: an elicitation of a reformulation or repetition from a student

L: I lost my road.

T: What?

Metalinguistic feedback: provides comments, information, or questions related to the well-formedness of the student's utterance

L: I lost my road.

T: We talk about "losing one's way". Really?

Elicitation: a corrective technique that prompts the learner to self-correct. Elicitation and other prompts are more overt in their requests for a response.

L: I lost my road.

T: We say "I lost my...."?

Explicit correction: a clear indication to the student that the form is incorrect and provision of a corrected form.

L: I lost my road.

T: Not my road. You must say "I lost my way".

Repetition: teacher's repetition of the ill-formed part of the student's utterance, usually with a change in intonation

L: I lost my road.

T: I lost my way.

Different types of student responses to this feedback include:

Uptake: a student utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance. Uptake is a general term that can have a number of manifestations.

Repair: the correction of an ill-formed utterance by the learner – either through self-repair or as a result of peer-repair – done as a result of teacher feedback

Repetition: the repetition of the correct form by the learner as a result of teacher feedback. Sometimes the learner incorporates it into a longer utterance.

📖 27- Which of the following is a cleft sentence

(سراسری ۹۰)

- 1) I promise to lend a thousand dollars. 2) Ted purchased a sweater, Mary a skirt.
3) What I would do is phone my father immediately. 4) They are very good, those French ones.

27- Choice "3"

A **cleft sentence** is a complex sentence (i.e. having a main clause and a dependent clause) which has a meaning that could be expressed by a simple sentence. Clefts typically put a particular constituent into focus. This focusing is often accompanied by a special intonation.

In English, a cleft sentence can be constructed as follows:

it + conjugated form of *to be* + *X* + subordinate clause

where *it* is a cleft pronoun and *X* is usually a noun phrase (although it can also be a prepositional phrase, and in some cases an adjectival or adverbial phrase). The focus is on *X*, or else on the subordinate clause or some element of it. For example:

- *It is Joey for whom we are looking.*
- *It's money that I love.*
- *It was from John that she heard the news.*
- *It was meeting Jim that really started me off on this new line of work.*

English is very rich in cleft constructions. Below are examples of other types of clefts found in English, though the list is not exhaustive:

- **It-cleft:** *It is Jaime for whom we are looking.*
- **Wh-cleft:** *What he wanted to buy was a Fiat.*
- **Reversed wh-cleft/Pseudo-cleft:** *A Fiat is what he wanted to buy.*
- **All-cleft:** *All he wanted to buy was a Fiat.*
- **Inferential cleft** *It is not that he loves her. It's just that he has a way with her that is different.*
- **There-cleft:** *And then there's a new house he wanted to build.*
- **If-because cleft:** *If he wants to be an actor it's because he wants to be famous.*

Unfortunately, traditional accounts of cleft structures classify these according to the elements which are involved following English-centric analyses (such as *wh-words*, the pronoun *it*, the quantifier *all*, and so on). This makes it difficult to conduct cross-linguistic investigations of clefts since these elements do not exist in other languages, which has led to a proposal for a revision of existing cleft taxonomy.

However, not all languages are so rich in cleft types as English, and some employ other means for focusing specific constituents, such as topicalization, word order changes, focusing particles and so on.

28- Approximative Systems Hypothesis can be differentiated from the Interlanguage Hypothesis and Idiosyncratic view of interlanguage in that it refers to (آزاد ۹۰)

- 1) instability of the stages of language learning
- 2) the stages in the course of acquiring the L2 competence
- 3) the uniqueness of each particular learner's language
- 4) inherent variability in each learner's language

28- Choice "2"

Actually choices (1) and (4) are not wrong about this concept. They are features of the approximative system. But choice (2) is more accurate in depicting the distinction among the three concepts. However, choices (1) and (4) are shared among the three concepts.

Second language learners go through a systematic or quasi-systematic developmental process. **Interlanguage** is a system with a structurally intermediate status between the native and target language. So we can say that it is a rule-governed system, at least to some extent.

Another name for interlanguage is the term **approximative system** which stresses the successive approximation to the target language. Corder used the term **idiosyncratic dialect** to connote the uniqueness of the learner's language to a particular individual.



Test Yourself Chapter Eight

1- The Contrastive Analysis Hypothesis is deeply rooted in the approach to language.

- 1) structuralist 2) generative 3) functional 4) lexical

2- In Prator's hierarchy, underdifferentiation is when

- 1) no difference or contrast is present between the two languages
 2) an item in the native language is absent in the target language
 3) an item that exists in the native language is given a new shape or distribution
 4) a new item entirely, bearing little if any similarity to the native language item, must be learned

3- The strong version of the Contrastive Analysis Hypothesis contends that

- 1) we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student
 2) The starting point in the contrast is provided by actual evidence from ... learning difficulties ... and reference is made to the two systems only in order to explain actually observed interference phenomenon
 3) a mismatch in L1 and L2 surface structure features will not necessarily cause interference in learning (e.g. basic word order, morphological structure) i.e. not all differences cause problems
 4) some errors occur in L2 learners regardless of L1 background (e.g. causative constructions: I make him to leave) i.e. not all difficulties result from language differences

4- Markedness theory can explain why

- 1) there seems to be a certain order of acquisition of morphemes in all languages
 2) unmarked structures are acquired later than marked structures
 3) degrees of markedness are irrelevant to degrees of difficulty
 4) some items in a language will be more difficult to acquire than others

5- Interlanguage is influenced by all the following processes EXCEPT

- 1) borrowing patterns from the mother tongue
 2) extending patterns from the target language
 3) expressing meanings using the words and grammar which are already known
 4) replacing forms in the mother tongue with those in the target language

6- The beginning stages of learning a second language are especially vulnerable to errors.

- 1) intralingual 2) approximative 3) interlingual 4) idiosyncratic

7- Corder called the first stage of learner language development the stage.

- 1) emergent 2) presystematic 3) backsliding 4) stabilization

8- According to Krashen's Monitor Hypothesis the "monitor" is involved in , not in

- 1) learning, acquisition 2) acquisition, learning
 3) input, intake 4) intake, input

9- Krashen's "zero option" refers to the idea that shouldn't be taught.

- 1) vocabulary 2) grammar 3) reading 4) listening

10- Which one is NOT a characteristic of "automatic processes"?

- 1) They are relatively permanent. 2) They are present in a more accomplished skill.
 3) They are capacity limited and temporary. 4) They are relatively effortless, and unconscious.

CHAPTER NINE

((ISSUES IN TEACHING METHODOLOGY))

1- Four second language learners have made the following comments about themselves. Which one is more likely to be a successful L2 learner? (سراسری ۸۰)

- 1) I like to absorb language and get the general gist of what is said or written.
- 2) I monitor myself very closely and consciously when I speak.
- 3) I look to the teacher and the classroom activities for everything I need to be successful.
- 4) I would much rather work alone than with other people.

1- Choice "1"

2- If we identify learners in a specific job such as nurses, pilots, or students, the materials are based on (آزاد ۸۱)

- | | |
|-------------------------------|--------------------------|
| 1) sociolinguistic principles | 2) cultural values |
| 3) communicative competence | 4) analytical procedures |

2- Choice "4"

Synthetic approach is a term used to refer to procedures for developing a syllabus or a language course, in which the language to be taught is first analyzed into its basic parts (e.g. grammar is analyzed into parts of speech and grammatical constructions) and these are taught separately. The learners' task is to put the individual parts together again (i.e. to synthesize them). A syllabus which consisted of a list of grammatical items arranged in order of difficulty would be part of a synthetic approach to language teaching. In this sense, many traditional syllabuses would be called "synthetic".

This may be contrasted with an **analytic approach** in which units of language behavior are the starting point in syllabus and course design (e.g. descriptions, requests, apologies, enquiries, and other speech acts). At a later stage, if necessary, the vocabulary and grammar used for different functions can be analyzed. In this sense, a notional-functional syllabus would be called analytic.

3- Which of the following cannot be considered as characteristics of a good language learner?

Good language learners

(سراسری ۸۲)

- 1) let the context help them in comprehension
- 2) make their own opportunities, and find strategies for getting practice in using the second language
- 3) avoid using linguistic knowledge, including knowledge of their first language in mastering a second language
- 4) learn to live in uncertainty and develop strategies for making sense of the target language without wanting to understand every word

3- Choice "3"

Good learners:

- 1 - use contextual cues to help them in comprehension
- 2 - make their own opportunities for practice in using the language inside and outside the classroom
- 3 - find and employ various strategies in learning
- 4 - use linguistic knowledge, including knowledge of their first language in learning a second language
- 5 - learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.



🔗 4- Which one of the following will not be among your recommendations to a language learner? (سراسری ۸۲)

- 1) You should learn to develop skills in self-evaluation.
- 2) For the time being you should not listen and read authentic texts.
- 3) You should not hesitate to use the language you are learning.
- 4) From the very beginning you should learn how to use grammar and vocabulary to express yourself.

4- Choice "2"

Good learners:

- 1 - find their own way, taking charge of their learning.
- 2 - often look for authentic language
- 3 - learn certain tricks that help to keep conversation going
- 4 - learn certain production strategies to fill in gaps in their own competence
- 5 - use their language to interact
- 6 - are creative, developing a feel for the language by experimenting with its grammar and words

🔗 5- The principal weakness of cognitive exercises is that they

(آزاد ۸۲)

- | | |
|----------------------------|--------------------------|
| 1) are complicated | 2) bore the students |
| 3) do not focus on grammar | 4) are not well-prepared |

5- Choice "4"

Despite the inclination of practitioners to employ cognitive-code learning theory in their classes, it failed to be practiced as a method due its lack of methodological guidelines. It also lacked sufficient practical techniques.

🔗 6- A notional syllabus

(سراسری ۸۵)

- 1) involves a list of the outcomes
- 2) fails to incorporate language functions
- 3) fails to provide contextual settings
- 4) pays too much heed to what learners do to grasp concepts

6- Choice "1"

It is important to emphasize that the Notional-Functional Syllabus did not necessarily develop communicative competence in learners. First, it was not a method, which would specify how you would teach something; it was a syllabus. Second, communicative competence implies a set of strategies for getting messages sent and received and for negotiating meaning as an interactive participant in discourse, but as a syllabus it still presented language as an inventory of functional units (outcomes).

