

سری سوال: یک ۱

زمان آزمون (دقیقه): تستی: ۱۲۰ تشریحی: ۰

تعداد سوالات: تستی: ۵۰ تشریحی: ۰

عنوان درس: روش تدریس زبان انگلیسی، روش تدریس زبان خارجی

رشته تحصیلی/گد درس: آموزش زبان انگلیسی، مترجمی زبان انگلیسی ۱۲۱۲۰۸۸ - زبان و ادبیات انگلیسی ۱۲۱۲۱۴۳

1- Grammar-Translation Method (GTM) was once called the Classical Method because it -----.

1. used traditional techniques to teach language
2. was first used in teaching of the classical languages
3. believed in and supported a theory that was outdated
4. was practiced at the medieval ages

2- Earlier in the 20th century, GTM was used for the purpose of helping students to -----.

1. learn communicating in a foreign language
2. familiarize with the target language culture
3. contrast the first and the second language
4. read and appreciate foreign language literature

3- Which of the following is **NOT** correct regarding the GTM principles?

1. Literary language is superior to spoken language in any situation.
2. An important goal of language learning is translating a language into another.
3. The primary skills to be developed are reading and writing (written skills).
4. Native language words do not have any equivalent in the second language.

4- How is grammar taught in GTM?

- |                |                    |
|----------------|--------------------|
| 1. Deductively | 2. Inductively     |
| 3. Implicitly  | 4. Comprehensively |

5- The meaning of the target language is made clear in GTM by -----.

- |                |               |              |                |
|----------------|---------------|--------------|----------------|
| 1. translating | 2. explaining | 3. depicting | 4. contrasting |
|----------------|---------------|--------------|----------------|

6- Which of the following is used in GTM to help students learn the spelling or sound patterns corresponding between the languages?

- |             |             |             |               |
|-------------|-------------|-------------|---------------|
| 1. Synonyms | 2. Cognates | 3. Homonyms | 4. Allomorphs |
|-------------|-------------|-------------|---------------|

7- The inefficiency of GTM in preparing students to use the second language communicatively gave rise to the -----Method.

- |                  |           |                |             |
|------------------|-----------|----------------|-------------|
| 1. Audio-Lingual | 2. Direct | 3. Situational | 4. Indirect |
|------------------|-----------|----------------|-------------|

8- The major difference between GTM and Direct method is the 'no -----' axiom.

- |                  |                |                |               |
|------------------|----------------|----------------|---------------|
| 1. communication | 2. interaction | 3. translation | 4. literature |
|------------------|----------------|----------------|---------------|

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9- All of the following are included in Direct Method **EXCEPT** -----.

1. Self-correction hinders language learning.
2. Lessons should contain some conversational activity.
3. Grammar should be taught inductively and implicitly.
4. Reading the target language should be taught from the beginning.

10- In Direct Method, the syllabus is based on -----.

1. structures
2. themes
3. genres
4. situations

11- In Direct Method, the learners study culture consisting all of the following **BUT** -----.

1. History of the people speaking the target language
2. Historical origin of the target and source languages
3. The geography of the country speaking the target language
4. Information about the daily lives of the speakers of the language

12- Which of the following represents the main difference between Audio-Lingual Method and Direct Method?

1. Drilling students in the use of grammatical sentence patterns
2. Emphasizing vocabulary acquisition through exposure in situations
3. Forbidding the translation from the target to first language
4. Stressing the role of learners in the classroom situation

13- Helping learners to respond correctly to stimuli through shaping and reinforcement is called -----.

1. auditioning
2. conditioning
3. adaptation
4. conjugation

14- In ALM, teachers are advised to keep apart the native language from the target language. The main reason for this advice is to avoid -----.

1. hindrance
2. impediment
3. interference
4. reinforcement

15- According to ALM, language learning is a process of -----.

1. rule formation
2. cognitive development
3. mental processing
4. habit formation

16- What is the role of teacher in an ALM-based classroom?

1. Engineer
2. Orchestra leader
3. Partner
4. Counselor

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17- According to ALM, what is the major challenge of language teaching?

