پاسخ های تشریحی کتاب 4400 تست

تالیف: دکتر وحیدرضا میرزائیان

Part I

Language Teaching

Grammar Translation Method

1. In a grammar-translation class, the teacher teaches the grammatical rules by using...

Answer: a. deduction
Explanation: The Grammar-Translation Method (GTM) involves deductive teaching of grammar, where the teacher presents rules explicitly, followed by examples and practice. This is opposed to inductive teaching, where rules are inferred from examples.

---

2. The final results of the experiment conducted by Scherer G. (1964) revealed that GTM students did better than ALM students in...

Answer: b. reading and structure
Explanation: The GTM prioritizes reading and grammatical accuracy, so students excel in these areas. However, it is less effective in developing listening and speaking skills, which are emphasized in the Audiolingual Method (ALM).

---

3. Grammar-Translation approach to language teaching produces students who...

Answer: b. are able to recite rules and paradigms and conduct artificial samples of the foreign language without being able to communicate effectively
Explanation: GTM focuses on theoretical knowledge of grammar and translation rather than practical language use, which results in students knowing the rules but struggling with actual communication.

---

4. The grammar translation method relies heavily on learning by...

Answer: c. memorization
Explanation: Memorization is a cornerstone of GTM, where students often learn vocabulary lists, grammar rules, and verb conjugations by heart, emphasizing rote learning over practical application.

---

5. The .... method maintains that a fundamental purpose of learning a foreign language is to be able to read its literature.

Answer: d. Grammar translation
Explanation: One of GTM's core objectives is to enable students to access and understand classical literature written in the target language, rather than to communicate in it.

---

6. Which of the following methods is more in line with Chomskyan thinking?

Answer: c. the grammar translation method
Explanation: GTM aligns with Chomskyan views on the structural nature of language. Chomsky's theories focus on syntactic rules and the formal aspects of language, which resonate with GTM's emphasis on grammatical structures.

---

7. "Applying grammar rules is helpful during writing and prepared speech. Thus grammar rules that will help in this way can be deliberately taught." This teacher advocates...

Answer: c. grammar translation method
Explanation: Deliberate teaching of grammar rules is characteristic of GTM, which emphasizes accurate written language and formal speech prepared using rules.

---

8. Deductive learning...

Answer: d. moves from the abstract to the concrete
Explanation: Deductive learning starts with general rules (abstract) and applies them to specific examples (concrete), which is the teaching approach used in GTM.

---

9. In which of the following is deductive teaching utilized?

Answer: c. the grammar-translation method
Explanation: GTM employs deductive teaching to present grammar rules explicitly before having students practice them through exercises and translations.

---

10. The use of difficult exercises was favored in the grammar-translation method since its advocates believed in the .... potential of this technique.

Answer: c. mind training
Explanation: GTM was rooted in the belief of faculty psychology, which held that learning challenging material, such as difficult grammar exercises, strengthens the mind, akin to mental exercise.

---

11. Deductive teaching of grammar centers around...

Answer: b. first, giving the general rules and then the examples
Explanation: In deductive teaching, which is central to GTM, the teacher begins by explicitly presenting grammar rules. Students then apply these rules through specific examples and exercises. This contrasts with inductive methods, where students infer rules from examples.

---

12. Students acquire a profound knowledge about the language under the instructions of...

Answer: d. the Grammar Translation Method
Explanation: GTM emphasizes in-depth knowledge of grammar and vocabulary, enabling students to analyze the structure of the target language, although it often neglects practical communication skills.

13. By examining the theoretical principles of language teaching, the .... may seem quite 'theoryless.'

Answer: d. Grammar Translation Method
Explanation: GTM is often criticized for lacking a solid theoretical foundation and for being a traditional method derived from teaching Latin and Greek, with little basis in modern language teaching theory.

14. All of the following are among the main characteristics of the Grammar-Translation Method EXCEPT...

Answer: a. teaching grammar inductively
Explanation: GTM teaches grammar deductively, presenting rules explicitly before applying them. Inductive teaching, where rules are inferred from examples, is characteristic of methods like the Direct Method.

15. Problem solving, translation, and memorization are recommended in...

Answer: a. faculty psychology
Explanation: Faculty psychology underpins GTM, asserting that the brain is like a muscle that benefits from mental exercises such as translation, problem-solving, and memorization.

16. From the 16th to 19th centuries...

Answer: c. Grammar Translation dominated foreign language teaching
Explanation: During this period, GTM was the primary method for teaching Latin and modern languages, focusing on translation and grammar rules.

17. The classical method...

Answer: a. was used to teach Latin
Explanation: The classical method, a precursor to GTM, was designed for teaching classical languages

like Latin and Greek, emphasizing grammar and translation over speaking or listening.

---

18. As an approach to learning, faculty psychology was based on all of the following assumptions EXCEPT...

Answer: c. the faculty of learning language universals is innate
Explanation: Faculty psychology does not align with the idea of innate language faculties, a concept associated with Chomsky. Instead, it views the brain as a muscle that strengthens through memorization and mental exercise.

---

19. The Reform Movement did NOT criticize Grammar Translation for its...

Answer: b. negligence of accuracy in general
Explanation: While the Reform Movement criticized GTM for overemphasizing accuracy at the expense of communicative competence, they did not claim it neglected accuracy.

---

20. The primary purpose of .... approach was to prepare the students to be able to study literature.

Answer: c. grammar-translation
Explanation: GTM's main goal was to enable students to read and appreciate literature in the target language, focusing on grammar and translation.

---

21. The .... method maintains that the primary purpose of learning a foreign language is to be able to read its literature.

Answer: d. grammar translation
Explanation: GTM is literature-oriented, aiming to develop students' ability to read and understand literary texts in the target language.

---

22. Which one of the following is not the aim of GTM?

Answer: c. To have a good communication in four skills
Explanation: GTM does not aim to develop communicative competence in listening, speaking, reading, and writing. Instead, it focuses on reading, grammar, and translation skills.

---

23. The primary purpose of grammar-translation method was to...

Answer: a. prepare students to be able to read literature

Explanation: The primary aim of GTM was to help students read and appreciate foreign literature by focusing on grammar and vocabulary, with less emphasis on practical language use.

24. The deductive application of explicit grammar rules is a useful pedagogical technique in...

Answer: a. grammar-translation method

Explanation: Deductive teaching is central to GTM, where explicit grammar rules are taught first, followed by application through exercises and translation.

25. The .... Psychology claims that the more exercise the brain does, the stronger it will get.

Answer: d. Faculty

Explanation: Faculty psychology, which underpins GTM, likens the brain to a muscle that grows stronger with mental exercise, such as translation and rote memorization.

26. In revolting against the Grammar-Translation Method, the major point of emphasis was the early cultivation of the .... skill.

Answer: a. speaking

Explanation: Critics of GTM, including advocates of the Direct Method and other reforms, emphasized the importance of developing speaking skills early, which GTM largely neglected.

