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 ١٤٣٦-١٤٣٧هـ

نسخة محلولة

ملاحظات:

- الأسئلة التي تم حلها هي من اسئلة العام الدراسي ١٤٣٣-١٤٣٤هـ الفصل الأول فقط، ١٤٣٤-١٤٣٥هـ الفصلين، ١٤٣٥-١٤٣٦هـ الفصلين، من نفس الدكتور.
- قد تظن من الوهلة الأولى أنني قد أخطأت بتكرار بعض الأسئلة، لكن أن دققت أكثر سوف تلاحظ أن السؤال قد طرى عليه تغيير أو الخيارات أو كلاهما معاً.
  - o تم ترتيب الأسئلة المتشابهة بشكل متتابع؛ حتى نرى كيفية التلاعب بخيارات الأسئلة، وكذلك لتأكيد أن الإجابة التي أخترتها 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 <u>quantitative</u> **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 <u>quantitative</u> **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 <u>quantitative</u> **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 <u>quantify</u> **them**
- A. quaver methods
- B. qualitative methods
- C. **quantitative methods**
- D. pedagogical methods

005. Research that is designed to <u>explain</u>**,** <u>observe</u> **and** <u>discuss</u> **its results is said to be:**
- A. Questionnaires
- B. **Qualitative**
- C. Quasi-experiment
- D. Quantitative

006. ...., we collect data through some tools, <u>explain</u>**,** <u>discuss</u>**,** <u>argue</u>**, about** <u>hypothesis</u>**, etc.**
- A. In accumulative research
- B. In quantitative research
- C. In commutative research
- D. **In qualitative research**

007. In <u>qual</u>**itative 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 <u>methods</u>**?**
    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 <u>systematic</u> or established one**

009. The term <u>'Methods'</u> **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 <u>systematic</u> 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 <u>'methods'</u> **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 <u>systematic</u> 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 <u>design</u>**?**
    A.   It is used to summarise data
    B.   It is used to highlight the research problem
    C.   **It is a logical structure of <u>inquiry</u> (research)**
    D.   It is used for referencing

012. The term <u>'design'</u> **is ....**
    A.   An illogical structure used to summarize data
    B.   used to highlight the research problem
    C.   **a logical structure of the <u>inquiry</u> (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 <u>types</u> 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 <u>APA</u> **refers to a famous style for ....**
   A. Speaking referral letters
   B. Writing deferral offers
   C. **Writing references**
   D. Listening Arabic letters

023. <u>*APA*</u> **refers to a famous style for ....**
   A. **writing references**
   B. reading referencing
   C. writing referral messages
   D. writing frequencies

024. The <u>APA</u> **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 <u>introduction</u>
   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 <u>Abstract</u> **is**
A. A summary of the whole literature review
B. A summary of the whole results
C. **A summary of the whole <u>thing</u>**
D. A summary of the whole methodology

030. A research <u>abstract</u> **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 <u>thing</u>**
D. An analysis of research methodology

031. The <u>abstract</u> **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 <u>structure</u> **of a good** <u>abstract</u> **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 <u>abstract</u>
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 <u>excites</u> <u>and</u> <u>stimulates</u> **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 <u>intellectual</u> <u>curiosity</u>.
- 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 brander the topic

092. The <u>broader</u> **the topic you choose, ...**
    A. the less open-ended your research becomes
    B. **the more <u>open-ended</u> your research becomes**
    C. the easier your research becomes
    D. the more important your research becomes

093. ...., the <u>less</u> **likely it is that you will** <u>complete</u> **it on** <u>time</u>**.**
    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 <u>broader</u> the research topic you choose**

094. The <u>broader</u> **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 <u>complete</u> it on time**

095. The <u>broader</u> **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 <u>complete</u> it on time**
    C. worse research you will do
    D. greater it is publish your research

096. Choose the CORRECT sentence
    A. **The <u>broader</u> the research topic, the <u>less</u> likely it is that it can be <u>completed</u> 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 <u>defining</u> **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

D. **other authors' language and ideas as your own original work**

106. If a researcher is accused **of** plagiarism**, his or her ....**
- A. research will be universally accepted
- B. research will be given an honor degree
- C. **research may not be accepted**
- D. research will be published

107. If a researcher is accused **of** plagiarism**, his/her research ....**
- A. may not be expected
- B. will be published
- C. **may not be accepted**
- D. will be universally acknowledged

108. When a research is accused **of** plagiarism**, his research ....**
- A. shall be important
- B. **may not be accepted**
- C. will be sent to another university
- D. shall be successful

109. One **type of** plagiarism **is**
- A. You reference the quotations
- B. You acknowledge other people's ideas
- C. You mention who helped you in your research
- D. **You use one of your research as two pieces of research**

110. One **kind of** plagiarism **is that ....**
- A. You document the quotations
- B. You acknowledge other people's ideas
- C. You mention who helped you in your research
- D. **You use one of your research as two pieces of research**

