

بسم الله الرحمن الرحيم  
المحاضرة الثامنة اللغويات التطبيقية - احمد السقوفي  
[أسئلة مراجعة - اللغويات التطبيقية - د احمد السقوفي]

1) There are \_\_\_\_\_ kinds of tests based on response

- **two**
- three
- five

2) There are two kinds of tests based on response. They are \_\_\_\_\_

- **subjective test and objective test**
- competenc direct

3) Subjective test is a test in which the learners \_\_\_\_\_ are judged by examiners' opinion and judgment. The example of subjective test is using essay and short answer

- proficiency
- **ability or performance.**

4) \_\_\_\_\_ is a test in which learners ability or performance are measured using specific set of answer, means there are only two possible answer, right and wrong. In other word, the score is according to right answers. Type of objective test includes multiple choice tests, true or false test, matching and problem based questions.

- **Objective test.**
- subjective test.

- سبحان الله وبحمده

5) Advantages Many items can be administered in a relatively short time. Moderately easy to write and easily scored

- Advantages of Multiple Choice
- **Advantages of True or False**

6) Limited primarily to testing knowledge of information. Easy to guess correctly on many items, even if material has not been mastered. There is a Disadvantages a

- **disadvantages of True or false**
- disadvantages of Multiple Choice.

7) Can be used to assess a broad range of content in a brief period. Skillfully written items can be measure higher order cognitive skills. Can be scored quickly.

- **Advantages of multiple choice**

- disadvantages of multiple choice

- all of them

8) Difficult and time consuming to write good items. Possible to assess higher order cognitive skills, but most items assess only knowledge. Some correct answers can be guesses..

- true and false

- Advantages of multiple choice.

- **disadvantages of multiple choice.**

9) Items can be written quickly. A broad range of content can be assessed. Scoring can be done efficiently..

- disadvantages of Matching

- **Advantages of Matching**

- Advantages of multiple choice.

10) Higher order cognitive skills difficult to assess.

- Advantages of multiple choice..

- Advantages of Matching.

- **disadvantages of Matching**

11) Many can be administered in a brief amount of time. Relatively efficient to score. Moderately easy to write items.

- disadvantages of Matching.test

- Advantages of Matching test

- **Advantages of Short Answer test**

12) Difficult to identify defensible criteria for correct answers. Limited to questions that can be answered or completed in a few words.

- **disadvantages of answer short test**

- disadvantages of multiple choice test

- disadvantages of Matching.,test

13) Can be used to measure higher order cognitive skills. Easy to write questions. Difficult for respondent to get correct answer by guessing.

- Advantages of Matching test

- Advantages Short Answer test.

- **Advantages of Essay test**

14) Time consuming to administer and score. Difficult to identify reliable criteria for scoring. Only a limited range of content can be sampled during any one testing period.

- disadvantages of multiple choice test.

- disadvantages of Matching test

- **disadvantages of Essay test**

- not here

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المحاضرة التاسعة اللغويات التطبيقية - احمد السقوفي  
[أسئلة مراجعة - اللغويات التطبيقية - د احمد السقوفي]

1) Language testing is divided into \_\_\_\_\_ types based on the orientation.

- **Two**
- three
- four

2) They are 1 \_\_\_\_\_ test and 2 \_\_\_\_\_ - test types based on the orientation

- performance language.
- language competence.
- **all them**

3) Language \_\_\_\_\_ test is a test that involves components of language such as vocabulary, grammar, and pronunciation

- **competence.**
- performance.
- all theme

4) \_\_\_\_\_ test is a test that involve the basic skills in English that are writing, speaking, listening and reading

- competence.and performance
- competence..
- **performance.**

5) testing is also divided into \_\_\_\_\_ types based on the way to test They are 1 direct testing and 2 indirect testing

- **two.**
- four
- six

6) \_\_\_\_\_ is a test that the process to elicit students competences uses basic skill, like speaking, writing, listening, or reading while indirect language testing is a test that the process to elicit students competences does not use basic skills.

- indirect testing
- **Direct testing.**
- all

7) \_\_\_\_\_ language testing is a test that the process to elicit students competences does not use basic skills.

- **Indirect testing**

- Direct testing

- competences only in one skill

8) language testing can be divided into \_\_\_\_\_ types based on orientation and the way to test.

- Three

- **four**

- ten

9) The direct competence test is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation \_\_\_\_\_ of the basic skills, speaking, listening, reading, or writing. For example, a teacher wants to know about students grammar knowledge. The teacher asks the students to write a letter to elicit students knowledge in grammar.