27. The .... method is a prescientific method of language teaching.

Answer: c. grammar translation

Explanation: GTM is considered a prescientific method because it predates modern linguistics and lacks theoretical grounding, relying on traditional approaches to teaching Latin and Greek.

28. One of the objectives of the Grammar Translation Method was the teaching of grammar by ....

Answer: b. lengthy explanations of rules in L1

Explanation: In GTM, grammar is taught explicitly with detailed explanations provided in the students' native language (L1), contrasting with contextualized or inductive approaches.

29. From the beginning of the century to World War I, the dominant approach to learning was based on .... psychology.

Answer: b. faculty
Explanation: Faculty psychology dominated this period, emphasizing mental exercise, which aligned with GTM's focus on rote learning and translation.

30. The theory of learning in faculty psychology stemmed from the belief that ....

Answer: a. the brain needed to be exercised like a muscle
Explanation: Faculty psychology likened the brain to a muscle that grows stronger through rigorous mental exercises such as memorization and grammar analysis, central to GTM.

31. The primary purpose of the Grammar Translation Method was to ....

Answer: c. prepare the students to study the literature of the target language
Explanation: GTM's primary goal was to develop students' ability to read and understand foreign literature, rather than fostering practical language use.

32. The Grammar-Translation Method followed a .... approach to the learning of language structures.

Answer: c. prescriptive
Explanation: GTM followed a prescriptive approach, focusing on rigid grammar rules and correct usage rather than descriptive or practical approaches to language learning.

33. One of the major defects of the .... method is that there is little training in using the language actively to express one's own meaning, even in writing.

Answer: a. grammar-translation
Explanation: GTM is criticized for neglecting active language use and communicative skills, focusing instead on translation and rule memorization.

34. The students' role in .... classes is, for the greater part of the time, a passive one.

Answer: b. grammar-translation
Explanation: In GTM, students primarily listen to the teacher's explanations and complete translation

and grammar exercises, making their role largely passive.

---

35. The Grammar-Translation approach emphasizes the view of language as .... when students study grammar rules and paradigms.

Answer: c. product
Explanation: GTM treats language as a static system (a product) to be analyzed and learned through grammar rules and vocabulary memorization, rather than as a tool for communication.

---

36. According to the .... method, foreign language learning would help students grow intellectually although they may never use the language.

Answer: d. grammar-translation
Explanation: GTM is rooted in the belief that studying a foreign language enhances intellectual development, even if students never use the language in real-life situations.

---

37. In the .... method, it is strongly believed that verb conjugations and other grammatical paradigms should be committed to memory.

Answer: a. grammar-translation
Explanation: Memorization of grammatical paradigms, such as verb conjugations, is a hallmark of GTM, reflecting its focus on mental discipline and rule mastery.

---

38. GTM was rejected because of its failure in developing ....

Answer: d. oral communication skills
Explanation: GTM's emphasis on grammar and translation came at the expense of developing practical speaking and listening skills, leading to its rejection by later methods.

---

39. "To know everything about something rather than the thing itself." This statement is most appropriate for ....

Answer: b. grammar translation method
Explanation: GTM focuses on extensive knowledge about grammar and structure, rather than practical language use, aligning with the sentiment expressed in this statement.

---

40. Which of the following is NOT included in the most typical grammar translation method textbooks?

Answer: d. Communicative drills
Explanation: GTM textbooks emphasize grammar rules, vocabulary lists, and translation exercises, with little or no inclusion of communicative activities or drills.

---

41. Which of the following is NOT among the characteristics of GTM?

Answer: d. Communication as the goal of language instruction
Explanation: GTM does not prioritize communicative competence; instead, it focuses on grammar, vocabulary, and translation, often at the expense of practical language use.

---

42. In the history of language teaching, the first method used was ....

Answer: c. grammar-translation method
Explanation: GTM was the earliest formalized method for teaching foreign languages, rooted in techniques for teaching Latin and Greek.

---

43. The popularity of grammar translation method waned because ....

Answer: d. it did virtually nothing to enhance student's verbal ability
Explanation: GTM's focus on grammar and translation failed to develop students' speaking and listening skills, leading to its decline as newer, communication-focused methods emerged.

---

44. "I usually give the students a list of new words. They have to know the meaning of these words to understand the text I will teach next day. When I teach the text, I usually analyze sentences and explain some structural points." This teacher is following the principles of ....

Answer: c. GTM
Explanation: This approach reflects GTM's emphasis on vocabulary lists, translation, and sentence analysis, rather than interactive or communicative teaching.

---

45. All of the following are among the objectives of GTM except ....

Answer: d. enabling the students to communicate verbally in the target language
Explanation: GTM focuses on reading and grammar rather than developing verbal communication skills.

---

46. Which of the following is NOT a major characteristic of GTM?

Answer: b. Fluency in the target language is emphasized.
Explanation: GTM prioritizes grammar and translation over fluency, making fluency development inconsistent with its goals.

---

47. The origin of the Grammar-Translation Method can be traced back to ....

Answer: c. the teaching of Latin and Greek
Explanation: GTM originated from the methodologies used for teaching classical languages like Latin and Greek, focusing on grammar and translation.

---

48. Which of the following is NOT a criticism directed at GTM?

Answer: a. It does not teach literature effectively.
Explanation: While GTM has been criticized for its lack of focus on communication, it is widely acknowledged for its effectiveness in teaching literature.

---

49. Which of the following would most likely be an activity in a GTM classroom?

Answer: c. Translating a paragraph from L2 to L1
Explanation: Translation exercises from the target language (L2) to the native language (L1) are a cornerstone of GTM classrooms.

---

50. According to GTM, which of the following is NOT emphasized?

Answer: d. Pronunciation practice
Explanation: GTM does not emphasize pronunciation or oral skills, focusing instead on written language, grammar, and translation.

---

51. A teacher asks the students to memorize a list of vocabulary words and their meanings in L1. This activity is most aligned with the principles of ....

Answer: c. GTM
Explanation: Memorization of vocabulary with direct translations to L1 is a key feature of the Grammar-Translation Method.

---

52. The GTM is often contrasted with methods that prioritize ....

Answer: b. communicative competence
Explanation: GTM's focus on grammar and translation contrasts sharply with methods emphasizing

real-life communication skills.

---

53. Which of the following instructional strategies would be LEAST likely in a GTM classroom?

Answer: a. Role-playing dialogues in the target language
Explanation: Role-playing and interactive activities are not typical in GTM, as it emphasizes grammar and written translation over spoken language practice.

---

54. In GTM, vocabulary and grammar are taught ....

Answer: b. explicitly
Explanation: Vocabulary and grammar rules are explicitly taught, with little reliance on context or discovery-based learning.

---

55. Which of the following best describes the language used in a GTM classroom?

Answer: d. The students' L1
Explanation: GTM heavily relies on the students' native language (L1) for explanations, instruction, and translation exercises.

