



طرق البحث وتصميم الأبحاث

اسئلة اختبارات سابقة لمقرر (طرق البحث وتصميم الأبحاث)

- تم إفراد اسئلة كل محاضرة بجدول منفصل -

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الفصل الأول ١٤٣٦-١٤٣٧ هـ

نسخة محلولة

ملاحظات:

- الأسئلة التي تم حلها هي من اسئلة العام الدراسي ١٤٣٣-١٤٣٤ هـ الفصل الأول فقط، ١٤٣٤-١٤٣٥ هـ الفصلين، ١٤٣٥-١٤٣٦ هـ الفصلين، من نفس الدكتور.
- قد تظن من الوهلة الأولى أنني قد أخطأت بتكرار بعض الأسئلة، لكن أن دقت أكثر سوف تلاحظ أن السؤال قد طرئ عليه تغيير أو الخيارات أو كلاهما معاً.
 - تم ترتيب الأسئلة المتشابهة بشكل متتابع؛ حتى نرى كيفية التلاعب بخيارات الأسئلة، وكذلك لتأكيد أن الإجابة التي اخترتها هي الصحيحة بمقارنتها بالأسئلة الشبيهة.
- تم اعتماد وضع كلمة مفتاحية للسؤال والإجابة الصحيحة.
- النجوم الثلاثة (***) تعني أن هذا الجزء مفقود سواء من عدم وضوحه بالتصوير أو لم يكن بحدود إطار التصوير.

Lecture 01

001. When you use quantitative methods, you

- A. collect data through some tools and you quantify them
- B. collect all the available data
- C. collect all the possible data
- D. collect data to categorise them

002. Using quantitative methods means that you

- A. Collect data through some tools and you quantify them
- B. Collect data thoroughly by some tools and you qualify them
- C. Collect all the available data and you qualify them
- D. Collect all the impossible data and you qualify them

003. A quantitative method of research means that we

- A. Collect data through some tools and quantify them
- B. Collect all the available data and beautify them
- C. Collect data through some fools and qualify them
- D. Collect data through some tools and codify them

004. Using means that you Collect data through some tools and you quantify them

- A. quaver methods
- B. qualitative methods
- C. quantitative methods
- D. pedagogical methods

005. Research that is designed to explain, observe and discuss its results is said to be:

- A. Questionnaires
- B. Qualitative
- C. Quasi-experiment
- D. Quantitative

006., we collect data through some tools, explain, discuss, argue, about hypothesis, etc.

- A. In accumulative research
- B. In quantitative research
- C. In commutative research
- D. In qualitative research

007. In qualitative research,

- A. We collect Arabic data and analyze research methods, etc.
- B. We collect data through some tools, explain, discuss, argue, about sock dexchage, etc.



- C. We collect data through some tools, explain, discuss, argue, about hypothesis, etc.
- D. We select data through some fools, expatriates and other researchers, etc.

008. What are methods?

- A. A procedure used to analyse data
- B. A procedure used to summarise data
- C. A procedure used to conclude data
- D. A procedure for accomplishing or approaching something, esp. a systematic or established one

009. The term 'Methods' as a research component refers to

- A. A procedure for procrastinating something, esp. an irregular or a disestablished one
- B. A procedure for not accomplishing or approaching anything, esp. a chaotic one
- C. A procedure for accomplishing or approaching something, esp. a systematic or established one
- D. A grass cure for accomplishing or approaching some illness, esp. a long lasting one

010. As a research component, the term 'methods' can refer to

- A. A procedure used to analyse data or to contact other researchers about the topic
- B. A procedure for accomplishing or approaching something, esp. a systematic or established one
- C. A procedure used to summarize data and try to publish the results
- D. The type of researcher and his preferred way of analysis

011. What is design?

- A. It is used to summarise data
- B. It is used to highlight the research problem
- C. It is a logical structure of inquiry (research)
- D. It is used for referencing

012. The term 'design' is

- A. An illogical structure used to summarize data
- B. used to highlight the research problem
- C. a logical structure of the inquiry (research)
- D. used for referencing

013. 'Descriptive', 'Explanatory', 'Ethnographic', 'Case study', 'Longitudinal', and 'cross-sectional' refer to

- A. Daffodils and tulips
- B. Different types of rehearse
- C. Different tokens of research
- D. Different types of research

014. Terms like 'Longitudinal', 'cross-sectional', 'Descriptive', 'Ethnographic', 'Explanatory', 'Case study', refer to

- A. different types of rehears
- B. different types of rasher
- C. similar types of research



D. [different types of research](#)

015. 'Descriptive', 'Explanatory', 'Ethnographic', 'Case study', 'Longitudinal', and 'cross-sectional' refer to

- A. [different types of research](#)
- B. similar types of administration
- C. cheap types of drinks
- D. different types of students

016. refer to different types of research.

