

# ÖABT İngilizce

Soru Kitapçık Numarası

00000000000001

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#### **AÇIKLAMA**

1. Bu kitapçıkta Alan Bilgisi ve Alan Eğitimi Testi bulunmaktadır.
2. Bu test için verilen toplam cevaplama süresi 120 dakikadır.
3. Bu kitapçıkta testlerde yer alan her sorunun sadece bir doğru cevabı vardır. Bir soru için birden çok cevap yeri işaretlenmişse o soru yanlış cevaplanmış sayılacaktır.
4. İşaretlediğiniz bir cevabı değiştirmek istediğinizde, silme işlemini çok iyi yapmanız gerektiğini unutmayınız.
5. Bu testler puanlanırken her bölümde doğru cevaplarınızın sayısından yanlış cevaplarınızın sayısının dörtte biri düşülecek ve kalan sayı o bölümle ilgili ham puanınız olacaktır.
6. Cevaplamaya istediğiniz sorudan başlayabilirsiniz. Bir soru ile ilgili cevabınızı, cevap kâğıdında o soru için ayrılmış olan yere işaretlemeyi unutmayınız.
7. Sınavda uyulacak diğer kurallar bu kitapçığın arka kapağında belirtilmiştir.

**1-5: For these questions, choose the best word or expression to fill the spaces in the passage.**

Founded in 1883, the Modern Language Association (MLA) (1)---- the study and teaching of language and literature and offers opportunities for its members to share their scholarly literary findings and teaching experiences with colleagues. Comprised (2)---- over 30,000 members in 100 countries, MLA (3)---- an annual convention and other meetings, works with related organizations, and maintains one of the finest publishing programs in the humanities. (4)----, its involvement with foreign language teaching and learning specifically is evidenced (5)---- its role in the creation of other key organizations.

1.

- A) is promoting
- B) have been promoted
- C) promotes
- D) is being promoted
- E) was promoted

2.

- A) for
- B) in
- C) at
- D) on
- E) of

3.

- A) hosts
- B) disregards
- C) encounters
- D) disguises
- E) fastens

4.

- A) Although
- B) Moreover
- C) Consequently
- D) Accordingly
- E) Notwithstanding

5.

- A) on
- B) by
- C) at
- D) in
- E) of

**6-8: Answer these questions according to the passage below.**

William Labov has the unique distinction of inaugurating a discipline that has spread and is now practiced as a branch of language science in all parts of the world. Before him, there were sporadic attempts at studying language in its social context, the core component of what would become known, following Labov, as language variation and change or more generally sociolinguistics. Some of those early attempts were carefully conceived and well-articulated, notably those by the Swiss philologist Louis Gauchat (1866–1942) and the Japanese dialectologist Takesi Sibata (1918–2007), but for all their noble intentions their studies remained largely local matters, admired by a few scholars but limited in their influence and evanescent in their currency. By contrast, Labov's sociolinguistic studies on Martha's Vineyard (Labov 1963) and in New York City (Labov 1966) attracted the attention of scholars around the world. At the same time, Labov produced clear arguments comparing his methods to the structuralist orthodoxy of the day and justifying his departures from it, thus providing the foundations of the new discipline along with exemplary realizations of them. Labov's impetus toward a socially realistic linguistics undoubtedly rose out of his natural inquisitiveness about people, an attribute that many of his students and colleagues comment on in their remarks. His penchant for rationalizing methods was almost certainly inspired by the times.

**6. It is implied in the passage that Labov ----.**

- A) is the founder of modern linguistics that emerged as an attempt to support earlier studies
- B) is the only person who focused on sociolinguistic matters in the 1970s world of science
- C) is an influential and well-recognized linguist working on language variation and change
- D) did not follow the earlier works given by Gauchat and Sibata who were also interested in language
- E) and his earlier works did not draw the attention of linguists from the sociolinguistic perspective

**7. Which of the following statements is true about the studies conducted by Louis Gauchat and Takesi Sibata?**

- A) They mostly dealt with regional linguistic matters which did not draw enough attention by the scholars working on the language.
- B) Their studies were influential in the sense that they were the first to focus on how structural aspects of the language were prone to change.
- C) They implemented new methodologies on how languages vary and change depending on specific environment.
- D) Their socially significant work did not attract William Labov and his students considering how languages evolve throughout time.
- E) They insisted on specific remarks which were influential only for those who were interested in the phonological aspect of the language.

**8. According to the passage, which of the followings is the speciality that the author stresses about William Labov?**

- A) Labov disregarded the previous works and put forward his own idea.
- B) Labov's work puts importance on the language in its social context.
- C) Labov did not aware of the fact that language should be studied structurally.
- D) Labov's paradigm was influential among those who were followers of Chomsky.
- E) Labov's impetus towards the structuralists were weak enough to draw the attention.