---

56. Which of the following BEST characterizes GTM's view of grammar?

Answer: a. Grammar is a set of prescriptive rules that students must learn.
Explanation: GTM treats grammar as a rigid set of rules to be memorized and applied during translation exercises.

---

57. Which of the following techniques is LEAST compatible with GTM?

Answer: b. Contextualized grammar instruction in L2
Explanation: GTM focuses on decontextualized, explicit grammar instruction rather than contextualized teaching in the target language.

---

58. In GTM, success is measured primarily by ....

Answer: c. accuracy in translation and grammar exercises
Explanation: GTM evaluates success based on students' ability to translate accurately and apply grammatical rules correctly.

59. Which of the following statements BEST reflects a criticism of GTM?

Answer: d. It fails to address the communicative needs of learners.
Explanation: GTM is widely criticized for neglecting communicative skills, which are essential for real-world language use.

60. The Grammar-Translation Method is often described as teacher-centered because ....

Answer: a. the teacher directs all aspects of the lesson, and students play a passive role
Explanation: GTM is teacher-centered, with the teacher explaining rules and guiding translation exercises, while students passively receive information.

61. The Grammar-Translation Method relies heavily on ....

Answer: c. memorization
Explanation: Memorization of vocabulary, grammatical rules, and translations is a core principle of GTM, focusing on rote learning rather than active use.

62. In GTM, grammar is taught through ....

Answer: a. deductive methods
Explanation: GTM uses deductive reasoning, where students are first taught grammar rules explicitly and then apply them to specific examples.

63. Which of the following is NOT a characteristic of GTM?

Answer: d. Focusing on speaking and listening
Explanation: GTM primarily emphasizes reading, writing, grammar, and translation, neglecting oral communication skills.

64. Which of the following would be considered a typical activity in a GTM classroom?

Answer: c. Translating sentences between L1 and L2
Explanation: Translation exercises are a hallmark of GTM, requiring students to apply grammar rules and vocabulary knowledge.

65. The role of the teacher in a GTM classroom can be described as ....

Answer: a. authoritative and directive
Explanation: In GTM, the teacher plays a central, authoritative role, explaining rules and directing learning with minimal student autonomy.

---

66. A student in a GTM class is likely to spend most of their time ....

Answer: b. practicing translation and grammar exercises
Explanation: Students in GTM classes focus on written grammar drills and translation tasks, rather than interactive or communicative activities.

---

67. Which of the following is a major criticism of GTM?

Answer: c. It does not prepare students for real-life communication
Explanation: GTM is often criticized for its lack of focus on communicative competence, as it prioritizes grammar and translation over practical language use.

---

68. The Grammar-Translation Method emphasizes ....

Answer: d. linguistic accuracy
Explanation: GTM values accuracy in grammar and translation, often at the expense of fluency and communicative ability.

This was the explanatory answers to the first chapter. To see the rest of the answers, visit 4400test.ir or scan the following qrcode.

Part II

Linguistics

The origin, nature and study of language

1. Language is ....

- **b. mental phenomenon, a body of knowledge about sounds, meanings and syntax which resides in the mind**

- **Explanation:** This definition emphasizes the internalized and cognitive nature of language. Language is not merely the physical act of speaking, but a complex system of rules and knowledge that exists within the human mind.

2. It is through the interactional function of a language that people ....

- **b. communicate knowledge, friendliness and hostility**

- **Explanation:** The interactional function of language focuses on social interaction and relationships. It's how people use language to establish and maintain social connections, express emotions (like friendliness or hostility), and build rapport.

3. The interdisciplinary field which deals with the study of the relations between language and the brain is called ....

- **b. neurolinguistics**

- **Explanation:** Neurolinguistics investigates how the brain processes and uses language. It explores areas like brain localization for language functions, the effects of brain damage on language, and the neurological basis of language acquisition.

4. Semantics, sociolinguistics, etc. have provided the intellectual climate for a more social or functional and a less abstract or .... view of language.

- **c. idealized**

- **Explanation:** These fields have shifted the focus from abstract, idealized models of language to more realistic and socially grounded perspectives.

5. The notion that language is rule-governed helps us to comprehend that ....

- **b. people can produce endless number of sentences during their lives**

- **Explanation:** The rule-governed nature of language allows for the creative generation of an infinite number of sentences. This is achieved through the combination of a finite set of rules and linguistic elements.

6. In its most general sense, ".........." refers to anything in the world in relation to which language is used.

- **b. extralinguistics**

- **Explanation:** Extralinguistics encompasses all factors outside of language itself that influence its use and interpretation. This includes social context, cultural norms, and individual beliefs and experiences.

7. Human beings must know some finite set of principles or rules which produce the infinite number of ....

- **c. sentences in their languages**

- **Explanation:** This is the core idea of generative grammar. A finite set of rules can be used to generate an infinite number of grammatically correct sentences in a language.

8. If you want to speak or write proper Farsi, you have to follow the best writers in the language. This property is attributed to .... grammarians.

- **b. traditionalist**

- **Explanation:** Traditional grammarians emphasized prescriptive rules and often looked to literary models as the standard for correct language use.

9. Which one of the following binary distinctions is NOT Saussurean in nature?

- **a. Competence vs. performance**

- **Explanation:** The distinction between competence (internalized knowledge) and performance (actual language use) was introduced by Noam Chomsky, not Ferdinand de Saussure.

10. Any approach which attempts to lay down rules of correctness as to how language should be used is called ....

- **c. prescriptive**

- **Explanation:** Prescriptive grammar focuses on rules that dictate how language *should* be used, often based on traditional or socially approved standards.

11. Ferdinand de Saussure recognized two sides to the study of meaning, but emphasized that the relationship is arbitrary; the sound image, ··········, and the concept, ··········.

- **a. signifiant / signifie**

- **Explanation:** Saussure's concept of the sign divides it into the signifier (the sound image or form) and the signified (the concept or meaning).

12. Studies that follow the progress of a set of variables over time in the same set of cases are known as ·········· studies.

- **b. longitudinal**

- **Explanation:** Longitudinal studies track the same individuals or groups over an extended period, allowing researchers to observe changes and development over time.

13. In statistical linguistics, ...

- **c. samples are collected from texts with different styles**

- **Explanation:** Statistical linguistics analyzes language data using statistical methods. This often involves collecting large samples of text from various sources to identify patterns and trends.

14. 'Language was seen as a dynamic structure with all social, historical or personal consideration.' This is a view developed by ....

- **c. Post Structuralists**

- **Explanation:** Post-structuralists emphasized the dynamic and socially situated nature of language, recognizing the influence of social, historical, and personal factors on language use.

15. When a number of distinct languages can be traced back to a common source, they are said to belong to the same ·········.

- **c. language family**

- **Explanation:** A language family is a group of languages that have evolved from a common ancestor.