🔗 7- In classroom management, rapport refers to

(سراسری ۸۵)

- 1) the management of classroom events without disrupting the communicative flow of ongoing interaction
- 2) the relationship between the teacher and the students aimed at creating positive energy in class
- 3) the use of verbal and nonverbal cues to give feedback on students' answers
- 4) the teacher's genuine pleasure in and concern about each student's work

7- Choice "2"

Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative. Teachers can establish rapport by showing interest in each student as a person, giving feedback on each person's progress, openly soliciting ideas and feelings, valuing students' thoughts, laughing, cooperating with students, and developing a sense of joy when they learn something.

Creating a positive classroom climate depends on three factors:

- (a) establishing rapport
- (b) balancing praise and criticism
- (c) generating energy

8- Computers have been primarily used in labs or as technological tools outside of the classroom. All of the following probably would result if computers were effectively used as an integral part of the classroom environment EXCEPT

(آزاد ۸۶)

- 1) whole-class to small-group instruction would be facilitated
- 2) test-based assessment to assessment based on products, progress, and effect
- 3) competitive to cooperative social structure
- 4) more emphasis on drill and practice

8- Choice "4"

Using computers in the classroom offer linguistic input and output, feedback, student collaboration, interactivity, and fun. The following are some of the most common benefits of using computer-assisted language learning (CALL):

- multimodal practice with feedback
- individualization in large classes
- pair and small-group work on projects, either collaboratively or competitively
- the fun factor
- variety in resources available and learning styles used
- exploratory learning with large amounts of data
- real-life skill-building in computer use

9- Bilingual instruction has been guided by research into second-language acquisition. According to this research,

(آزاد ۸۶)

- 1) academic language develops together with social language
- 2) academic language is easier to learn than social language
- 3) students are often frustrated when content area subjects are taught in the student's primary language
- 4) academic language can take up to seven years to develop, even when a student has acquired fluent social language

9- Choice "4"

Academic language refers to the special registers and genres of language used in the learning of academic subject matters in formal schooling contexts. Mastery of academic language is associated with literacy and academic achievement and involves learning specific terms, text types, discourse features, and speech registers in different fields of study (e.g. history, math).

So, all these features make learning academic languages difficult and time-consuming. Learning the social language does not suffice; to learn an academic language you need to get exposure to and interaction in the academic language.

10- A high school physics teacher lectures about quantum mechanics. He speaks for 45 minutes, asking only 5 questions during the lesson. When students ask for explanations, the teacher replies that the answers are in the textbook. The students seem bored and fidgety. The teacher wrote no notes on the chalkboard except for a few simple diagrams. What are some valid criticisms of this lesson?

(آزاد ۸۶)

- I. There was little teacher-student interaction.
 - II. Terms and concepts should have been clarified by the teacher.
 - III. The teacher's presentation should have been better organized.
- 1) I and III only 2) II only 3) I only 4) I, II, and III

10- Choice "4"

The teacher himself only asked five questions of the learners and did not answer the learners' requests for further explanation, showing that he had ridiculously little interaction with them. That the learners asked him for extra explanations in the concept shows the lack of sufficient clarification of the concepts, hence the truth of the second sentence. And since during the presentation the teacher did not use any illustrations and did not leave enough time for student questions and participation, we can judge that he had a poor presentation.

11- The task dependency principle in syllabus design means

(سراسری ۸۸)

- 1) linking tasks to authentic data
- 2) designing tasks in terms of structural and lexical considerations
- 3) sequencing and integrating tasks so that they will evolve out of one another
- 4) establishing relationships between linguistic form and communicative function

11- Choice "3"

Each succeeding task in the instructional sequence flows out of, and is dependent on, the one that precedes it. In this way a series of tasks in a lesson or unit of work forms a kind of pedagogical ladder, each task representing a rung on the ladder, enabling the learner to reach higher and higher levels of communicative performance.




Test Yourself Chapter Nine

- 1- Children, as opposed to adults, pay attention to language forms.**
- 1) deliberate 2) peripheral 3) overt 4) focal
- 2- According to Piaget, which age group is at the stage of "concrete operations"?**
- 1) Children up to the age of eleven 2) Children between eleven and fourteen
3) Young adults between fourteen and eighteen 4) Adults
- 3- A difference between children and adults is that children**
- 1) have shorter attention spans
2) are unaffected by the inhibitions that adults find to be a block to learning
3) have a better understanding of the adult notions of "correctness"
4) need to have all five senses stimulated
- 4- In the first few days and weeks of language learning, virtually all of the students' processing with respect to the second language is in a/an mode.**
- 1) peripheral 2) extensive 3) focal 4) defensive
- 5- Why are simple greetings and introductions appropriate at the beginner level?**
- 1) They are authentic and yet manageable. 2) They consist of easy words.
3) They consist of easy structures. 4) They are linguistically appropriate to teach.
- 6- At what level is it appropriate for teacher talk to occupy the major proportion of a class hour?**
- 1) the beginner level 2) the intermediate level
3) the upper-intermediate level 4) the advanced level
- 7- At what level do students sometimes become overly concerned about grammatical correctness and may want to wander into discussions of grammatical details?**
- 1) the beginner level 2) the intermediate level
3) the advanced level 4) the upper- advanced level
- 8- Which one should be avoided in advanced classes?**
- 1) careful controlled teacher talk
2) challenging students by choice of vocabulary, structures, idioms
3) use of academic prose, literature and idiomatic conversation
4) writing essays and critiques
- 9- At what level is linguistic metalanguage more useful?**
- 1) the beginner level 2) the lower-intermediate level
3) the intermediate level 4) the advanced level
- 10- The syllabus that takes pronunciation, vocabulary, grammar, and discourse as its core is a syllabus.**
- 1) situational 2) skill-based 3) task-based 4) notional-functional

CHAPTER TEN

((TEACHING LANGUAGE COMPONENTS))

 **1- "The evidence seems to show beyond doubt that though it is by communicative use in real 'speech acts' that the new language 'sticks' in the learner's mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition/learning. Grammar is approached as a voyage of discovery into the patterns of language rather than the learning of prescriptive rules". The writer is** (سراسری ۸۰)

- 1) affirming the usefulness of grammar for effective language learning
- 2) claiming that teaching learners how to control grammatical patterns does not enable them to use 'speech act', in communication
- 3) recommending learning prescriptive rules instead of discovering grammatical patterns
- 4) saying that you do not need to learn grammar in order to learn how to communicate


1- Choice "1"

According to the interaction hypothesis, which is a modern theory, when learners are involved in interaction and providing output they may come to utterances to clarify the meaning of which they need to have negotiation of meaning. This fosters noticing the form of language and creates a focus on form (FonF) which is at the heart of acquiring a second language. Focus on form refers to the incidental attention paid to form during communicating in the context of classroom.

To put it in a nutshell, the three features of focus on form based on the totality of these definitions include:

1. pre-engagement with communication
2. incidentality
3. attention


Contrasted with focus on form is what Long defines as focus on formS which involves discrete grammatical forms selected and presented in an isolated manner. Doughty and Williams associated it with synthetic approaches to language teaching that have as their primary organizing principle for course design the accumulation of individual language elements (e.g. forms such as verb endings or agreement features, or even functions such as greetings or apologies).

 **2- Which of the following may not be a characteristic of a sentence?** (آزاد ۸۱)

- 1) grammatical
- 2) awkward
- 3) tactful
- 4) successive

2- Choice "4"

Successiveness is an intersentential characteristic and a property of stretches of discourse longer than sentence, while all other choices are intrasentential characteristics.

 **3- Which one of the following will not be among your recommendations to a novice L2 teacher?** (سراسری ۸۲)

- 1) You should not let your students cooperate in providing the program of instruction.
- 2) You should be able to explain in detail the grammatical relations among words.
- 3) You should continuously assess your students' performance.
- 4) You should have some knowledge about psychology of learning to be able to help your students to become better learners.

3- Choice "2"

A very explicitly deductive way of teaching an L2 is no more acceptable. Novice teachers cannot let their students provide their curricula. This may make them confused.



4- In order to teach grammatical structures and also to correct learners' error the teacher has to decide what to teach first. This process is called

(آزاد ۸۲)

- 1) sequencing 2) presentation 3) selection 4) pedagogy

4- Choice "1"

In a curriculum plan or syllabus, sequencing or gradation refers to the arrangement of content over time, that is, it refers to the order in which new items will be taught. The content of a language course or a textbook should be arranged so that it is presented in a helpful way. Principles for sequencing content in language courses include:

(a) **simple to complex**

(b) **chronologically**: Items occur according to the order in which events naturally occur, e.g. listening before speaking.

(c) **need**

(d) **prerequisite learning**

(e) **whole to part or part to whole**: The overall structure of an item, such as a paragraph, may be taught before its component parts, or vice versa.

(f) **spiral sequencing**: Items are recycled but with new aspects of the item appearing with subsequent appearances. Selection refers to the choice of linguistic content (vocabulary, grammar, etc.) for a language course, textbook, etc. Procedures for selecting language items to include in a language course include the use of the frequency counts, needs analysis, and pedagogic grammar.

Presentation is the introduction of items, when their meanings are explained, demonstrated, etc.

Pedagogy refers to theories of teaching, curriculum, and instruction as well as the ways in which formal teaching and learning in institutional settings such as schools are planned and delivered. In educational theory, pedagogy is divided into curriculum, instruction, and evaluation.

5- According to research which is NOT an effective way of teaching vocabulary and improving concept development in children?

(آزاد ۸۶)

- 1) Teach cloze to develop context clues.
- 2) Teach words for which children have an immediate need.
- 3) Develop work-study skills in the context of need.
- 4) Teach prefixes and roots.

5- Choice "4"

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Rather than isolating words or focusing on dictionary definitions, attend to vocabulary within a communicative framework in which items appear.

Students should be helped to resist the temptation of overusing bilingual dictionaries.

It is imperative to have unplanned as well as planned vocabulary teaching.