- A. Distractive , 'articulatory', 'Earthquake', 'Case, aptitude , and 'cross-cultural
- B. Destructive , 'elementary', 'Ethical', 'Case ending, appeal, and across'
- C. ['Descriptive', 'Explanatory', 'Ethnographic', 'Case study', 'Longitudinal', and 'cross-sectional'](#)
- D. 'Deactivate', 'ovary' , 'electrical, 'Case closed, Longitudinal', and gross'

017. The term '[Research](#)' refers to the [investigation](#) into and study of materials and sources

- A. Semitic
- B. Somatic
- C. [Systematic](#)
- D. Semantic

018. The term '[Research](#)' can refer to the [investigation](#) and the study of materials or sources in order to reach new conclusions and establish facts

- A. Syntactic
- B. Sialic
- C. [Systematic](#)
- D. Unpedantic

019. The term '[Research](#)' refers to the in order to establish facts and reach new conclusions

- A. stylistic investigation and the study of modal or morsels
- B. systematic invalidation and the study of materials or forces
- C. [systematic investigation and the study of materials or sources](#)
- D. semantic investigation and the study of Nigeria or its sources

Lecture 02

020. One famous style for [writing the reference](#) is called

- A. APS
- B. AP6
- C. [APA](#)
- D. APC

021. The abbreviation [APA](#) refers to a famous style for

- A. [Writing reference](#)



- B. Writing capital and small letters
- C. Writing referral messages
- D. Writing deferral offers

022. The abbreviation [APA](#) refers to a famous style for

- A. Speaking referral letters
- B. Writing deferral offers
- C. [Writing references](#)
- D. Listening Arabic letters

023. [APA](#) refers to a famous style for

- A. [writing references](#)
- B. reading referencing
- C. writing referral messages
- D. writing frequencies

024. The [APA](#) refers to

- A. a famous style for reading references
- B. a famous style for writing inferences
- C. [a famous style for writing references](#)
- D. a famous style for writing romances

025. In the [introduction](#)

- A. You introduce the results
- B. You introduce all previous studies and a critique for them
- C. You introduce all the methods and instruments you used
- D. [You introduce the study and its significance](#)

026. A good classical report will consist of

- A. [Abstract-introduction-literature review-methodology-results](#)
- B. Abstract-results-introduction-literature review
- C. Abstract-literature review-results-introduction
- D. Abstract-methodology-results-introduction

027. A good classical report can consist of

- A. Abstract-results-introduction-literature review
- B. Results –Abstract-methodology
- C. Abstract-literature review- introduction
- D. [None of the above](#)

028. Good reports usually consist of

- A. Methods-results-introduction-literature review-bibliography
- B. [Abstract- introduction-literature review-methodology-results](#)



- C. Abstract- literature review- results- introduction
- D. Conclusion- methodology- results- introduction

Lecture 03

029. An Abstract is

- A. A summary of the whole literature review
- B. A summary of the whole results
- C. **A summary of the whole thing**
- D. A summary of the whole methodology

030. A research abstract can refer to

- A. A Summary for half the literature review
- B. The type of data a researcher needs
- C. **A summary of the whole thing**
- D. An analysis of research methodology

031. The abstract of a research contains

- A. A summary of the literature movies
- B. A summary of the whole insults
- C. A summary of the whole morphology
- D. **None of the above**

032. The structure of a good abstract can be

- A. The same in all disciplines
- B. Obfuscating in all disciplines
- C. **Different between disciplines**
- D. Incompleted in all disciplines

033. In the abstract

- A. **We use the past tense summarizing the whole thing**
- B. We use wording hiding the results
- C. We use wording hiding tools and instruments we used
- D. **We use wording that refers forward like as we shall see**

034. A poorly-written abstract

- A. will attract the attention of other researchers to read it
- B. will attract the attention of all researchers around the world
- C. will attract only researchers interested in linguistics and sciences
- D. **None of the above**

035. An abstract that is poorly-written

- A. will attract only researchers interested in linguistics and science



- B. will attract the attention of all researchers around the world
- C. will attract the attention of other researchers to read it immediately
- D. **None of the above**

036. A **poorly-written abstract**

- A. **will not attract the attention of the reader**
- B. will attract only one or two other researchers
- C. will attract the attention of other researchers to read it
- D. will attract the attention of everybody

037. A **well-written abstract can**

- A. make the reader want to write a similar conclusion
- B. make the reader want to plagiarize the researcher concerned
- C. **make the reader want to learn more about the researcher concerned**
- D. make the reader upset and never read about the research

038. A **well-done research abstract can**

- A. make the reader want to plagiarize your research
- B. make the reader upset and never read about your research
- C. **make the reader want to learn more about your research**
- D. make the reader want to write a similar research

039. A **well-done abstract can**

- A. cause the reader to be upset and never read about your research
- B. make the reader want write a similar research
- C. **make the reader want to learn more about your research**
- D. make the reader want to plagiarize your research

040. In the **implications** section we talk about

- A. The specific result for our context only
- B. The hypotheses and research questions
- C. The analysis of the results
- D. **The wider implications of our research**

041. The **'implications'** section of a research talks

- A. about the specific results for our context only
- B. about the hypotheses and research questions
- C. about the analysis of the data
- D. **about the wider implications of our research**

042. The **'implications'** section of a research should be about

- A. The narrower implications of our research
- B. The wider implications of the literature review