- **uses one of the basic skills.**

- uses tow of the basic skills

- not uses all of the basic skills

10) \_\_\_\_\_ is a test that measure the students knowledge about language component, like grammar or vocabulary, which the elicitation does not use one of the basic skills, speaking, listening, reading, or writing. The elicitation in this test uses other ways, such as multiple choice.

- The direct competence test.

- **The indirect competence test.**

- Indirect testing.

11) Direct performance test is a test that the students skill in reading, writing, speaking, and listening that the elicitation is through \_\_\_\_\_. For example, the teacher want to know the students skill in writing, the teacher ask the students to write a letter, or to write a short story

- **direct communication.**

- indircet communication

- all

12) Indirect performance test is a test that measure the students skill in reading, writing,

speaking, and listening that the elicitation \_\_\_\_\_ the basic skill. For example, the teacher wants to measure the students skill in listening. The teacher gives some picture and asks the students to arrange the students the pictures into correct order based on the story that they listen to.

- **Does not use.**

- by use

13) There are \_\_\_\_\_ kinds of tests based on score interpretation.

- three

- six

- **two.**

14) \_\_\_\_\_ are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers

- **Norm-referenced tests.**

- criterion-referenced tests.

15) \_\_\_\_\_ systems might want to classify students in this way so that they can be properly placed in remedial or gifted programs. The content of norm-referenced tests is selected according to how well it ranks students from high achievers to low. In other words, the content selected in norm-referenced tests is chosen by how well it discriminates among students.

- **School.**

- universty

- institute

16) \_\_\_\_\_ tests determine what test takers can do and what they know, not how they compare to others (Anastasi, 1988). Criterion-referenced tests report how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum.

- Norm-referenced tests

- **Criterion-referenced tests**

17) Educators may choose to use a criterion-referenced test when they wish to see how well students have learned \_\_\_\_\_ which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum.

- **the knowledge and skills.**

- Play football

18) Criterion-referenced tests give \_\_\_\_\_ about how well a student has performed on each of the educational goals or outcomes included in that test.

- limited information

- **detailed information**

19) -----A student's performance on a norm referenced test is interpreted in relation to the performance of

- **a group of similar students who took the test when it was first normed**

- a group of different students who took the test when it was first normed

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المحاضرة العاشرة اللغويات التطبيقية - احمد السقوفي  
[أسئلة مراجعة مجهود شخصي - اللغويات التطبيقية - د احمد السقوفي]

1) Validity and Reliability are

- **Characteristics of a good test,**
- Characteristics of a bad test

2) A Validity is ...

- A good test should give consistent results.
- **a test is valid if it tests what it is supposed to test.**
- all them

3) Reliability is...

- **A good test should give consistent results.**
- a test is valid if it tests what it is supposed to test..

4) In practice, 'reliability' is enhanced by making the-----, and making sure that test conditions remain constant.

- hard and not clear
- **the test instructions absolutely clear, restricting the scope for variety in the answers,**

5) Reliability also depends on the people who----- – the scorers

- **mark the tests.**
- not have mark in the test

6) before we start to write the test we need to remind ourselves of the context in which the test takes place. We have to decide how much time should be given to the test-taking, when and where, it will take place, and how much time there is for marking.

- implies nothing about size of vocabulary..
- **Assess the test situation.**
- Decide what to test.

7) ...we have to list what we want to include in our test. This means taking a conscious decision to include or exclude skills such as reading comprehension or speaking (if speaking tests are impractical). It means knowing what syllabus items can be legitimately included (in an achievement test), and what kinds of topics and situations are appropriate for our students



- **Decide what to test..**

- Assess the test situation..

8) If we are to include direct and indirect test items we have to make a decision about how many of each we should put in our test. A 200-item multiple choice test with a short real-life writing task tacked onto the end suggests that we think that MCQs are a better way of finding out about students than more integrative writing tasks would be.

- feasibility .

- **Balance the elements.**

- Decide what to test.

9) we have balanced the elements in our test, our perception of our students' success or failure will depend upon ----- . If we give two marks for each of our ten MCQs, but only one mark for each of our ten transformation items,

- **how many marks are given to each section or sections of the test.**

- important of test

10) Making the test work It is absolutely vital that we try out individual items and/or whole tests on colleagues and students alike----- administering them to real candidates.

