

1- According to its critics, the use of Suggestopedia is problematic when

- 1) typical classroom activities are ignored
- 2) the teacher's authority is not recognized
- 3) music and comfortable chairs are not available
- 4) maximum retention of material is emphasized

2- All of the following suggestions will help prevent the occurrence of discipline problems EXCEPT

- 1) call students by rows rather than in random fashion
- 2) call on those students who are beginning to lose concentration
- 3) talk to all the students and ask them to talk to the entire class
- 4) start the class promptly and with a spirit of enthusiasm

3- Which term is neither a basic tenet nor a technique of SM?

- 1) superlearning and extrasensory perception
- 2) the study of rational and conscious influences
- 3) memorization and infantilization
- 4) a ritual placebo system and double-planedness

4- According to researches, FI and FD most probably match with and respectively.

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| 1) females and males | 2) children and adults |
| 3) EFL and ESL contexts | 4) induction and deduction |

5- Which of the following statements can NOT be related to CLL at the level of approach?

- 1) Rogierian counseling and language alternation
- 2) humanistic techniques and the whole person
- 3) bilingual education programs and student-centered approaches
- 4) Soviet psychology and trace theory

6- Paraconscious (subconscious) level of mental activity in NOT responsible for

- 1) being involved in deep thinking related to creative activities
- 2) using minds potential to monitor and direct its own mental process
- 3) direct routine and skilled activities that have been practiced
- 4) control basic body functions

7- Which of the following statements CANNOT be considered as an aspect of the learning theory in SW?

- 1) structuralist approach to viewing language
- 2) discovery learning leading to the learning of heuristics
- 3) problem-solving as an aid to conserving memory
- 4) accompanying physical objects as physical foci creating memorable images

8- Getting ideas quickly and setting goals and objectives are related respectively to and strategies of language learning.

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| 1) cognitive; metacognitive | 2) social; affective |
| 3) social; metacognitive | 4) affective; cognitive |

9- What was de-emphasized by Carl Rogers?

- 1) learner empowerment and the role of emotion in phenomenological learning
- 2) discovering learning and whole person
- 3) individual reality construction and a nondirective approach
- 4) cognitive psychology and baking concepts of education

10- Writing dialogue journals and portfolios and using literature are different techniques used in

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| 1) Cognitive learning | 2) RM |
| 3) WL | 4) SM |

11- In Cognitive Code learning, Gestalt learning proposes that

- 1) language learning best happens in a low-anxiety classroom
- 2) humans tend to get a holistic perception of different phenomena
- 3) language learning is facilitated through social interaction
- 4) knowledge of a language is knowledge of a set of finite rules

12- Styles of language learning

- 1) do not vary across individuals
- 2) are not accessible through self-awareness
- 3) are generally divided into field dependent and independent
- 4) are related to personality or cognition

13- What are the three influential learning hypotheses underlying TPR?

- 1) lateralization; trace theory; affective filter
- 2) innate bioprogram for L1 and L2; lateralization; stress and affective filter
- 3) trace theory; developmental psychology; S-R theory
- 4) S-R theory; humanistic psychology; comprehension approach

14- Which CANNOT be one of the benefits claimed for TPR?

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| 1) speed of acquisition | 2) long retention |
| 3) left-brain activation | 4) low stress in learning |

15- Proponents of comprehension approach do NOT believe that

- 1) recognition knowledge proceeds retrieval knowledge
- 2) knowledge of the rules has a negative impact on learning
- 3) primary emphasis should be on developing students' reading comprehension skills
- 4) individuals internal mental processes are the basic components in second language learning

16- Natural order hypothesis in Krashen's Monitor Model states that

- 1) all learners acquire language in the same order at the same time
- 2) skills should be presented in the order of listening-speaking- reading-writing
- 3) similarities exist among learners and they will learn some structures early and some late
- 4) new material should be slightly above learner's current level of competence

17- Which statement CANNOT be considered an aspect of WL approach?

