



سری سوال: یک ۱

زمان آزمون (دقیقه): تستی: ۱۰۰ تشریحی: ۰

تعداد سوالات: تستی: ۵۰ تشریحی: ۰

عنوان درس: روش تدریس زبان انگلیسی، روش تدریس زبان خارجی

رشته تحصیلی/کد درس: آموزش زبان انگلیسی، مترجمی زبان انگلیسی ۱۲۱۲۰۸۸ - ، زبان و ادبیات انگلیسی ۱۲۱۲۱۴۳

1-A coherent set of links between the actions of a teacher in a classroom and the thoughts that underline the actions ,is called.....

1. techniques 2. principles 3. method 4. action

2-Themethod has a strong theoretical base in linguistics and psychology .

1. audio-lingual 2. direct
3. grammar -translation 4. total -physical response

3-A good teacher gives positiveto students and being concerned about their affective side or their feelings.

1. feedback 2. behavior 3. games 4. challenge

4-In thethe primary skills to be developed are reading and writing .

1. direct method 2. audio-lingual method
3. silent way 4. grammar -translation method

5-In themethod ,culture is viewed as consisting of literature and the fine arts .

1. grammar translation 2. direct
3. silent 4. audio-lingual

6-In themethod, the learners learn about the target language but not how to use .

1. direct 2. grammar-translation
3. audio-lingual 4. total -physical response

7-In the direct method ,the teacher dictates a paragraph about united states geography becauseis an important skill , to be developed from the begining of language instruction.

1. reading 2. listening 3. speaking 4. writing

8-In the audio-lingual method , positive reinforcement helps the students to develop correct

1. models 2. habits 3. techniques 4. drills

9-.....is kept to a minimum while the students are mastering the sound system and grammatical patterns in A.L.M.

1. pronunciation 2. vocabulary 3. text 4. grammar



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10-The drill used when a long line of a dialogue is giving students trouble in the A.L.M is called.....

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|---------------------|-----------------------|
| 1. chain drill | 2. back ward build-up |
| 3. repetation drill | 4. transformation |

11-The linguist argued that language acquisition couldn't possibly take place through habit formation since people creat and understand utterances they have never hard before.

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|-----------------|-------------|------------|---------|
| 1. Noam chomsky | 2. Chastain | 3. Skinner | 4. Lado |
|-----------------|-------------|------------|---------|

12-In the silentway , teacher makes use of what students

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|-----------------------|------------------------|
| 1. will discove later | 2. already know |
| 3. need to know | 4. do not like to know |

13-In thestudents gain autonomy in the language by exploring it and by making choices.

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|---------------|------------------|----------|----------|
| 1. silent way | 2. direct method | 3. A.L.M | 4. G.T.M |
|---------------|------------------|----------|----------|

14-In the silentway meaning is made clear by focusing the student's..... not by translation.

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|-------------------|---------------|---------------|--------------------|
| 1. interpretation | 2. repetition | 3. perception | 4. exemplification |
|-------------------|---------------|---------------|--------------------|

15-.....asserts that we set up psychological barries to learning .

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|-------------|------------|------------|-----------|
| 1. Chastain | 2. Wilkins | 3. Lozanov | 4. Curran |
|-------------|------------|------------|-----------|

16-The teacher should integratepositive suggestions into learning situation in the desuggestopedia method.

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|-----------|-------------|------------|-------------|
| 1. direct | 2. indirect | 3. clearly | 4. implicit |
|-----------|-------------|------------|-------------|

17-In the desuggestopedia ,onplane the music suggests that learning is easy and pleasant .

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|--------------|-----------------|-------------|-------------|
| 1. conscious | 2. subconscious | 3. activate | 4. positive |
|--------------|-----------------|-------------|-------------|

18-The evaluation usually is conducted on student's normal in-class performance and not through formal tests in the

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|--------------------|--------------------------------|
| 1. silent way | 2. community language learning |
| 3. desuggestopedia | 4. direct method |



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19- In theteacher encourages student initiative and independence , but doesn't let students flounder in uncomfortable silence .

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|--------------------------------|----------------------------|
| 1. community language learning | 2. total physical response |
| 3. silent way | 4. desuggestopedia |

20- Which one doesn't relate to the necessary elements for nondefensive learning in community language learning method?

- | | | | |
|--------------|---------------|---------------|-------------------|
| 1. attention | 2. reflection | 3. repetition | 4. discrimination |
|--------------|---------------|---------------|-------------------|

21- In T.P.R. method , correction should be carried out in a/nmanner

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|----------------|--------------|------------------|--------------|
| 1. unobtrusive | 2. defensive | 3. sub-conscious | 4. conscious |
|----------------|--------------|------------------|--------------|

22- One of the main reasonswas developed was to reduce the stress people feel when studying other languages.

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|--------------------------------|----------------------------|
| 1. silentway | 2. total physical response |
| 3. community language learning | 4. audio-lingual method |

23- In theauthentic language as it is used in a real context should be introduced.

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|------------------------------------|--------------------------------|
| 1. communicative language teaching | 2. community language learning |
| 3. silent way | 4. desuggestopedia |

24- In the C.L.T , the teacher acts as a..... in setting up communicative activities and as an advisor during the activities .

- | | | | |
|--------------|-------------|----------------|-----------|
| 1. counselor | 2. director | 3. facilitator | 4. leader |
|--------------|-------------|----------------|-----------|

25- In the C.L.T , communcative interaction encouragesrelationship among students .

- | | | | |
|-------------|------------------|----------------|--------------|
| 1. cohesion | 2. face-to -face | 3. cooperative | 4. authentic |
|-------------|------------------|----------------|--------------|

26- It is said that communicative activities have three-features : information gap ,and feedback .

