## Soru No: 1

Basically, a computer is a highly sophisticated sorting and counting device. It can compare items stored in memory (1)---- numerical value or alphabetical sequence, and it can perform arithmetical calculations. The fact that all these operations are carried out at extremely high speeds, and (2)--- a high degree of accuracy, primarily accounts for why human beings find computers so useful. The sorting function is of great importance in linguistic applications, where we often want, (3)---, to arrange items alphabetically or investigate their relative frequency. The counting function, of paramount importance in the physical sciences, is relevant also in linguistics, as there is very often a quantitative aspect to computational linguistic studies. Furthermore, even where the results of a linguistic investigation are not themselves derived computationally, they (4)--- statistical analysis. Programs are available for the performance of a large range of statistical tests; indeed, some of these tests require such complex calculations that a computer is an (5)---- tool in the analysis.

A) in spite of
B) as well as
C) apart from
D) in terms of
E) as opposed to

## Soru No: 2

A) on
B) with
C) about
D) into
E) from

## Soru No: 3

A) however
B) even so
C) by contrast
D) for example
E) meanwhile

## Soru No: 4

A) may require
B) would have required
C) have to require
D) must have required
E) might have required

## Soru No: 5

A) inadequate
B) unrecognisable
C) underestimated
D) inaccessible
E) indispensable

## Soru No: 6

The belief that unwritten languages are 'primitive' is one of the most common misconceptions. Those who think that 'primitive' languages still exist invariably associate them with societies that people refer to as 'primitive', especially the very few remaining bands of hunter-gatherers. There are of course differences in cultural complexity between hunter-gatherers and modern societies, but no human beings today are 'primitive' in the sense of being less biologically evolved than others. Why are certain languages mistakenly thought to be primitive? Some consider other languages 'primitive sounding' if those languages make use of sound combinations they find inarticulate because the sounds are different from those of their own languages. Such a view is based on the ethnocentric attitude that the characteristics of one's own language are superior. But words that seem unpronounceable to speakers of one language − and are therefore considered obscure or indistinct − are easily acquired by even the youngest native speakers of the language in which they occur. To a native speaker of English, the Czech word *scvrnkls* looks strange, and its pronunciation may sound impossible because there is no vowel among the eight consonants; for native speakers of Czech, though, *scvrnkls* is just another word. Which speech sounds are used and how they are combined to form words and utterances vary from one language to the next, and speakers of no language can claim that their language has done the selecting and combining better than another.

**Which of the following statements is true according to the passage?**

A) It is much easier for a native speaker to acquire the complex sound combinations of their own language when they are young.
B) There are primitive languages around the world whose speakers are socially and linguistically less advanced.
C) The Czech word *scvrnkls* serves as proof that some languages are considerably more difficult to learn both for natives and non-natives.
D) Those who have an ethnocentric attitude toward language think that some languages are inferior to their own.
E) Whether a language is primitive or not depends on its being unwritten or spoken by hunter-gatherers.

## Soru No: 7

### Which of the following could be inferred from the passage?

A) Learners of all languages experience more difficulty if the language they are trying to learn is composed of words with more consonants than vowels.

B) There is a huge number of hunter-gatherers across the world whose languages are considered to have complex sounding.

C) Some languages are reasonably more favourable than others based on the extent to which they have successfully combined and selected sounds.

D) The speech sounds and how they are combined to construct words in a language may render the words difficult to pronounce for non-native speakers.

E) Native speakers of English will find the pronunciation of Czech words more challenging than native speakers of other languages.

## Soru No: 8

### What is the main purpose of the author?

A) To explain why ethnocentric beliefs about language have dramatically increased in our modern world

B) To distinguish between hunter-gatherers and modern societies based on cultural complexity

C) To demonstrate that some languages are naturally primitive

D) To stand for the belief that unwritten languages are primitive

E) To clarify unfounded beliefs some people may have about languages

## Soru No: 9

In spite of the splendid work of a highly dedicated group of neuroscientists in the last few decades, we are still quite ignorant about the structure and functioning of the human brain with respect to such basic cognitive functions as language. In fact, the study of the brain has often been described as the next intellectual frontier. It is certainly true that we understand the rest of the human body a great deal better than we understand the brain. Neurolinguistics, the study of the neural basis of language, and neuroscience in general, is full of controversies. Since it is hardly feasible to perform experiments on the neuroanatomy of speakers' brains, a crucial source of data about how language might be represented and used by the brain is the experience of patients suffering some loss of speech production or comprehension because of brain injuries. All in all, it seems that linguists will gain a deeper understanding of their subject matter by seeing exactly how it is related to the neighbouring concerns of psychology, neuroscience, and biology. Likewise, these neighbouring areas of research can gain something from linguistics; language constitutes the richest and most rigorously described domain of human expertise yet.