16. Comparing and contrasting parts of language in isolation is technically asserted to be the concern of ....

- **c. microlinguistics**

- **Explanation:** Microlinguistics focuses on the smaller units of language, such as phonemes, morphemes, and syntax, often studied in isolation from larger contexts.

17. The existence of onomatopoeic words supports the origin of human speech based on ....

- **a. natural sounds**

- **Explanation:** Onomatopoeic words (like "buzz" or "meow") imitate natural sounds, suggesting that sounds from the environment may have played a role in the development of human speech.

18. The interdisciplinary field which deals with the study of relationships between language and the brain is called ....

- **b. neurolinguistics**

- **Explanation:** As explained earlier, neurolinguistics investigates the neurological underpinnings of language.

19. What are the earliest grammatical morphemes acquired in English?

- **c. inflectional suffixes**

- **Explanation:** Children typically acquire inflectional suffixes (like -ing, -ed, -s) relatively early in language development.

20. The Alexandrians of the third and second centuries were interested in ....

- **c. the meaning of linguistic utterances as well as their form**

- **Explanation:** The Alexandrians were scholars who focused on the study of language, including both its form (grammar) and its meaning (semantics).

21. Linguistic competence is the term used to explain the ....

- **c. speaker's intuitive knowledge of the grammar of the language**

- **Explanation:** Linguistic competence refers to the internalized knowledge of the rules of a language that enables a speaker to produce and understand an infinite number of sentences.

22. The systematic pattering underlying individual utterances which makes it possible for one person to understand or be understood by another is called ....

- **b. langue**

- **Explanation:** In Saussurean terms, "langue" refers to the underlying system of language shared by a community, which makes communication possible.

23. The .... approach breaks the global language into an inventory of grammatical structures, presented progressively and a limited number of lexical items.

- **b. synthetic**

- **Explanation:** The synthetic approach to language teaching focuses on building language from smaller components to larger structures.

24. One of famous dichotomies proposed by Saussure is the difference he makes between ......

- **a. langue and parole**

- **Explanation:** As mentioned earlier, Saussure distinguished between "langue" (the abstract system) and "parole" (the actual use of language).

25. Linguistic studies that follow the progress of a set of variables over time in the same set of children are known as .... studies.

- **c. longitudinal**

- **Explanation:** Longitudinal studies track the same children over time to observe their language development.

26. Some languages are more useful or prestigious than others, at a given period of history, but this is due to the preeminence of the speakers at that time, and not to any inherent linguistic characteristics. Thus, languages should ....

- **a. not be valued on the basis of the influence of their speakers**

- **Explanation:** Language should be valued for its own merits, not based on the social or political power of its speakers.

27. A synchronic description of a language describes the language ....

- **b. as it is constructed by native-speakers**

- **Explanation:** Synchronic linguistics studies language at a particular point in time, as it exists for native speakers at that moment.

28. The two halves or hemispheres of the brain exercise ………. control of the body. That is, the left and right hemispheres control their opposite sides of the body.

- **d. contralateral**

- **Explanation:** Contralateral control means that each hemisphere of the brain primarily controls the opposite side of the body.

29. If certain rules can be described to be relevant to all languages, one can speak of ……….

- **d. relative universal parameters**

- **Explanation:** Linguistic universals refer to features that are shared by all or most human languages.

30. Linguistic forms are described as arbitrary because there is generally ……….

- **a. no natural connection between the form and its meaning**

- **Explanation:** The relationship between the sound of a word and its meaning is arbitrary. There is no inherent

31. By means of the ……….. function of language, humans use their linguistic abilities to communicate knowledge.

- **d. transactional**

- **Explanation:** The transactional function of language focuses on the exchange of information and the conveying of factual content.

32. The "bow-wow" theory is related to the ……….. view of origins of language.

- **b. onomatopoeic**

- **Explanation:** The "bow-wow" theory suggests that language originated from imitations of natural sounds.

33. That all languages have some words with pronunciations which seem to echo naturally occurring sounds supports the ……….. theory.

- **c. bow-wow**

- **Explanation:** The existence of onomatopoeic words provides some evidence for the "bow-wow" theory, which posits that language developed from imitations of natural sounds.

34. What people say in a language is called ……….. and it varies from individual to individual.

- **b. parole**

- **Explanation:** "Parole" refers to the actual use of language in concrete situations, which varies from person to person and includes individual speech habits and styles.

35. The production of utterances in actual situations is called ....

- **b. performance**

- **Explanation:** Linguistic performance refers to the actual use of language in real-world situations, including speaking, listening, reading, and writing.

36. Those who stressed the existence of regularity in language were known as ....

- **b. analogists**

- **Explanation:** Analogists believed that language learning primarily involves the use of analogy and the identification of patterns.

37. A language which is used for communication between different people , each speaking a different language is referred to as ....

- **b. lingua franca**

- **Explanation:** A lingua franca is a language used for communication between people who speak different native languages.

38. The unconscious knowledge about sounds, meanings, and syntax possessed by the native speakers of a language is called ....

- **a. linguistic competence**

- **Explanation:** Linguistic competence refers to the internalized knowledge of the grammar of a language that allows speakers to produce and understand an infinite number of sentences.

39. Languages that are believed to have developed from a single language, because of similarities in vocabulary, sounds and grammar are said to belong to the same ....

- **a. language family**

- **Explanation:** Languages that share a common ancestor belong to the same language family.

40. The basis for linguistic theory is provided by ....

- **a. structural descriptions**

- **Explanation:** Linguistic theory is built upon the analysis and description of the underlying structures of language.

41. According to the .... theory of language origin, language started with grunts, groans and cries of pleasure.

- **c. pooh-pooh**

- **Explanation:** The "pooh-pooh" theory suggests that language originated from instinctive emotional expressions like cries of pain or pleasure.

42. The "oral gesture" theory of language origin holds that there is a close link between words in a human language and ....

- **b. movements of physical organs of physical organs**

- **Explanation:** The "oral-gesture" theory proposes that language developed from gestures and movements of the mouth and other body parts.

43. The greatest shortcoming of computers in processing linguistic messages is not having access to ....

- **c. knowledge of the world**

- **Explanation:** Computers lack the real-world knowledge and common sense that humans possess, which is crucial for understanding and interpreting language in context.

44. According to the .... theory, the sounds of a person involved in physical effort could be the source of human language.

- **b. yo-heave-ho**

- **Explanation:** The "yo-heave-ho" theory suggests that language originated from sounds produced during physical exertion.

45. The type of grammar involving "linguistic etiquette" seems to be of most interest to ....

- **d. sociolinguists**

- **Explanation:** Sociolinguists study how language use varies in different social contexts, including the appropriate use of language in different social situations.

46. The Alexandrines of the third and second centuries B. c. were interested in ....

- **c. the meaning of linguistic utterances as well as their form**

- **Explanation:** As mentioned earlier, the Alexandrians were interested in both the form and meaning of language.