1. Getting students to overcome the habits of the native language
2. Encouraging learners to use the target language communicatively
3. Separating language from culture by not teaching that
4. Conditioning the learners to use the second language

18- What is the natural order of skills presentation in ALM?

- |  |  |
|--|--|
| 1. Listening, reading, speaking, and writing | 2. Listening, speaking, reading and writing  |
| 3. Listening, writing, reading, and speaking | 4. Listening, speaking, writing, and reading |

19- Which of the following techniques is used when a long line of a dialogue is giving students trouble?

- |                |                    |                    |                 |
|----------------|--------------------|--------------------|-----------------|
| 1. Chain drill | 2. Transform drill | 3. Expansion drill | 4. Grammar game |
|----------------|--------------------|--------------------|-----------------|

20- The emphasis on ----- led to the establishment of the Cognitive Code Approach.

- |                             |  |
|-----------------------------|--|
| 1. human cognition          | 2. affective factors                       |
| 3. brain processing modules | 4. the difference between animal and human |

21- Gattegno looked at language learning from the perspective of the -----.

- |            |                             |
|------------|-----------------------------|
| 1. teacher | 2. context of learning      |
| 3. learner | 4. both teacher and learner |

22- How is meaning made clear in Silent Way?

1. By translating
2. By focusing students' perceptions
3. By comparing the first and second languages
4. By removing the teacher from the center of attention

23- What is the role of the teacher in Silent Way-based classrooms?

- |             |            |                |          |
|-------------|------------|----------------|----------|
| 1. Engineer | 2. Advisor | 3. Pantomimist | 4. Actor |
|-------------|------------|----------------|----------|

24- How does the teacher respond to students errors in Silent Way?

1. Errors are seen fatal to successful language learning.
2. Errors are due the interference from the first language.
3. Errors are always predicted and avoided at any cost.
4. Errors are indispensable part of the learning process.



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25- Which of the following techniques is used in Silent Way to provide visible actions or situations for any language structure?

1. Fidel charts
2. Rods
3. Word charts
4. Sound-color charts

26- Lozanov and Gattegno believe that the reason for our inefficiency in learning a foreign language is -----.

1. inappropriate teaching materials
2. inadequate teaching techniques and methods
3. our psychological barriers to learning
4. our cognitive problems to match with the new context

27- According to the literature, Desuggestopedia has been developed to help students do all of the following EXCEPT -----.

1. Increase their mental capacity
2. Eliminate their feeling of being unsuccessful
3. Remove their negative association toward studying
4. Overcome their learning barriers

28- In Desuggestopedia, students play rhythmic instruments as they sing a song. What is the rationale behind this practice?

1. Songs are effective teaching techniques.
2. Songs remove the teacher from the center of attention.
3. Songs are useful for freeing the speech muscles.
4. All of the above

29- According to Lozanov, communication takes place on two planes. At which plane is the linguistic message encoded?

1. Conscious
2. Subconscious
3. Unconscious
4. Awareness

30- What is the role of the teacher in a Desuggestopedia-based classroom?

1. Performer
2. Actor
3. Accelerator
4. Authority

31- In the Desuggestopedia, how does the teacher respond to student errors?

1. Errors are not correctly.
2. Errors are correctly immediately.
3. There is no strategy for correction.
4. Errors are corrected gently.

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32- Which of the following represents the theoretical underpinning of the Community Language Learning (CLL) method?

- |                            |                          |
|----------------------------|--------------------------|
| 1. Humanism                | 2. Whole-person learning |
| 3. Affective filter theory | 4. Cognitivism           |

33- What is the role of the teacher in CLL?

- |              |                |             |              |
|--------------|----------------|-------------|--------------|
| 1. Counselor | 2. Coordinator | 3. Reliever | 4. Therapist |
|--------------|----------------|-------------|--------------|

34- Comprehension Approach is called this because of the importance it gives to -----.

- |                            |                           |
|----------------------------|---------------------------|
| 1. reading comprehension   | 2. incomprehensible input |
| 3. listening comprehension | 4. comprehensible output  |

35- The first phase of a lesson in Total Physical Response (TPR) is one of -----.