### It is clearly stated in the passage that scholarly work on the human brain ----.

A) has largely explained most cognitive functions of the human brain

B) has benefitted from neuroanatomical experiments on speakers' brains

C) will enable neuroscientists to carry out physical operations on this complex organ

D) will bring about more intense controversies in the field of neurolinguistics

E) is still very limited in its understanding of how the human brain functions cognitively

## Soru No: 10

### The author notes that linguists ----.

A) can provide deeper insights into the related fields of study than they can gain from them

B) are as knowledgeable about the human brain as they are about the rest of the human body

C) can benefit from collaborating with disciplines like psychology, neuroscience and biology

D) fail to adequately conduct research on people who suffer from serious brain injury

E) need formal training in various disciplines to better understand the human brain and speech loss

## Soru No: 11

### Which would be the best title for this passage?

A) Ongoing Controversies in Neurolinguistics

B) Neuroanatomical Contributions to Linguistics

C) Recent Discoveries in Neurolinguistics

D) A Flourishing Young Discipline: Neurolinguistics

E) An Interdisciplinary Future for Neurolinguistics

## Soru No: 12

Having pragmatic ability means being able to go beyond the literal meaning of what is said or written in order to interpret the intended meanings, assumptions, purposes or goals, and the kinds of actions that are being performed. The interpretation of pragmatic meaning can sometimes pose a challenge – even to natives of the language – since speakers do not always communicate directly what they mean and listeners do not always interpret the speakers' meaning as it was intended. So, the speakers and the listeners need to collaborate to assure that genuine communication takes place. In fact, pragmatics deals with meaning that the speaker needs to co-construct and negotiate along with the listener within a given cultural context and given the social constraints. Inevitably, learners will relate the pragmatic ability that they have in their first language (L1), the language other than their first one which is currently their dominant one, or perhaps some other language (if they are multilinguals) to the pragmatics of the target language community. In part, it entails drawing on the latent knowledge that they already possess to help sort out the pragmatics of the L2, and in part, it calls for the acquisition of new knowledge.

**It is stated in the passage that in order to communicate successfully, ----.**

A) it is necessary to live in the target culture to learn about the social and cultural context

B) speakers of L2 need to abandon the pragmatic knowledge they have in their L1

C) literal meaning must be taken into consideration first in an L2 context

D) interlocutors need to work together to overcome challenges posed by pragmatic meaning

E) learners need to rely heavily on their pragmatic competence in their L1

## Soru No: 13

**One can understand from the passage that ----.**

A) compared to L2 speakers, L1 speakers tend to be more direct in what they say and mean, which eases communication

B) going beyond literal meaning is not generally possible for L2 learners as they lack exposure to the culture itself

C) L2 pragmatic knowledge is built upon pragmatic knowledge one has in their L1, occasionally requiring the acquisition of new knowledge

D) most of the communication is realised through shared pragmatic knowledge between listeners and speakers

E) L1 speakers do not encounter problems in interpreting pragmatic meaning in their L1, as they are familiar with social and cultural context

## Soru No: 14

**The primary purpose of the author is to ----.**

A) inform readers of the misunderstandings stemming from the differences in pragmatic meaning across languages

B) show why teaching pragmatic knowledge is a huge challenge if learners are to learn a second language

C) present alternative ways to teachers to help them develop pragmatic knowledge in L2 learners

D) convince people why testing pragmatic knowledge is highly crucial while teaching a new language

E) introduce the function of pragmatics and show how pragmatic knowledge is formed when a new language is learned

## Soru No: 15

Bilingualism and multilingualism are frequent phenomena in almost every country of the world. Current estimates are that between 50 percent and 70 percent of the world's population are bilingual or multilingual – depending partly on how a 'bilingual' is defined and the complex relationship between languages and dialects. A person's ability in two languages was once predominant in characterisations of bilinguals. For example, Bloomfield specified bilingualism as the 'native-like control of two languages'. Very few bilinguals are equally proficient in both languages and tend to use their languages for different purposes in different contexts and with different people. Balanced bilingualism is rare in individuals and is more of an idealised concept. Recent characterisations of bilinguals have moved from ability to use of languages, for example, portraying the different purposes of dual language use, code-switching behaviours, parental strategies in raising bilingual children, and the economic, social, cultural, religious, educational and political use of bilingualism. Bilingual usage can be individual but also at the societal level.

**Which of the following is the reason why the estimates regarding the number of bilinguals in the world vary?**

A) A bilingual person may not be equally fluent in both of the languages he or she speaks.

B) The number of people who define themselves as bilinguals is continuously changing over time and across countries.

C) It is difficult to define bilingualism and to distinguish between languages and dialects.

D) Nearly every country in the world has substantial numbers of bilinguals and multilinguals.

E) The definition of bilingualism has remained almost the same for a long time.

## Soru No: 16

**Which of the following causes Bloomfield's definition of bilingualism to sound problematic?**

A) The definition does not take into account the distinction between languages and dialects.

B) Balanced bilingualism can be achieved mostly through social, cultural, religious and educational processes.

