

AILA abbreviation

International Association of applied linguistic.

Q1 Write three construction of placement test?

- ☐ Direct versus indirect testing
- ☐ Discrete point versus integrative testing

Objective versus subjective testing

Q2 Two rules of traditional grammar

- 1) Agreement rule ;
The verb must match the subject's number. For example , the cat sleeps and the cats sleep.
- 2) Parallelism rule:
Items in a sentence that serve the same function should have consistence structure. For instance, she likes singing, dancing and running.

Q3 five types of validity

Types of Validity: There are many different types of validity:

1. Content validity
2. Face validity
3. Criterion-related
4. Factorial validity
5. Concurrent validity
6. Convergent validity and
7. Divergent validity

no

Q4 two types of achievement test

There are two kinds of achievement tests:

- ☐ Final achievement test
- ☐ Progress achievement test

Q5 Two sub system nervous system

The human nervous system is composed of the central and the peripheral system.

Q6 three weakness of direct method

Weaknesses of the method are concerned, they include:

- Underestimated role of reading and writing.
- Counterproductive prohibition of using mother tongue.
- Overestimated role of mechanical drilling where meaning is often irrelevant.
- Lack of flexibility.

Syllabus or attrition

✧ Types of Language Syllabus

1. The Situational Syllabus
2. The Functional-Notional Syllabus
3. The Task-Based Syllabus

types of Language Attrition

1. Lexical attrition
2. Grammatical attrition
3. Phonological attrition

Q8 Good language learning only researcher names

- 1) Noam Chomsky
- 2) Steven pinker
- 3) Deborah Tannen
- 4) Roman jakobson
- 5) Stephen Krashen
- 6) Vivian cook
- 7) David crystal

Q9 definition applied linguistic according to BenRampton

Ben Rampton (1997, p. 14) described Applied Linguistics as 'an open field of interest in language',

Q10 aspects of syllabus design

a. Specific Practical Aspects

(Particular examples, specific cases within the topic)

1. **Description:** Who, what, where? What persons, materials, equipment, items, settings?
2. **Sequence:** What happens? What happens next? What is the plot? What are the processes, procedures, or routines?
3. **Choice:** What are the choices, conflicts, alternatives, dilemmas, decisions

Q Reliability FACTORS

two factors contribute to test reliability:

- ☐ The testee and
- ☐ The test itself

Q Aims of direct method

Aims of the Direct Method

- DMT aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression, and rule and performance.
- It intends for students to learn how to communicate in the target language.
- DMT believes that learners should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.

Q STAGES OF ERROR analysis

: Stages of Error Analysis

According to Corder (1974) there are five stages of error analysis, they are:

1. Collection of data
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

Q Functionalism

Functionalism

In linguistics, functionalism can refer to any one of various approaches to the study of grammatical descriptions and processes that consider the purposes to which language is put and the contexts in which language occurs, also called functional linguistics which contrasts with Chomskyan linguistics

Q five name of Ron Macaulay stages

Macaulay (2011) presents 'Seven Ways of Looking at Language':

- ☐ language as meaning
- ☐ language as sound
- ☐ language as form
- ☐ language as communication
- ☐ language as identity
- ☐ language as history

Q DEFINE validity

Validity: Validity is also an important term related to tests and it is defined as the extent to which the instrument measures what it purports to measure.

For example, in a test that is used to test students' listening ability, grammar should not be scored to preserve validity.

Q define error

What is an Error?

An error is a learner language form that deviates from, or violates, a target language rule.

An error according to Corder, takes place when the deviation arises due to lack of knowledge.

An error cannot be self-corrected

Q GTM.... Related

Goals and Strengths of Grammar Translation Method

There are two main goals to grammar–translation classes. One is to develop students' reading ability to a level where they can read literature in the target language. The other is to develop students' general mental discipline.

Q the Direct method

THE DIRECT METHOD

By the end of the 19th century, the GTM as a method had failed to meet the requirements of time and society and the reaction to the failure was the creation of the Direct Method, which more

stressed the ability to use rather than to analyze language as the goal of language instruction.