As a matter of fact, all the alternatives are indeed more or less effective strategies for teaching vocabulary. But the least contextualized is the fourth one; that is teaching through prefixes and roots. Teaching students **word-building skills** is actually one of the most recommended ways to teach vocabulary; especially teaching suffixes along with roots that are familiar. If we want to be strict we can say that, since prefixes are more varied and less regular and should not be presented until after suffixes have been mastered and also roots are quite difficult and should not be taught at all unless the student is fairly advanced and flexible in his approach to word forms, choice (4), which is a combination of teaching prefixes and roots, may be considered as the answer – that is an inefficient way to teach vocabulary, but only at the early stages of learning. Again since we have the word *children* in the stem of the question, choice (4) can be confidently considered the right answer to the question.

6- In a psychology course, a teacher discusses awareness of society's expectations, negative vs. positive events, and observational learning. The teacher is trying to explain the concept of (آزاد ۸۶)

- | | |
|--------------------|-------------------------------|
| 1) impulse control | 2) operant conditioning |
| 3) socialization | 4) sublimation of inner needs |

6- Choice "3"

The learning theories that were posited by behaviorists have been criticized for not being able to provide a satisfactory explanation for such complex behaviors as aggression, moral thinking, language, cooperation, and other social behaviors. Such behaviors are too complex and involve much more than simple classical or operant conditioning.

A different behavioral theory that has been able to provide answers to acquisition of these behaviors is known as **the social learning theory**. The main spokesperson for this theory is Bandura who has emphasized the importance of learning through observation and imitation of behavior displayed by more competent peers or adults. Bandura rejected the perspective of behaviorists that advocated the sole influence of the environment on learning and how all learning and development can be explained by classical or operant conditioning. According to Bandura, children learn social behavior by observing the actions of significant people in their lives. These observations, as modeled by adults, are stored in the form of mental images and other symbolic representations that help children to imitate and internalize the process.

The process of modeling as proposed by Bandura is much more than simple mimicry. The central theme of Bandura is reciprocal determination, a process by which personal factors, environmental factors, and behavior all operate as "interlocking determinants of each other". These factors in modeling involve central processing of the modeled behavior before performance. Through watching others, a child can begin to visualize different components of a modeled behavior and only later assemble these pieces together. Such processing of learned behavior can be achieved without performance (**observational learning**). Modeling is not necessarily limited to concrete activities or objects. Verbal, cognitive, and academic skills are also composed of a series of acts that can be observed, processed, and performed. Modeling has been shown to be a highly effective means of establishing abstract or rule-governed behavior. On the basis of observationally derived roles, people learn, among other things, judgmental orientation, linguistic styles, information processing strategies, cognitive observation, and standards of conduct. Evidence that generalizes rules of thought and conduct that can be induced through abstract modeling reveals the broad scope of **observational learning**.

Bandura's work served as a nexus to bridge the behavioral and cognitive perspectives. To account for the acquisition of social behavior Bandura made references to cognitive process that would explain the acquisition of complex social behavior. Today Bandura's theory has become to be known as **the social cognitive theory**. Bandura identified four types of cognitive processes that were important in learning social behaviors. Advances take place in each of these processes so that a child's observational learning becomes increasingly refined and proficient as development progresses. These cognitive processes are:

- Attentional processes:** determine what information will be acquired from models.
- Memory processes:** convert these observations into stored mental representations.
- Production processes:** transform these mental representations into matching behaviors.
- Motivational processes:** define which behaviors are likely to be performed.

Socialization refers to the process of internalization through which humans become members of particular cultures, learning how to speak the language of that culture and how to act, think, and feel as a member of the culture. The term **language socialization** is used to refer to primary socialization that takes place during childhood within the family, but can also refer to secondary socializations through life to specialized forms and the uses of language in school, community, and the work settings. Language socialization is a broader term than language acquisition, since it includes cultural, pragmatic, and other forms of learning apart from language learning.




Test Yourself Chapter Ten

- 1- In attending to forms of language, the Grammar-Translation method is similar to
- 1) Silent Way
 - 2) Community Language Learning
 - 3) Content-based Language Teaching
 - 4) Cognitive-code Learning
- 2- All the following are examples of appropriate grammar-focusing techniques EXCEPT
- 1) They are embedded in meaningful, communicative contexts
 - 2) They contribute positively to communicative goals
 - 3) They promote accuracy within fluent, communicative language
 - 4) They teach students a lot of linguistic terminology
- 3- Teachers are advised to use an inductive approach to teaching grammar for all the following reasons EXCEPT
- 1) it is more in keeping with natural language acquisition where rules are absorbed subconsciously with little or no conscious focus
 - 2) it conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition
 - 3) it allows students to get a communicative feel for some aspect of language before being given grammatical explanations
 - 4) it builds more extrinsic motivation by allowing students to think about rules and then apply them to sentences
- 4- In learning grammar, learners will have an easier time picking up on grammatical explanations than will learners.
- 1) analytical, holistic
 - 2) holistic, analytical
 - 3) visual, kinesthetic
 - 4) kinesthetic, visual
- 5- Which one is NOT a communicative way of teaching grammar?
- 1) the task-based approach
 - 2) "the PPP" approach
 - 3) the content-based approach
 - 4) the competency-based approach
- 6- Which one is NOT a stage for processing noticed input?
- 1) the encoding stage
 - 2) the transformation stage
 - 3) the convergent stage
 - 4) the storage stage
- 7- The use of world knowledge, past experience, expectations, predictions, and intuitions stored in the individual's mind in order to make sense of input is referred to as
- 1) top-down processing
 - 2) bottom-up processing
 - 3) decoding processing
 - 4) recoding processing
- 8- Knowing how to do something, which is usually unconscious, is referred to as knowledge.
- 1) declarative
 - 2) explicit
 - 3) procedural
 - 4) serial
- 9- Error correction by teacher/peers can provide the learners with evidence" and facilitate the learners' noticing of the correct form.
- 1) negative
 - 2) positive
 - 3) external
 - 4) internal
- 10- The idea that second/foreign language learners will not acquire a new structure until they are developmentally ready to do so was proposed by the
- 1) Input Hypothesis
 - 2) Noticing Hypothesis
 - 3) Teachability Hypothesis
 - 4) Monitor Hypothesis

CHAPTER ELEVEN

((TEACHING LANGUAGE SKILLS))

 **1- In the selection of appropriate reading material should not play an important role.** (سراسری ۸۰)

- 1) linguistic complexity 2) learners' needs 3) readers' schemata 4) text authenticity

1- Choice"1"

Actually, none of the options is an appropriate answer to the test, because it is impossible to have elementary learners, for example, to read passages full of new structures and words. But, since at the time when the test was designed too much attention was paid to authenticity and learner needs and matters like that, the answer to the test was considered choice (1) in the eyes of the test-writer.

But according to Chastain, researchers are finding that linguistic complexity may not be the detriment to comprehension that language teachers had originally thought it to be. Students do not necessarily understand materials with a lower readability score better. Syntactic simplicity may decrease text cohesion and thereby hinder comprehension. Readability refers to the difficulty level of the text. In the past it was based on the vocabulary, the length of the sentences, and the structure of sentences. But now it is based on:

- **background knowledge including culture**
- **interest**

Any text that an author writes to be able to communicate some message is authentic because it has an authentic purpose and conforms to authentic language use.

Authentic materials are materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials. Authenticity is the degree to which language teaching materials have the qualities of natural speech or writing.

According to schema theory readers use a process of semantic constructivity to create meaning from a written text which itself has no meaning. Meaning does not reside in the written text, but it is understood through the interaction between the text and the reader's background knowledge.

 **2- In teaching a reading text, which one of the following activities on the part of the teacher is not useful?**

(سراسری ۸۰)

- 1) Asking some comprehension questions after the students read the text
- 2) Giving a summary of the text before students read the text
- 3) Giving one or two questions on the text to be answered before reading it
- 4) Leaving a few of the new lexical items in the text for the students to guess their meaning

2- Choice"2"

All of the following are prereading activities:

- Eliciting prior knowledge of the learners
- Building up background information
- Clarifying the meaning of new lexical items
- Motivating students to read

Besides Chastain, there are many more scholars in the field who recommend working on new words during the prereading phase. This activity is also carried out in the while-reading and post-reading phases, but this is not to say that it should be omitted from the prereading phase.

A constructive technique for students while reading is to teach them to:

- generate questions
- create story-specific questions from schema-general questions
- self-monitor and resolve block of comprehension
- get familiar with the structure of textbooks through strategies such as **SQ3R** which suggests that learners devise the strategies surrey, question, read, recite, and review in their readings
- learn and recall valuable information by adhering to text structure

The first step in post-reading activities is to clarify the meaning of any unclear passages and their relationship to the author's overall message.

The WWP approach in post-reading consists of three components:

- **What do you think?**
- **Why do you think so?**
- **Prove it!**

Two activities in postreading include:

- recalling information from or react to the text
- greater communicative fluency in the four skills through dramatization, role-plays, simulations, reports, and debates

A good postreading activity requires students to **reprocess** the material from the reading.

Doing the act mentioned in the choice "2" makes the whole reading meaningless and aimless to the readers, because the readers will lose their purpose and when they know the story they have no other reason to read.

3- Which statement is true?

(سراسری ۸۰)

- 1) A meaningful sentence is necessarily a grammatical one.
- 2) An ungrammatical sentence is never meaningful.
- 3) A meaningful sentence is not necessarily a grammatically correct one.
- 4) Making a grammatically correct sentence guarantees communication.

3- Choice "3"

A sentence which follows the rules of grammar of a language is called grammatical, but a sentence is semantically / interpretatively correct if it makes sense.

There may be situations (especially in informal contexts) where a meaningful sentence is not necessarily grammatical.

4- Pre-reading activities are designed to

(سراسری ۸۱)

- | | |
|---------------------------------|---------------------------------|
| 1) make a general point | 2) get the learners involved |
| 3) test learners' comprehension | 4) measure vocabulary knowledge |

4- Choice "2"

All of the following are prereading activities:

Eliciting prior knowledge of the learners

Building up background information

Clarifying the meaning of new lexical items

Motivating students to read

Besides Chastain, there are many more scholars in the field who recommend working on new words during the prereading phase. This activity is also carried out in the while-reading and post-reading phases, but this is not to say that it should be omitted from the prereading phase.

5- It is in the area of that non-native language teachers have the most difficulty.