C) In order to possess a native-like command in any second or third language, an individual should display code-switching behaviours.

D) Bilingual people use their languages for different purposes, and thus do not have the same level of fluency in both languages.

E) Some countries in the world are not willing to promote the use of bilingualism at the societal level.

## Soru No: 17

**Which of the following could be the concluding sentence of the passage?**

A) The word 'bilingual' also serves as an umbrella term that describes many people with varying degrees of proficiency in several languages.

B) Few bilinguals are equally competent in both languages, with one of them often being dominant.

C) Bilinguals do not usually possess the same proficiency as monolingual speakers in either of their languages.

D) A bilingual or multilingual family may speak more than one language but use a particular one at home.

E) Such a distinction has led to the emergence of a substantial amount of research and theory in various disciplines.

## Soru No: 18

Self-regulation refers to the degree to which individuals are active participants in their own learning; it is a more dynamic concept than learning strategy, highlighting the learners' own strategic efforts to manage their own achievement through specific beliefs and processes. The notion of self-regulation of academic learning is a multidimensional construct, including cognitive, metacognitive, motivational, behavioural, and environmental processes that learners can apply to achieve academic success, which is considered an important outcome. However, we face a rather blurry situation: we have a process-oriented construct on our hand, which focuses more on the core dynamic energiser of the learning process than the outcome. This new emphasis has been explicitly expressed by Zimmerman: "Neither a mental ability nor an academic performance skill, self-regulation refers instead to the self-directive process through which learners transform their mental abilities into task-related academic skills." According to Snow, self-regulation is centred around the volitional aspects of self- and task-management; that is, self-regulation involves cognitive, affective, motivational, and behavioural components that provide the individual with the capacity to adjust his or her actions and goals to achieve desired results in the light of changing environmental conditions.

**Which of the following is true about self-regulation?**

A) It requires the presence of certain personal input in order to thrive in an academic setting.

B) It is not considered as efficient as learning strategy since it is challenging to develop one's own learning tools.

C) Its multidimensional nature has led it to be described as a mental ability by various scholars.

D) It is very similar to learning strategy, as both of them are defined as dynamic concepts that emphasise learners' own strategic efforts to have success.

E) It often limits one's learning performance to specific processes, which may be hard to cope with.

## Soru No: 19

**The reason why the author says "We face a rather blurry situation," is that ----.**

A) the processes that learners have to go through to attain academic success have not been clearly defined

B) although the end result of the learning process is thought to be significant, self-regulation prioritises the driving-force behind learning

C) the combination of different factors surrounding the learning experience may constitute a challenge

D) learners may fail to decide whether they have the necessary skills to succeed, because each academic task requires different skills

E) the importance of gaining task-related academic skills may be hard for learners to grasp

## Soru No: 20

**According to the passage, self-regulation can benefit learners because it ----.**

A) helps in a wide variety of learning environments with no need to spend any effort to achieve desired results

B) equips them with the ability to reshape their actions and goals depending on the requirements of the learning experience

C) eliminates the need for learners to find a theoretical justification to their learning styles

D) enables learners to extend their knowledge to areas they have not yet been exposed to

E) accelerates their learning process by reducing the number of tasks learners have to complete

## Soru No: 21

**In which of the following options are the adjectives correctly ordered?**

A) a small lovely restaurant

B) a black big fat cat

C) a large woollen trendy pullover

D) a fascinating old Italian painting

E) a long nice summer holiday

## Soru No: 22

**In which of the following sentences does the '-ing participle' serve as a noun?**

A) The man reading on the sofa dropped his book.

B) I haven't had time to do much reading lately.

C) The girl I met was reading a best-seller novel.

D) Reading the letter, the man's face went white.

E) While reading today's paper, I fell asleep.

## Soru No: 23

While most native speakers of English would have little trouble in comprehending the sounds, words and clauses in the message, it is unlikely that they would be able to demonstrate comprehension in a written text.

**Which of the following word categories is not seen in the given sentence?**

A) Adjective

B) Adverb

C) Conjunction

D) Quantifier

E) Preposition

## Soru No: 24

### Which of the following options includes a cataphoric reference of the pronoun 'it'?

A) The sack of Rome shook the whole of the Western World: in a sense, *it* was the end of the Roman Empire.

B) I felt awful yesterday. Alice said something terrible to John about my grades, and *it* was truly rude of her.

C) You should have been more careful your way out. Now, look at *it*, the burglars broke the lock easily and opened the door.

D) Many students never improve. They get no advice and therefore keep repeating the same mistakes. *It* is a real shame.

E) I have always wanted to learn how to play the piano since I could remember. *It* was, and still is, my childhood dream.