111. The references **is a** list **of**
- A. All the authors who share the same topic of yours
- B. **All the books, articles, websites...etc you consulted**
- C. All the potential publishers of your research
- D. All the terms you used in your research

112. To author **a research topic is**
- A. **to get your ideas out of your own words from your knowledge**
- B. to get someone proofread your research
- C. to get someone to author it for you
- D. to get ideas from other and author them

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 <u>presents</u> **a** <u>critique</u> **of previous research in the** <u>same</u> <u>general</u> **area.**
   A. litter view
   B. literature preview
   C. lecturer review
   D. **<u>literature review</u>**

121. In the .... researchers can <u>present</u> **a previous research** <u>critique</u> **in the** <u>same</u> <u>general</u> **area**
   A. preview of landscape
   B. literary interview
   C. world literature
   D. **<u>literature review</u>**

122. Our .... should <u>discuss</u> <u>previous</u> **works** <u>relevant</u> **to the research concerned.**
   A. literary criticism
   B. the border is difficult to cross
   C. **<u>literature review</u>**
   D. the more recent the topic

123. Our .... should <u>discuss</u> <u>previous</u> **works** <u>relevant</u> **to our research.**
   A. conclusion
   B. findings
   C. **<u>literature review</u>**
   D. data analysis

124. Our <u>literature</u> **review should be**
   A. Unconnected
   B. **<u>Broad</u>**
   C. Concise
   D. Little

125. Our <u>literature</u> **review should** <u>include</u>
   A. Discussion of our results
   B. Results
   C. **<u>Previous studies</u>**
   D. Design of our research

126. The <u>literature</u> **review of a research has to** <u>include</u> **........**
   A. Discussion of our results
   B. Results and findings
   C. **<u>Previous studies</u>**
   D. Design of our research

127. The <u>literature</u> **review should** <u>include</u> **........**
- A. future studies
- B. prevailing studies
- C. **<u>previous</u> <u>studies</u>**
- D. methodology and design of research

128. The <u>literature</u> **review should** <u>include</u> **........**
- A. Prevenient studies
- B. **<u>Previous</u> <u>studies</u>**
- C. Previous sated
- D. Prevalent mismatches

129. The <u>review</u> <u>and</u> <u>critique</u> **of previous research should be at** <u>every</u> <u>point</u> **be ....**
- A. implicitly connected to your specific project
- B. explicitly disconnected to your specific project
- C. explicitly connected to your general project
- D. **<u>explicitly</u> <u>connected</u> <u>to</u> <u>your</u> <u>specific</u> <u>project</u>**

130. <u>Critique</u> <u>and</u> <u>review</u> **of previous research should at** <u>every</u> <u>point</u> **be** <u>explicitly</u> **........**
- A. connected to your specified products
- B. irrelevant to your specific project
- C. not connected to your specific project
- D. **<u>connected</u> <u>to</u> <u>your</u> <u>specific</u> <u>project</u>**

131. Review and point be explicitly .... to your specific project
- A. irrelevant
- B. not connected
- C. **<u>connected</u>**
- D. dictated

132. The <u>place</u> **of reviewing** <u>past</u> <u>methods</u> **and tools is**
- A. references
- B. **<u>literature</u> <u>review</u>**
- C. results
- D. methodology

133. In <u>literature</u> **review, it is** <u>not</u> **recommended to show that**
- A. You got on top of the topic
- B. You got a critique of previous studies
- C. **<u>The</u> <u>topic</u> <u>got</u> <u>on</u> <u>top</u> <u>of</u> <u>you</u>**
- D. You got sensible sections

134. In the <u>literature</u> **review it is** <u>recommended</u> **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 <u>samples</u> **and** <u>administer</u> **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 <u>samples</u> **and** <u>administer</u> **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 <u>samples</u> **and** <u>administer</u> **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 <u>samples</u> **and** <u>administer</u> **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 <u>organization</u> **to select some** <u>samples</u> **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 <u>sample</u> **selection is**
- A. **Population**
- B. Summarization
- C. Randomization
- D. Inflation

Lecture 08

147. If you want to compare <u>differences</u> **among the** <u>same</u> <u>group</u>**, 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 an***
- 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 <u>longitudinal</u> **research method, the** <u>same</u> <u>groups</u> **of people are observed .... as they** <u>grow</u> <u>older</u>**.**
   A.   at one point in time
   B.   every hour
   C.   every minute
   D.   **<u>at different points in time</u>**

156. ...., the <u>same</u> <u>groups</u> **of people are observed at** <u>different</u> **points in time as they** <u>grow</u> <u>older</u>**.**
   A.   **<u>In the longitudinal research method</u>**
   B.   In the cross-sectional research method
   C.   In the introduction to research methods
   D.   ***

157. The <u>same</u> <u>groups</u> **of people are observed .... as they** <u>grow</u> <u>older</u> **in the** <u>longitudinal</u> **research method.**
   A.   every minute
   B.   at similar points in time
   C.   **<u>at different points in time</u>**
   D.   at similar points in place