- after

- **before.**

11) 1-Training 2 -More than one scorer-3-Global assessment scale 4-Analytic profiles:

- **How to avoid subjectivity in scoring?.**

- How to avoid objective in scoring?.

12) Training التدريب If scorers have seen examples of scripts at various different levels and discussed what marks they should be given, then their marking is likely to be-----  
erratic than if they come to the task fresh.

- more

**less -**

13) Reliability can be greatly enhanced by----- . The more people who look at a script, the greater the chance that its true worth will be located somewhere between the various scores it is given

- **having more than one scorer**

- not there any scorer

14) A way of specifying scores that can be given to productive skill work is to ----- . Such descriptions say what students need to be capable of in order to gain the required marks

- a general assessment.

- **. create 'pre-defined descriptions of performance**

15) Marking gets more reliable when a student's performance is analyzed in ----- . Instead of just a general assessment, marks are awarded for different elements

- **much greater detail.**

- a lot of detail

16) Scorer reliability in oral tests is helped not only by global assessment scores and analytic profiles but also by ----- the role of scorer (or examiner) from the role of interlocutor (the examiner who guides and provokes conversation).

- blend

- **separating.**

بسم الله الرحمن الرحيم  
المحاضرة الحادية عشر اللغويات التطبيقية - احمد السقوفي  
[أسئلة مراجعة مجهود شخصي - اللغويات التطبيقية - د احمد السقوفي]

1) ----, can describe and analyze the language of a literary text but is not of itself an applied linguistic activity. It begins to move in that direction, however, when linguistic choices are linked to their effects upon the reader and some attempt is made at an explanation. This is the endeavor of.

- **literary stylistics..**

- Applied linguistics.

2) It raises awareness, not only of the importance of exact wording but of how there is---- more at stake in the use of language than the literal meaning of the words

- **far.**

- not possible..

3) Stylistic analyses tend to highlight-----related aspects of literary language

- four

- **three**

4) Of more interest to applied linguists, and of more danger or being less transparent, is the presentation of the same facts in ways which, while not altering the truth of what is said, nevertheless influence, and are perhaps calculated to influence, the reader's attitude.,

- **Critical Discourse Analysis (CDA).**

- functional linguistics.

5) The analysis of such language and its effects is known as-----

- corpus linguistics

- **critical linguistics.**

6) when placed in a larger social context and seen as part of a process of social change, as -----

- **Critical Discourse Analysis.**

- critical linguistics..

7) The literal meaning is-----, but the effect is very different

- different

- **the same.**

8) A further area of interest, less evident without linguistic analysis, is-----.  
There are, for example, constructions which allow a speaker or writer not to mention the agent (i.e the person responsible for something)

- **persistent patterns of grammatical choice**

- The language system.

9) ----- strategies in particular allow this to happen. One is passivization, the favoring of passive constructions over active ones, for example,

- Three

- **Two.**

10) One is -----, the favoring of passive constructions over active ones, for example

Five children were killed in the air attack' not 'The pilots killed five children'. خمس قتل اطفال في الهجوم الجوي , "ليس" قتل الطيارون خمسة اطفال . (يعني اخفاء اسم الفاعل فهنا لم نقل الطيار او الجنرال او تسميته بعينه من قام بقتل الاطفال بينما تم ذكرهم بوصف

**passivization.** -

- nominalization.

11) The other is-----, when actions and processes are referred to by nouns as though they, rather than the people doing them, were the agent, for example, الاسميه نذكر ,

عند الاشارة الى عمليا او أي حركة تعود الى الاسم اصاحبها, بدلا من الذين قامو بها ويكون ينوب عنه مثال

'Genetic modification is a powerful technique' rather than 'Researchers who modify genes have a great deal of power'. يعدلون للذين الباحثون "من بدلا" جديده تقنيه الوراثةي التعديل .

الجينات الوراثةي تم تسمية الباحثون ب وصف ما قامو به,

- passivization.

**nominalization.** -

12) why the process of acquiring a second language, as opposed to acquiring a first language, is so often regarded as ---

- **incomplet.**

- complet

بسم الله الرحمن الرحيم

المحاضرة الثانية عشر - اللغويات التطبيقية - احمد السقوفي

[أسئلة مراجعة مجهود شخصي - اللغويات التطبيقية - د احمد السقوفي]

1) 1- Language is systematic .2- Language is a set of arbitrary symbols. 3- Those symbols are primarily vocal, but may also be visual. 4- The symbols have conventionalized meanings to which they refer 5- Language is used for communication. 6- Language operates in a speech community or culture. 7- Language is essentially human, although possibly not limited to humans. 8- Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

- **A number of definitions of language**

- Language applied.