## Soru No: 25

### In which of the following options is the meaning of the modal <u>wrongly</u> given?

A) Things can get crazy around here sometimes. (Possibility)

B) To be healthy, a plant has to receive a good supply of sunshine. (Necessity)

C) Would you help me to carry this heavy suitcase? (Request)

D) Susan must be ill because she looks very tired. (Obligation)

E) May I ask whether you are using the telephone? (Permission)

## Soru No: 26

### Which of the following attempts to regulate language use and makes value judgements about variation?

A) Generative grammar

B) Pedagogical grammar

C) Descriptive grammar

D) Universal grammar

E) Prescriptive grammar

## Soru No: 27

In rapid, casual speech the [t] will become [p] before a bilabial consonant, as in 'that person' /ðæp pɜːsn/.

### Which of the following describes the speech phenomenon exemplified above?

A) Elision

B) Contraction

C) Nasalization

D) Assimilation

E) Intrusion

## Soru No: 28

- fridge from refrigerator
- stats from statistics
- lab from laboratory

### Which of the following word-formation processes is illustrated by the given examples?

A) Back-formation

B) Blending

C) Clipping

D) Generification

E) Compounding

## Soru No: 29

### Which of the following sentences does <u>not</u> have a structural ambiguity?

A) There were many new shops and cafés along the street.

B) He sold the car to his brother in New York.

C) The journalist visited the daughter of the director who had the accident.

D) The lion was so tame that the zookeeper could enter its cage.

E) My French history teacher was a wonderful person.

## Soru No: 30

Below are some examples of adjectives, verbs and prepositions that can be used with the word *research*:

research (noun):
adjectives: careful, detailed, meticulous research
verbs: to conduct, to do, to carry out research
prepositions: research into, research on

### Which of the following defines the relation between the word 'research' and the words that can be used before or after it?

A) Register

B) Collocation

C) Lexical parsing

D) Denotation

E) Hyponymy

I. In 1974, a Chilean refugee family went to live in a small provincial New Zealand town where there was work but no opportunity at all to use their mother tongue, Spanish. Their 8-year-old daughter, Crystal, quickly realised that her knowledge of Spanish made her seem odd to her school friends, and she began to use English even at home.

II. Ione is a young Samoan boy living in Australia. His family are very proud of their Samoan identity and they take every opportunity to do things the Samoan way. They are part of an active Samoan community where the Samoan language is used regularly for church services and social events.

**Which of the following options correctly defines the processes exemplified above?**

| | I | II |
|---|---|---|
| A) | Language shift | Language revival |
| B) | Language death | Language standardisation |
| C) | Language shift | Language maintenance |
| D) | Language shift | Language standardisation |
| E) | Language death | Language maintenance |

*Director:*
– Have you prepared the annual profit scheme for the company, Mr Johnson? You know, we have a meeting tomorrow.

*Mr Johnson:*
– Well, the government tried to assist the saving and loan industry by broadening the range of investments. Isn't that good?

*Director:*
– Sorry. What are you trying to mean?

**Which of the following is observed in Mr Johnson's response in the given conversation?**

A) Obscurity of expression is avoided; Maxim of Manner is secured.
B) The given information is false; Maxim of Quality is violated.
C) The contribution is as informative as required; Maxim of Quantity is secured.
D) The contribution is not orderly; Maxim of Manner is violated.
E) The rational connection of the answer is poor; Maxim of Relevance is violated.

**Which of the following statements about the differences between spoken and written discourse is not correct?**

A) Spoken discourse generally depends on a shared situation for interpretation whereas written discourse may not depend on such a shared context.
B) Written discourse is structurally more elaborate and lexically dense than spoken discourse.
C) In spoken discourse, content words (nouns and verbs) spread out over a number of clauses rather than being tightly packed in individual clauses.
D) Written discourse contains more half-completed and reformulated sentences than spoken discourse.
E) Spoken discourse is able to use intonation and gesture to convey meaning, while written discourse is more constrained since the ways of conveying meaning are more limited.

This cognitive operation refers to the set of mental representations and processes that are involved in identifying which specific words we are hearing. Multiple candidates (possible matches) are activated once part of a word has been heard. For example, an initial syllable /fə/ might activate *forget*, *forbid*, *ferment* or *forsake*. The candidates are activated to different degrees, depending upon their frequency: *forget* is a strong candidate, while *forsake* is a weaker one.

**Which of the following is described in the given paragraph?**

A) Self-monitoring
B) Pausing
C) Conceptualisation
D) Lexical probability
E) Grammatical encoding

How is it possible that children can develop sophisticated language abilities when the left hemisphere, which is normally dominant for many language functions, is damaged? Neurolinguists offer an explanation: Language organisation is a function of developmental processes that normally result in left-hemisphere language. But if those developmental processes are disturbed, the right hemisphere can develop functions that the left hemisphere would normally carry out. For example, early and extensive lesions in the left frontal brain areas are likely to cause the speech production mechanisms to shift to the right hemisphere.

