1- **Which of the following is <u>NOT</u> among the key elements of the grammar-translation method?**

1. Instruction is given in the native language of the students.

2. The focus is on grammatical fluency.

3. There is early reading of difficult texts.

4. A typical exercise is to translate.

2- **In the direct method, grammar is taught ----------.**

1. inductively   2. deductively   3. marginally   4. indifferently

3- **The audiolingual approach drew on both the reform movement and the direct method but added features from -------------.**

1. communicative approach and structural linguistics

2. notional linguistics and structural linguistics

3. structural linguistics and behavioral psychology

4. nativism and behaviorism

4- **Which of the following puts emphasis on the social climate in the classroom?**

1. Cognitive approach   2. Affective-humanistic approach

3. Comprehension-based approach   4. Contextual approach

5- **Which of the following methods uses an array of visuals such as rods of different shapes and colors?**

1. community Language Learning   2. Total Physical Response

3. Suggestopedia   4. Silent Way

6- **The idealized, abstract representations of grammatical knowledge are called -----------.**

1. communicative competence   2. linguistic competence

3. discourse competence   4. knowledge competence

7- **The ability to analyze information rationally, solve problems, and discern and evaluate implicit assumptions, values and points of views while considering alternative perspectives is called --------------.**

1. literal thinking   2. illocutionary thinking

3. analytical perception   4. critical thinking

8- **The Five Cs model as the first proficiency framework includes all of the following components BUT -------------.**

1. Communication   2. Cultures   3. Competence   4. Communities

9- The language naturally produced by speakers or writers of the target language is called ------------.

1. contrived language
2. artificial language
3. contextual language
4. authentic language

10- The effect of assessment practices on teaching is known as ----------------.

1. halo effect
2. washback
3. reverse effect
4. vicious circle

11- Which of the following involves attention to linguistic features in the context of communicative activities derived from a task-based syllabus?

1. Focus-on-meaning
2. Focus-on-form
3. Focus-on-meanings
4. Focus-on-forms

12- According to the ------------- position, explicit knowledge and implicit knowledge are entirely distinct with the result that explicit knowledge cannot be converted into implicit knowledge.

1. interface
2. interrelate
3. non-interrelate
4. non-interface

13- According to the literature, the three main curricular processes are ---------------.

1. planning, enacting and evaluating
2. planning, enforcing, and evaluating
3. pretesting, enacting, and posttesting
4. planning, evaluating, and feedback

14- A classic model of comprehension proposed by J.R. Anderson (1995) outlines three recurrent and overlapping phases. What are they?

1. Perception, parsing, and comprehension
2. Perception, comprehension, and production
3. Comprehension, production, and input
4. Perception, parsing, and utilization

15- The background knowledge about the world that is derived from personal experiences and learning is called --------------.

1. schema
2. style
3. chunk
4. memory

16- The ability to think about our own thinking and learning is called ------------.

1. perception
2. cognition
3. comprehension
4. metacognition

17- Simply speaking, --------- is conforming to the language system itself, while ---------- is operating the language system quickly.

1. fluency – accuracy
2. accuracy – grammaticality
3. grammaticality – accuracy
4. accuracy – fluency

18- According to the Fillmore, fluency include all of the following activities BUT --------------------.

1. The ability to talk without awkward pauses for relatively long periods of time

2. The ability to talk in coherent and semantically dense sentences

3. The ability to say appropriate thinks in a limited number of contexts

4. The ability to use language creatively and imaginatively

19- In a ------------- task, a story is divided into four equal parts. Then the class is divided into groups A, B, C and D. Each group receives one part of the story and works together to understand it.

1. fill-in-the blank   2. ranking   3. developing   4. jigsaw reading

20- Within each thought group, there is one element that stands out from the rest which is called -------------------.

1. rhythm   2. syllable   3. intonation group   4. melodic group

21- Condon (1982) talks about -------------------, how speakers move in rhythm with their own speech, and -------------------, how listeners tend to coordinate their movements in rhythm with the speaker.

1. harmony - adjusting

2. self-synchrony - interactional synchrony

3. communicative synchrony - interactional synchrony

4. relational harmony - Interrelational harmony

22- The learners' ability to understand and be understood in the situations they engage in is called -------------------.

1. communicability   2. intelligibility
3. comprehensibility   4. meaningfulness

23- The language that is used by teachers and students for the purpose of acquiring new knowledge and skills, impacting new information, describing abstract ideas, and developing students' conceptual understanding is called ----------------.

1. formal language   2. class language
3. academic language   4. teacher talk

24- We have long known that reading and writing involve the use of a series of skills related to understanding sound -letter relationships, word recognition and understanding. What are these skills technically called?

1. Top-down skills   2. Analytical skills   3. Bottom-up skills   4. Synthetic skills

25- A word where there is one sound for each letter or letter combination is called ----------------.

1. straightforward word

2. collocation

3. juxtaposition

4. decodable word

26- According to the literature, fluency in reading begins with the development of ----------------.

1. word-decoding skills

2. composing activities

3. perception processing

4. top-down processes

27- According to the Larsen-Freeman, the ability to use grammar constructions accurately, meaningfully, and appropriately is called ------------.

1. communication

2. fluency

3. interaction

4. grammaring

28- Large principled collections of naturally occurring texts stored electronically is called ---------.

1. database

2. corpora

3. data silo

4. data storage

29- Which of the following provides information that is useful for determining student's appropriate levels of instruction within a program?

1. Diagnostic test

2. Proficiency test

3. Achievement test

4. Placement test

30- An assessment tool that includes criteria and levels of performance is called ---------.

1. instruction

2. guide

3. rubric

4. scoring method