- C. The specific results for our context only
- D. [The wider implications of our research](#)

043. In the [‘implications’](#) section of a research, a researcher talks about

- A. The general results for our context only
- B. The framework and research questions
- C. The analysis of the results
- D. [The wider implications of his/her research](#)

044. The [methods](#) section tells us about

- A. How did we find literature review
- B. How to write-up the research
- C. [What did we do to get the results?](#)
- D. How to reference

045., the researchers explain [what](#) did they actually do in order that they achieve their [results](#)

- A. In the conclusion section of a research
- B. In the results section of a research
- C. [In the Methods section of a research](#)
- D. In the thesis statement section of a research

046. The section of a research explains [what](#) researchers actually do so that they achieve their [results](#).

- A. myths
- B. problem statement
- C. mythology
- D. [methods](#)

047. In section of a research, the researchers explain [what](#) did they actually do in order that they achieve their [results](#).

- A. Conclusion
- B. [Methods](#)
- C. Problem statement
- D. Research question

Lecture 04

048. In research we prefer to

- A. [Start from where others stopped](#)
- B. Start from nowhere
- C. Start from other ideas as they were yours
- D. Start from scratch and neglect previous studies

049. We should choose a topic that is

- A. Unimportant



- B. Boring to us
- C. Obfuscating
- D. **Exciting to us**

050. The research topic you choose should be one which excites and stimulates your

- A. Interleaf curiosity
- B. Intercultural curiosity
- C. Intellectual crudity
- D. **Intellectual curiosity**

051. The research topic one can choose should be a topic which your intellectual curiosity.

- A. helps you pass your viva
- B. test and examines
- C. **excites and stimulates**
- D. tires and bores out

052. The research topic you choose should be one which

- A. excites and stimulates your indifferent curability
- B. examines or tests your intellectual curiosity
- C. excites and stimulates your interdental cursory
- D. **excites and stimulates your intellectual curiosity**

053. In choosing a research topic is very important

- A. Constructs
- B. **Time limit**
- C. Emotions
- D. Health

054. In choosing a research topic is very important

- A. Working as a bus driver
- B. **Time limit**
- C. Emotions
- D. Wealth

055. When a researcher chooses a research topic is very important

- A. hydration and body temperature
- B. Tea or coffee
- C. **time limit**
- D. going to night clubs

056. When a researcher chooses a research topic is very important

- A. lime timid
- B. Tea of coffee



- C. time limit
- D. going to night clubs

057. is very important in choosing a research topic.

- A. Lime limit
- B. Time timid
- C. Time limit
- D. Lime mint

058. 'Languages teaching by Arab teachers' is to be viable as a research topic.

- A. very specific
- B. too narrow
- C. too broad
- D. All the above

059. 'Language acquisition by Arab learners' is to be viable as a research topic.

- A. Very specific
- B. Too narrow
- C. Too broad
- D. All the above

060. 'Learning a language' is to be viable as a research topic.

- A. very specific
- B. too narrow
- C. too broad
- D. All the above

061. A case study about the improvement of object pronouns in the grammar of a four-year old bilingual girl in a small village in Syria is

- A. too broad and hence is not a viable research topic
- B. unusual and hence is not suitable as a research topic
- C. specific and hence manageable research topic
- D. general and hence unmanageable research topic

062. A case study related to the improvement of subject pronouns in the grammar of a four-year old bilingual boy in a small village in Saudi Arabia is

- A. pacific and hence unmanageable research topic
- B. spherical and hence is not suitable as a research topic
- C. too broad and hence is not a viable research topic
- D. specific and hence manageable research topic

063. 'A specific study about the acquisition of relative pronouns in the speech of a four-year old bilingual child in a small city in Canada' is a



- A. specific and hence unmanageable rash topic
- B. too broad and hence is not a viable research topic
- C. unusual and hence is not suitable as a research topic
- D. specific and hence manageable research topic

064. 'A case study about the development of personal in the grammar of a two-year old bilingual child in a small city in Saudi Arabia' is a

- A. specific and hence manageable research topic
- B. general and hence unmanageable research topic
- C. too broad and hence is not a viable research topic
- D. unusual and hence is not suitable as a research topic

065. One way to make sure that your selection of a research topic is good is to

- A. Do nothing about it and wait until you finish your research
- B. You start analyse your data
- C. Do a literature review
- D. Ask someone to research for you about this

066. One method to make sure that your selection of a research topic is good

- A. is to contact a research centre
- B. is to ask someone to search for you about this
- C. is to start analyzing your data
- D. is to do a literature review

067. To make sure that your selection of a research topic is good, you need

- A. to do a literature review
- B. to contact a research centre
- C. to ask someone to search for you about this
- D. to neglect the literature review

068. One way to make sure that your selection of a research topic is good is to

- A. Do a Litter view
- B. Do Literature preview
- C. Do Lecturer review
- D. Do a Literature review

069. One of the ways a researcher can be sure that his/her topic selection is good is to

- A. Do a PhD thesis
- B. Analyse the results
- C. Do a literature review
- D. Stop analysing your data