**According to the passage, which of the following terms accounts for the neurolinguists' explanation?**

A) Agrammatism
B) Laterality
C) Plasticity
D) Verbal paraphasia
E) Dysgraphia

## Soru No: 36

This type of prose fiction emerged in England when the novel form itself was only a few decades old. Thus, when Horace Walpole published *The Castle of Otranto* in 1764, it was in part a reaction against limitations which the early novelists seemed to have accepted with equanimity. The principal aim of such novels was to evoke chilling terror by exploiting mystery and a variety of horrors.

**Which of the following types of prose fiction is described above?**

A) Picaresque novel
B) Gothic novel
C) Bildungsroman
D) Historical novel
E) Epistolary novel

## Soru No: 37

In works of fiction, the qualities or actions of such a type of character serve to emphasise those of the protagonist by providing a strong contrast with him or her. In Charlotte Brontë's *Jane Eyre*, for instance, the passive obedience of Jane's school-friend Helen Burns, contrasting with the rebelliousness of the heroine Jane, makes Helen an example of this type of character.

**Which of the following is the type of character defined above?**

A) Flat character
B) Stock character
C) Foil
D) Antagonist
E) Confidante

## Soru No: 38

The Victorian Era of Great Britain occurred during the height of the British industrial revolution. This time period is named for Queen Victoria whose reign witnessed great changes in society. Economically, the most important change came as the economy shifted away from rural farm life into a more urban economy based on trade and manufacturing. The 'Victorian novel' was born during this era, with its emphasis on the realistic portrayal of social life.

**Which of the following author-work pairs belongs to the Victorian Age?**

A) Jane Austen - *Pride and Prejudice*
B) Virginia Woolf - *A Room of One's Own*
C) George Orwell - *Animal Farm*
D) Daniel Defoe - *Robinson Crusoe*
E) Charles Dickens - *Great Expectations*

## Soru No: 39

**Which of the following author-work pairs is incorrect?**

A) Emily Brontë - *Wuthering Heights*
B) George Eliot - *Frankenstein*
C) Jonathan Swift - *Gulliver's Travels*
D) William Golding - *Lord of the Flies*
E) Aldous Huxley - *Brave New World*

## Soru No: 40

The catastrophe of the war (World War I) had shaken faith in the moral basis, coherence, and durability of Western civilisation and raised doubts about the adequacy of traditional literary modes to represent the harsh and dissonant realities of the postwar world. Writers experimented with new forms and a new style that would render contemporary disorder, often contrasting it to a lost order and integration that had been based on the religion and myths of the cultural past. In *The Waste Land*, for example, T. S. Eliot replaced the standard syntactic flow of poetic language by fragmented utterances, and substituted for the traditional coherence of poetic structure a deliberate dislocation of parts, in which very diverse components are related by connections that are left to the reader to discover, or invent.

**Which of the following is the literary movement defined above?**

A) Neoclassicism
B) Modernism
C) Postmodernism
D) Transcendentalism
E) Realism

## Soru No: 41

In some works of fiction, resolution is achieved through an utterly unexpected twist, as in "Meanwhile, unknown to our hero, the Marines were just on the other side of the hill." or "Susan rolled over in bed and realised the whole thing had been just a dream.". The term derives from the ancient theatrical practice of lowering a god onto the stage who solves the problems of the human characters.

**Which of the following is the literary device defined above?**

A) Falling action
B) Exposition
C) Deus ex machina
D) Foreshadowing
E) Flashback

## Soru No: 42

**Which of the following would contradict the widely-held beliefs about using literary texts in language classes?**

A) One of the aims of language instruction should be to help students unravel the many meanings in a text.

B) Teachers should try to reach uniform and definitive interpretations of a literary text with their students.

C) Teachers are recommended to use literary texts to promote discussion and critical thinking in the class.

D) It is wise to select texts for reading activities which reflect the lives and interests of the students.

E) Literature could provide excellent opportunities for students to express their personal opinions and feelings.

## Soru No: 43

An EFL student was asked to explain what he understood from the following excerpt from a novel, but he was rather baffled and could not say much.

"The lecture had a lot of meat, but the ideas were difficult to digest even though John chewed on them for a long time."

**Which of the following might be the reason why the student was not able to comprehend the excerpt given above?**

A) Rarely used grammatical structures

B) Lack of cohesive devices

C) Non-figurative expressions

D) Metaphorical language

E) Similes and metalanguage

## Soru No: 44

An EFL teacher asks students to read a short story and provides them with the following prompts and questions for an in-class discussion.

- Tell me what you liked about this book.
- How did you find the storyline?
- Tell me who you admired most in the story.
- Did any of the characters remind you of anyone you know?

**Which of the following can reflect the teacher's main purpose in this activity?**

A) To initiate students' personal response to characters and the plot

B) To check the difficulty level of the story for students

C) To help students analyse the turning points in the story

D) To enable students to focus on the grammatical structures in the story

E) To make students notice the features of the genre they read

## Soru No: 45

Mr Harold intends to use the following poem in one of his language classes:

**ROSIE'S WALK**

Rosie the hen went for a walk

across the yard

around the pond

over the haycock

past the mill

through the fence

under the beehives

and got back in time for dinner.