(سراسری ۸۱)

- | | | | |
|------------|------------|------------|---------------|
| 1) writing | 2) reading | 3) grammar | 4) intonation |
|------------|------------|------------|---------------|

5- Choice "4"

Researches have shown that there is a critical period for L1, but for the second language there does not seem to be such a period, and it is only for acquiring a native accent that such a critical period has been proven to exist, hence the difficulty of acquiring the intonation pattern of the L2.

**6- Disadvantaged children can be taught reading more successfully through**

(آزاد ۸۱)

- | | |
|--------------------------------------|-----------------------------------|
| 1) Lipson's Stylized Mnemonics | 2) The ST. Cloud Method |
| 3) Halls's Situational Reinforcement | 4) Harrison's Structured Tutoring |

6- Choice "4"

Using **mnemonic techniques** has proven to be a widely used approach for remembering new vocabulary. This technique involves the learner creating an unusual mental image that links the new word with a similar sounding word from the first language. An example is an Indonesian learner of English learning the word parrot. The Indonesian word "par-it" meaning ditch sounds similar to the English word parrot. The learner creates a mental image of a parrot in a ditch. The more unusual the mental image, the easier it is for the learner to recall the image and thus the meaning of the new vocabulary word.

The keyword method is a mnemonic technique in which the keyword (e.g., English "paint"), an L1 word that bears a phonological and/or orthographic resemblance to the novel FL word (e.g., Dutch "paard"), plays a central role. This method divides word learning into two stages. In the first, one learns to associate the keyword to the novel word (here, "paint-paard"). Next, the learner must create a mental image in which both the keyword and the L1 translation (here, "horse") of the FL word interact (e.g., "a horse" carrying a paint pot on its back"). So, the keyword mnemonic establishes both a form and a semantic connection (by means of the image) between the novel FL word and its L1 translation. After learning, presentation of the newly learned FL word elicits the keyword, which in turn evokes the interactive image of the keyword and this novel FL word, after which the learner can retrieve and produce the L1 translation.

'Political lexicometry' is a computer-aided statistical approach to political lexicon, developed at the École Normale Supérieure at Saint-Cloud. A text corpus (e.g. texts of the French Communist Party) has been prepared. Texts are then compared on the basis of relative frequency. One study shows, for example, how the relative frequency of the words 'travailleur' and 'salarie' varies significantly between French trade unions, reflecting different political ideologies, and how the frequency changes over time.

The situational reinforcement method proposes to lead students to genuine communication by using a combination of drills. At the basic level, the Nucleus Course, the student is usually reacting to a stimulus which is physically present. A sequence consisting of a question and answer, or a command, question, and answer is presented to the student in four steps: listen, repeat, teacher-student response, and student-student response.

The advantage this type of drill has over pattern practice is that what the student says is appropriate to a specific situation. The question and answer format more nearly approximates real communication.

The conversation practice is obviously the culmination and the most important element in the method. It is here that a student speaks in an effort to communicate certain information in the response drills.

Asher's techniques of physical response can be used extensively in Situational Reinforcement which is still another variation on the direct method, since it has (1) meaningful practice, (2) exclusion of the mother tongue, and (3) grammatical ordering.

The theoretical basis of SR is that people generate language from what they already know, and continually abstract and revise internalized grammar rules from the input they receive.

The Situational Reinforcement series, basically audiolingual in approach, presents structures and vocabulary in "clusters" of patterns in connected discourse, rather than in individual sentence patterns introduced linearly. The *Nucleus Course* presents situations to which the students can respond on a direct stimulus-response basis. The *Orientation* volumes lead the students to react to secondary rather than primary stimuli. The material, designed to orient students to American culture, is based on two concepts about language and language learning – (1) language is a total experience, and (2) language is a system of creating and understanding completely new utterances. Language learning is a process of internalizing phonology, structures, and vocabulary by analogy until original utterances can be generated. This is a kind of "modularized language training".

The audio-visual-structural-global method consists of four basic steps: Presentation, Explanation, Repetition, and Transposition. The dialogues are illustrated with carefully constructed film strips. The authors of the audio-visual-structural-global method feel that the communicative function of language must be maintained if language teaching is not to degenerate into mere mechanical drill. They, therefore, teach the meaning and the grammar of sentences by asking carefully ordered questions.



The Microwave Method emphasizes the communicative use of each structural element as soon as it appears. The principal component is a series of cycles which, because of their extreme shortness, have been given the name microwaves. Each cycle begins with the introduction of new material and ends when that same material has been used for purposes of communication. Each cycle, in turn, contains at least an 'M phase' and a 'C phase'. M stands for *mimicry* of pronunciation, *manipulation* of grammatical elements, learning the *meaning* of the words and sentences, and a certain degree of *memorizing*. C stands for connected *conversation*, and of course, *communication*. **Alexander Lipson** has devised a method that might be called a **verbal problem-solving approach**. Its purpose is to motivate students to create their own sentences through the desire to communicate specific information. The course is designed so that the student's major activity is constructing sentences with the motivation of conveying information. The technique has two steps: presentation of a plot, and questions about the plot. In the very first lesson, a corpus of sentences is learned through choral repetition and translation. Drawings or symbols replace translation almost immediately, and translation becomes unnecessary. Subsequent lessons build on the corpus, adding new grammatical items that allow the plot to develop and become more complicated. The vocabulary used in the plots is meant to be interesting so that the students will want to talk with it. Question words are introduced from the beginning so that students will become immediately accustomed to asking questions. Thus, in this method communication is genuinely taught because the student must communicate (make his own sentences) in order to give the answers and thus practice (use) the structure which is the point of the lesson.

7- In the process of writing a composition deals with the sequencing of sentences.

(آزاد ۸۱)

- 1) gradation 2) organization 3) presentation 4) variation

7- Choice "2"

In conversational analysis **sequencing** refers to the relationship between utterances, that is, which type of utterance may follow another one. Sequencing is governed by rules known as **sequencing rules**, which may be different for different languages or different varieties of the same language.

8- Which of the following is not considered to be a reading strategy?

(آزاد ۸۱)

- 1) Reviewing 2) Skimming 3) Scanning 4) Underlining

8- "There is no answer to this question"

Reading strategies are ways of accessing the meanings of texts, which are employed flexibly and selectively in the course of reading. Such strategies include:

- (a) Keep main ideas in mind.
(b) Guess unknown words from context where possible.
(c) Stop and re-read when you don't understand.

Reading (micro) skills are abilities required for skillful reading, such as discerning main ideas (skimming), understanding sequence, noticing specific details (scanning), making inferences, making comparisons, and making predictions.

On the one hand, Loew offers teachers to encourage students to guess, to tolerate ambiguity, to paraphrase, to summarize, to skim, to find the main idea, to learn from errors, to develop and modify their hypotheses, to use the dictionary, to take notes, to underline, and to re-read. On the other hand, the popular **SQ3R process** suggests that learners devise the strategies survey, question, read, recite, and review in their readings. So, you can see that there is no answer to this question.

The most important purpose of scanning is giving the reader a content preview. By scanning, readers get an overall view of the details and specific facts, ideas, and information in the text.

Skimming is employed when there is not enough motivation or interest for reading the text completely. By skimming readers try to get an overall view of the gist of the text.



9- In order to take a test score as indicative of the test taker's ability, the tester must be sure that the score is affected by as much as possible. (آزاد ۸۱)

- 1) that ability 2) the environment 3) the test method 4) the scoring procedures

9- Choice "1"

The answer to this item is in the stem of the item. It refers to the validity of a test. Validity is defined as the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

So, in order for the test score to be indicative of the test taker's ability, the test taker must make sure that the score is affected by that ability as much as possible.

10- The type of reading directed towards the goal of learning the components of language is based on the approach to reading comprehension. (سراسری ۸۲)

- 1) humanistic 2) skills-based 3) behavioristic 4) bottom-up

10- Choice "4"

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals or components (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order and meaning on these signals. These data-driven operations require a sophisticated knowledge of the language itself. So, the type of reading directed towards learning the components of language is based on the bottom-up approach to reading comprehension.

11- In modern language teaching, there is a tendency towards getting all the students involved in speaking through (سراسری ۸۲)

- 1) pushing them to talk 2) assigning task-based activities
3) neglecting their discourse errors 4) encouraging them to do self-correction

11- Choice "2"

Task-based activities engage learners in purposeful and meaningful activities which provide the necessary conditions for communicative interaction in the classroom. These tasks, whether real-life tasks or pedagogical tasks, give students opportunities to exchange messages freely and meaningfully.

Global errors are errors which hinder communication, because they make the message blurred and the listener or reader cannot get the message. Local errors, on the other hand, are errors which do not damage the message. They are minor incorrect forms used by the learner and need not be corrected. So teachers, especially during fluency exercises, should just correct global errors to make the learner's intent clear and they do not need to correct every minor mistake made by learners.

By the same token, discourse errors are sometimes considered global and necessitate correction.

12- Verbal communication in real life is a conversion process. This statement means that (سراسری ۸۲)

- 1) thoughts are changed to language
2) written materials are intended to be read
3) sounds are changed to words and vice versa
4) messages are exchanged through listening and speaking

12- Choice "1"

There are two cognitive conversion processes in communication:

- thought to language, that is, using the world knowledge and language knowledge for production (speaking and writing)
- language to thought, that is, using these two types of knowledge for comprehension (listening and reading)

13- Shorter passages are harder to understand because

(سراسری ۸۲)

- 1) they are processed in bottom-up fashion
- 2) they do not contain enough contextual clues
- 3) in reading these passages the relevant schemata cannot be activated
- 4) there are usually too much redundant elements in such passages

13- Choice "2"

Top-down and bottom-up modes of processing are not dependent on the length of the passage. Learners' schemata can be activated by any reading passage of any length.

Redundancy is a characteristic of spoken language. Usually, in written language, you cannot find much redundancy, but if any it will be found more in larger stretches of written discourse.

Of course, the longer the passage, the more the context and contextual cues and the better the understanding of learners will be.

14- A highly frequent problem in speaking classes is that teachers

(سراسری ۸۲)

- 1) cannot realize the significance of speaking
- 2) do not set realistic objectives for the classes
- 3) adjust their speaking speeds to the learners' needs
- 4) use conversations in order to negotiate meaning

14- Choice "2"

Goals should conform to the rationale for the course, respond to the students' interests and needs, and be realistic. A critical problem is that course goals are often totally unrealistic. Expecting any student to become bilingual in a second language classroom setting is out of the question. Establishing such idealistic objective will lead only to frustration and lower achievement.

