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CHAPTER 1

METHODOLOGY TESTS

*This chapter includes 7 **topic tests** about five areas of methodology in language teaching in parallel with the scope of KPSS-OABT-English: Approaches, Methods and Techniques in ELT, Teaching Language Skills & Factors Affecting Language Learning and Teaching, Teaching Language to Young Learners & Classroom Management, Materials Development-Adaptation & Evaluation, and finally Testing in ELT. The tests in this particular chapter also include detailed analytical solutions for the test items. After testing your knowledge and performance in each test, you will have the opportunity to find the topics and issues you need to further focus on and revise.*

Wish you the best!

TEST I

1. ----, based on the competence types offered by Hymes, sees language as a means of expressing ideas and feelings with certain structures.

Choose the alternative that best completes the statement given.

- A) Generative transformational theory
- B) Functional view
- C) Cognitive theory
- D) Humanism
- E) Constructivism

2. According to the psychological view of ----, learning is a habit formation; thus, reinforcement and punishment are important to form behaviors. Therefore, learning is based on drills, memorization, and imitation.

Choose the alternative that best completes the statement given.

- A) traditionalism
- B) cognitive theory
- C) behaviorism
- D) structuralism
- E) humanism

3. When siblings get in a fight over who gets to go first in a game or who gets to play with a new toy, the parent takes the game away.

Which of the following best defined the situation given?

- A) Positive reinforcement
- B) Negative reinforcement
- C) Negative punishment
- D) Positive punishment
- E) Scaffolding

4. A/an ---- is a generalized set of classroom procedures to teach language by focusing on the goals of the teaching/learning, learner roles, teacher roles, role of instructional materials. It is based on a more general framework and is applied through smaller means.

Choose the alternative that best completes the statement given.

- A) approach
- B) method
- C) technique
- D) task
- E) activity

5. **Which of the following is not true for the Grammar Translation Method?**

- A) Constructive feedback
- B) Use of translations
- C) Use of cognates
- D) Teacher-centeredness
- E) Use of L1

6. **Which of the following methods promotes peripheral learning in which learning is assumed to happen through the visual and auditory aids such as poster or music in the environment?**

- A) Direct Method
- B) Suggestopedia
- C) Silent Way
- D) Audiolingual Method
- E) The Oral Approach

7. **Which of the following methods is based on Krashen's five hypotheses?**

- A) Cooperative Learning
- B) Community Language Learning
- C) Communicative Language Teaching
- D) The Oral Approach
- E) Natural Approach

8.

- I. Authority concept
- II. Infantilization learning
- III. Double-planedness
- IV. Intonation and rhythm
- V. Concert pseudo-passiveness

Which of the following methods involves the following techniques in its procedure?

- A) Direct Method
- B) Suggestopedia
- C) Silent Way
- D) Audiolingual Method
- E) Community Language Learning

9. **Which of the following methods promotes inductive teaching with visual aids particularly in vocabulary teaching with meaningful context as opposed to Grammar Translation Method?**

- A) Audiolingual Method
- B) Silent Way
- C) Direct method
- D) Suggestopedia
- E) Total Physical Response

10. **Which of the following is not necessarily focused in Collaborative/Cooperative Learning?**

- A) Positive interdependence
- B) Individual and group accountability
- C) Interpersonal skills
- D) Intra-personal skills
- E) Face-to-face promotive interaction

11. **Which of the following intelligence types includes understanding one's own and being more effective on individual work?**

- A) Intrapersonal Intelligence
- B) Interpersonal Intelligence
- C) Emotional Intelligence
- D) Natural Intelligence
- E) Bodily-Kinesthetic Intelligence

12. **Which of the following methods/approaches of language teaching incorporates the use of technology most?**

- A) Neuro-linguistic Programming
- B) Community Language Learning
- C) Content and Integrated Language Learning
- D) Multiple Intelligences
- E) Computer Assisted Language Learning

13. **Which of the following language teaching methods/approaches highlights the importance of individual differences and one's own personal strengths so that s/he can learn a language using the techniques of this field?**