47. The science of making machines do things that would require mental ability if done by men is called ....

- **d. artificial intelligence**

- **Explanation:** Artificial intelligence (AI) aims to create machines that can perform tasks that typically require human intelligence, such as learning, problem-solving, and [1] understanding language.

48. Modern attempts to create speech electronically are generally describe as ....

- **b. speech synthesis**

- **Explanation:** Speech synthesis is the process of generating human-like speech electronically.

49. One of the short-comings of the field of artificial intelligence is that computers ....

- **a. work from a static store of background knowledge**

- **Explanation:** Computers often struggle to adapt to new situations and incorporate new information into their knowledge base.

50. Which of the following sentences is true?

- **a. Linguistics is considered a science primarily because of its method of study.**

- **Explanation:** Linguistics employs scientific methods like observation, data collection, and analysis to study language.

51. The main purpose of the study of language in Chomsky's view is to ....

- **a. find how human language and mind interact**

- **Explanation:** Chomsky emphasized the relationship between language and the human mind, exploring how humans are able to acquire and use language.

52. One of the reasons why linguists prefer to study the spoken language rather than the written language is the .... of the spoken language.

- **c. spontaneity**

- **Explanation:** Spoken language is more spontaneous and reflects natural language use more accurately than written language, which is often more carefully planned and edited.

53. The relationship between language and the mind is of interest to ....

- **b. psycholinguists**

- **Explanation:** Psycholinguistics investigates the mental processes involved in language use, including how language is acquired, processed, and understood.

54. .... is mainly concerned with the study of physiological aspects of language, principally with regards to the areas in the brain in which the language functions are located.

- **b. Neurolinguistics**

- **Explanation:** Neurolinguistics focuses on the neurological basis of language, including brain areas involved in language processing and the effects of brain damage on language.

55. "Study of the language people use in the real world" is the definition of ....

- **c. sociolinguistics**

- **Explanation:** Sociolinguistics examines how language is used in social contexts, including factors like social class, gender, ethnicity, and culture.

56. According to ...., grammar is rules that govern the use of language in social situations.

- **d. sociologists**

- **Explanation:** Sociologists are interested in how language use reflects and shapes social relationships and interactions.

57. The possession of two languages to a native degree of competence in each is called ....

- **c. bilingualism**

- **Explanation:** Bilingualism refers to the ability to speak two languages fluently and accurately.

58. Those who stressed the regularity in language were known as .... while those who emphasized the presence of irregularity were called ....

- **b. analogists/anomalists**

- **Explanation:** Analogists focused on patterns and regularities in language, while anomalists emphasized the exceptions and irregularities.

59. The use of plural forms such as men, sheep and children in English supports ....

- **b. analogists**

- **Explanation:** These irregular plural forms challenge the idea of complete regularity in language, supporting the perspective of the anomalists.

60. The philosopher uses linguistic insights to find out the relationship between language and ....

- **c. thought**

- **Explanation:** Philosophers often explore the relationship between language and thought, investigating how language shapes and influences our thinking and understanding of the world.

61. Leonard Bloomfield was one of the leaders in ....

- **d. descriptive linguistics**

- **Explanation:** Leonard Bloomfield was a prominent figure in American structuralism and descriptive linguistics.

62. There are .... views on the nature of human languages: ....

- **a. two/structural and functional**

- **Explanation:** Two major perspectives on language are the structuralist view, which focuses on the formal structures of language, and the functionalist view, which emphasizes the social and communicative functions of language.

63. The .... view of language claims that language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

- **c. functional**

- **Explanation:** The functionalist view emphasizes the social and communicative functions of language, highlighting its role in social interaction and human relationships.

64. It was believed by .... that all human languages share a core of linguistic universals.

- **b. modistae and rationalist philosophers of 16th, 17th, and 18th centuries**

- **Explanation:** The idea of linguistic universals, the shared features of all human languages, was explored by scholars like the Modistae (medieval grammarians) and later by rationalist philosophers of the 17th and 18th centuries.

65. Language is ....

- **b. a complete, abstract and productive system which links meaning with sounds**

- **Explanation:** This definition captures the essence of language as a complex system that allows humans to create and understand an infinite number of meaningful utterances.

66. Which of the following is NOT among the basic tenets of structural linguists?

- **d. Language is what people say.**

- **Explanation:** Structural linguists focused on the underlying structures of language, emphasizing the importance of observable speech data.

**67. Which of the following statements cannot be considered as a universal of language? **

- **c. Different grammatical categories are found in different languages.**

- **Explanation:** While languages may differ in the specific grammatical categories they employ, all languages have some way of expressing grammatical concepts like tense, number, and person.

68. According to the Divine Source, ………. .

- **b. a supernatural force enables humans to learn and use language**

- **Explanation:** The Divine Source theory proposes that language was given to humans by a divine power.

69. Humans are born with the physiological adaptation to speak a language; that is . . . .

- **c. certain physical aspects provide their speech capacity**

- **Explanation:** Humans possess the physical and neurological structures necessary for speech production, such as vocal cords, tongue, and brain areas dedicated to language.

70. Humans indicate friendliness, cooperation, hostility, etc. through the ………. function of language, whereas, they communicate knowledge and information by means of the ………. function of language.

- **c. interactional, transactional**

- **Explanation:** The interactional function focuses on social interaction and relationships, while the transactional function emphasizes the exchange of information and knowledge.

71. Which one of the following sentences is NOT correct?

- **c. The study of the written form of language provides more information for the linguists than the study of the spoken form.**

- **Explanation:** While written language can provide valuable insights, spoken language is generally considered to be a more direct reflection of the underlying linguistic system.

This was the explanatory answers to the first chapter. To see the rest of the answers, visit 4400test.ir or scan the following qrcode.

Part III

Language Testing

Introduction to testing

1. The .... tests are generally prepared by a group of testing specialists.
   Answer: d. standardized
   Analysis: Standardized tests are developed by experts to ensure consistency and reliability across various testing situations. They are designed for widespread use and often conform to established principles in education and assessment.

2. Abundant writing in various forms and conjugations of verbs are the characteristics of .... era in language testing.
   Answer: d. scientific
   Analysis: The scientific era in language testing focuses on systematic methods of assessment, including the analysis of language forms and structures, and employs empirical research to validate testing processes.

3. Language aptitude batteries emphasize auditory capacity, verbal memory, grammatical abilities and ....
   Answer: b. sound-symbol relations
   Analysis: Sound-symbol relations refer to the ability to connect sounds with their corresponding symbols or letters, which is crucial for language learning and is a significant aspect measured in language aptitude assessments.

4. Within applied linguistics, language testing has arguably the strongest claim to vigor and ....
   Answer: d. practicality
   Analysis: Language testing is practical as it directly informs educational decisions, placement, and instructional methods, making it a vital component of applied linguistics.