Teacher talk constitutes a very important part of a teacher's responsibility, that is, students with low proficiency levels cannot understand a teacher speaking at a native-like speed, so teachers should adjust their speeds to their students' levels.

15- Authentic writing tasks for EFL students should

(سراسری ۸۲)

- 1) correlate with students' skill levels
- 2) be based on low-level linguistic elements
- 3) copy the type of writing by native speakers
- 4) be aimed at producing correct and standard forms

15- Choice "1"

Unfortunately the writing activities of the average native speaker (aside from required writing imposed on students and people at work) are quite limited. Native speakers do not usually write poetry, essays, etc. Also, the writing of native speakers is often different from the type of writing they are asked to perform in language classes.

Ideally, teachers should attempt to correlate types of writing with students' skill levels.

The writing should have a communicative purpose, that is, it should be written for a real audience. The fact that in the real world people's written products are neither exposed to others who have no real interest in contents nor criticized with regard to their linguistic quality may cause students to have negative psychological reactions to writing in the classroom. From the above discussions, we can conclude that writing activities should be referential and correlate with the students' levels of proficiency.

The types of writing students do are different from those done by native speakers.

16- Reading is a/an

(آزاد ۸۲)


- 1) process of establishing sound-symbol relations
- 2) activity for determining the details of a text
- 3) analytical study of miscues
- 4) receptive and productive skill

16- Choice "1"

Reading is a receptive skill in that the reader is receiving a message from a writer. In the past various writers have also referred to it as a decoding skill. This terminology derives from the idea of language as a code, one which must be deciphered to arrive at the meaning of the message. Recent researchers in reading describe the reading process in a way that implies an active reader intent upon using background knowledge and skills to recreate the writer's intended meaning.

Early in a beginning course, much time should be spent on the relationship between sounds and their written symbols and vice versa through reading aloud and dictation practice.

Goodman outlines an approach to identifying students' reading difficulties called **miscue analysis**. A miscue occurs when the student's observed response does not match the expected response. His unexpected response while reading aloud or retelling the content of the reading is analyzed to determine his comprehension of meaning and his retention of meaning.

 **17- Listening comprehension ability tests correlate highly with intelligence tests, since both assess the processes of** (آزاد ۸۳)

- 1) toleration for vagueness, induction & problem solving
- 2) inferencing, deduction & tolerance for vagueness
- 3) inferencing, induction & problem solving
- 4) inferencing, deduction & problem solving

17- Choice "3"

Inferencing plays an important role in both listening and intelligence tests. Induction, rather than deduction, is more likely to happen in listening comprehension tests, and also in intelligence tests, where from examples you try to come to clear rules. Problem solving is a main characteristic of intelligence tests. Even in listening tasks we sometimes have to do some problem solving to complete the task. For instance, in some listening activities learners listen to the material and then try to find a solution to the problem brought up.

 **18- At the level of writing students are capable of attending to the content as well as the form.** (آزاد ۸۳)


- 1) guided
- 2) controlled
- 3) directed
- 4) independent

18- Choice "4"

Since at the lower stages, it is not easy for the learners to simply express themselves on a piece of paper, it is recommended to help them with the content of their writings so that they can concentrate on the form of what they write. Only in later stages, will they be required to attend simultaneously to both form and meaning. To implement this view, the following kinds of writing are used to prepare learners to later experience the process of writing from generating ideas to writing the final draft:

- **Controlled writing:** The main objective is to help learners write accurately through different activities such as copying, using conjunctions to connect a series of sentences, and changing the tenses of a paragraph.
- **Directed writing:** Students experience writing under the direct supervision of the teacher. Common activities of this kind of writing include answering questions, finishing a narrative, and describing a series of pictures.
- **Guided writing:** At this stage, students are able to write with more autonomy. Nevertheless, the teacher's suggestions and guidance are available when needed. Communicative activities such as paraphrasing, summarizing, note taking, and preparing outlines, which involve real exchange of information, are common at this level.
- **Independent writing:** When students reach this level, they are capable of attending to the content as well as the form. This means that they are expected to creatively write on different topics related to their communicative needs. Writing paragraphs, compositions, diaries, reports, and essays are good examples of independent writing.


It is worth mentioning that in the first two categories, the main focus is on enhancing the student's knowledge of grammar and introducing the rudiments of correct writing to them. Real writing is taught and practiced when students experience guided and independent writing.

 **19- When students are attentive to interactions between native speakers, they are involved in a(n) activity.** (آزاد ۸۳)

- 1) performance
- 2) observation
- 3) participation
- 4) linguistically-structured

19- Choice "2"

Observation refers to the act of watching somebody or something carefully for a period of time, especially to learn something.

 20- The writing activity consists of

(آزاد ۸۳)

- | | |
|-------------------------------------|-------------------------------------|
| 1) rehearsing, drafting, & revising | 2) planning, drafting, & revising |
| 3) planning, rehearsing, & revision | 4) planning, rehearsing, & drafting |

20- Choice "1"

In the process approach, what really matters is teaching learners how to write besides teaching them what to write. Shaping meaning and paying attention to what they want to communicate to the reader is central, not the accuracy of their writings. First, they must be able to get across their messages and it is just then that they pay attention to form, accuracy, cohesion, and organization. During the pre-writing or rehearsing stage, they activate their background knowledge on the topic. In drafting stage, they write without paying attention to form and just try to communicate their messages. And it is just in the last stage (the revising stage) that they focus on the accuracy of their writings.

In the product approach, only the outcomes are important, that is, a piece of writing free of errors in grammar and lexis. Meaning rarely matters in such an approach.

Also, in the product approach, students' writings are evaluated against predetermined criteria.

 21- Which statement is INCORRECT regarding the listening skill?


(آزاد ۸۴)

- 1) Less skilled listeners resort to top-down processing.
- 2) Process-based teaching adopts a diagnostic approach to wrong answer.
- 3) Text type and its difficulty affect listening comprehension.
- 4) Discrimination and anticipation are among micro strategies of listening.

21- Choice "1"

Less skilled listeners resort to bottom-up processing and try to understand every word or sentence.

Microskills is a term referred to the individual processes and abilities which are used in carrying out a complex activity. Some examples are identifying the purpose and scope of a lecture, identifying the role of conjunctions, etc.

 22- If you teach languages based on the sequence of actions believed to define any given situation, you are following the concept of

(سراسری ۸۵)

- | | |
|-------------------------|------------------------------|
| 1) scripts | 2) organizational competence |
| 3) strategic competence | 4) prototype |

22- Choice "1"

According to schema theory, knowledge is organized in the mind in the form of large, complex units. This is in accordance with the theory of subsumption. Scripts are schemata for typical sequences of actions such as attending a church service. Scripts account for the ability of individuals to predict what may happen in familiar situations and are useful for comprehension processes.

 23- The is an example of cohesion in writing.

(سراسری ۸۵)

- | | |
|-------------------------------------|---|
| 1) repetition of key words | 2) pattern of organization |
| 3) logical go-togetherness of ideas | 4) relevance of all sentences to one central idea |

23- Choice "1"

Cohesion is the use of selected linguistic elements to hold discourse together and to maintain its comprehensibility. Using words related to a certain topic, that is, lexical connection, is a means of establishing cohesion.

Coherence refers to the planning and logical organization of the speaker's speech and the listener's ability to understand this logic. It is a characteristic of the mind's organization of reality and not a feature of language itself.

The other three choices are means of establishing coherence.

👁️ 24- Some people describe "reading" as a guess-making game in that

(سراسری ۸۵)

- 1) comprehension is viewed as the interaction between readers' background knowledge and the information contained in the passage
- 2) readers usually read their own minds more than the information contained in reading materials
- 3) our background knowledge makes us come up with an interpretation different from the one intended by the author
- 4) we read texts by chunks, overlooking some of the details that may be vital to the overall understanding thereof

24- Choice "1"

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals or components (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order and meaning on these signals. These data-driven operations require a sophisticated knowledge of the language itself. So, the type of reading directed towards learning the components of language is based on the bottom-up approach to reading comprehension.

All reading involves a risk, or a guessing game in Goodman's words, because learners must, through a puzzle-solving process, infer meanings, decide what to retain, and move on. This is where a complementary method of processing written text is required: top-down or conceptually-driven processing, in which we draw on our intelligence, experience, and background knowledge to understand a text.

A half century ago, perhaps, reading specialists might have argued that the best way to teach reading is through bottom-up methodology, that is, teaching symbols, grapheme-phoneme correspondences, syllables, lexical recognition first, and believing that comprehension would be derived from the sum of these parts. However, more recent research on teaching reading has shown that a combination of top-down and bottom-up processing, or what has come to be called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important.

👁️ 25- The reading process in which the reader activates his schemata in order to comprehend a reading passage is called

(آزاد ۸۵)

- 1) top-down process
- 2) intensive reading
- 3) bottom-up process
- 4) text-based process

25- Choice "1"

Conceptually-driven processing draws on the schema theory. It focuses on students' background knowledge base. They use top-down processing and their background knowledge to comprehend the text. Unlike this method, data-driven processing focuses on bottom-up processing of language forms to get to the meaning which resides in the text itself. By viewing cues and the details in the text you try to discover the author's message. Actually you try to decode the message.

👁️ 26- When planning post-listening activities, teachers should be aware that comprehension of a message

(آزاد ۸۵)

- 1) doesn't mean ability to discuss content
- 2) doesn't mean perception of the whole message
- 3) is the ability to discuss content
- 4) differs from auditory memory

26- Choice "1"

Post-listening activities realize two goals. First, they provide learners with feedback on how well they have understood. Second, they provide learners with opportunities to use what they have learned.

Comprehension of the message is not synonymous with the ability to discuss the content in the second language, and teachers need to keep that fact in mind when planning post-listening activities.

There are four components to listening comprehension. These sequential components are:

1. **discrimination**
2. **perception of the message**
3. **auditory memory / retention**
4. **comprehension**

Discrimination, perception, and retention make comprehension possible, but do not guarantee that understanding will occur.

