

1- Distinctive features of real life communication are

- 1) information gap, choice, exchange of knowledge.
- 2) choice, feedback, information gap
- 3) feedback, authenticity, information gap
- 4) exchange of knowledge, feedback, choice

2- In CLT

- 1) drilling is a central technique
- 2) contextualization is a basic premise
- 3) grammatical explanation is avoided
- 4) linguistic competence is the desired goal

3- In order to teach effectively, before embarking on a communicative approach

- 1) there is a need to identify the functions in advance
- 2) the nature of the classroom interactions should be known in advance
- 3) there is a need to find out exactly what the needs of learners are
- 4) the teacher should have complete mastery over L2 grammar

4- Multiple intelligences theory was originally proposed by Gardner as a contribution to

- 1) cognitive science
- 2) constructivism
- 3) behaviorism
- 4) Generative-Transformational Grammar

5- What are the five levels of the affective domain respectively?

- 1) receiving, valuing, responding, organization, value system establishing
- 2) responding, valuing, receiving, organization, value system establishing
- 3) receiving, organization, responding, valuing, value system establishing
- 4) receiving, responding, valuing, organization, value system establishing

6- Malinowski noted that all human beings have a need for communication aimed at maintaining social contact. This is referred to as

- 1) phatic communion
- 2) social transactions
- 3) integrative orientation
- 4) empathetic communication

7- Which of the following is not a principle of CLT?

- 1) Emphasis of fluency rather than accuracy
- 2) Emphasis on sociopragmatic aspects of language use
- 3) Focusing on L2 proficiency as interrelated competencies
- 4) Focusing on language interactions in controlled situations

8- One's self-esteem in a specific situation such as education or learning L2 is considered the level of self-esteem.

- 1) general or global
- 2) situational or trait
- 3) specific of state
- 4) task or specific

9- What activities are useful in MI for increasing learners' intrapersonal intelligence?

- 1) cooperative groups and science thinking
- 2) word games and lectures
- 3) personal journal keeping and reflective learning
- 4) inventories and story problems.

10- The extent to which a person derives a sense of wholeness and fulfillment a part from a reflection of this self from other people is referred to as

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| 1) empathy | 2) sympathy |
| 3) self-esteem | 4) introversion |

11- According to Myers-Briggs Type indicator a(n) learner is likely to prefer metacognitive strategies and prefers social strategies.

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| 1) sensing – feeling | 2) sensing – thinking |
| 3) thinking – sensing | 4) introvert – extrovert |

12- is the process of learning one's own culture.

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| 1) Acculturation | 2) Enculturation |
| 3) Assimilation | 4) Integration |

13- Knowing the way people live and having a functional knowledge of the second culture refer to

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| 1) small c culture approach | 2) enculturation |
| 3) Large C culture approach | 4) idealization |

14- Which of these is NOT one of the four key principles at the heart of NLP?

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| 1) outcomes | 2) authenticity |
| 3) sensory acuity | 4) rapport |

15- In this method the learner assumes the role of data analyst, and they should notice and record collocation. Also the student autonomy is much highlighted.

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| 1) NLP | 2) WL |
| 3) Reading Method | 4) LA |

16- In a a brief description of an L2 culture aspect is carried out in addition to a discussion of the contrasts between the 2 cultures

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| 1) slice-of-life technique | 2) culture aside |
| 3) culture capsule | 4) culture assimilator |

17- It seems that it is at this stage of acculturation that mastery in L2 occurs.

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| 1) at early culture shock stage | 2) at euphoria |
| 3) at early recovery stage | 4) at assimilation stage |

18- For the least social distance, according to Schumann, the L2 group must be in relation to the TL group, and the groups must desire

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| 1) non-dominant – assimilation | 2) dominant – enclosure |
| 3) non-dominant – enclosure | 4) dominant – assimilation |

19- This method has in common with ALM the prediction of vocabulary and structures which will be encountered in particular situations and certain life encounters.

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| 1) LA | 2) Competency-Based Language Teaching |
| 3) NLP | 4) MI |

20- Which of these CANNOT be related to Competency-Based Language Teaching?

- 1) modularized instruction or mosaic approach
- 2) implicit outcomes and task – or performance – centered orientation
- 3) continuous ongoing assessment and behavioral objectives
- 4) individualized instruction and successful functioning in society

21- At this stage of acculturation individuals rely on and seek out the support of their fellow countrymen in the second culture.

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| 1) euphoria | 2) assimilation |
| 3) culture stress | 4) culture shock |

22- Which of the following is NOT a category study cultural norms.

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| 1) individualism | 2) power distance |
| 3) cohesiveness | 4) uncertainty |

23- The idea that language shapes the world view and culture is best presented by

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| 1) metalanguage | 2) acculturation |
| 3) enculturation | 4) linguistic relativity |

24- It is actually a training philosophy and a set of training techniques and an alternative form therapy which pays special attention to the role of mind in learning.

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| 1) NLP | 2) LA |
| 3) MI | 4) CLL |

25- Unlike Chomsky who emphasized the creativity of language the proponents of the state that only a minority of sentences are novel and most sentences consist of memorized patterns.

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| 1) LA | 2) NLP |
| 3) MI | 4) SM |

26- In the selection of appropriate reading materials should NOT play an important role.

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| 1) linguistic complexity | 2) learner's needs |
| 3) readers' schemata | 4) text authenticity |

27- Referential questions are typical of questions used in

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| 1) classroom setting | 2) role plays |
| 3) real-life language situations | 4) rehearsals |

28- What are the four sequential components of listening respectively?

- 1) discrimination, auditory memory, perception, retention
- 2) discrimination, perception, retention, comprehension
- 3) perception, discrimination, auditory memory, comprehension
- 4) perception, discrimination, retention, comprehension

29- An indirect approach to CLT

- 1) carefully sequences and structures tasks for learners.
- 2) offers optimal intervention to aid learners in developing strategies
- 3) focuses on forms specifically
- 4) leads to incidental learning

30- The type of reading which is the most appropriate for the comprehension of complicated materials is

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| 1) skimming | 2) scanning |
| 3) intensive | 4) extensive |

ANSWER KEY

1- Choice 2

4- Choice 1

7- Choice 4

10- Choice 4

13- Choice 1

16- Choice 3

19- Choice 2

22- Choice 3

25- Choice 1

28- Choice 2

2- Choice 2

5- Choice 4

8- Choice 3

11- Choice 1

14- Choice 2

17- Choice 3

20- Choice 2

23- Choice 4

26- Choice 1

29- Choice 4

3- Choice 4

6- Choice 1

9- Choice 3

12- Choice 2

15- Choice 4

18- Choice 1

21- Choice 4

24- Choice 1

27- Choice 3

30- Choice 3

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