- A) Grammar Translation Method
- B) Neuro-linguistic Programming
- C) Communicative Language Teaching
- D) Community Language Learning
- E) Multiple Intelligences

14. **Which of the following is not included in the Web 2.0 tools?**

- A) Prezi
- B) Wikis
- C) E-mails
- D) Blogs
- E) Wordle

15. **Which of the following methods promotes team work the most?**

- A) The Whole Language Approach
- B) Community Language Learning
- C) Natural Approach
- D) Collaborative Learning
- E) Multiple Intelligences

16. Which of the following hypotheses of Krashen suggests that knowledge of linguistic components controls production of them?

- A) Acquisition vs. Learning
- B) Natural Order Hypothesis
- C) Affective Filter Hypothesis
- D) The Monitor Hypothesis
- E) The Input Hypothesis

17. Which of the following competence types of Hymes suggests that we need certain ways to communicate (to be understood) such as translating, paraphrasing, using body language, etc?

- A) Circumlocution
- B) Strategic Competence
- C) Discourse Competence
- D) Linguistic Competence
- E) Socio-linguistic Competence

18. Which of the following methods can a teacher be using if s/he makes use of information gap, opinion gap, or reasoning gap activities through real-life, meaningful, and interactive texts based on a needs-based approach?

- A) Task-based Language Teaching
- B) Total Physical Response
- C) Community Language Learning
- D) Cooperative Learning
- E) Content-based Teaching

19. Which of the following methods can a teacher be using if s/he teaches sounds in isolation, uses substitution drills, and tries elicitation with mimes?

- A) Silent Way
- B) Oral Approach
- C) Suggestopedia
- D) Whole Language Approach
- E) Direct Way

20. Which of the following methods can a teacher be using if s/he uses structure-based techniques based on stimulus response through artificial dialogues?

- A) Suggestopedia
- B) Audio-lingual Method
- C) Silent Way
- D) Grammar Translation Method
- E) Direct Way

21.

- I. Cognitive psychology
- II. Autonomous learning
- III. Teacher's silence
- IV. Sound and word charts

Which of the following methods includes all the key aspects given above?

- A) Audio-lingual Method
- B) Communicative Language Teaching
- C) Silent Way
- D) Suggestopedia
- E) Direct Method

22.

- I. Innate bio-program
- II. Affective filter
- III. Brain lateralization
- IV. Humanistic and physical

Which of the following methods includes all the key aspects given above?

- A) Natural Approach
- B) Suggestopedia
- C) Neuro-linguistic Programming
- D) Total Physical Response
- E) Whole Learning Approach

23. ---- competence refers to communicate appropriately and effectively within the people with different cultural and language backgrounds on the basis of specific behaviors, cross-cultural knowledge, and abilities. The underlying purpose here is to eliminate or prevent communication breakdowns, humiliating and offensive events and dialogues.

Choose the alternative that best completes the given statement.

- A) Strategic
- B) Intercultural
- C) Cross-linguistic
- D) Intracultural
- E) Pragmatics

24.

- I. Tasks and language provided should be authentic reflecting real life conditions.
- II. Explicit teaching of linguistic structures help students establish automatic habit formation in conversations.
- III. The language the teacher provides to the students is comprehensible and related to their needs.
- IV. How to refuse, request, thanks, apologize, invite or compliment in L2 appropriately are taught to the students.
- V. Not only how to speak appropriately, but also how to combine sentences to create coherent and unified discourses are taught to the learners.

Which of the principles given above belongs to Communicative Language Teaching?

- A) Only II
- B) I and III
- C) I, II and III
- D) I, III, IV and V
- E) I and IV

25. Which of the following is not a feature of participatory approach?

- A) It starts with content which is meaningful to the students' lives and interests.
- B) Any linguistic structures that are touched upon in the class arise from the content focused.
- C) Teaching is most effective when it is experience-centered, and when it is related to students' real needs.
- D) One of its purposes is to guide students to evaluate their own learning process to direct it on their own.
- E) Content is mainly the subject-matter; that's, a professional area which is the primary aim to fulfill.