**9-11: Answer these questions according to the passage below.**

Much of the literature on correcting written errors supports the claim that learners' writing skills may improve with teacher responses that focus on content rather than on form. In 1984, Semke's study researched the effects of four types of feedback on students' freewriting journal assignments: (1) comments only, (2) corrections only, (3) corrections with comments, and (4) errors signalled with a correction code for students to self-correct. The results indicated that there was no significant difference among the groups in terms of effect on writing accuracy, but that the group receiving comments wrote significantly more than the other groups and made more progress in general language ability. Similarly, in 1991, Kepner compared the effects of sentence-level error correction and message-related comments. She found that sentence-level correction did not help students avoid surface errors and that responding to a message was more effective in helping learners improve the quality of their written ideas and grammatical accuracy. Providing content-focused feedback is sometimes difficult for teachers whose attention is often drawn to grammatical or syntactical errors because of the expectations of the environment in which they teach. Despite teachers' wishes to provide content-focused feedback, in 2003, Hyland reported that grammatical accuracy and focus on form accounted for 58–75% of the feedback given by teachers of ESL in her study in Hong Kong. In 2000, Ashwell found that content feedback had only a moderate effect on the revisions that students made, indicating that perhaps providing useful content-focused feedback is more difficult than it seems. For this, Hyland suggests that teachers who provide feedback that focuses on content should draw from statements of praise, criticism, and suggestions.

**9. What is the primary purpose of the author of the passage?**

- A) to overview the studies that focus on providing the students with feedbacks on the surface grammatical aspects of the language
- B) to overview different feedback types and suggest that content-based feedbacks are more helpful in increasing learners' writing skills
- C) to overcome the difficulties related to teachers' feedback for students' writing skills on the accounts of corrections with comments
- D) to fill the gap found in the literature over teachers' content-based feedbacks considering comment only and corrections only
- E) to evaluate different feedback methods employed by the teachers of EFL with respect to sentence-level error correction and message related comments

**10. According to the passage, Hyland stated that ----.**

- A) in the presence of content-based feedback, students were more respectful for their teachers in the learning environment
- B) both the teachers and students were careful in dealing with different types of written feedbacks and content feedbacks were moderate
- C) teachers should have focused more on praise and criticism other than suggestions when dealing with students' feedback on their own writing
- D) studies missed one of the key aspects of feedback types on the accounts of their development in the writing skills
- E) teachers were more liable to provide the students with feedbacks on the surface grammatical structure of the language

**11. The author states that students can show more improvements ----.**

- A) when compared to those who are receiving feedbacks that involve praises, suggestions and criticisms over their overall writing skills in the classroom environment
- B) thinking that they receive such feedbacks as comments only, corrections only, corrections with comments, and errors signalled with a correction code for students to self-correct
- C) when their teachers equip them with more feedbacks and comments on the content-based feature of the writing, and not on the structural aspects
- D) when their peers are not successful in dealing with content-based comments and feedbacks related to their teachers' awareness in the SLA context
- E) on the accounts of receiving feedbacks that involve criticisms over their use of correction codes that they need to use in the later stages of writing assignments

**12-14: Answer these questions according to the passage below.**

Teaching foreign languages to all students, as specified in the Standards for Foreign Language Learning (SFLL), requires special attention to the needs of students with disabilities. A disability is a mental or physical impairment that limits a major life activity—for example, caring for oneself, performing a manual task, hearing, walking, speaking, thinking, and so forth. Prior to 1975, students with disabilities were placed together in classes often labelled “Special Education.” In 1975, Public Law 94-142 (Education for All Handicapped Children Act of 1975) directed public schools to find, enrol, and educate all handicapped children. In addition, Public Law 101-476 (Individuals with Disabilities Education Act of 1990, (IDEA), and Public Law 105-17 (Amendments to IDEA, 1997) ensure that persons with disabilities are not denied participation in or benefits from educational programs or activities, and that these persons do not face negative bias or stereotyping associated with a disability. Through a provision called inclusion, students who have physical, intellectual, or emotional impairments are now part of regular classrooms and receive special accommodations in those classrooms. IDEA was reauthorized in 2004 as Public Law 108-446 to include updates related to newly identified disabilities, accommodations, access, and teacher preparation. Prior to the 2004 reauthorization, students with learning disabilities were often excluded from foreign language study. The law now stipulates that foreign language is one of the core subject areas that must be accessible by learners with disabilities.

**12. What would be the best title for the paragraph?**

- A) The Shortcomings of Education for All Handicapped Children Act of 1975
- B) The Handicapped Children and Their Perfect Inclusion in the Class before 1975
- C) The Inclusive Classroom: Accommodating Learners with Disabilities
- D) Foreign Language Learning Standards in the Underdeveloped Countries
- E) Teachers and Students as Part of Standards for Foreign Language Education

**13. The author states that before 1975, ----.**

- A) the concept of ‘special education’ was employed in a fashion that students with disabilities were put into the same classroom and school
- B) educational aspects of handicapped students were better than that of today considering the ‘special education’ received by them
- C) the ‘special education’ needed for the students were widespread enough to cover all the high schools in the northern parts of the US
- D) United Nations were helpful in dealing with the handicapped students in the foreign language learning environment
- E) special education drew the attention of scholars from various perspectives who are working on teaching language in the classroom environment

**14. Which of the following statements involve the changes made on the Individuals with Disabilities Education Act in 2004?**

- A) Teachers were provided with extended rights over the students with wide-range of disabilities studying in the primary school.
- B) Language teaching were introduced as the primary methodology for teaching students with disabilities in the classroom.
- C) Renovations were introduced to the Public Law considering recently classified disabilities, learning programs, access and teacher preparations.
- D) Special education became an utmost need for those who were majoring in teaching a foreign language in the home domain.
- E) Teacher participation in the learning program became one of the most important aspects of special education of students with different disabilities.