- 1) cognitivism and accuracy at the expense of fluency
- 2) interactional perspective of language organization
- 3) psycholinguistic view of language
- 4) functional model of language

18- According to Skinner, are sets of responses that are emitted by the consequences they produce, that is their reinforcers.

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| 1) respondents | 2) unconditioned responses |
| 3) conditioned responses | 4) operants |

19- In Sternberg's triarchic view of intelligence refers to the ability to combine disparate experiences in insightful ways, that is to use one's intuition.

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| 1) componential ability | 2) experiential ability |
| 3) emotional intelligence | 4) contextual ability |

20- An EFL learner's use of "He studied hard, he passed the exam" rather than "Having studied hard, he passed the exam" most probably shows the use of

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| 1) language switch | 2) prefabricated patterns |
| 3) avoidance strategies | 4) overgeneralization within the L2 |

21- A learner with a reflective style is more likely to make and have a style.

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| 1) fewer guesses – systematic | 2) more guesses – systematic |
| 3) fewer guesses – intuitive | 4) more guesses – intuitive |

22- The innovator of their method believed that learner must gain a feel for the language sound system and also that learners should develop an inner criterion.

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| 1) SM | 2) TPR |
| 3) ALM | 4) SW |

23- What does "functional trisection" in developing second language courses consist of?

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| 1) fluency–function–content | 2) function–context–accuracy |
| 3) fluency–comprehension–affective factors | 4) affective factors–context–accuracy |

24- The sensory cortex of the brain is responsible for

- 1) controlling basic intellectual activities
- 2) comprehending written language
- 3) controlling movements necessary for speech
- 4) receiving and interpreting language

25- According to behaviorism language is learned, but Ausubel emphasized that it is acquired

- 1) the way Thorndike's Law of Effect claims – through generalization
- 2) through subsumption – in a verbatim fashion
- 3) by rote learning – with the help of attrition
- 4) by proactive and retroactive inhibition – with the help of obliterative forgetting

26- All of the followings are affective variables that enhance motivation improvement EXCEPT

- 1) avoid practices that produce temporary stress or continued anxiety
- 2) use class work that requires the use of previously learned material
- 3) give the students the opportunity to talk about their concerns
- 4) use praise both during the class period and when grading papers

27- Resourcing in learning strategies refer to

- 1) classifying words, terminology, or concepts according to their attributes
- 2) using information in an oral or written text to guess meanings, predict outcomes
- 3) using previous linguistic knowledge or prior skills to assist comprehension or production
- 4) using target language reference materials such as dictionaries, encyclopedias or textbooks

28- The short-term memory

- 1) functions periodically
- 2) is never retrieved
- 3) has infinite capacity
- 4) makes problem solving possible

29- A significant aspect of the pruning stage of forgetting is that

- 1) forgetting is systematic
- 2) oblitative forgetting takes place
- 3) retention is negatively affected
- 4) forgetting puts an end to the process of consumption

30- According to A. Curran, at the stage of learner-knower interaction the learner is secure enough to take criticism and the learner just works in improving style at the stage.

- 1) tolerant – resentful and indigent
- 2) self-assertive – dependent
- 3) tolerant – independent
- 4) independent – self-assertive

ANSWER KEY

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| 1- Choice 3 | 2- Choice 1 | 3- Choice 2 |
| 4- Choice 2 | 5- Choice 4 | 6- Choice 2 |
| 7- Choice 1 | 8- Choice 1 | 9- Choice 4 |
| 10- Choice 3 | 11- Choice 2 | 12- Choice 4 |
| 13- Choice 2 | 14- Choice 3 | 15- Choice 3 |
| 16- Choice 3 | 17- Choice 1 | 18- Choice 4 |
| 19- Choice 2 | 20- Choice 3 | 21- Choice 1 |
| 22- Choice 4 | 23- Choice 2 | 24- Choice 4 |
| 25- Choice 1 | 26- Choice 2 | 27- Choice 4 |
| 28- Choice 4 | 29- Choice 1 | 30- Choice 3 |