Q Explain telegraphic stage

. Children begin showing that they have developed grammar into their speech as they enter the telegraphic stage of language. This happens when a child's utterances become longer and more complex, usually around the time they reach two years of age. **It is called the telegraphic stage** because children will not yet have acquired bound morphemes in their speech, making their utterances resemble

Q causes of error Analysis (long)

The following factors have been identified by various error analysis:

1) Mother Tongue Interface:

Learning a language is a matter of habit formation when someone tries to learn new habits .the old

ones will interfere the new one. The cause of error is called first language interface.

2) Carelessness:

Carelessness is often closely related to lack of motivation .many teachers will admit that it is not always the student's fault if he loses interest perhaps the material do not suit them.

3) Translation:

Translation is one of the causes of error. This happens because a student translates his first language sentence into the target language word by word. This is the most common cause of error.

4) Loan words:

Student find easier to remember the spelling of the loan word rather than the spelling of original English words.

For Example: Every one who's taking part is given nombors (number).

5) Inherent difficulties of Target Language:

English is a rich complex language. In grammar we have preached and reached in simple past tense

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But we cannot say teached. The plural of tooth is teeth but for booth is not beeth.

Q syllabus design

Defining Syllabus Design

To begin with, then, we shall define syllabus design, which is concerned with the ‘what’ of a language. Some language specialists believe that syllabus (the selection and grading of content) and methodology should be kept separate; others think otherwise.

Q Two traditions of Applied linguistics?

the “linguistics applied” view seems to be derived from the coming together of two traditions:

1. the European philological tradition which was exported to the USA through scholars such as Roman Jakobson,
2. the North American tradition of linguistic-anthropological field-work which required the intensive use of non-literate informants and the linguistic description of indigenous languages for the purposes of cultural analysis.

Q Criteria of content validity

Content Validity

If the items in the test constitute a representative sample of the total course content to be tested, the test can be said to have content validity.

Q

NOTE on teacher role in natural approach

NATURAL APPROACH

The natural approach developed by Tracy Terrell and supported by Stephen Krashen is a language

teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language. The approach adheres to a communicative approach to language teaching and rejects earlier methods such as the audiolingual method and the situational language teaching approach which Krashen and Terrell (1983) believe are not based on “actual theories of language acquisition but theories of the structure of language

Q Second language and language acquisition.

Second and Additional Language Acquisition

Second language acquisition and learning is defined as learning and acquisition of a language once

the mother tongue or first language acquisition is established.

The additional language, which can be a second language (L2) or a foreign language (FL) is usually

defined as a language acquired after the native language(s) (L1s), typically after the age of three.

Q Validity Criteria: to Review an EFL Exam

According to Fowler (2002), there are six guidelines to review the EFL exam for content validity criteria:

- (1) Clarity in wording
- (2) Relevance of the items
- (3) Use of Standard English
- (4) Absence of biased words and phrases
- (5) Formatting of items

Q WRITE only five names of test

- Kinds of Tests
- ☐ Proficiency test
- ☐ Achievement tests
- ☐ Diagnostics tests
- ☐ Placement tests
- ☐ Direct Vs. Indirect tests
- ☐ Discreet Point Vs. Criterion referenced Testing
- ☐ Objective Vs. Subjective testing
- ☐ Communicative language testing

Q types of language

Oral language

written language

Visual language

Nonverbal language

Programming language

Q Types of achievement test

1. Final achievement test
2. Progress achievement test

Q AUDIO-LINGUAL METHOD

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s.

Q Reliability:

An important aspect of test is being reliable. Reliability is defined as the extent to which a questionnaire, test, observation or any measurement tool produces the same results on repeated trials. In short, it is the stability or consistency of scores over time or across raters.

Three Aspects of Reliability:

The degree to which an individual's responses (i.e., their scores) on a survey would stay the same over time is also a sign of reliability. There are three aspects of reliability, namely:

1. Equivalence
2. Stability and
3. Internal consistency (Miller, 2005)

Q Situational context

Situational context refers to the specific circumstance or conditions surrounding a particular events, situation, or interaction. It includes factors such as location, time, social environment and relevant background information that influence the understanding and interpretation of the situation.

Q Fowler (2000) content validity criteria

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Q Telegraphic stage 2

Stage 2 of the telegraphic STAGE in grammar acquisition is when young children start combining two words to make short sentences. They use basic subject-verb or subject-object combinations to express ideas. They still leave out small words like 'the' or verb endings.

