

[01]

1. **(Applied Linguistics) is the academic discipline concerned with the relation of knowledge about language to (decision making) in the real world.**
 2. **(Language use) is in many ways a natural (phenomenon) beyond conscious control.**
 3. **(First-language education), when a child studies their home (language) or languages.**
 4. **(Clinical linguistics) is the study and treatment of (speech and communication) impairments.**
 5. **(Literary stylistics) is the study of the relationship between linguistic choices and effects on (literature).**
 6. **(Lexicography) is the planning and compiling of both monolingual and (bilingual dictionaries), and other language reference works such as thesauri.**
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[02]

7. **(Linguistics) is bound to represent (an abstract) idealization of language rather than the way it is experienced in the real world.**
8. **(Generative Linguistics) introduced by Noam Chomsky (1950s) onward.**

9. Linguists' concern is (knowledge) as an end in itself rather than with action based upon that (knowledge).

[03]

10. Native speakers are considered to be people who acquired the language (naturally) and effortlessly in (childhood).

11. The spread of English has generated intense interest in the study of (language pedagogy) and of (Second-Language Acquisition (SLA)).

12. Success was measured in terms of the accurate use of (grammar) and (vocabulary) rather than effective communication.

[04]

13. Students did not necessarily share the same first language. So, first-language explanation and (translation) were not possible in (the direct method).

14. (The natural language learning) believed that neither explicit (instruction) nor conscious learning had any effect.

15. In (the communicative approach [or method]) Language learning success is to be assessed [neither in terms of accurate grammar and pronunciation

for their own sake, nor in terms of explicit knowledge of the rules, but] by the ability to do things with the (language), appropriately, fluently, and effectively.

16. [At the macro level, there has been the development of] (English for Specific Purposes (ESP)) which tries to develop the language and (discourse) skills [which will be needed for particular jobs (English for Occupational Purposes (EOP)) or for particular fields of study (English for Academic Purposes (EAP))].

[05]

17. [Isolating] the formal systems of language [(i.e. its): (pronunciation, grammar, and vocabulary)] [either for learning or for analysis, is a useful first step].

18. In Chomsky's view, the newborn infant (brain) already contains a (Universal Grammar (UG)) which forms the basis of competence in the particular language the child goes on to speak.

19. [As a deliberate contrast to Chomsky's linguistic competence,] the sociolinguist Dell Hymes offered (communicative competence) in the late (1960s).

20. [What is needed for] successful communication, [according to Dell] Hymes [suggested, is four types of knowledge] [can be achieved by:] possibility, feasibility, appropriateness, and (attestedness).

21. [A communicatively competent speaker knows what is formally possible in a language, i.e,][Possibility means:] whether an instance conforms to the rules of (grammar) and (pronunciation).

22. a communicatively competent speaker may know the (rules), be capable of following them, but nevertheless (break) them deliberately.

23. (Feasibility) is (a psychological) concept concerned with limitations to what can be processed by the mind.

24. "The cheese the rat the cat the dog the man beat saw chased ate was green.", is an example of: Feasibility.

#24. "The man the girl the child saw talked to was from Saudi Arabia".

[06]

25. The phrase 'chips and fish', is an example of: Attestedness.

#25. "Bread and butter".

26. In order to give a systematic description of context, (Applied linguistics) has drawn upon, and also developed, (discourse analysis).

27. Three areas of study which contribute to discourse analysis are paralanguage, pragmatics, and (genre) studies.

28. Conversations, consultations, lessons, emails, Web pages, brochures, prayers, news bulletins, stories, and jokes; are examples of: (Genre).

[07]

29. "(Language Testing) is the practice and study of evaluating (the proficiency) of an individual in using a particular language effectively."

30. The purpose of (proficiency test) is to test global (competence) in a language.

31. (Diagnostic) tests should elicit (information) on what students need to work in the future.

32. (Achievement tests) should be limited to particular material addressed in a (curriculum) within a particular time frame.

33. The purpose of (language aptitude) test is to (predict) a person's success to exposure to the foreign language.

[08]

34. In subjective test is a test in which the learners ability or (performance) are judged by (examiners') opinion and judgment. The example of subjective test is using essay and short answer.

35. [(True or False) questions] Moderately easy to write and easily (scored).

36. [Essay question] Can be used to measure (higher) order (cognitive) skills.

[09]

37. Language competence test is a test that involves components of language such as vocabulary, (grammar), and (pronunciation).

38. The content selected in norm-referenced tests is chosen by how well it (discriminates) among students.

[10]

39. A test is (valid) if it tests what it is supposed to (test).

40. A good test should give (consistent) results.

#40. If a test gives consistent results it is (reliable).

[11]

41. (Literary stylistics) raises (awareness) [, not only of the importance of exact wording but] of how there is far more at stake in the use of language than the literal meaning of the words.

42. If a glass is described as either half full or half empty this is an example related to: (Critical Discourse Analysis CDA).

43. (Second-Language Acquisition (SLA)) research concerned itself with both explaining and describing the process of (acquiring) a second language.

[12]

44. (Structural Linguistics) [and Behavioral Psychology] Only “publicly observable responses” could be subject to (investigation).

45. The (generative linguist) was interested not only in describing language [(achieving the level of descriptive adequacy)] but also in arriving at an explanatory level of (adequacy) in the study of language.

[13]

46. Social constructivism emphasizes the importance of social interaction and (cooperative learning) in constructing both cognitive and (emotional) images of reality.

47. (tabula rasa), a clean slate bearing no preconceived notions about the world or about (language).

48. (Competence) is one’s underlying (knowledge) of the system language.

[14]

49. (Fossilization) is defined as the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence.

50. (Cognitive) information is usually conveyed by means of (linguistic) devices.