158. If you want to compare groups over time, then your design is
   A.   **<u>within groups</u>**
   B.   one-way ANOVA
   C.   between groups
   D.   longitudinal

<div dir="rtl">احتمال أن تكون الإجابة D.</div>

Lecture 09

159. The <u>dependent</u> **variable is**
   A.   **<u>The variable that is affected by the independent variable</u>**
   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 <u>hypothesis</u> **is**
   A.   **<u>A hypothesis is a statement that describes or explains a relationship among variables</u>**
   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 <u>relationship</u> <u>among</u> <u>variables</u>
   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 <u>outcome</u> **or the variable that is** <u>manipulated</u> **by the researcher.**
- A. independence Day
- B. **independent variable**
- C. dependent spouse
- D. indifferent variables

164. .... refer to a variable that is <u>manipulated</u> **by the researcher (or the variable that is thought to affect the** <u>outcome</u>**)**
- A. The doomsday day
- B. **Independent variable**
- C. The dependent variable
- D. Independent clause

165. The .... refers to a variable that can affect the <u>outcome</u>**.**
- A. dependent variable
- B. Independent invariable
- C. Intended variety
- D. **Independent variable**

166. The <u>independent</u> **variable is**
- A. the variable that is thought to affect to the hypothesis
- B. **the variable that is thought to affect to the** <u>dependent</u> **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 <u>construct</u>**.**
- A. operational distinction
- B. **operational definition**
- C. opera definition
- D. optical definition

168. The "........" is a procedure used for measuring and defining a <u>construct</u>**.**
- 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 <u>construct</u>
- A. Dysfunctional definition
- B. Optical definition
- C. **<u>Operational definition</u>**
- D. Opera definition

170. One of the <u>first</u> <u>steps</u> to think of before doing research is
- A. **<u>To think of who you want to participate in your research</u>**
- 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. **<u>all the above have</u>**

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. **<u>be exhaustive, have mutually exclusive categories, and should not mix categories of different types in one set.</u>**
- 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. **<u>be exhaustive and have mutually exclusive categories</u>**
- C. seek data analysis from students
- D. look for a better framework

174. One important step in research is to <u>define</u> <u>your</u> <u>terms</u>, one example of this is
- A. To define the statistics used
- B. To define the sample
- C. **<u>To define the main term in your research like (word, t-units...etc)</u>**
- 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 <u>elicited</u> **in the form of people's reports about language ....**
- A. is rarely used in applied linguistics
- B. **is mostly used in <u>ELT</u>**
- 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. <u>**Age is independent and learning is dependent**</u>
- 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. <u>**Univariate**</u>

186. Using one variable in your research means ....
- A. it is a Bivariate
- B. it is a factorial
- C. it is a multivariate
- D. <u>**it is a univariate**</u>

187. The use of one variable in your research means it is a ....
- A. uncial
- B. universal
- C. <u>**univariate**</u>
- D. multivariate

188. Using of one variable in one's research can mean that it is a ....
- A. Unilateral
- B. Multilingual
- C. Multivariate
- D. <u>**Univariate**</u>

189. Using .... in your research means it is a Univariate
- A. two variable
- B. <u>**one variable**</u>

C. three variable

D. four variable

190. Variables that you want to <u>exclude</u> their effects are called

A. Independent variables

B. **<u>Control variables</u>**

C. Explanatory variables

D. Dependent variables

191. We call the variables whose effects are <u>excluded</u> ....

A. Contralateral variables

B. Central variables

C. Control vestibules

D. **<u>Control variables</u>**

192. The variables whose effects are <u>excluded</u> are ....

A. Contour variables

B. Control valuable

C. Coronal vulnerable

D. **<u>Control variables</u>**

193. One way to <u>avoid</u> <u>other</u> <u>variables</u> affecting your variables is to make them

A. Moveable

B. Manipulative

C. Variable

D. **<u>Constant</u>**

<div dir="rtl">

بالأسئلة المصورة، الخيار D مكتوب بهذا الشكل:

consonant

وأنا غيرته هنا؛ لأن الجواب مفروض

يكون كما كتبت.

وهذا يتضح من الأسئلة التي تليه.

</div>

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

A. Consonants

B. Manipulative

C. Variable

D. **<u>Constant</u>**

195. To <u>avoid</u> a situation where <u>other</u> <u>variables</u> can affect your variables you need to ....

A. make them concert

B. make them consult

C. make them consonants

D. **<u>make them constant</u>**

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

A. condescend

B. consonant

C. consistent

D. **constant**

197. To <u>avoid</u> **a situation where .... you need to make them** <u>constant</u>**.**
- 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 <u>centrality</u> **of the** <u>scores</u> **is called**
- A. Descriptive
- B. **Means**
- C. Frequency
- D. Inferential

200. Sometimes we want to find how <u>variable</u> <u>relate</u> **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 <u>results</u> <u>clearer</u> **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 <u>variance</u> **between** <u>scores</u> **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   غير متأكد من الإجابة.
    A. Descriptive
    B. **Measures**
    C. Inferential

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

..