070. A good topic is



- A. [A focused topic](#)
- B. A wide topic
- C. A general topic
- D. A bias topic

071. In the [introduction](#) section, we [start talking about](#)

- A. [Why you chose the topic](#)
- B. How you found the previous studies
- C. Where you analysed your data
- D. How you got your results

072. We [start talking about](#) in the [introduction](#) section of a research

- A. how we got the results
- B. [why we chose the topic](#)
- C. how we found the previous studies
- D. where we analyzed the data

073. We talk about [why we chose](#) our research topic

- A. in the literature review section of a research
- B. in the results section of a research
- C. [in the introduction section of a research](#)
- D. in the discussion section of a research

074. In the [introduction](#) section of a research, we show

- A. where the data will be analyzed
- B. how we got the results
- C. how we found the literature review
- D. [why the topic was chosen](#)

075. In the [introduction](#) chapter

- A. We outline the summary
- B. [We outline what will come in the next sections and chapters](#)
- C. We outline the conclusions
- D. We outline previous studies

076. A [good abstract](#) is the one

- A. That tell us about future direction of research
- B. [That tell us about the research problem, methods, results, and implications](#)
- C. That tell us a critique about previous studies
- D. [That tell us about what each section in the research talks about](#)

077. We [always look](#) for our research [results](#) to be

- A. Focused only on our schools



- B. Limited only to our contexts
- C. Having interests to few people
- D. Having wider implications

078. We **always look for our research results to**

- A. concentrate only on our schools
- B. have wider implications
- C. be relevant only to our contexts
- D. have no interests to any people

079. Research **results should**

- A. be relevant only to classrooms
- B. have wider implications
- C. restricted only to our contexts
- D. not involve interests to any person

080. The **highest attainable level of originality in research would be to propose**

- A. An old theoretical account of Arabic data
- B. a very old practical amount of novel ***
- C. a novel amount of novel dates
- D. a novel theoretical account of novel data

081. In research, the **highest attainable level of originality would be**

- A. to presuppose a novel theoretical account of old data
- B. to propose a novel theoretical account of novel data
- C. to propose a novel theoretical account of ancient data
- D. to propose a novel analytical account of novel data

082. The **..... would be to propose a novel theoretical account of novel data**

- A. lowest attainable level of originality in research
- B. smallest attainable level of originality in research
- C. richest attainable level of originality in research
- D. highest attainable level of originality in research

083. The **..... would be to propose a novel theoretical account of novel data**

- A. lowest attainable level of originality in research
- B. highest unattainable level of originality in research
- C. modest attainable level of nativity in research
- D. highest attainable level of originality in research

084. A good research should have

- A. Novel data
- B. No data



- C. Repeated data
- D. Stolen data

085. A good research should have

- A. oval data
- B. old recorded data
- C. [novel data](#)
- D. repeated data

086. A good research should have

- A. Novella data
- B. drama data
- C. poetry data
- D. [novel data](#)

087. A good research should involve

- A. drama data
- B. repeated data
- C. [novel data](#)
- D. recorded data

088. A research is good if it involves

- A. visual data
- B. [novel data](#)
- C. shocking data
- D. recorded data

089. In research, you choose, the more [open-ended](#) your research becomes

- A. [the broader the topic](#)
- B. the border is difficult to cross
- C. the older the tape
- D. the more recent the topic

090. you choose, the more [open-ended](#) your research becomes.

- A. The more difficult the topic
- B. The older the topic
- C. The more recent the topic
- D. [The broader the topic](#)

091. In research, you choose, the more [open-ended](#) your research becomes

- A. the border the topic
- B. the boarder the topic
- C. [the broader the topic](#)



D. the broader the topic

092. The broader the topic you choose,

- A. the less open-ended your research becomes
- B. the more open-ended your research becomes
- C. the easier your research becomes
- D. the more important your research becomes

093., the less likely it is that you will complete it on time.

- A. The proper the research topic you choose
- B. The border of the research cities you cross
- C. The broader the refreshed topic you lose
- D. The broader the research topic you choose

094. The broader the research topic you choose, the

- A. more likely it is that you will complete it on time
- B. less likely it is that you will change it on time
- C. easier it is to complete it on time
- D. less likely it is that you will complete it on time

095. The broader the research topic one chooses, the

- A. more unlikely it is that you will not complete it on time
- B. less likely it is that one will complete it on time
- C. worse research you will do
- D. greater it is to publish your research

096. Choose the CORRECT sentence

- A. The broader the research topic, the less likely it is that it can be completed on time
- B. The border of the research topic is less likely to be arrived at one time
- C. The broader the research topic, the more likely it is that it can be completed on time
- D. The narrower the research topic, the less likely it is that it can be completed on time

097. The place of defining your terms is

- A. References/ bibliography
- B. Methodology/ design
- C. Literature review/ introduction
- D. Results/ discussion

