Eğitim Bizim İşimiz

İNGİLİZCE

7 DENEME

TAMAMI ÇÖZÜMLÜ

ÖZGÜN SORULAR

PEGEM AKADEMİ

Komisyon

ÖABT İNGİLİZCE ÖĞRETMENLİĞİ TAMAMI ÇÖZÜMLÜ 7 DENEME

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Pegem Akademi Yayıncılık

İÇİNDEKİLER

1 - 5. sorularda, paragrafta boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin **(1)** ---- an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they **(2)** ----. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, **(3)**---- a different sort of power – the ecclesiastical power of Roman Catholicism. There is the closest of links between language dominance and economic, technological, and cultural power, **(4)**----, and this relationship will become increasingly clear as the history of English is told. Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart **(5)**---- the people who speak it.

1.

A) became
B) have become
C) become
D) was become
E) had been become

2.

A) liberated
B) unchained
C) freed
D) subjugated
E) squashed

3.

A) seeing
B) contrary to
C) apart from
D) thanks to
E) similar to

4.

A) too
B) either
C) little
D) somewhat
E) just

5.

A) to
B) from
C) in
D) on
E) at

6 - 8. soruları aşağıdaki parçaya göre yanıtlayınız.

Anthropological linguistics, or as it is sometimes called, linguistic anthropology, is a cross-disciplinary and cross-cultural approach to the study of language. The goals are understanding and describing the important ways that language organizes social life and cultural ways of thinking, including the interpretation of others' utterances and behaviour. Anthropological linguistics is an area of research concerned particularly with the social production and negotiation of meaning, including both an exploration into relationships between linguistic structures and an exploration into the role of context in communicating and understanding them. Linguistic anthropologists study a wide range of phenomena, including relationships between language and status, who can say what to whom and in what context, language genres, language and gender, language and institutions, language and the transmission of knowledge, the acquisition of language, multilingualism, identity, creolization, linguistic ideologies, literacy, linguistic borrowing, language change, the social valuing of particular language practices, the aesthetics of language production, notions of the self as produced through language, cognition, gesture, the role of space in communication, as well as what constitutes competence, performance, participation, and even language itself. There is thus a considerable overlap with the field of sociolinguistics.

6. **What is the primary purpose of the author?**

A) to lay out the distinction between anthropological linguistics and sociolinguistics that show similarities

B) to uncover why anthropological linguistics should deal with the role of space in communication and performance

C) to show the similarities between anthropological linguistics and linguistic anthropology

D) to provide the readers with a preliminary information about what anthropological linguistics is

E) to set the working principles of linguistic anthropology and its focus towards how languages vary in a community

7. **It can be inferred from the passage that anthropological linguistics ----.**

A) is a new discipline under field of sociolinguistics that study how words change their meanings over the time

B) deals with how meaning is socially and culturally produced by language users through communication

C) is mainly concerned with human cognition and how it is interpreted by the environment in which it is found

D) pays more attention to the linguistic practices of language users in educational settings and domains

E) is not new when compared with the other fields of linguistics such as psycholinguistics and discourse analysis

8. **Which of the followings is not a topic that is studied by the anthropological linguistics?**

A) relationships between language and social status

B) the interplay between language and gender

C) how human beings transmit the linguistic knowledge

D) meaning of words that results from semantic ambiguity

E) how languages change over time

Diğer sayfaya geçiniz.

9 - 11. soruları aşağıdaki parçaya göre yanıtlayınız.

The development of the assessment of speaking has gone hand in hand with the emergence of language testing as a recognised subfield of applied linguistics. Attitudes to oral assessment have been shaped by the changing currents of research paradigms in this field and in linguistics more generally. Early developments in language testing were strongly linked to governmental, colonial, and military requirements for effective language teaching and testing, particularly during the Second World War. This strongly practical focus meant that language assessment practices and theory tended to develop outside the discipline of linguistics and it is only over the last 30 years or so, since the early 1980s, that the somewhat isolated research in assessment has joined up with wider work in the discipline. This tendency has meant that the meta-language of testing can be somewhat off-putting for those not trained in the field and the need for convincingly objective measures can make the process seem very distant from the more humanistic discourse of the classroom. However, given the powerful influence of assessment on teaching it is useful to become familiar with the basic terminology and concepts.