**Which of the following may not be true of this poem?**

A) The poem should be particularly used with adult EFL learners.

B) The poem could be used to teach some prepositions.

C) The poem is a third-person narrative.

D) The poem could be supported with illustrations for better comprehension.

E) The poem contains lexical items that could be used to recount a journey.

## Soru No: 46

The use of authentic language is prioritised as in real situations. Also, since one function can be achieved through several different linguistic forms, a variety of linguistic forms should be introduced. Teaching learners to form grammatically correct sentences is not enough; learners also need to be able to use language appropriately in a variety of settings and situations. The primary aim is to develop learners' ability to participate effectively in conversation.

**Which of the following is described based on the given principles?**

A) The Audio-Lingual Method

B) Desuggestopedia

C) Community Language Learning

D) Communicative Language Teaching

E) The Direct Method

## Soru No: 47

**Which of the following is not among the roles of a teacher who adopts the Audio-Lingual Method?**

A) The teacher is like an orchestra leader, directing and controlling the language behaviour of his or her students.

B) The teacher is responsible for providing his or her students with a good model for imitation.

C) The teacher helps his or her students to learn to use the target language automatically by forming new habits in the target language.

D) The teacher gives priority to oral/aural skills, and pronunciation is taught from the beginning.

E) The teacher acts as a mediator, answering students' questions and monitoring their performance.

## Soru No: 48

These activities are used in most classrooms and are the basis of Total Physical Response in language teaching. In these activities, the teacher gives commands or makes statements and the learners follow what the teacher tells them to perform.

**Which of following activities is described with the statement above?**

A) Information transfer
B) Ask and move
C) Twenty questions
D) Listen and do
E) Walk and talk

## Soru No: 49

Today, many language teachers consider 'intelligibility' as the primary goal of pronunciation teaching rather than 'perfection'.

**Which of the following cannot be the main consideration of a teacher who favours intelligibility?**

A) English as a Lingua Franca
B) Desire to retain learner identity
C) Focus on communication
D) Non-native speakers outnumbering natives
E) Perceived prestige of Received Pronunciation

## Soru No: 50

In a phonemic discrimination task, the students listen to two words that differ only in one phoneme, such as 'ship' and 'sheep', 'bat' and 'but' or 'buff' and 'puff'.

**Which of the following is the term that refers to such words used in sound discrimination tasks?**

A) Minimal pairs
B) Allophones
C) Function words
D) Morphemes
E) Strong and weak forms

## Soru No: 51

If the words are presented as isolated elements, they do not provide cognitive support, they do not carry a message, they do not present a linguistic reality, and they do not evoke emotions or involvement in the learner.

**Which of the following factors that affect vocabulary learning is mentioned above?**

A) Frequency
B) Schemata
C) Connotation
D) Contextualisation
E) Pronunciation

## Soru No: 52

Before reading a short passage, the teacher pre-teaches some vocabulary items by asking the students to divide the target words into its components and check the meaning of each. Then he or she asks the students to guess the meaning of the target words or lexemes. The final step involves seeing the words in sample sentences.

**Which of the following meaning presentation techniques is described above?**

A) Introducing synonyms and antonyms
B) Word building
C) Providing cognates
D) Using etymological information
E) Giving L1 equivalents

## Soru No: 53

**Which of the following may not be true about teaching grammar through texts?**

A) By using a text from a newspaper, the teacher can get learners to be familiar with the way language is used in real-life contexts.
B) The teacher can demonstrate that a particular grammatical usage may have different uses in different contexts.
C) The teacher has the opportunity to have learners focus on local aspects of usage without neglecting larger discourse.
D) The teacher can show that the meaning of a sentence in a text may depend on the sentences surrounding it, for authentic language seldom consists of sentences in isolation.
E) For learners with high level of proficiency, the teacher should choose texts written specifically for language teaching purposes rather than authentic ones.

## Soru No: 54

In a grammar class, the learners are invited to arrive at rules by studying some examples. For instance, they might be asked to study such statements:

a) Catherine has been in London for two years.
   Paul has been learning Chinese for five months.

b) Mike has been working in a bank since 2009.
   Anna has been on maternal leave since February.

Then, they are invited to choose *for* and *since* to complete the following sentences:

1) Lee has been married ---- six years.
2) They have been taking this course ---- October.

**Which of the following is exemplified above?**

A) Inductive learning of grammar
B) Rule-driven grammar instruction
C) Situational grammar teaching
D) Teaching grammar through authentic texts
E) Using translation to teach grammar

## Soru No: 55

Students read a text about phobias, and in the post-reading stage, the teacher asks students to talk about their own fears.