5. Language testing is a complicated subject and much of this complication stems from the problems of description and .... which are of prime importance in linguistics and psychological investigation.
   Answer: d. measurement
   Analysis: Measurement in language testing involves quantifying language abilities, which can be complex due to the subjective nature of language use and the diverse skills involved in language proficiency.

6. The tests prepared by testing specialists and intended to be used by educational institutions in selection, placement and evaluation of large groups of candidates are called .... tests.
   Answer: d. standardized
   Analysis: Standardized tests are designed to assess large groups uniformly, allowing for fair evaluation across different contexts, ensuring objectivity and comparability of results.

7. A teacher's final evaluation of students should be based on ....
   Answer: a. a series of objective and subjective evaluations
   Analysis: A comprehensive evaluation utilizes both objective measures (e.g., tests) and subjective

assessments (e.g., projects, presentations) to provide a well-rounded view of a student's abilities and progress.

---

8. The followers of the .... approach to language testing conduct a process of needs analysis prior to test construction.

    Answer: b. communicative

    Analysis: The communicative approach emphasizes understanding learners' needs and contexts to design tests that reflect real-life language use and relevance.

---

9. To answer the question 'why have a test at all?', which one of the following do you find irrelevant?

    Answer: a. Why does this learner fit in our teaching program?

    Analysis: While understanding a learner's fit within a teaching program is important, it does not directly address the primary reasons for testing language proficiency.

---

10. The integrative approach to language testing does NOT emphasize ....

    Answer: d. total communicative effects

    Analysis: While the integrative approach values context and meaning, it does not focus on the total communicative effects, which can be too broad and less applicable in specific testing scenarios.

---

11. The prescientific stage of language testing is characterized by the use of ....

    Answer: a. Essay and dictation

    Analysis: During the prescientific stage, testing methods were primarily subjective and relied on written forms such as essays and dictations, which lacked standardized criteria for assessment.

---

12. Backwash effect can be defined as.......... .

    Answer: a. the influence of testing on teaching

    Analysis: The backwash effect refers to how the nature of testing can influence teaching practices and curriculum design, often shaping what is taught based on what is assessed.

---

13. The integrative approach to language testing does NOT emphasize.......... .

    Answer: a. the grammar of expectancy

    Analysis: The integrative approach focuses on holistic language use and proficiency rather than strict grammatical rules or expectations, which might be more aligned with traditional testing methods.

---

14. Both communicative and integrative approaches emphasize ....

    Answer: b. language use in communication

    Analysis: Both approaches prioritize the application of language in real communicative contexts, highlighting the importance of functional language skills over rote memorization.

---

15. Oller's Unitary Competence Hypothesis ....

    Answer: d. is based on the indivisibility of language proficiency

Analysis: This hypothesis posits that language proficiency is a unified skill rather than a collection of separate abilities, suggesting that language use is interrelated.

---

16. It is NOT true that in discrete-point test formats, ...
    Answer: a. there are always three distractors
    Analysis: Discrete-point tests can vary in format and may not consistently include three distractors, as the number can differ depending on the specific test design.

---

17. Achieving beneficial backwash requires ....
    Answer: a. sampling widely
    Analysis: Sampling widely helps ensure that the test reflects a broad range of skills and knowledge, thus promoting effective teaching practices aligned with the test's goals.

---

18. All of the following are among ways of achieving consistent performance from candidates EXCEPT ....
    Answer: d. offering testees a choice of questions
    Analysis: While providing a choice can enhance motivation, it may also introduce variability in responses, making it harder to ensure consistency in performance across candidates.

---

19. The communicative and structuralist approaches to language testing share the view that ....
    Answer: d. language proficiency is divisible
    Analysis: Both approaches recognize that language proficiency can be broken down into distinct skills and components, though they differ in how they emphasize these elements.

---

20. In the pre-scientific stage of language testing, test types included all of the following EXCEPT ....
    Answer: a. open-ended cloze
    Analysis: Open-ended cloze tests are more characteristic of later, more scientific approaches to language testing, while the pre-scientific stage relied on more straightforward types like essays and translations.

---

21. It is NOT true that in discrete-point testing ....
    Answer: a. the results defy quantification
    Analysis: Discrete-point tests are designed to be quantifiable, allowing for objective scoring and analysis, contrary to the statement.

---

22. Integrative tests .... doze.
    Answer: c. measure the ability to use language in real-life situations
    Analysis: Integrative tests are structured to assess how well individuals can apply their language skills in practical, real-world contexts, making them relevant to communicative competence.

---

23. A communicative test primarily aims at measuring ....
    Answer: a. language use
    Analysis: Communicative tests focus on evaluating how language is used in context rather than just the knowledge of language rules or structures.

---

24. "Backwash effect" refers to the effect of ....
Answer: d. testing on pedagogy
Analysis: The backwash effect specifically highlights how the nature and design of assessments can influence teaching methods and learning outcomes.

25. The integrative approach to language testing ....
Answer: c. treats language competence as indivisible
Analysis: This approach views language competencies as interconnected rather than isolated, emphasizing the holistic nature of language use.

26. In the functional approach to language testing, ...
Answer: a. responses may be either functional or linguistic
Analysis: The functional approach assesses both the practical use of language in context and the linguistic aspects, allowing for a comprehensive evaluation of language skills.

27. Structuralist language testing ....
Answer: c. is rooted in contrastive linguistics and cognitive psychology
Analysis: Structuralist testing methods are influenced by the principles of contrastive analysis and cognitive frameworks, focusing on the systematic properties of languages.

28. Within the framework of communicative competence, ...
Answer: c. integrative tests have validity and reliability
Analysis: Integrative tests are designed to be both valid (measuring what they intend to measure) and reliable (producing consistent results across different instances).

29. The process of delineating, obtaining and providing useful information for judging decision alternatives is called ....
Answer: b. evaluation
Analysis: Evaluation involves systematically gathering information to make informed decisions, particularly in educational contexts related to language proficiency.

30. Which of the following is within the domain of pragmatic testing?
Answer: a. a usage test
Analysis: Usage tests focus on the application of language in context, which is a core component of pragmatic testing that assesses how language is used socially and functionally.

31. The claim that knowledge of elements of language is equivalent to the knowledge of language is supported by .... approach.
Answer: a. discrete-point
Explanation: The discrete-point approach to language testing focuses on assessing specific elements of language, such as vocabulary or grammar, and assumes that mastery of these components equates to overall language proficiency.

32. According to the .... approach to language testing, the knowledge of the elements is equivalent to the knowledge of language.
Answer: b. discrete-point
Explanation: This approach emphasizes testing individual elements of language in isolation, suggesting that understanding these elements leads to comprehensive language knowledge, which is a fundamental principle of discrete-point testing.