9. **According to the passage, why were the early developments in testing associated with governmental and military factors?**

A) Efficient language teaching was important during the Second World War due to limits in time.

B) The Second World War was famous with its scholars studying on language testing on speaking.

C) In the last 30 years, military and governmental supports have been on the rise in language testing.

D) The teaching methods developed during the Second World War were really helpful in language assessment.

E) The tendency towards taking governmental support for language assessment is not a new phenomenon.

10. **According to the passage, attitudes towards oral assessment ----.**

A) are isolated thinking that language learning is heavily based on written material

B) have not seen as a key factor in dealing with in-class assessment of the spoken language

C) have been affected by the research trends followed by the researchers working in the field

D) are useful when it is employed alongside basic terminology and concepts

E) were not taken seriously during the Second World War by the scholars working on the topic

11. **What would be the best title for the passage?**

A) The Importance of In-class Assessment

B) The Effect of the Second World War on Language Teaching

C) The Humanistic Discourse and Speaking in the Classroom

D) The Issues in Assessing Speaking

E) Colonialism and Its Effects on Language Teaching

Diğer sayfaya geçiniz.

12 - 14. soruları aşağıdaki parçaya göre yanıtlayınız.

Self-efficacy theory has been developed by Albert Bandura and it refers to people's judgement of their capabilities to carry out certain specific tasks and, accordingly, their sense of efficacy will determine choice of activities attempted, along with level of aspiration, amount of effort exerted and persistence displayed. People with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats; they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrate on how to perform the task successfully. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behaviour by helping them to approach threatening situations with confidence, to maintain a task rather than self-diagnostic focus during task involvement, and to heighten and sustain effort in the face of failure.

12. **According to the passage, what is self-efficacy theory?**

A) It is a quality that are employed in sustaining successful classroom learning experiments during the hardships in learning.

B) It is a method that is used to be employed in mainly the psychological tasks when students' feel happy with the learning activity.

C) It refers to individuals' beliefs in their capacity to execute behaviours necessary to produce specific performance attainments.

D) It denotes a part of a self-system that involves personal expectations towards a specific topic or classroom activity during learning.

E) It is the borderline between failure and success where students' expectations are not as good as they used to be.

13. **What is the primary purpose of the author?**

A) to uncover how students with low-self efficacy overcome problems that they face during the learning experience in the classroom

B) to provide the listeners with a background on high sense of self-efficacy when compared to those that have completed the learning process

C) to lay out the basic principles of self-efficacy theory and how it can be employed in the classroom domain by the teachers

D) to pinpoint the recent trends in the literature over the self-efficacy theory and highlight some of the findings by the researchers

E) to let the readers know about what self-efficacy theory is and how high and low sense of self-efficacy are observed in specific domains

14. **It is stated in the passage that people with low sense of self-efficacy ----.**

A) have a conceptualization that they have value themselves that helps them to overcome difficult tasks

B) have higher intentions of performing specific tasks when compared to the those with high sense of self-efficacy

C) focus on failures and adversaries as personal shortcomings and believe that they are not capable of performing tasks

D) enjoy the learning process and try to overcome the obstacles they face during the tasks that they are to perform

E) welcome accepting the challenges as they do not fear failure and have the belief to succeed

Diğer sayfaya geçiniz.

15 - 17. soruları aşağıdaki parçaya göre yanıtlayınız.

The term Artificial Intelligence (AI) was first used in 1956 by John McCarthy of the Massachusetts Institute of Technology. Artificial intelligence includes the concepts of *expert systems* and natural-language processing (NLP). Expert systems help make decisions based on a review of prior evidence. For example, a doctor might list a series of symptoms and the computer would review all the cases that exhibit those symptoms and offer a corresponding diagnosis. In language learning, an expert system might examine a list of student errors and offer both explanations for corrections and comprehension exercises. The eventual goal of natural-language processing is to allow people to interact with computers with speech, just as one would with another person. Advances have been made on the simple command level (e.g., 'open file', 'scroll up') but so far computers largely have difficulty handling more complex speech. In the Computer-Assisted Language Learning context, students' imperfect command of the target language is likely to produce frustrating results that would perhaps lead to more trouble than the investment of time is worth. Natural-language processing should not be confused with *speech recognition*. Speech recognition programs decode utterances and display what a speaker says but generally do not recognize the meaning of what they hear and write beyond the simple command level.