- |               |               |             |             |
|---------------|---------------|-------------|-------------|
| 1. repetition | 2. performing | 3. reacting | 4. modeling |
|---------------|---------------|-------------|-------------|

36- Communicative Language Teaching (CLT) aims broadly to make ----- the goal of language teaching.

- |                             |                          |
|-----------------------------|--------------------------|
| 1. communicative competence | 2. linguistic competence |
| 3. linguistic usage         | 4. fluency               |

37- Which of the following is **NOT** correct based on the CLT principles?

1. Whenever possible authentic language should be introduced.
2. The target language is the object and the medium of study.
3. Communicative interaction encourages cooperative relationships.
4. Errors are seen as a natural outcome of the development.

38- What is the role of the students' native language in CLT?

1. Students' native language has no role.
2. Students' native language is used abundantly.
3. There is not any rule or principle relating to this in CLT.
4. Judicious use of the students' native language is permitted.

39- Helping learners say what it is they want to say by building a complete utterance together with the students is called -----.

- |                |            |               |             |
|----------------|------------|---------------|-------------|
| 1. scaffolding | 2. guiding | 3. pioneering | 4. handling |
|----------------|------------|---------------|-------------|

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40- In the Content-based Instruction, students are evaluated on -----.

- |                         |                               |
|-------------------------|-------------------------------|
| 1. knowledge of content | 2. language ability           |
| 3. both of the above    | 4. grammaticality and fluency |

41- When students attempt first to understand the meaning of the overall text before they work on the linguistic forms comprising, they are using ----- processing.

- |             |              |             |             |
|-------------|--------------|-------------|-------------|
| 1. top-down | 2. bottom-up | 3. holistic | 4. analytic |
|-------------|--------------|-------------|-------------|

42- Which of the following is used in the Content-based Instruction for working on literacy skills?

- |                      |                       |
|----------------------|-----------------------|
| 1. Graphic organizer | 2. Dictogloss technic |
| 3. Process writing   | 4. Dialogue journal   |

43- A task-based syllabus falls into the category of a(n) ----- syllabus.

- |              |             |              |             |
|--------------|-------------|--------------|-------------|
| 1. synthetic | 2. analytic | 3. bottom-up | 4. top-down |
|--------------|-------------|--------------|-------------|

44- In Task-based Language Teaching (TBLT), the teacher is the ----- during the initial phase of the lesson.

- |                    |                       |
|--------------------|-----------------------|
| 1. input provider  | 2. input facilitator  |
| 3. output provider | 4. output facilitator |

45- The study of how identity and power relations are constructed in language is called -----.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. discourse analysis          | 2. critical pedagogy       |
| 3. critical discourse analysis | 4. critical power pedagogy |

46- The method of teaching in which the teacher deposits information in the students, making the assumption that the teacher knows what the students need to learn is called -----.

- |               |               |               |            |
|---------------|---------------|---------------|------------|
| 1. harvesting | 2. depositing | 3. omnipotent | 4. banking |
|---------------|---------------|---------------|------------|

47- Which of the following strategy types involves learners interacting and manipulating what is to be learned?

- |              |                  |           |              |
|--------------|------------------|-----------|--------------|
| 1. Cognitive | 2. Metacognitive | 3. Social | 4. Affective |
|--------------|------------------|-----------|--------------|

48- Self-evaluation and journal keeping are examples of ----- intelligence.

- |                  |            |                  |                |
|------------------|------------|------------------|----------------|
| 1. interpersonal | 2. logical | 3. intrapersonal | 4. kinesthetic |
|------------------|------------|------------------|----------------|



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49- According to Larsen-Freeman (2003), the ability to use grammar structures accurately, meaningfully, appropriately, and creatively is called -----.

- |               |                             |
|---------------|-----------------------------|
| 1. fluency    | 2. language proficiency     |
| 3. grammaring | 4. communicative competence |

50-Digital audio and visual recordings that can be created and downloaded are called -----.

- |          |            |             |               |
|----------|------------|-------------|---------------|
| 1. files | 2. folders | 3. podcasts | 4. portfolios |
|----------|------------|-------------|---------------|