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| Mohamed KHEIDER University of Biskra Academic Year: 2017/2018 |
| Faculty of Letters and Languages Due time: 1 h & 30 mn |
| Department of Foreign Languages Group number: ……….…… |
| English Language Division Full name: …………...….…….. |
| Level: Master (1) (**Sc. Lge)** ………………..….. |

### (Correction)

**Activity One:** Put **True** or **False** (not T/F) in the blank specified.  **(04 pts)**

1. In early instruction, the Direct Method requires more speaking in the target language. …… **True** …...

2. Primacy of listening and speaking is an essential component in the Audio-lingual Method. … **True** …

3. The Communicative Teaching Method has proved to be appropriate at all teaching levels. .… **False**..

4. The teacher models continuously and the learners repeat after him in the Silent Way method.  **False**.

**Activity One Two:** Fill in the gaps with the most appropriate words. **(04 pts)**

1. The term Applied Linguistics (AL) is an ………**Anglo-American**….…..coinage.

2. In the 1960s and 1970s, it was believed that AL was about ……**language teaching**.………

3. The focus of AL is on trying to resolve …………**language-related**….……problems.

4. Applied Linguistics targets all tasks where language is a……**central component**…….

**Activity Three:** Answer these questions **(very) briefly**. **(12 pts)**

 1. What is the fundamental hypothesis of the Monitor Theory?

 **Acquisition is different from learning**

 2. The major principle of the Mentalist Theory is that everybody learns a language. Why?

 **He/she processes an inborn capacity** **(LAD)** **which enables him/her to learn a language**

 3. How could you distinguish between a second language and a foreign language in your context?

 **A second language is a language which is dominant in society and which we need for education, employment…; however, a foreign language is a language which we teach and learn, and which is only used for future travel and communication**

 4. In what sense is simultaneous multilingualism different from sequential multilingualism?

 **The main difference between Simultaneous multilingualism and sequential multilingualism** **is that the former** **refers to the acquisition of more than one language during early childhood**

5. What are the most important causes of errors?

**Language transfer, over generalization, transfer of training**, **strategies of L2 learning**

 6. What do we mean by slips (slips of the tongue)?

**Slips of the tongue or lapses are kinds of mistakes which could involve substitution, transposition, or omission of some segment of a sound, morpheme, word…**

 **Good Luck,**

 **1/1 Your Teacher:** Dr. R. MEHIRI

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| --- |
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| **Level: Third Year (All groups)** ………………..….. |

**(Correction)**

**Activity One:** Put **True** or **False** (not T/F) in the blank specified.  **(04 pts)**

1. Research is always considered to be a movement from the unknown to the known. ……… **False**..…..

2. Quantitative Approach to research is a function of the researcher's insights and impressions. … **False**

4. In conducting exploratory studies, we do not need to formulate hypotheses. ……… **True** ….…….....…

3. In the research process, there is no definite order of steps. ……… **True** ….

**Activity Two:** Fill in the gaps with the most appropriate words. **(04 pts)**

1. Applied research aims at ……**finding** **a solution**…….for an immediate problem.

2. Qualitative research is concerned with phenomena involving …**quality or kind**…..

3. Both research and the scientific method result into ……**probabilistic predictions**…………

4. If the population is not. ……**homogenous**…., then stratified sampling is applied.

**Activity Three:** Answer these questions **(very) briefly**. **(12 pts)**

1. What is (a) research process?

1. **Research process is a series of actions or steps necessary to effectively conduct research**

2. Why is reviewing the literature an essential component in research?

**It helps the researcher to understand (more) the problem, discover the gaps left by other researchers, and justify his research and approach**

3. How could you best understand your research problem?

**By discussing it with colleagues, teachers, other researchers, experts…, and by developing extensive reading.**

4. In what sense are "working hypotheses" crucial in research?

**They help to delimit the area, sharpen thinking, and increase focus**

5. What must the researcher consider in preparing the research design?

**The means of obtaining information, the skills of the researcher, the time available for research…**

 6. What do we mean by probability and non-probability sample designs?

**With probability samples each element has a known probability of being included in the sample, but the non-probability samples do not allow the researcher to determine this probability.**

 **Good Luck,**

 **1/1 Your Teacher:** Dr. R. MEHIRI