Lecture 05

098. The opposite of plagiarism is

- A. Loyalty
- B. Authorship



- C. Integrity
- D. Honesty

099. The term is the opposite of plagiarism

- A. Author shape
- B. Censorship
- C. Orthography
- D. **Authorship**

100. In research, authorship is the opposite of

- A. authority
- B. precognition
- C. paganism
- D. **plagiarism**

101. Authorship is the opposite of

- A. authority
- B. playground
- C. paganism
- D. **plagiarism**

102. Plagiarism is

- A. Representing your own language and ideas as your own original work
- B. **Representing other authors' language and ideas as your own original work**
- C. Representing other authors' language and ideas as their own original work
- D. Representing other authors' language and ideas as a plagiarised work

103. The term plagiarism refers to the representation of

- A. other authors' language and ideas as a plagiarized work
- B. your own ideas and language as your own original work
- C. **other authors' language and ideas as your own original work**
- D. other authors' ideas and writing as their own original work

104. The term 'plagiarism' can refer the representation of

- A. All authors, language and ideas as a plagiarized work
- B. Your own ideas and language as your own original work
- C. **Other authors' language and ideas as your own original work**
- D. Assigning different examiners for the viva defence

105. Plagiarism means to the represent

- A. other authors' language and ideas as a plagiarized work
- B. your own ideas and language as your own original work
- C. other authors' ideas and writing as their own original work



<p>D. <u>other authors' language and ideas as your own original work</u></p>	
<p>106. If a researcher is <u>accused of plagiarism</u>, his or her</p> <p>A. research will be universally accepted</p> <p>B. research will be given an honor degree</p> <p>C. <u>research may not be accepted</u></p> <p>D. research will be published</p>	
<p>107. If a researcher is <u>accused of plagiarism</u>, his/her research</p> <p>A. may not be expected</p> <p>B. will be published</p> <p>C. <u>may not be accepted</u></p> <p>D. will be universally acknowledged</p>	
<p>108. When a research is <u>accused of plagiarism</u>, his research</p> <p>A. shall be important</p> <p>B. <u>may not be accepted</u></p> <p>C. will be sent to another university</p> <p>D. shall be successful</p>	
<p>109. <u>One type of plagiarism</u> is</p> <p>A. You reference the quotations</p> <p>B. You acknowledge other people's ideas</p> <p>C. You mention who helped you in your research</p> <p>D. <u>You use one of your research as two pieces of research</u></p>	
<p>110. <u>One kind of plagiarism</u> is that</p> <p>A. You document the quotations</p> <p>B. You acknowledge other people's ideas</p> <p>C. You mention who helped you in your research</p> <p>D. <u>You use one of your research as two pieces of research</u></p>	
<p>111. The <u>references</u> is a <u>list of</u></p> <p>A. All the authors who share the same topic of yours</p> <p>B. <u>All the books, articles, websites...etc you consulted</u></p> <p>C. All the potential publishers of your research</p> <p>D. All the terms you used in your research</p>	
<p>112. To <u>author a research topic</u> is</p> <p>A. <u>to get your ideas out of your own words from your knowledge</u></p> <p>B. to get someone proofread your research</p> <p>C. to get someone to author it for you</p> <p>D. to get ideas from other and author them</p>	



113. In the literature review

- A. you talk about all the procedures used
- B. you talk about the results
- C. you talk about the study and its significance
- D. **you talk about all previous studies and a critique for them**

114. In the literature review, we talk about

- A. **previous studies and a critique for them**
- B. all the procedures used in research
- C. the results and findings of the research
- D. the study and its significance

115. In the literature review, you talk about

- A. **previous studies and a critique for them**
- B. the evidence relevant to the data
- C. the findings and results of the research
- D. the money and its significance

116. In the literature review, the researcher can

- A. plagiarize the work of other researchers
- B. **disentangle different opinions of scholars**
- C. summarize the findings of his/her research
- D. analyze the data of his/her study

117. The researcher can in the Literature Review

- A. disenable different opinions of scholars
- B. **disentangle different opinions of scholars**
- C. summarize the findings of his/her research
- D. dissemble different opium of scholars

118. The researcher in the Literature Review can

- A. dismantle different opinions of scholars
- B. disseminate the pork of other searchers
- C. summarize the findings of his/her research
- D. **disentangle different opinions of scholars**

119. In the literature review, the researcher presents

- A. a critique of previous research in different research areas
- B. a critique of future research in the same general area
- C. **a critique of previous research in the same general areas**



D. a praise of future research in the same general areas

120. In the the researcher presents a critique of previous research in the same general area.

- A. litter view
- B. literature preview
- C. lecturer review
- D. literature review

121. In the researchers can present a previous research critique in the same general area

- A. preview of landscape
- B. literary interview
- C. world literature
- D. literature review

122. Our should discuss previous works relevant to the research concerned.

- A. literary criticism
- B. the border is difficult to cross
- C. literature review
- D. the more recent the topic

123. Our should discuss previous works relevant to our research.

- A. conclusion
- B. findings
- C. literature review
- D. data analysis

124. Our literature review should be

- A. Unconnected
- B. Broad
- C. Concise
- D. Little

125. Our literature review should include

- A. Discussion of our results
- B. Results
- C. Previous studies
- D. Design of our research