26. Which of the following cannot be considered as one of the goals of the European Language Portfolio?

- A) to raise the awareness of the learners for the significance of lifelong language learning tolerating and respecting cultural and linguistic diversity to effectively communicate
- B) to enhance learner autonomy through a guideline for regular self-assessment of communication and interactional skills in L2
- C) to promote plurilingualism and pluriculturalism to enable to develop intercultural competence of the language learners
- D) to create the necessary conditions to display their language abilities in any target language, at any level via a standardized common European system for the proficiency level
- E) to provide a language practice environment in which the language learners use the target language through their national identity and their own culture to avoid assimilation

27. In one of the English Language classes, the teacher instructs student to put the scrambled sentences into order to create a unified paragraph, using necessary connectors and making sure that the sentences flow smoothly.

Which of the following is the objective underlying this activity?

- A) to develop intercultural-cultural competence
- B) to contribute to autonomous learning
- C) to improve fluent writing and reading
- D) to develop discourse competence
- E) to make the learners practice the linguistic structures in context

28. Which of the following methods/approaches owns a language teaching perspective which supports and suggests identifying certain language learning objectives by providing explicit descriptions of the knowledge, abilities, and performances that are measurable for the learners to achieve at the end of a unit or lesson?

- A) task-based language teaching
- B) competency-based language teaching
- C) community language learning
- D) participatory approach
- E) reading approach

29. Taking into consideration the setting, time, the relationship between the interlocutors and the status relationship, ---- competence is to know how to use and respond to language appropriately; on the other hand, ---- competence is the skill to be able to spot and repair communication breakdowns, avoid miscommunications by compensating the language gaps in the target language.

Choose the alternative that best completes the given statement.

- A) intercultural-cultural / pragmatic
- B) discourse / sociolinguistic
- C) pragmatics / strategic
- D) intercultural / grammatical
- E) style shifting / linguistic

30. Which of the following is not one of the underlying reasons for the appearance of Eclectic Approach?

- A) Methods prescribe the teacher, student and the educational materials 'roles, which types of instructional materials and tasks without a focus on cultural differences.
- B) Methods restrict the language teachers in using only the asserted techniques and activities limiting their flexibility to adapt them for their specific teaching environment.
- C) The majority of the language methods are full of claims as to how languages are learnt, but few actually ground their principles on SLA research or have been evaluated empirically.
- D) Approaches and methods are culture-bound, because they were created within the necessities and needs of the learners at that time in a certain culture.
- E) When and if the teacher makes a mixture of the available methods and approaches, each of which may have very different characteristics, can confuse the learners.

31. ---- teaching involves giving the students examples of language within a meaningful context and working with them to come up with the target grammatical rules, whereas ---- teaching begins by giving students the rules and working with them to produce language by applying the rules.

Which of the following best complete the given statement?

- A) Direct / implicit
- B) Inductive / deductive
- C) Discovery / inquiry
- D) Deductive / inductive
- E) Hands-on experience / deductive

32. Which of the following is related to the Krashen's Natural Approach?

- A) There are only one independent system of second language performance; the learned system that contributes to language learning
- B) Learning and practicing the grammatical rules of a second language often result in subconscious acquisition.
- C) Acquisition of grammatical structures generally shows great alternations in terms of the sequence of acquisition and progression among the learners.
- D) The teacher is required to expose students to the reading texts that are slightly above the learners' current level of competence.
- E) The Monitor hypothesis implies that formal rules, or conscious learning, play a fundamental role in second language speaking performance.

33. Which of the followings is not one of the principles of Direct Method?

- A) Spoken language is seen as the primary part of language.
- B) Grammar should be taught inductively.
- C) Visualization and demonstration are used to make the meaning clear.
- D) Students should learn to think directly in the target language.
- E) Classroom instructions should be in students' mother tongue.