A step in comprehension is to predict the general content of the message. Proficient listening requires that listeners look ahead in the anticipation of what is coming. Another step is to sample the crucial, meaning-carrying components of the material, not to remember all words or sentences.

27- Which is an example of teaching phonics synthetically?

(آزاد ۸۶)

- 1) Introducing letters and then related sounds
- 2) Teaching sounds using a multi-sensory approach
- 3) Using phonograms rather than individual sounds to develop word analysis skills
- 4) Teaching letter-sound relationships from sight words already known

27- Choice "1"

The whole-word method or **word method** or **sight method** or **look-say method** is an analytic method for teaching children to read. It is commonly used in teaching reading in the mother tongue, in which children are sought to recognize whole words rather than letter-names (as in the alphabetic method) or sounds (as in phonics). It usually leads to the use of a **sentence method**, where whole sentences are used. **Sight vocabulary** refers to those words which a child can recognize at sight in a reading passage or text and which s(he) does not need to decode using phonics or other reading skills. This method fails to utilize the great number of regularities in English spelling. This method puts a lot of emphasis on memorization, a fact which is not recommended in the field. A look say method introduces rigidly selected vocabularies in progressive texts. Students memorize the appearance of words, or learn to recognize words by looking at the first and last letter. Students taught to read by the “look say” method are not taught to pronounce new words. It is known that “look say” students do not naturally learn to spell or write unless explicitly taught. However, they can learn the 5,000 most common words in roughly three years. This is sufficient for basic literacy.

Phonics or **phonetic method** is a synthetic method of teaching children to read. It is commonly used in teaching reading in the mother tongue. Children are taught to recognize the relationship between letters and sounds. They are taught the sounds which the letters of the alphabet represent, and then try to build up the sound of a new or unfamiliar word by saying it one sound at a time. Too much emphasis on this method could lead to a state at which sounding out letters does not allow the learners to get the meaning of the text. A phonetic method teaches sounds to be associated with letters and combinations of letters. Students memorize these associations. They learn to sound out and then blend sound combinations to produce words. This method requires direct teaching of “sounding out” methods and memorization of pronunciation rules. The most perfect phonetic system is Orton phonography, originally developed to teach brain-damaged adults to read. Orton described 73 **phonograms, or letter combinations**, and 23 rules for spelling and pronunciation. By following these rules, one can correctly pronounce and spell all but 123 of the 13,000 most common English words.

The alphabetic method is another method of teaching reading in the mother tongue. Children are taught the names of the letters of the alphabet – *a* “ay”, *b* “bee”, *c* “see”, etc. – and when they see a new or unfamiliar word, e.g. *bag*, they repeat the letter names or in other words sound out the word – “bee ay gee”. It is thought that this “spelling” of word helps the child to recognize it.

The **balanced** or **whole-to-part-to-whole approach** is another method of teaching reading in the mother tongue. It devises teaching sound-letter relationships along with the meaning of the new word through pictures.

The most successful reading program combines elements of both and teaches pronunciation and simple phonetics, then supplements it with progressive texts and practice in directed reading. The end result of a **mixed method** is a casually phonetic student, a much better first-time pronouncer and speller, who still also has look-say acquisition, quick fluency and comprehension. Using an **eclectic method**, students can select their preferred learning style. This lets all students make progress, yet permits a motivated student to use and recognize the best traits of each method. Several learning styles challenge conventional literacy programs. Visual and auditory learners often do well with conventional curricula. Kinesthetic learners often do well to use a **copybook** (a sort of personal dictionary in which a student keeps a personal alphabetized list of words for review. The copybook usually shows how the word is pronounced, accented and syllabized, and how standard spelling rules are invoked to determine its conventional spelling.), less classroom practice and dictation, and more pencil practice, with a collection of magnetized letters and a steelboard to manipulate word-roots, prefixes, and suffixes. A **multi-sensory approach** is an approach which accounts for all these leaning styles.

 **28- Which is a good definition of reading according to psycholinguistic theory?**

(آزاد ۸۶)

- 1) Reading is the ability to discriminate letters and sounds.
- 2) Reading is the act of identifying the symbol and obtaining meaning from the identified symbol.
- 3) Reading is the translation of symbols into sounds.
- 4) Reading is thinking and the reconstructing of the ideas of others.

28- Choice "4"

Psycholinguistic model of reading states that reading is an integrated process and is not a collection of separate parts (grammar, vocabulary, etc) that are gathered together. It stresses that reading should be meaning-centered and that it is an active, inexact, and interactive process in which function precedes form. It draws on schema theory. Learners' schemata enable them to expect and predict the way in which the writer has organized the material. This model puts more emphasis on conceptually-driven processing of the text. Conceptually-driven processing draws on the schema theory, and the hallmark of the schema theory is that a text does not by itself carry meaning. Instead, the reader uses a process of semantic constructivity to create meaning from a written or spoken text. Thus, the reader recreates the author's intended message based on the interaction between his background knowledge and the text.

 **29- Recognition of figurative language is an example of a (n)**

(آزاد ۸۶)

- 1) word-recognition skill
- 2) word-meaning skill
- 3) comprehension skill
- 4) appreciation skill

29- Choice "3"

Recognition is focusing on some aspects of the code itself.

Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

- **literal comprehension:** reading in order to understand, remember, or recall the information explicitly contained in a passage
- **inferential comprehension:** reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring
- **critical or evaluative comprehension:** reading in order to compare information in a passage with the reader's own knowledge and values
- **appreciative comprehension:** reading in order to gain an emotional or other kind of valued response from a passage

According to this categorization, recognition of figurative language is a kind of inferential comprehension skill, and as a result a comprehension skill.

 **30- If a student constantly repeats words and phrases while reading passages, it can be concluded that he or she may have**

(آزاد ۸۶)

- 1) visual perceptual problems
- 2) tracking problems
- 3) visual discrimination problems
- 4) memory problems

30- Choice "1"

In the reading research literature, there are two predominant theoretical positions that address the process of word reading in different orthographies. According to **the "central processing" (universalist) perspective**, the development of word-based processes in different languages is shaped by common underlying cognitive and linguistic processes such as verbal memory and rapid automatized naming. According to **the "script dependent" perspective**, the development of word-based reading processes in different languages might vary as a function of orthographic regularity. Proponents of the script dependent hypothesis suggest that because of such differences in the regularity of sound-symbol associations, the prevalence and patterns of reading disability in different languages may vary as well. For example, Lindgren et al. studied the prevalence of dyslexia in two cities in the United States and Italy and concluded that Italian children were less likely to experience reading problems than their American counterparts. They argued that English decoding seems to place heavier demands on cognitive processes than Italian. The more a language requires a combination of both visual and phonological access to meaning (e.g., as in English), the more complicated the process of phonetic encoding and the greater the chance for either auditory or visual perceptual problems to disrupt the process of reading acquisition in young children. Lindgren et al. concluded that the phoneme-grapheme regularity of an orthography could affect the prevalence and patterns of reading problems in that language.

Discrimination refers to the ability to recognize different symbols, graphemes, and words in written data.

combinations, and 23 rules for spelling and pronunciation. By following these rules one can correctly pronounce and spell all but 123 of the 13,000 most common English words.

Advocates of “look-say” teaching argue that it is the method used by literate adults to read all familiar words. Also the method is said to be easy to teach, and pleasant for students. Critics charge that a “look say” student can only speak and spell words that they have been taught, therefore, the critic says, they are permanently crippled when compared to phonetically-taught students. Also, it is established that this method requires an expensive set of textbooks for each student. It is therefore very popular with textbook companies. Critics have charged that for this reason, book companies may have found methods to bias experts and institutions to favor this method.

Advocates of phonetics cite the large reading and spelling vocabulary that phonetic students can theoretically obtain. However, critics of phonetic methods talk of students that fail at each one of the method’s many mandatory skills. Almost all students learn letter-sounds. Many students find it difficult to “blend” the letter sounds to produce sensible speech. Some students also fail to apply rules to select letter sounds. Also, critics charge that in phonetic programs, students can learn to pronounce a sentence without ever learning to understand it. The same, of course, holds true for “look say”.

On the whole the phonetic method is more effective.


 **34- Students can better remember how to spell a word when**

(آزاد ۸۶)

- 1) they have a good listening and reading vocabulary
- 2) they can memorize all forty-five phonemes of the English language
- 3) sequencing skills are developed
- 4) they are given short lists to memorize

34- Choice "3"

A phonetic method teaches sounds to be associated with letters and combinations of letters. Students memorize these associations. They learn to sound out and then blend sound combinations to produce words – **that is, sequence sounds to read words**. This method requires direct teaching of “sounding out” methods and memorization of pronunciation rules.

 **35- Visual-spatial organizational problems impair a child's ability to orient and discriminate objects and symbols. All of these are possible academic difficulties caused by this problem EXCEPT**

(آزاد ۸۶)

- | | |
|--|---|
| 1) consistent reversals of letters and words | 2) difficulties in drawing and tracing |
| 3) delays in reading comprehension | 4) immature manuscript letter formation |

35- Choice "3"

Dyslexia is a general term used to describe any continuing problem in learning to read, such as distinguishing letter shapes and words. Dyslexia has obvious effects on the ability to learn to read and/or write, as well as more subtle effects on processing visual information. This condition has several forms in varying degrees of severity. The three primary forms are:

- difficulty in **phonetic mapping**, where sufferers have difficulty with matching various orthographic representations to specific sounds
- difficulty with **spatial orientation**, which is stereotyped in the confusion of the letters and <d>, as well as other pairs. In its severest form, <d> <g> and <q>, all distinguished primarily by orientation in handwriting, look identical to the dyslexic.
- difficulty with **sequential ordering**, such that a person can see a combination of letters and recognize what word it corresponds to with the help of phonetic mapping, but cannot properly sequence the letters when spelling words

 **36- In kindergarten, students acquire readiness skills needed for reading. Which are necessary prerequisites for reading?**

(آزاد ۸۶)

- I. Listening with interest to stories
- II. Rhyming word
- III. Learning a simple sight vocabulary
- IV. Interpreting pictures

- | | | | |
|------------------|--------------------|-------------|-----------------------|
| 1) I and IV only | 2) III and IV only | 3) III only | 4) I, II, and IV only |
|------------------|--------------------|-------------|-----------------------|



36- Choice "4"

Teaching sight vocabulary to children is an alternative strategy for teaching reading to children and, if at all, is practiced at the elementary school along with phonics and other strategies for teaching literacy, because children are essentially taught how to read and write from the elementary school on and not before that stage. That is why the third activity is not carried out in kindergartens.