2) While the general definitions of language, learning, and teaching offered above might meet with the approval of -----, points of disagreement become apparent after a little probing of the components of each definition

- most people

- **most linguists, psychologists, and educators.**

3) For example, is language primarily a “system of formal units” or a “means for social interaction”? Or for better retention, should a teacher emerge from-----, usually over the extent to which one viewpoint or another should receive primacy.

- **equally knowledgeable scholars.**

- not equally knowledgeable scholars

4) all the possible disagreements among applied linguists and SLA researchers, some historical patterns emerge that highlight trends and fashions in the study of second language acquisition. These trends will be described here in the form of-----primarily in the fields of linguistics and psychology—that follow somewhat historically

- tow different schools of thought

- **three different schools of thought.**

5) Structural Linguistics and Behavioral Psychology In the 1940s and 1951s, the structural, or descriptive, school of linguistics, with its advocates—Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, and others—prided itself in a rigorous application -----of human languages.

- **of scientific observations .**

- of psycholistic observations

6) Only “publicly observable responses” could be subject to investigation. The linguist’s task, according to-----, was to describe human languages .And to identify the structural characteristics of those languages. An important axiom of structural linguistics was that languages can differ from each other without limit, and that no preconceptions could apply across languages

- the characteristics

- **the structuralist.**

7) Of further importance to the structural or descriptive linguist was the notion that language could be dismantled into ----- and that these units could be described scientifically, contrasted, and added up again to form the whole.

- **small pieces or units.**

- large pieces or units

- not there

8) Among psychologists a behavioral paradigm. also focus on -----those that can be objectively perceived, recorded, and measured. The scientific method was rigorously adhered to, and therefore such concepts as consciousness and intuition were regarded as mentalistic, illegitimate domains of inquiry.

- **publicly observable responses.**

- a behavioral paradigm.

9) Typical----- models were classical and operant conditioning, rote verbal learning, instrumental learning, discrimination learning, and other empirical approaches to studying human behavior.

- limited to particular material

- **behavioral.**

10) You may be familiar with the classical experiments with -----; these too typify the position that organisms can be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcement

- jim dog and solviar’s boxes

- **. Pavlov’s dog and Skinner’s boxes**

11) Generative Linguistics and Cognitive Psychology In the decade of the 1960s,

generative transformational linguistics emerged through the influence of -----and a number of his followers. Chomsky was trying to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists

- **Noam Chomsky .**

- Henry don

12) The generative linguist was interested not only in describing language (achieving the level of descriptive adequacy) but also in ----- at an explanatory level of adequacy in the study of language, that is, a “principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language” (Chomsky

- across

- **arriving.**

13) Similarly, cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study. Instead of focusing rather----- on stimulus-response connections, cognitivists tried to discover psychological principles of organization and functioning

- **mechanistically.**

- psychological.

1) Constructivism: A Multidisciplinary Approach Constructivism is hardly a new school of----- . Jean Piaget and Lev Vygotsky, names often associated with constructivism, are not by any means new to the scene of language studies. Yet, in a variety of poststructuralist theoretical positions, Constructivism emerged as a prevailing paradigm only in the last part of the twentieth century, and is now almost an orthodoxy

- **thought**

- Philosophy

2) A refreshing characteristic of constructivism is its-----of linguistic, psychological, and sociological paradigms, in contrast to the professional chasms that often divided those disciplines in the previous century. Now, with its emphasis on social interaction and the discovery, or construction, of meaning, the three disciplines have much more common ground.

- **integration**

- separation

3) What is Constructivism? First, it will be helpful to think of-----branches of constructivism: cognitive and social. In the cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. “Learners must individually discover and transform complex information if they are to make it their own, [suggesting] a more active role for students in their own learning than is typical in many classrooms” (Slavin, 2113, p.257-258)

- four

- **two**

4) Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both -----

- sociolinguistics.

- **cognitive and emotional images of realit**

5) The champion of social constructivism is----- (1978), who advocated the view that “children’s thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment” (Kaufman, 2114, p.314).

- **Vygotsky**



- Slavin

6) One of the most popular concepts advanced by Vygotsky was the notion of a----- (ZPD) in every learner: the distance between learners' existing developmental state and their potential development. Put another way, the ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli.