126. The literature review of a research has to include

- A. Discussion of our results
- B. Results and findings
- C. Previous studies
- D. Design of our research



127. The literature review should include

- A. future studies
- B. prevailing studies
- C. previous studies
- D. methodology and design of research

128. The literature review should include

- A. Preventive studies
- B. Previous studies
- C. Previous stated
- D. Prevalent mismatches

129. The review and critique of previous research should be at every point be

- A. implicitly connected to your specific project
- B. explicitly disconnected to your specific project
- C. explicitly connected to your general project
- D. explicitly connected to your specific project

130. Critique and review of previous research should at every point be explicitly

- A. connected to your specified products
- B. irrelevant to your specific project
- C. not connected to your specific project
- D. connected to your specific project

131. Review and point be explicitly

- A. irrelevant
- B. not connected
- C. connected
- D. dictated

132. The place of reviewing past methods and tools is

- A. references
- B. literature review
- C. results
- D. methodology

133. In literature review, it is not recommended to show that

- A. You got on top of the topic
- B. You got a critique of previous studies
- C. The topic got on top of you
- D. You got sensible sections

134. In the literature review it is recommended to



- A. stick to one method neglecting other
- B. **show knowledge of other models**
- C. **show little reading about your topic**
- D. show negligence of your topic

135. In **literature review**, we should **not**

- A. report things with critique
- B. report things relevant to our research
- C. **report things without critique**
- D. report things with shortcoming

136. One **criticism to a bad literature review is that you**

- A. **Show other people's definitions without showing yours**
- B. Show your side between two arguments
- C. Show the relevance between your research and other
- D. Show your awareness of other people's shortcoming

Lecture 07

137. A research **questions is**

- A. a question that we ask about the statistics used
- B. **a question that we ask in the beginning of our research and look to find an answer for**
- C. a question that we ask about how to write-up the research
- D. a question that we ask about the list of references

138. The research **question can be defined as question that we**

- A. ask in the middle of our research and look to find a reputation for
- B. ask in the end of our research and look to find an answer for
- C. **ask in the beginning of our research and look to find an answer for**
- D. ask in the beginning of our research and neglect to find an answer for

139. A research **question is a question that**

- A. we ask about the list of references
- B. we ask in the end of our research and look to find no answer for
- C. we answer at the beginning of our research and look to find a question for
- D. **we ask in the beginning of our research and look to find an answer for**

140. Examples of where someone can find **samples and administer research tools are *****

- A. your own car
- B. your own briefcase
- C. your own head
- D. **your own organization or others**



141. A researcher can find samples and administer research tools in

- A. his/her own organic nature and food or the friend one always accompanies
- B. his/her own organization, company, university or others
- C. his/her own briefcase
- D. his/her own house

142. A researcher can find samples and administer research tools in

- A. his/her own localization, symphony, nicety or others
- B. his/her own legalization, come dummy, unwisely or others
- C. his/her own organization, company, university or others
- D. his/her own focalization, come penny, diversity or others

143. We can find samples and administer research tools in

- A. our own swimming pools, playgrounds, and TV
- B. our own organization, company, university or others
- C. our own briefcases and hand bags
- D. our own draft writings and future life

144. Examples of where someone can find samples and administer research tools are

- A. Your own car
- B. Your own organization, company, university or others
- C. Your own briefcase
- D. Your own head

145. If you select an organization to select some samples from, one important thing is to

- A. make sure they have an office for you
- B. make sure they have enough population
- C. make sure they have a computer for you
- D. make sure they have some refreshments for you

146. One way for sample selection is

- A. Population
- B. Summarization
- C. Randomization
- D. Inflation

Lecture 08

147. If you want to compare differences among the same group, then your design is

- A. Two-way ANOVA
- B. Within groups
- C. Between groups



D. One-way ANOVA

148. In experimental design, we need

- A. No groups
- B. Two groups
- C. Half group
- D. One group

149. If you want to compare the same groups at one point in time, then your design is

- A. Cross-sectional
- B. Between groups
- C. Within groups
- D. Longitudinal

150. In the cross-sectional research method, the are observed at one point in time.

- A. Two different groups of people
- B. Three different groups of people
- C. Four different groups of people
- D. The same groups of people

151. In the Cross-sectional research method, the same groups of people

- A. are neglected at one point in time
- B. are obsessed at one point in time
- C. are observed at different points in time
- D. are observed at one point in time

152. The cross-sectional research method shows that the same groups of people observed

- A. at one point in time
- B. at two points in time
- C. at one place and one time
- D. at similar points in time

153. When we have two groups, we usually call one the experimental group and***

- A. The control group
- B. The classical group
- C. The between group
- D. The within group

154. If you want to compare two different groups, then your design is

- A. Between groups
- B. One-way ANOVA
- C. Repeated measures
- D. Within groups



155. In the longitudinal research method, the same groups of people are observed as they grow older.

- A. at one point in time
- B. every hour
- C. every minute
- D. at different points in time

156., the same groups of people are observed at different points in time as they grow older.