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|----------------|----------------|----------------|-----------|
| 1. performance | 2. responsible | 3. appropriate | 4. choice |
|----------------|----------------|----------------|-----------|

27- In thea teacher evaluates not only his student's accuracy but also their fluency .

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|-----------|----------|-----------|----------|
| 1. C.L.L. | 2. C.L.T | 3. T.P.R. | 4. G.T.M |
|-----------|----------|-----------|----------|

28- In the C.L.T , errors of form areduring fluency based activities .

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|--------------|--------------|------------|--------------|
| 1. corrected | 2. tolerated | 3. stopped | 4. prevented |
|--------------|--------------|------------|--------------|

29- Howatt divided the communicative approach into version and weak version.

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|-------------|-------------|----------------|-----------|
| 1. moderate | 2. advanced | 3. traditional | 4. strong |
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30-What is the main role of the teacher in the content -based instruction ?

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|---------------------------------------|---------------------------------|
| 1. set clear learning objectives | 2. engage content and language |
| 3. facilitate the learning objectives | 4. lead students to communicate |

31-In the content-based instruction, language isand a medium through which content is conveyed.

- | | | | |
|--------------|---------------|---------------|--------------|
| 1. authentic | 2. systematic | 3. meaningful | 4. pedagogic |
|--------------|---------------|---------------|--------------|

32-To understand the meaning of the overall text before learners work on the linguistic forms comprising it, is called..... approach.

- | | | | |
|--------------|-------------|---------------|--------------|
| 1. bottom-up | 2. top-down | 3. dictogloss | 4. inductive |
|--------------|-------------|---------------|--------------|

33-.....are visual displays that help students to organize and remember new information

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|---------------------------|--------------------------------------|
| 1. The dictoglosses | 2. The dialogue journals |
| 3. The graphic organizers | 4. The zones of proximal development |

34-In the students have to piece together information they need to complete task giving them an opportunity for interaction.

- | | | | |
|-------------|--------------|-----------------|----------------|
| 1. pre-task | 2. post-task | 3. project work | 4. jigsaw task |
|-------------|--------------|-----------------|----------------|

35-In the task-based language teaching the goal of the teacher is tostudent's language learning by engaging them in a variety of tasks that have a clear outcome.

- | | | | |
|-----------|---------------|-------------|------------|
| 1. leader | 2. facilitate | 3. activate | 4. advisor |
|-----------|---------------|-------------|------------|

36-.....is the study of how identity and power relations are constructed in language.

- | | |
|--------------------|--------------------------------|
| 1. lingua franca | 2. critical discourse analysis |
| 3. plurilingualism | 4. literacies |

37-A goal of theis for students to evaluate their own learning and to increasingly direct it themselves.

- | | |
|------------------------------|---------------------------|
| 1. content based instruction | 2. communication approach |
| 3. participatory approach | 4. collaborative approach |

38-In the participatory approach the students learn their feelings are important and the language is relevant to their.....

- | | | | |
|------------|----------|-----------|---------------|
| 1. context | 2. lives | 3. future | 4. literature |
|------------|----------|-----------|---------------|

39-In the participatory approachis thought to be very important , although no skill is neglected.

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|------------|---------------|-------------|------------|
| 1. grammar | 2. vocabulary | 3. literacy | 4. fluency |
|------------|---------------|-------------|------------|



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40- In the, the class activities have a perceived purpose and a clear outcome.

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|---------------------------------|-------------------------------|
| 1. task-based language teaching | 2. grammar translation method |
| 3. direct method | 4. TPR |

41- The teacher's job in the learning strategy training is not only to teach language , but also to teach.....

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|-------------|--------------------------|
| 1. speaking | 2. accuracy with fluency |
| 3. learning | 4. communicating |

42-essentially involves students learning from each other in groups.

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|---------------------------|---------------------------|
| 1. Strategy training | 2. Cooperative training |
| 3. Multiple intelligences | 4. Participatory approach |

43- The ability to understand another person's moods , feeling , motivations and intentions is related to the intelligence.

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|------------------|------------------|-------------|---------------|
| 1. intrapersonal | 2. interpersonal | 3. rhythmic | 4. naturalist |
|------------------|------------------|-------------|---------------|

44- The ability to use numbers effectively to use abstract patterns and to reason well is based on intelligence.

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|-----------|------------|-----------|------------|
| 1. verbal | 2. musical | 3. visual | 4. logical |
|-----------|------------|-----------|------------|

45- Note-taking and storytelling , and debates are examples of activities that fit in theintelligence

- | | | | |
|-----------|---------|------------|------------|
| 1. verbal | 2. body | 3. musical | 4. logical |
|-----------|---------|------------|------------|

46- The mind is the first of the intellectual minds in which students master a traditional body of information.

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|-----------------|------------|-------------|-----------------|
| 1. disciplinary | 2. ethical | 3. creating | 4. synthesizing |
|-----------------|------------|-------------|-----------------|

47- The mind encourages students to cultivate a sense of responsibility for themselves and for the wellbeing of others.

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|---------------|-----------------|-----------------|------------|
| 1. respectful | 2. synthesizing | 3. disciplinary | 4. ethical |
|---------------|-----------------|-----------------|------------|

48- The is a quick way of being able to create and edit web-documents

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|------------|---------|---------|---------------|
| 1. youtube | 2. blog | 3. wiki | 4. screenshot |
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49- How are the feelings of the students in the emerging uses of technology in language teaching and learning dealt with?

1. students are motivated by online tasks
2. learning content and language together keeps students interested and motivated
3. it reduces the stress people feel when studying other languages
4. there are no principles of the method that relate to this area

50- In the the language is a medium.

- | | |
|------------------------------------|--------------------------------|
| 1. task based language teaching | 2. content based instruction |
| 3. communicative language teaching | 4. community language learning |