- cooperative learning

- **zone of proximal development**

7) The ZPD is an----- because it describes tasks “that a child cannot yet do alone but could do with the assistance of more competent peers or adults” (Slavin

- **important facet of social constructivism**

- purpose of loost a successful communication.

8) Vygotsky's concept of the ZPD----- rather sharply with Piaget's theory of learning in that the former saw a unity of learning and development while the latter saw stages of development setting a precondition, or readiness, for learning (Dunn & Lantolf, 1998

- agree

- **contrasted**

9) Using the schools of thought referred to previously, an extreme behaviorist position would claim that children come into the world with a-----, a clean slate bearing no preconceived notions about the world or about language

- **tabula rasa**

- record

10) At the other constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge, pre dispositions, and biological timetables, but that children learn to function in a language chiefly -----

- only by interaction

- **through interaction and discourse.**

11) refers to one's underlying knowledge of a system, event, or fact. It is the nonobservable ability to do something, to perform something

- **Competence**

- Performance

12) is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking. In reference to language,

- Competence

- **Performance**

13) Comprehension and Production One of the myths that has crept into some foreign language teaching materials is that comprehension (listening, reading) can be----- with competence, while production (speaking, writing) is performance.

- **equated**

- different

14) It is important to recognize that this is not the case: production is of course more-----, but comprehension is as much performance—a “willful act” to use Saussure’s term—as production is

- indirectly observable

- **directly observable**

15) it will be helpful to think of two branches of constructivism: ----- and-----

- **cognitive and social**

- dispositions, and biological

16) Performance is actual ----- -speaking, writing-

- nonobservable

- **production.**

17) the comprehension (listening, reading) of linguistic-----.

- **events.**

- Abstract ideas

1) Cross-Linguistic Influence and Learner Language The Contrastive Analysis Hypothesis (CAH) In the middle of the twentieth century, one of the most popular pursuits for applied linguists was the study of two languages in contrast. CAH claimed that the principal barrier to second language acquisition is the ----- of the first language system with the second language system, and that a scientific, structural analysis of the two languages in question would yield a taxonomy of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.

- matching
- **interference**

2) and that a scientific, structural analysis of the two languages in question would yield a----- of linguistic contrasts between them which in turn would enable linguists and language teachers to predict the difficulties a learner would encounter.

- Do not have correctly.
- **taxonomy,**

3) well known model was offered by Stockwell, Bowen, and Martin (1965), who posited what they called a----- by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language

- **hierarchy of difficulty**
- direct method.

4) The relatively permanent incorporation of incorrect linguistic forms into a person's second language has been referred to as ----- n

- Flexibility
- **fossilization.** التحجر

5) and---- (1976) provided a formal account of fossilization as a factor of positive and negative affective and cognitive feedback. They noted that there are two kinds of information transmitted between sources (learners) and audiences (in this case, native speakers); information about the affective relationship between source and audience, and cognitive information—facts, suppositions, beliefs. Affective information is primarily encoded in terms of kinesic

- **Vigil and Oller**

- noila and toty

6) Affective information is----- encoded in terms of kinesic mechanisms such as gestures, tone of voice, and facial expressions, while cognitive information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse). The feedback learners get from their audience can be either positive, neutral, somewhere in between, or negative.

- secondly

- **primarily**

7) Categories of Error Treatment Types of Feedback -----: An implicit type of corrective feedback that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way. L: I lost my road.

- **Recast**

- Clarification request

8) An elicitation of a reformulation or repetition from a student.----- L: I want practice today, today. (grammatical error) T: I'm sorry? (clarification request)

Metalinguistic feedback: provides “

- Recast

- **Clarification request**

9) provides “comments, information, or questions related to the well formedness of the student's - utterance”. L: I am here since January. T: Well, okay, but remember we talked about the present perfect tense

- **Metalinguistic feedback**

- Elicitation

10) A corrective technique that prompts the learner to self-correct. Elicitation and other prompts are more overt in their response. ?L: (to another student) What means this word ?T: Uh, Luis, how do we say that in English? What does ..... L: Ah, what does this word mean

- **Elicitation**

- Metalinguistic feedback

11) A clear indication to the student that the form is incorrect and provision of a corrected form. L: When I have 12 years old ..... T: No, not have. You mean, “when I was 12 years old .....

- Repetition.

- **Explicit correction**

12) The teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation. L: When I have 12 years old ... T: When I was 12 years old...

- **Repetition**

- Explicit correction