Often included in the preparation of **intermediate** learners for reading is practice in letter recognition, the building up of a sight vocabulary, and the reading of short controlled paragraphs written by the students themselves and preferably about some phase of their school or home life. When ready, a few students at a time could be scheduled for work with controlled readers under the guidance of an experienced reading teacher.

So, you see that the third activity is not appropriate for children.

There are two stages in the foreign-language reading process. In the first stage, the teacher's help is indispensable, as he needs to lead learners through a text. In the second one, the bulk of work is done by students with a minimum help on the side of the teacher. Between these two stages, there is the literacy break-through, when pupils display their **reading readiness**. Not all students, however, show the readiness simultaneously.

Some of the benchmarks and outcomes of reading readiness are (remember that not all of them are appropriate for kindergarten children):

- Listen to stories read aloud.
- Choose to look at books.
- Repeat words and phrases from text that is read.
- Participate in choral reading.
- Recite memorized parts of chants, pattern books, and familiar books.
- Use text as well as illustrations to gain meaning of text.
- Recognize that printed text can provide information.
- Recognize that printed text can provide entertainment.
- Demonstrate how to handle a book and turn the pages.
- Identify the covers and title page of a book.
- Respond to stories and informational texts that are heard.
- Compare first-language reading experiences with learning to read in English.

In the category of reading skill, some of the common skills tested are visual discrimination of letters and words, visual memory, letter recognition, auditory discrimination, auditory memory, and auditory blending. What the tests typically do not examine, however, are the conceptual aspects of learning to read, such as concepts of word and letter.

Rhyming tests have historically been used in the education system to assess reading readiness. English language learners have consistently scored poorly on these assessment tools.

Picture book reading could be used as a diagnostic tool to further gauge reading readiness for children aged 12 months to six years (that is kindergarten children).

Use of mother-child story book reading practices is advised as a diagnostic tool for assessing children's reading abilities. Yet discourses of intensive mothering and domestic pedagogy could be traced to opponents of the reading readiness paradigm as well. Flesch was a vehement opponent of reading readiness. He argued that the "look-say" approach to reading amounted to "word guessing" and required children to memorize long lists of words and suffer through inane and boring "controlled" texts before they could read fluently. He advocated instead for a phonics approach, arguing that once children could recognize and decode the letter-sound combinations of the English language, they could read, and would no longer need to rely on guess work or memorization. From this paragraph we get that, at times, learning sight vocabulary is used as part of reading readiness, but we should keep this in mind that it is not an effective way to do so, especially with children.

In developing reading readiness, for example, asking questions about visuals can activate the students' background knowledge and thus reduce so-called text shock. By using the image to get some idea of what to expect, students can ease themselves into a reading.

37- According to the latest research, one of the LEAST effective ways to teach reading is to (آزاد ۸۶)

- 1) read long stories to a kindergarten class
- 2) develop a sight vocabulary using the organic method
- 3) sound out letters one at a time
- 4) teach antonyms, synonyms, and roots

37- Choice "4"

Although teaching antonyms and synonyms to learners is a rather efficient strategy for teaching vocabulary, it is not considered a strategy for teaching reading. Instead, students should be encouraged to guess when they are not certain about the meaning of a word. For this purpose teaching them roots, prefixes, and suffixes is a proper way to help them analyze vocabulary and as a result better guess the meaning of words. So, on the whole, choice (4) cannot be considered an effective way to teach reading.

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. Phonics and other approaches to teaching literacy can prove useful for teaching reading to children and non-literate adults.

Listening to stories is one of the integral parts of a reading readiness program.

38- Mr. Williams has a first-grade student who has excellent visual memory but poor auditory processing skills. This student would best learn word recognition skills through (آزاد ۸۶)

- | | |
|-----------------------------------|--------------------------|
| 1) a linguistic learning approach | 2) phonic analysis |
| 3) a whole language approach | 4) a sight word approach |

38- Choice "4"

The whole-word method or **word method** or **sight method** or **look-say method** is an analytic method for teaching children to read. It is commonly used in teaching reading in the mother tongue, in which children are sought to recognize whole words rather than letter-names (as in the alphabetic method) or sounds (as in phonics). It usually leads to the use of a **sentence method**, where whole sentences are used. **Sight vocabulary** refers to those words which a child can recognize at sight in a reading passage or text and which s(he) does not need to decode using phonics or other reading skills. This method fails to utilize the great number of regularities in English spelling. This method puts a lot of emphasis on memorization, a fact which is not recommended in the field. A look say method introduces rigidly selected vocabularies in progressive texts. Students memorize the appearance of words, or learn to recognize words by looking at the first and last letter. Students taught to read by the "look say" method are not taught to pronounce new words. It is known that "look say" students do not naturally learn to spell or write unless explicitly taught. However, they can learn the 5,000 most common words in roughly three years. This is sufficient for basic literacy.

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Whole language approach is not the same as the whole-word method.



39- All of the following are organizational skills EXCEPT

(آزاد ۸۶)

- 1) outlining information with subheadings 2) taking notes
3) summarizing information from another resource 4) using an encyclopedia

39- Choice "4"

Using an encyclopedia has got nothing to do with learning organizational skills. Outlining, taking notes, summarizing, etc. are all skills to organize the incoming data in a meaningful way. The elements of the input should relate meaningfully to one another and also to the knowledge base in our minds/our schemata. That is, the data should be subsumed under larger structures of knowledge.

40- Which one of the following is not one of the characteristics of teacher talk? The use of

(آزاد ۸۷)

- 1) short well-formed sentences 2) idiomatic expressions
3) a large number of concrete words 4) present tense of active verbs

40- Choice "2"

It will be difficult for learners, especially the elementary ones, to understand a speech full of idiomatic expressions. Teacher talk constitutes a very important part of a teacher's responsibility, that is students with low proficiency levels cannot understand a teacher speaking at a native-like speed, so teachers should adjust their speeds to their students' levels.

Using gestures helps to clarify the meaning of input and to make it more comprehensible.

Teachers need to slow their speech somewhat for easier student comprehension, but not too much that it loses its naturalness, so their speech should not be presented at native speed (This is referred to as teacher talk).

Context also enhances student understanding.

41- Which one of the following involves an instance of verbal ellipsis?

(سراسری ۸۸)

- 1) A: Have you been working?
B: Yes, I have.
2) A: I think Ted works too hard.
B: So do I.
3) A: I have bought you a big car?
B: Oh, thanks. But I wanted a smaller one.
4) A: Why have you bought three presents? Tom is coming over, too!
B: Is he? He didn't tell me.

41- Choice "1"

Text-Forming Devices are words and phrases that enable the writer or the speaker to establish relationships across sentence or utterance boundaries, and that help to tie sentences in a text together. Four types of cohesion have been identified:

Categories	Subcategories	Examples
References	<u>Personal</u>	"I just met your brother. <u>He's</u> a nice guy."
	<u>Demonstrative</u>	"You failed the test. <u>This</u> is bad news."
	<u>Comparative</u>	"I asked for this bag, but I got <u>the other bag</u> ."
Substitutions and Ellipsis (the examples illustrate substitution and ellipsis respectively)	<u>Nominal</u>	"Can I have another drink? This <u>one</u> is finished." / "My kids play an awful lot of sport. Both are incredibly energetic."
	<u>Verbal</u>	"You look great." "So <u>do</u> you." / "Have you been working?" "Yes, I have."
	<u>Clausal</u>	"Is she happy?" "I think <u>so</u> ." / "Paul's staying for dinner, isn't he?" "Is he? He didn't tell me."
Conjunction	<u>Adversatives</u>	"I didn't study. <u>However</u> , I still passed."
	<u>Additive</u>	"He didn't study. <u>And</u> he failed."
	<u>Temporal</u>	"She studied hard. <u>Then</u> she sat the test."
	<u>Causal</u>	"They studied hard. <u>Therefore</u> they deserve to pass."
Lexical Cohesion	<u>Reiteration</u>	"Hand me the <u>book</u> . That <u>book</u> on the table."
	<u>Collocation</u>	"The <u>book</u> arrived in the mail. The <u>cover</u> was ripped off and the <u>pages</u> were torn."

Ellipsis is defined as the omission of clauses, phrases, or words that can be recovered from other parts of the discourse. It is a form of substitution in which the original item is replaced by zero.



42- Shorter passages are harder to understand because

(آزاد ۸۸)

- 1) they are processed in a bottom-up fashion
- 2) they do not contain enough textual clues
- 3) the relevant schemata cannot be activated
- 4) there are usually too many redundant elements in such passages

42- Choice "2"

Redundancy is a characteristic of spoken language. Usually in written language you cannot find much redundancy, but if any it will be found more in larger stretches of written discourse.

Of course, the longer the passage, the more the context and contextual cues and the better the understanding of learners will be.

43- Listening comprehension tests correlate highly with intelligence tests since both assess the process of

(آزاد ۸۸)

- 1) tolerance of ambiguity, induction and problem solving
- 2) inferencing, deduction, and tolerance of ambiguity
- 3) inferencing, induction, and problem solving
- 4) inferencing, deduction, and problem solving

43- Choice "3"

Inferencing plays an important role in both listening and intelligence tests. Induction rather than deduction is more likely to happen in listening comprehension tests, and also in intelligence tests, where from examples you try to come to clear rules. Problem solving is a main characteristic of intelligence tests. Even in listening tasks we sometimes have to do some problem solving to complete the task. For instance, in some listening activities learners listen to the material and then try to find a solution to the problem brought up.

44- Which of the following tries to justify top-down processing in reading?

(آزاد ۸۸)

- | | |
|-----------------------------|---------------------|
| 1) Sapir-Whorf hypothesis | 2) Input hypothesis |
| 3) Natural order hypothesis | 4) Schema theory |

44- Choice "4"

Conceptually-driven processing draws on the schema theory. It focuses on students' background knowledge base. They use top-down processing and their background knowledge to comprehend the text. Unlike this method, data-driven processing focuses on bottom-up processing of language forms to get to the meaning which resides in the text itself. By viewing cues and the details in the text you try to discover the author's message. Actually you try to decode the message.