**Which of the following may not be one of the aims of the teacher in this phase?**

A) To get students to practice the target vocabulary
B) To encourage students to improve speaking skills
C) To help students personalise information
D) To prepare students for the theme in the reading
E) To check if students have understood the topic

## Soru No: 56

- The students should be encouraged to select their own reading texts for pleasure and language improvement.
- The students should be provided with a library of reading materials, which are easy for them to understand.
- The teacher should come up with non-threatening methods of monitoring what and how much the students read.
- There should be little (preferably no) language work after the students read the materials.

**Which of the following ways of reading do the principles above address?**

A) Intensive reading
B) Extensive reading
C) Skimming
D) Scanning
E) Top-down model

## Soru No: 57

In a typical listening lesson, most teachers follow a three-phase approach. Below are some of the activities that teachers could possibly exploit in each phase:

| I | II | III |
|---|---|---|
| • Listening for details<br>• Note-taking | • Checking and summarising<br>• Discussion | • Activating schemata<br>• Establishing reasons for listening |

**Which option provides the correct phase for each set of the activities?**

| | I | II | III |
|---|---|---|---|
| A) | Pre-listening | While-listening | Post-listening |
| B) | While-listening | Post-listening | Pre-listening |
| C) | Post-listening | Pre-listening | While-listening |
| D) | While-listening | Pre-listening | Post-listening |
| E) | Pre-listening | Post-listening | While-listening |

## Soru No: 58

**Which of the following tasks requires less amount of novel language production in a listening activity?**

A) Listening for note-taking
B) Listening to paraphrase
C) Listening for dictation
D) Listening to summarise
E) Listening for completing a table

## Soru No: 59

EFL learners have created the questionnaire below about their teacher. They ask the teacher the questions and complete the questionnaire. Then they stand up, mingle in the class and ask each other the questions. Finally, they work in groups and compare their answers.

| QUESTIONS | ANSWERS |
|---|---|
| 1. Are you married? | Yes |
| 2. Do you have children? | |
| 3. If so, how many? | |
| 4. Where are you from? | |
| 5. Where do you live? | |

**Which of the following is false about this speaking activity?**

A) There is evidence of information gap.
B) The primary focus is fluency.
C) It may be utilised as an ice-breaker activity.
D) There is no communicative purpose.
E) It might be appropriate for A1 adult classes.

## Soru No: 60

In the table below, some speaking genres are classified according to their general purposes and the kind of participation they involve.

| Speaking Genres | Purpose | Participation |
|---|---|---|
| Airport announcements | transactional | non-interactive |
| Job interview | transactional | interactive |
| Joke telling | transactional | non-interactive |
| Casual conversation | interpersonal | interactive |
| Leaving a voice-mail message | transactional or interpersonal | non-interactive |

**Which of the following speaking genres is incorrectly placed into the table according to its purpose and the kind of participation?**

A) Airport announcements
B) Job interview
C) Joke telling
D) Casual conversation
E) Leaving a voice-mail message

## Soru No: 61

A teacher asks the students to write an essay following the directions below:

- Use a lot of adjectives, adverbs and relative clauses.
- Use language that appeals to the five senses.
- Try to paint a picture in the readers' mind.
- Present impressions and feelings.

**Which of the following essay types best suits the teacher's directions?**

A) Descriptive
B) Process
C) Cause and effect
D) Argumentative
E) Compare and contrast

## Soru No: 62

| Task |
| --- |
| Write for ten to fifteen minutes in your journal. Choose from the topics below or an idea of your own. Express your thoughts and feelings. Do not worry about mistakes. |

**Which of the following are the students asked to do in the given task?**

A) Outlining
B) Freewriting
C) Questioning
D) Doing research
E) Clustering

## Soru No: 63

In developing syllabuses, designers need to take the notions of simplicity and difficulty into account. For example, it is possible to say that simple Subject + Verb + Object (SVO) structures should be taught before more complex clausal structures involving such things as relativization. However, the grading of communicative purposes becomes much more complex because there are not apparent objective means for deciding that one communicative purpose, for instance, apologising is either simpler or more difficult than another purpose such as requesting.

**In which of the syllabus types can one expect to observe the challenge described above?**

A) Content-based
B) Procedural
C) Product-oriented
D) Grammatical
E) Functional-notional

## Soru No: 64

**Which of the following statements about syllabus types is true?**

A) A course based on a structural syllabus strongly promotes activities which serve to internalise the formal properties of the language.
B) A course based on a lexical syllabus basically teaches how to do things through the use of language, such as using the telephone to obtain information.
C) A course based on a procedural syllabus primarily focuses on grammatical accuracy.
D) A course based on a grammatical syllabus typically involves tasks that learners should also be able to perform in the real world.
E) A course based on a task-based syllabus mainly aims to introduce new vocabulary.