15. **According to the passage, speech recognition is different from NLP in the sense that ----.**

   A) it focuses on the identification of the sounds that are produced by the speakers and not the meaning of words and sentences

   B) it draws on uncovering the physical properties of the utterances and the meanings associated with them

   C) it is employed alongside the AI technologies as part of the third component of language processing in different domains

   D) it is based on machine learning on contemplating the difficulties faced in the course of linguistic production

   E) it denotes one of the key processes of AI endeavour that aims to rely on language users' ongoing linguistic perception

16. **According to the author, what is the aim of expert systems?**

   A) to recognize speech samples as utterances produced by the language users

   B) to assist doctors in medical operations that need special equipment

   C) to mimic human behaviour and knowledge through the application of AI technologies.

   D) to monitor language learning process by putting stress on the written tasks

   E) to uncover how language can be employed during the interaction between humans and computers

17. **Which of the following is the utmost goal of NLP?**

   A) to enable machines to understand the human language

   B) to assist language learners in decision making in several tasks

   C) to monitor teachers' activities in the classroom environment

   D) to recognize speech by focusing on its physical qualities

   E) to unlock specific softwares used in language teaching environments

18. - 20. soruyu aşağıdaki parçaya göre yanıtlayınız.

Most educators would agree that they are responsible for student learning, but the profession as a whole has avoided evaluations based on measures of student learning, sometimes with good reason, given the unfair approaches that have been proposed. The solution, however, is not to continue with traditional strategies simply because they are benign and comfortable, but rather to develop fair and reasonable means of assessing teacher success with students. A number of school systems and educational programs have explored innovative ways of capturing valid and reliable data on student learning to inform the teacher evaluation process. Developing fair approaches for the assessment of teacher effectiveness requires an unflinching look at both the legitimate concerns that have driven the avoidance of a results orientation in the past, and the promising possibilities that make it more attractive in today's climate of greater accountability for student learning outcomes.

18. The attitude of the author toward developing assessment of teacher effectiveness is that ----.

A) traditional assessment tests must be used

B) it is not possible to develop realistic assessment strategies

C) we should be brave to develop fair approaches

D) student learning results can't be the indication of teacher effectiveness

E) traditional approaches were more reliable

19. We can understand from the passage that ----.

A) teachers believe that the traditional evaluation strategies are agreeable and comfortable

B) schools continue traditional evaluation strategies because they find these strategies reliable and find it unnecessary to explore new strategies

C) educators claim that traditional evaluations based on measures of student learning should be used

D) although teachers know that they are responsible for students' learning, they don't find traditional evaluation strategies fair

E) changing the way in which teachers assess student learning can't improve teaching effectiveness

20. It is stated in the passage that ----.

A) developing fair approaches for the assessment of teacher effectiveness requires unfair look at student learning outcomes

B) learning takes place in students' heads where it is invisible to others, so assessment of students' learning is not necessary

C) today's teacher assessment strategies are more reliable and realistic than in the past

D) class evaluations and observations don't have to provide excellent feedback about student satisfaction and teaching style

E) student learning outcomes don't provide the important detail of how much students are learning

21. In which of the sentences we <u>cannot</u> talk about performative verb?

A) I promise to come early.

B) I order you to clean the house.

C) I thank you for cooking the fish.

D) I find the pay rise unsatisfactory.

E) I warn you to stay here.

22. In which of the following sentences the use of "it" <u>cannot</u> be regarded as non-referential?

A) It is possible for me to live in Italy.

B) It is known that English is a common language.

C) Before I bought the house, it had been decorated.

D) I find it difficult to speak English.

E) It is raining now, so I will stay at home.