45- In reading comprehension, "previewing the text" is an example of a(n)

(سراسری ۸۹)

- | | |
|------------------------|---------------------------|
| 1) bottom-up reading | 2) metacognitive strategy |
| 3) interactive reading | 4) cognitive strategy |

45- Choice "2"

The most important purpose of scanning is giving the reader a content *preview*. By scanning, readers get an overall view of the details and specific facts, ideas, and information in the text. Left to their inclinations, readers in the real world read what they need or want to read. To make these personal choices, they spend a great deal of time scanning the potential reading material. They may check the back of a paperback novel, leaf through a magazine, or glance at the headlines in the newspaper before buying a copy.

According to O'Malley, selective attention is a kind of metacognitive strategy, which is deciding in advance to attend to specific aspects of input, often by *scanning* for keywords, concepts, and/or linguistic markers.



Conceptually-driven processing draws on the schema theory. It focuses on students' background knowledge base. They use top-down processing and their background knowledge to comprehend the text. Unlike this method, data-driven processing focuses on bottom-up processing of language forms to get to the meaning which resides in the text itself. By viewing cues and the details in the text you try to discover the author's message. Actually you try to decode the message.

The best way to read is to alter between top-down and bottom-up processing to check and restructure their content comprehension. This is called **interactive reading**. Prediction needs little bottom-up processing, but correcting previous predictions necessitates attention to specific linguistic elements.

46- If the teacher points to a book on the table and asks a student "where's the book?"

(سراسری ۸۹)

- 1) a display question is raised
- 2) information transfer from verbal to nonverbal is required
- 3) the free technique of simulation is used
- 4) an information gap activity is done

46- Choice "1"

Phatic communion is defined as the need for defining oneself and finding acceptance in expressing that self in relation to valued others. In phatic communion, the goal is just creating and maintaining social contact, and it doesn't have any significance to either party in terms of the meaning of the utterances. A short conversation about the weather after usual greetings is an example of phatic communion.

As opposed to phatic communion or phatic talk, referential talk refers to discourse in which the information exchanged is of interest to both parties and is not known by at least one side of the exchange. In referential talk the aim is not just to maintain social contact, but to exchange information, ideas, suggestions, facts, opinions, etc.

Seven possible categories are available for questions ranging from display questions that try to elicit information already known by the questioner, to highly referential questions that request information not known by the questioner. These seven categories include:

- (a) **knowledge questions**: eliciting factual answers, testing recall and recognition of information
- (b) **comprehension questions**: interpreting and extrapolating
- (c) **application questions**: applying information heard or read to new situations
- (d) **inference questions**: forming conclusions that are not directly stated in instructional materials
- (e) **analysis questions**: breaking down into parts, relating to the whole
- (f) **synthesis questions**: combining elements into new patterns
- (g) **evaluation questions**: making a judgment according to some set of criteria, and stating why

47- The approach used by fluent readers is normally

(آزاد ۸۹)

- 1) conceptually-driven
- 2) data - driven
- 3) interactive
- 4) linguistic

47- Choice "3"

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The best way to read is to alter between top-down and bottom-up processing to check and restructure their content comprehension. This is called **interactive reading**. Prediction needs little bottom-up processing, but correcting previous predictions necessitates attention to specific linguistic elements.



48- The use of repetition in writing helps foster a quality known as

(سراسری ۹۰)

- 1) unity 2) cohesion 3) rhetorical function 4) completeness

48- Choice "2"

Text-Forming Devices are words and phrases that enable the writer or the speaker to establish relationships across sentence or utterance boundaries, and that help to tie sentences in a text together. Four types of cohesion have been identified:

Categories	Subcategories	Examples
References	<u>Personal</u>	"I just met your brother. <u>He</u> 's a nice guy."
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Conjunction	<u>Adversatives</u>	"I didn't study. <u>However</u> , I still passed."
	<u>Additive</u>	"He didn't study. <u>And</u> he failed."
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	<u>Collocation</u>	"The <u>book</u> arrived in the mail. The <u>cover</u> was ripped off and the <u>pages</u> were torn."

Ellipsis is defined as the omission of clauses, phrases, or words that can be recovered from other parts of the discourse. It is a form of substitution in which the original item is replaced by zero.

I. **Lexical cohesion:** the semantic relation of two or more words in a text. It is of two types:

- A. **Reiteration:** the repetition of a lexical item in the context of reference. A reiterated item is usually preceded by the reference item *the* or a demonstrative. It is of four subcategories: repetition, which involves anaphoric ties where the anaphor is an exact repetition of an antecedent item or a close repetition, in that a derivational morphological change occurs, synonym (e.g. pal and friend) which is an anaphor semantically related to the antecedent, but not morphologically, superordinate (e.g. mother and parent), and general word/nominalization and shell nouns (e.g. cohesion and term).
- B. **Collocation:** association of lexical items that regularly co-occur. These are of different types such as complementaries, antonyms, metonyms, hyponyms, pairs, sets, etc.

49- Which of the following represents a non-reciprocal task?

(سراسری ۹۰)

- 1) Instructing students to think of as many solutions to a problem as possible
 2) Telling students to read a text to compare and contrast their comprehension
 3) Having students decide on one solution to a problem designed to evoke controversy
 4) Asking students to listen and draw based on the directions given on the tape

49- Choice "4"

Reciprocal listening involves dialogues in which the role of an individual alternates between listener and speaker. Nonreciprocal listening involves listening to monologues.



Test Yourself Chapter Eleven

- 1-** The psychological principle of the Episode Hypothesis was first utilized by
- 1) John Oller 2) Francois Gouin 3) Jean Piaget 4) John Dewey
- 2-** The pre-listening stage aims to provide learners with all the following EXCEPT
- 1) discourse knowledge 2) background information 3) interest and motivation 4) purpose
- 3-** Richards uses the term “label extending” to describe a listening activity in which
- 1) students listen to a passage and reduce the content to the main points
2) students listen to a conversation or a narrative and make guesses or predictions about causes, effects, and outcomes
3) students listen to segments of a conversation or story and attempt to provide the missing material
4) students receive information orally and transfer it into another form
- 4-** In teaching speaking, a/an activity is carried out for the purpose of conveying or exchanging specific information.
- 1) imitative 2) intensive 3) responsive 4) transactional
- 5-** The is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, and complaining.
- 1) role play 2) speech
3) audiotaped oral dialogue journal 4) discussion
- 6-** When a learner receives positive affective feedback on a wrongly-learned pattern, that pattern will become internalized and permanent. This process is called
- 1) generalization 2) fossilization 3) nominalization 4) pidginization
- 7-** Which approach to teaching beginning reading emphasizes the overall construction of meaning from connected or whole texts, and draws on the reader's and writer's schemata and personal experiences?
- 1) The part-centered approach 2) The code-emphasis approach
3) The bottom-up approach 4) The socio-psycholinguistic approach
- 8-** Part-centered approaches to teaching reading include all the following EXCEPT
- 1) the phonics approach 2) the linguistic approach
3) the sight word approach 4) the literature-based approach
- 9-** Based on schema theory
- 1) readers create meaning from a written or spoken text
2) meaning resides in the text
3) syntactic recreation makes meaning clear
4) meaning deciphering plays a main role in the creation of meaning
- 10-** The process approach to writing instruction
- 1) focuses on the final written product
2) wants student writers to follow good models in their writing
3) tells students what they should say as they write
4) gives students feedback throughout their composing



Key to Test Yourself

Chapter Two: Age and learning

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "3" | 2- Choice "1" | 3- Choice "4" | 4- Choice "4" | 5- Choice "2" |
| 6- Choice "3" | 7- Choice "4" | 8- Choice "1" | 9- Choice "2" | 10- Choice "2" |

Chapter Three: Human Learning

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "3" | 2- Choice "1" | 3- Choice "4" | 4- Choice "1" | 5- Choice "2" |
| 6- Choice "1" | 7- Choice "4" | 8- Choice "4" | 9- Choice "3" | 10- Choice "4" |

Chapter Five: Methods of Language Teaching

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "2" | 2- Choice "4" | 3- Choice "1" | 4- Choice "3" | 5- Choice "1" |
| 6- Choice "4" | 7- Choice "4" | 8- Choice "2" | 9- Choice "4" | 10- Choice "4" |

Chapter six: Psychological Factors

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "3" | 2- Choice "4" | 3- Choice "1" | 4- Choice "2" | 5- Choice "1" |
| 6- Choice "4" | 7- Choice "3" | 8- Choice "2" | 9- Choice "1" | 10- Choice "4" |

Chapter seven: Sociocultural Factors

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "4" | 2- Choice "3" | 3- Choice "1" | 4- Choice "4" | 5- Choice "1" |
| 6- Choice "2" | 7- Choice "1" | 8- Choice "4" | 9- Choice "2" | 10- Choice "4" |

Chapter eight: Linguistic Factors

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "1" | 2- Choice "2" | 3- Choice "1" | 4- Choice "4" | 5- Choice "4" |
| 6- Choice "3" | 7- Choice "2" | 8- Choice "1" | 9- Choice "2" | 10- Choice "3" |

Chapter nine: Issues in Teaching Methodology

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "2" | 2- Choice "1" | 3- Choice "4" | 4- Choice "3" | 5- Choice "1" |
| 6- Choice "1" | 7- Choice "2" | 8- Choice "1" | 9- Choice "4" | 10- Choice "2" |

Chapter ten: Teaching Language Components

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "4" | 2- Choice "4" | 3- Choice "4" | 4- Choice "1" | 5- Choice "2" |
| 6- Choice "3" | 7- Choice "1" | 8- Choice "3" | 9- Choice "1" | 10- Choice "3" |

Chapter eleven: Teaching Language Skills

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|---------------|---------------|---------------|---------------|----------------|
| 1- Choice "2" | 2- Choice "1" | 3- Choice "3" | 4- Choice "4" | 5- Choice "1" |
| 6- Choice "2" | 7- Choice "4" | 8- Choice "4" | 9- Choice "1" | 10- Choice "4" |