## Soru No: 65

**In the selection of coursebooks, which of the following is not a primary concern regarding learners?**

A) Age
B) Needs
C) Interests
D) First language
E) Language proficiency

## Soru No: 66

**Which of the following is not an example of materials adaptation?**

A) Comparing the components of various instructional materials
B) Changing the content or the organisation of the material
C) Converting a mechanical material into a more meaningful one
D) Adding an element of puzzle into the material
E) Supplementing the material with more activities when needed

## Soru No: 67

It is a procedure in which a group of raters meet to review the scale before using it, and do some practice scoring as well as reviewing a sample of responses to determine how strictly or leniently they should score.
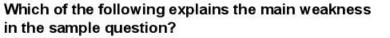
**Which of the following is described in the sentence above?**

A) Writing descriptors
B) Rater standardisation
C) Test specification
D) Cut-score judgement
E) Item calibration

## Soru No: 68

After reading a text about history, the students are given multiple-choice questions to check reading comprehension. Below is one of the questions:

**World War II broke out in ----.**
a) 1918
b) 1945
c) 1939
d) 1929

**Which of the following explains the main weakness in the sample question?**

A) As the item has four options, students have a high chance of guessing the correct answer.
B) The stem of the item is not clear enough to make it comprehensible.
C) Some students can answer it correctly without reading the text carefully, using content knowledge.
D) The order of the options is not appropriate for a multiple-choice item.
E) For this multiple-choice item, the level of difficulty is extremely high.

## Soru No: 69

**Which of the following activities is not appropriate for young learners of English in learning pronunciation?**

A) Reading aloud a story of their choice
B) Using a phonics activity as a jazz-chant
C) Practicing allophones on the IPA chart
D) Singing a song in chorus
E) Listening to nursery rhymes

## Soru No: 70

**Which of the following cannot be classified as possible realia to use for keeping young learners active?**

A) Newspapers and magazines
B) Travel brochures and posters
C) Textbooks and dictionaries
D) Menus and food labels
E) Maps and manuals

## Soru No: 71

There are some audio/visual techniques that teachers can use to explain new words to young language learners. These techniques can also be used to demonstrate the meaning of words and to provide explanations.

**Which of the following techniques does not conform with the description above?**

A) Drawing on the board
B) Using videos
C) Using a real object
D) Performing an action
E) Translating into native language

## Soru No: 72

A child may learn a word such as *papa* or *daddy*, which she first uses only for her own father, and then applies its meaning to all men, just as she may use the word *dog* to mean any four-legged creature.

**Which of the following terms defines the given situation?**

A) Codeswitching
B) Overextension
C) Impoverishment
D) Telegraphic speech
E) Imitation

## Soru No: 73

**Which of the following is not true of fossilisation in second language acquisition?**

A) Mistakes exist in the learner's second language even though he or she knows the correct rule.
B) The learner's errors in the target language remain fixed despite interaction with native speakers.
C) The learner's interlanguage development ceases before reaching L2 norms for various reasons.
D) Inaccurate use of certain forms at later levels can be eliminated as time passes.
E) The learner continues to produce recurrent incidences of misuse in spite of fluency in the L2.

## Soru No: 74

There is a cognitive mechanism which is involved in language learning, not in acquisition. It is utilised as a device to observe one's output for editing, making alterations or corrections as they are consciously perceived. Krashen suggests that such explicit and intentional learning be avoided as it is presumed to hinder acquisition. Only once fluency is established should an optimal amount of editing be employed by the learner.

**Which of the following hypotheses is described in the given paragraph?**

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

## Soru No: 75

*Student:*
– He like hotdog.

*Teacher:*
– Third person singular, remember? Add -*s*.

*Student:*
– Yes, sir. He likes hotdog.

**Which type of corrective feedback is exemplified above?**

A) Repetition
B) Recast
C) Metalinguistic explanation
D) Elicitation
E) Clarification request

# Cevap Anahtarı

| | | | |
|---|---|---|---|
| 1. D | 51. D |
| 2. B | 52. B |
| 3. D | 53. E |
| 4. A | 54. A |
| 5. E | 55. D |
| 6. D | 56. B |
| 7. D | 57. B |
| 8. E | 58. C |
| 9. E | 59. D |
| 10. C | 60. C |
| 11. E | 61. A |
| 12. D | 62. B |
| 13. C | 63. E |
| 14. E | 64. A |
| 15. C | 65. D |
| 16. D | 66. A |
| 17. E | 67. B |
| 18. A | 68. C |
| 19. B | 69. C |
| 20. B | 70. C |
| 21. D | 71. E |
| 22. B | 72. B |
| 23. B | 73. D |
| 24. C | 74. B |
| 25. D | 75. C |
| 26. E | |
| 27. D | |
| 28. C | |
| 29. D | |
| 30. B | |
| 31. C | |
| 32. E | |
| 33. D | |
| 34. D | |
| 35. C | |
| 36. B | |
| 37. C | |
| 38. E | |
| 39. B | |
| 40. B | |
| 41. C | |
| 42. B | |
| 43. D | |
| 44. A | |
| 45. A | |
| 46. D | |
| 47. E | |
| 48. D | |
| 49. E | |
| 50. A | |