---

33. What is the advantage of standardized tests over teacher-made tests?
Answer: c. They provide methods of obtaining samples of behavior under uniform procedures.
Explanation: Standardized tests are designed to be administered in a consistent manner across different settings, which allows for reliable comparisons of performance among different test-takers, unlike teacher-made tests which may vary considerably.

---

34. In order to take a(n) .... test, the examinee does not need to have prior knowledge of the subject being tested.
Answer: b. aptitude
Explanation: Aptitude tests are designed to measure potential or inherent ability, rather than prior knowledge; therefore, test-takers can take these tests without needing to have studied the specific subject.

---

35. Which of the following approaches to language testing is referred to as the pre-scientific stage in the history of language testing?
Answer: d. The essay translation approach
Explanation: The essay translation approach was prevalent before systematic and scientific methods were developed in language testing. It relied heavily on translating texts and writing essays, lacking empirical validation.

---

36. Qualitative modes of assessment have been introduced in .... testing.
Answer: c. communicative
Explanation: The communicative approach to testing focuses on assessing language use in context, incorporating qualitative measures that evaluate how well learners can apply their language skills in real-world situations.

---

37. Cloze test, dictation, composition and oral interview are examples of .... Tests.
Answer: b. integrative
Explanation: Integrative tests assess multiple skills and the ability to use language in context, as they require the integration of different language components, such as grammar, vocabulary, and discourse.

---

38. Evaluation is different from testing in that the former is mostly designed for ....
Answer: b. making decisions
Explanation: Evaluation encompasses a broader assessment of performance, often aimed at making informed decisions about instruction, curriculum, and student placement, rather than merely measuring knowledge.

39. The terms subjective and objective refer to the way a test is ....
   Answer: c. scored
   Explanation: Subjective tests rely on the rater's judgment to score responses, often leading to variability in scoring, while objective tests have clear right or wrong answers, allowing for consistent scoring.

40. Communicative tests are primarily concerned with language ....
   Answer: a. usage
   Explanation: Communicative tests focus on how language is used in practical, real-life contexts, assessing the ability to communicate effectively rather than just knowledge of language rules.

41. Items that measure the testee's control of vocabulary or structure are designed based on a/an .... approach.
   Answer: a. discrete-point
   Explanation: Discrete-point tests specifically target individual components of language, such as vocabulary and grammar, assessing a learner's control over these specific elements.

42. In a functional item, the correct response is ....
   Answer: c. socially appropriate and linguistically accurate
   Explanation: Functional items are designed to evaluate not just the linguistic correctness of a response but also its appropriateness in social context, reflecting real-world communication.

43. In the process of evaluation, we measure ....
   Answer: b. people's characteristics
   Explanation: Evaluation assesses various characteristics of learners, such as their skills, progress, and needs, to inform instructional decisions and learning outcomes.

44. The tests which are given at the end of an instructional course for assigning course grades are .... tests.
   Answer: a. summative
   Explanation: Summative tests are conducted at the end of an instructional period to evaluate overall learning and assign grades, contrasting with formative assessments that occur throughout the course.

45. A major concern in the design and development of language tests is ....
   Answer: b. to minimize unreliability
   Explanation: Ensuring reliability is vital in test design to produce consistent results across different testing instances, thereby enhancing the credibility of the assessment.

46. The determination of congruence between performance and objectives is interpreted as ....
   Answer: b. evaluation
   Explanation: Evaluation involves assessing whether learners' performances align with the predetermined objectives of a course or program, indicating the effectiveness of instruction.

47. Some students were tested in terms of their tolerance to predict if they could be good kindergarten teachers. Such a test is a(n) .... test.
Answer: a. aptitude
Explanation: Aptitude tests assess a person's potential to succeed in specific roles or fields, such as teaching, by measuring intrinsic abilities and characteristics relevant to those roles.

---

48. Teachers can evaluate and modify their instructional procedures through .... tests.
Answer: d. diagnostic
Explanation: Diagnostic tests help identify students' strengths and weaknesses, allowing teachers to adjust their instructional strategies to better meet learners' needs.

---

49. In Iran, due to administrative limitations, the .... tests function as competition tests.
Answer: d. selection
Explanation: Selection tests are used to determine which candidates are best suited for specific educational opportunities or programs, often serving as competitive assessments due to limited resources.

---

50. Which of the following is NOT a factor in errors in measurement?
Answer: d. Usage of less than three correlating coefficients in measuring reliability
Explanation: While the number of correlating coefficients can impact the analysis of reliability, it is not an inherent source of measurement error like illness, unfamiliar test items, or test anxiety.

---

51. The concepts of assimilation, accommodation, and equilibration are most closely associated with ....
Answer: d. Piaget
Explanation: Jean Piaget, a developmental psychologist, introduced these concepts to explain how individuals adapt to new information and experiences in the learning process.

---

52. Standardized tests contain different types of derived scores. All of these are derived scores EXCEPT ....
Answer: c. criterion measures
Explanation: Criterion measures typically refer to specific performance indicators, whereas derived scores like stanines and percentiles are standardized metrics used to compare performance across populations.

---

53. .... tests are generally prepared by a group of testing specialists.
Answer: b. standardized
Explanation: Standardized tests are developed by experts to ensure consistency and validity in assessing large groups, incorporating established testing principles and methodologies.

---

54. The so-called "subjective" items are those in which ....
Answer: a. the test taker needs to produce the language
Explanation: Subjective items require test-takers to generate language responses, such as essays or open-ended questions, where scoring can be influenced by the rater's interpretation.

55. In the intuitive approach, tests do NOT consist of .... at elementary levels.
Answer: c. translation
Explanation: The intuitive approach focuses on natural language use and communication rather than formal translation exercises, particularly at the elementary level where emphasis is on practical language use.

56. .... tests are generally prepared by a group of testing specialists.
Answer: c. Standardized
Explanation: Standardized tests are crafted by experts to ensure they meet specific criteria for reliability and validity, making them suitable for widespread educational use.

57. The structuralist approach to language testing views language learning as a systematic acquisition of a set of ....
Answer: b. rules
Explanation: The structuralist perspective emphasizes that language learning involves mastering a specific set of grammatical and syntactical rules, which learners apply to use the language correctly.

58. Language skills are tested separately according to the .... approach.
Answer: c. structuralist
Explanation: The structuralist approach typically assesses language skills in isolation, focusing on discrete aspects of language rather than integrated or communicative use.

59. The communicative and the integrative approaches to language testing emphasize the importance of the ....
Answer: a. meaning of utterances
Explanation: Both approaches prioritize understanding the meaning conveyed in communication, valuing how language functions in context rather than just its structural components.

60. Which of the following will be of no help in deciding what language areas and skills to be included in a classroom test?
Answer: b. The mother tongue of the students.
Explanation: While understanding students' backgrounds can be useful, it does not directly inform the specific language areas and skills to assess in a classroom test, which should be based on the course content and objectives.

Question 61

Pairing and matching items are useful for testing the students' ....