- A. In the longitudinal research method
- B. In the cross-sectional research method
- C. In the introduction to research methods
- D. ***

157. The same groups of people are observed as they grow older in the longitudinal research method.

- A. every minute
- B. at similar points in time
- C. at different points in time
- D. at similar points in place

158. If you want to compare groups over time, then your design is

- A. within groups
- B. one-way ANOVA
- C. between groups
- D. longitudinal

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Lecture 09

159. The dependent variable is

- A. The variable that is affected by the independent variable
- B. The variable that is dependent on the hypothesis
- C. The variable that is affected by the results
- D. The variable that is affected by the abstract

160. A hypothesis is

- A. A hypothesis is a statement that describes or explains a relationship among variables
- B. A hypothesis is a statement about your research
- C. A hypothesis is a statement about the outcome of your research
- D. A hypothesis is a statement about the problems in your research

161. The can refer to a statement that describes or explains a relationship among variables

- A. Hybrid species
- B. Hyperactivity
- C. Hyper sensitivity



D. **Hypothesis**

162. The *hypothesis* can refer to a statement that

- A. analyses or enjoys a relationship among languages
- B. depicts or fabricates a relationship among variables
- C. **describes or explains a relationship among variables**
- D. describes or explains a relationship among vegetables

163. The refers to a variable that is thought to affect the outcome or the variable that is manipulated by the researcher.

- A. independence Day
- B. **independent variable**
- C. dependent spouse
- D. indifferent variables

164. refer to a variable that is manipulated by the researcher (or the variable that is thought to affect the outcome)

- A. The doomsday day
- B. **Independent variable**
- C. The dependent variable
- D. Independent clause

165. The refers to a variable that can affect the outcome.

- A. dependent variable
- B. Independent invariable
- C. Intended variety
- D. **Independent variable**

166. The independent variable is

- A. the variable that is thought to affect to the hypothesis
- B. **the variable that is thought to affect to the dependent variable**
- C. the variable that is thought to affect to the results
- D. the variable that is thought to affect to the abstract

167. The term “.....” refers to a procedure used for measuring and defining a construct.

- A. operational distinction
- B. **operational definition**
- C. opera definition
- D. optical definition

168. The “.....” is a procedure used for measuring and defining a construct.

- A. Illustrative definition
- B. Optical definition
- C. **Operational definition**
- D. Opera definition



169. The term refers to procedure that is used for defining and measuring a construct

- A. Dysfunctional definition
- B. Optical definition
- C. Operational definition
- D. Opera definition

170. One of the first steps to think of before doing research is

- A. To think of who you want to participate in your research
- B. To think of the references
- C. To think of how you will publish it
- D. To think of the results

Lecture 10

171. To constitute a proper variable, a good categorization/classification system

- A. should be exhaustive,
- B. should have mutually exclusive categories,
- C. should not mix categories of different types in one set
- D. all the above have

172. To constitute a proper variable, a good categorization/classification system should

- A. not be exhaustive, nor have mutually exclusive categories and should mix categories of different types.
- B. be exhaustive, have mutually exclusive categories, and should not mix categories of different types in one set.
- C. be superficial, have distinctly allusive exclusive categories, and must mix categories of similar types in one set.
- D. be incomplete, have mutually inclusive categories, and should mix categories of different types in one set.

173. In order to establish a good classification/categorization and a proper variable, the system should

- A. mix categories of similar types in one set
- B. be exhaustive and have mutually exclusive categories
- C. seek data analysis from students
- D. look for a better framework

174. One important step in research is to define your terms, one example of this is

- A. To define the statistics used
- B. To define the sample
- C. To define the main term in your research like (word, t-units...etc)
- D. define the tools used

Lecture 11

175. One type of interviews is

- A. Ineffective
- B. Irrespective



- C. **Retrospective**
- D. Respective

176. We use questionnaires in research as a:

- A. **tool to collect data**
- B. tool to analyse data
- C. tool to generate results
- D. tool to design research

177. Questionnaires in ELT are used to:

- A. Access the cognitive abilities
- B. Interpret the results
- C. Design the research
- D. **Gather information about people views, attitudes, and perceptions**

178. We use Questionnaires in ELT to

- A. access the cognitive abilities
- B. **gather information about people views, attitudes, and perceptions**
- C. interpret the results of a different research
- D. design the research

179. We can use questionnaires in ELT to

- A. abandon the cognitive abilities
- B. **gather information about people views, attitudes, and perceptions**
- C. translate the results of a different research
- D. design the research

180. In ELT, questionnaires are used to

- A. neglect information about people views, attitudes, and perceptions
- B. ignore information about people views, attitudes, and perceptions
- C. interpret the results of a different research project
- D. **gather information about people views, attitudes, and perceptions**

181. One way to attract participants to your research is to

- A. Threaten them
- B. Punish them
- C. Shout at them
- D. **Reward them**

182. Data elicited in the form of people's reports about language is mostly used in

- A. **ELT**
- B. Applied linguistics
- C. Sociolinguistics



D. **all the above**

183. Data elicited in the form of people's reports about language

- A. is rarely used in applied linguistics
- B. **is mostly used in ELT**
- C. is never used in sociolinguistics
- D. is mostly used in computational syntax