- **Answer:** b. sensitivity to appropriacy and awareness of language functions.
Pairing and matching items often assess how well students understand the context and appropriateness of language use.

Question 62

Which of the following is more appropriate for teacher-made tests?

- **Answer:** d. Short answer items.
  Short answer items allow teachers to assess students' understanding more flexibly and are easier to create than multiple-choice questions.

  Question 63

  As a testing device, translation is ....

- **Answer:** c. a useful pedagogical device with beginners.
  Translation can help beginners grasp basic vocabulary and sentence structure.

  Question 64

  The extent of the need to discriminate will vary depending on the ....

- **Answer:** a. purpose of the test.
  The goals of a test will dictate how finely distinctions need to be made among student performances.

  Question 65

  During the intuitive stage of testing, tests were constructed on the basis of the ....

- **Answer:** a. personal impressions of teachers.
  This stage relied heavily on subjective views rather than systematic approaches.

  Question 66

  In the communicative stage of teaching, teachers emphasize the evaluation of language ....

- **Answer:** b. use.
  The focus shifted towards how language is used in real-life contexts rather than just its form.

  Question 67

  Translation, essay, dictation, and open-ended answers based on reading comprehension were the most widely used types of tests during the .... era of testing.

- **Answer:** c. intuitive.
  These methods reflect a more subjective approach to assessment prevalent in earlier testing practices.

  Question 68

  During the scientific era of language testing, it was suggested that language mastery could be evaluated ....

- **Answer:** d. bit by bit.
  This approach emphasized breaking down language into smaller components for assessment.

  Question 69

In the communicative era, the best tests are considered to be those which ....

- **Answer:** a. combine various subskills of the language.
  Tests that integrate multiple skills provide a more holistic assessment of language proficiency.

  Question 70

  Linguistic analysis has traditionally been concerned mainly with the .... aspects of language use.

- **Answer:** d. factive.
  This refers to concrete elements such as grammar and syntax rather than emotional or attitudinal aspects.

  Question 71

  The extent of the need to discriminate among students will vary depending on the .... of the test.

- **Answer:** a. purpose.
  Different testing purposes require varying levels of discrimination among student performances.

  Question 72

  The aim of classroom progress tests is to ....

- **Answer:** b. reinforce what has been taught.
  Progress tests are designed to ensure that learning objectives have been met effectively.

  Question 73

  Tests are geared to the teaching that has taken place in case the aim is to ....

- **Answer:** c. reinforce learning.
  This ensures that assessments align with instructional goals and content covered.

  Question 74

  The basic aim of testing is ....

- **Answer:** b. decision making.
  Testing primarily serves as a tool for making informed decisions about student learning and instructional effectiveness.

  Question 75

  Translation has lost much of its appeal as a testing device because it ....

- **Answer:** d. does not demand creativity on the part of students.
  Modern educational approaches favor assessments that encourage critical thinking and creativity over rote translation tasks.

  Question 76

Which of the following is NOT among the purposes for which we test our students in the classroom?

- **Answer:** a. Increasing the effectiveness of teaching.
  While important, this is not typically listed as a direct purpose for student testing.

  Question 77

  After the intuitive stage, testing entered a .... stage.

- **Answer:** a. scientific.
  This transition marked an emphasis on empirical research and statistical analysis in testing practices.

  Question 78

  At the .... stage of language testing, specialists started to evaluate tests statistically for the first time.

- **Answer:** a. structuralist.
  This phase introduced systematic evaluation methods into language testing practices.

  Question 79

  Language aptitude tests were the by-products of the .... era of language testing.

- **Answer:** d. scientific.
  This era focused on quantifying language abilities through standardized measures.

  Question 80

  Well-made tests of language help students ....

- **Answer:** c. build some criteria for correctness.
  Effective assessments provide clear standards that guide student understanding and performance expectations.

  Question 81

  Teacher made tests and standardized tests .... reliability quotient.

- **Answer:** c. cannot have the same.
  Teacher-made tests often lack the rigorous standardization processes that characterize formal assessments.

  Question 82

  Which one of the following is NOT true regarding discrete-point tests?

- **Answer:** d. They test different skills and components simultaneously.
  Discrete-point tests focus on assessing one skill or component at a time rather than multiple skills together.

Question 83

The..... . approach to testing is also called the "structuralist" approach.

- **Answer:** a. discrete-point.
This approach emphasizes isolated elements within language rather than integrated skills.

Question 84

The... ... approach to testing is commonly referred to as the prescientific stage of language testing.

- **Answer:** b. essay-translation.

Question 85

According to Heaton , the four approaches to language testing are the... . . . . approaches.

- **Answer:** c. essay-translation, discrete-point, integrative, and pragmatic.

Question 86

Cloze tests, dictation, composition writing, and oral interview are examples of... . . . . . tests.

- **Answer:** b. integrative.

Question 87

The "intuitive stage" refers to the... . . . . . approach to language testing.

- **Answer:** a. essay-translation.

Question 88

In... . . . . . approach to testing, the tests comprised passage translation, open-ended written examinations, and essays.

- **Answer:** d. essay-translation.

Question 89

In... . . . . . . approach to testing, it is argued that only one element should be tested at a time.

- **Answer:** c. discrete-point.

Question 90

It is assumed that frequent exposure to incorrect language forms would result in the... . . . . of these forms.

- **Answer:** c. fossilization.

Question 91

One of the... . . . about language is that successful language usage would lead to successful language use.

- **Answer:** b. misconceptions.

  Question 92

  A test is an instrument for collecting... . . information on an attribute.

- **Answer:** c. linguistic.

  Question 93

  The terms test, measurement, and evaluation are sometimes used interchangeably; however, the term... . . . all of them all.

- **Answer:** a. test is the narrowest.

  Question 94

  **In the process of evaluation, we measure... . . .. a person's characteristics: **

- **Answer:** b people's characteristics.

  Question 95

  Scholars believe that teacher-made tests are valuable for many reasons; which one of these is NOT among those reasons?

- **Answer:** a They provide methods for obtaining samples under uniform procedures.

  Question 96

  Which pair is NOT among approaches to language testing?

- **Answer:** c Notional-functional and oral-auditory approaches.

  Question 97

  **Which of the following is NOT true? **

- Answer: d Specifying content can be independent from function.

  Question98

  **"The skills listening speaking reading writing are separated from one another as much as possible because it's considered essential to test one thing at a time." This characteristic belongs to: **

- Answer: b structuralist

  Questions99

Four skills are tested separately by: **

- Answer: a separately/structuralist

  Questions100

  Standardized differ from teacher-made because they suit: **

- Answer: c interclass comparisons

  Questions101

  Delineating obtaining providing useful information for judging decision alternatives called: **

- Answer: b evaluation

This was the explanatory answers to the first chapter. To see the rest of the answers, visit 4400test.ir or scan the following qrcode.