184. There will be an age affect on the learning of English language among different population

- A. **Age is independent and learning is dependent**
- B. Age is dependent and learning is independent
- C. Age is independent and people is independent
- D. Age is dependent and people is dependent

Lecture 12

185. If you have one variable in your research, then it is

- A. Bivariate
- B. Factorial
- C. Multivariate
- D. **Univariate**

186. Using one variable in your research means

- A. it is a Bivariate
- B. it is a factorial
- C. it is a multivariate
- D. **it is a univariate**

187. The use of one variable in your research means it is a

- A. uncial
- B. universal
- C. **univariate**
- D. multivariate

188. Using of one variable in one's research can mean that it is a

- A. Unilateral
- B. Multilingual
- C. Multivariate
- D. **Univariate**

189. Using in your research means it is a Univariate

- A. two variable
- B. **one variable**



- C. three variable
- D. four variable

190. Variables that you want to exclude their effects are called

- A. Independent variables
- B. **Control variables**
- C. Explanatory variables
- D. Dependent variables

191. We call the variables whose effects are excluded

- A. Contralateral variables
- B. Central variables
- C. Control vestibules
- D. **Control variables**

192. The variables whose effects are excluded are

- A. Contour variables
- B. Control valuable
- C. Coronal vulnerable
- D. **Control variables**

193. One way to avoid other variables affecting your variables is to make them

- A. Moveable
- B. Manipulative
- C. Variable
- D. **Constant**

بالأسئلة المصورة، الخيار D مكتوب بهذا الشكل:
consonant
وأنا غيرته هنا؛ لأن الجواب مفروض
يكون كما كتبت.
وهذا يتضح من الأسئلة التي تليه.

194. To avoid a situation in which other variables can affect your variables one needs make these variable

- A. Consonants
- B. Manipulative
- C. Variable
- D. **Constant**

195. To avoid a situation where other variables can affect your variables you need to

- A. make them concert
- B. make them consult
- C. make them consonants
- D. **make them constant**

196. To avoid a situation where other variables affect your variables you need to make them

- A. condescend
- B. consonant
- C. consistent



D. **constant**

197. To avoid a situation where you need to make them constant.

- A. other variables cannot affect your variables
- B. other results can affect your variables
- C. other people can affect your variables
- D. **other variables can affect your variables**

198. Controlling other variables is

- A. Not reliable
- B. Not ideal
- C. Not practical
- D. **Not possible**

Lecture 13

199. The centrality of the scores is called

- A. Descriptive
- B. **Means**
- C. Frequency
- D. Inferential

200. Sometimes we want to find how variable relate to each other, this is called:

- A. **Measure of relationship**
- B. Measure of difference
- C. Measure of similarity
- D. Measure of variance

201. One important feature of results is

- A. The quantity
- B. The summary
- C. The introduction
- D. **The presentation**

202. To make our results clearer to our readers we use

- A. Unexplained number
- B. Brief descriptions
- C. **Graphs, charts, and tables**
- D. Mystery and ambiguity

203. The technical term for the variance between scores is

- A. Standard measures
- B. Standard features



- C. Standard tests
- D. **Standard deviation**

204. quantify the amount of relationship between two (or more) variables as measured in the same group of people.

- A. Measures of real ships
- B. Deterrent measures
- C. Measures of rural ships
- D. **Measures of relationship**

205. quantify the amount of relationship between two (or more) variables as measured in the same group of people.

- A. Deterrent measures
- B. Measures of water
- C. **Measures of relationship**
- D. Measures of difficulty

206. Choose the correct sentence

- A. Measures of relationship qualify and degree of relationship between variables as measured in different group of people.
- B. Measures of relationship quantify the strength of relationship between two (or more) people as measured by their friends and relatives.
- C. Statistics of relationship quantify the time spent investing in relationship between two (or more) variables as measured in the same group of animals.
- D. **Measures of relationship quantify the amount of relationship between two (or more) variables as measured in the same group of people.**

207. can enable you to generalize from the specific sample(s) you measures to wider 'population' that you sampled.

- A. Internet stock tactics
- B. Inferential stylistics
- C. Infernal statistics
- D. **Inferential statistics**

208. can enable you to generalize from the specific sample(s) you measures to wider 'population' that you sampled.

- A. popular statistics
- B. international statistics
- C. **inferential statistics**
- D. internet statistics

209. Statistics that are used to show differences or relationships are called

- A. Descriptive
- B. **Measures**
- C. Inferential

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D. Parametric

210. The significant difference has to be at the level of

- A. $P= 50$
- B. $P=0.50$
- C. $P=.05$
- D. $P=.50$

211. The adequate level of certainty every research is always at

- A. 95%
- B. 100%
- C. 200%
- D. 5%

Lecture 14

212. Research is

- A. Looking for new ideas and findings
- B. Looking for previous studies
- C. Looking for data only
- D. Looking for knowledge only

213. The term research can mean

- A. Looking for previous studies
- B. Looking for new ideas and findings
- C. Looking for data only
- D. Looking for good food only

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