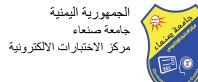




الاسئلة	قائمة
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- 1) decreased mobility of people is the tourism industry
- 2) diseased mobility of people is the tourism industry
- 3) + increased mobility of people is the tourism industry
- 4) none of the above
- 10) In some ESP settings, classroom materials \_\_\_\_\_\_ by ESP course and program designers.
  - 1) are decided at the local level
  - 2) \_\_\_\_ are decided at the imaginary level
  - 3) + are decided at the administrative level
  - 4) none of the above
- 11) ESP has two main branches known as \_\_\_\_\_.
  - 1) EPS and EPA
  - 2) + EAP and EOP
  - 3) EPO and EAP
  - 4) EOP and EPA
- 12) One of the objectives that ESP materials serve in the classroom is to help learners understand \_\_\_\_\_\_ of the target language setting.
  - 1) the what, how, and why
  - 2) the how, why, and what
  - 3) the why, what, and how
  - 4) + the what, why, and how
- 13) In each class, teachers should continue to monitor the learners' performances and \_\_\_\_\_\_.
  - 1) advantage of meaning
  - 2) \_\_\_\_ expressions of understanding
  - 3) + expressions of motivation
  - 4) none of the above

14) One of the most widely cited early definitions of ESP is the one based on the proposal that

- \_\_\_\_\_ and variable characteristics.
- 1) + ESP consists of both absolute
- 2) ESP consists of both variable
- 3) ESP insists on both reliable
- 4) None of the above
- 15) There are many reasons why \_\_\_\_\_\_ before they can be used successfully in the ESP classroom.
  - 1) + published materials might need to be adapted
    - 2) unpublished materials might need to be adapted
    - 3) published materials might need to be demanded
  - 4) none of the above
- 16) It is known that ESP is based on four pillars which are ordered as\_\_\_\_\_
  - 1) needs analysis, learning objectives, evaluation and learning materials
  - 2) learning objectives, evaluation, learning materials, needs analysis
  - 3) learning content, needs analysis, evaluation, learning objectives
  - 4) + needs analysis, learning objectives, learning materials and evaluation
- 17) For instructors and administrators, ESP is \_\_\_\_\_\_.
- 1) a teacher-centered approach
  - 2) + a learner-centered approach
  - 3) a school-centered approach
  - 4) none of the above
  - In academic settings, ESP instructors play \_
  - 1) a very important role for stakeholders

18)



20)

23)

25)



- a very important role for administrators 2)
- 3) a very important role for learners +
- 4) none of the above
- 19) Achievement assessment is as it provides them with information regarding the degree at which learners have achieved the learning objectives.
  - rarely important for instructors 1)
  - 2) never important for instructors
  - of a lesser importance for learners 3)
  - 4) + very important for instructors

, programs are usually aimed at specific workers, and there is less need to achieve a

- baseline level of competency.
- In an EAP setting 1) -
- 2) -In an EGP setting
- In an EOP setting 3) +
- None of the above 4)
- 21)Learners in an EAP course might be taking an ESP course for that allows them to move to the next stage of their studies.
  - required or illustrative credit 1)
  - required or declarative credit 2)
  - required or compulsive credit 3)
  - 4) + required or elective credit
- Many learners prefer instructors and follow a consistent set of teaching and learning 22) methods in their classes.
  - that advance a published textbook 1)
  - 2) that admit a published textbook
  - 3) + that adopt a published textbook
  - 4) none of the above \_

is that the department itself can provide the ESP courses and programs with a certain

- level of respectability and stability.
  - The frontage of positioning ESP in an academic unit 1) \_
- The mortgage of positioning ESP in an academic unit 2)
- The disadvantage of positioning ESP in an academic unit 3) \_
- + The advantage of positioning ESP in an academic unit 4) and real impact on learners' lives.

## 24) It is clear that

- the causes of the evaluation can have an immediate 1) \_
  - 2) the results of the evaluation can have an immediate +
  - 3) the results of the evaluation can have an ignorant
- 4) None of the above
  - , ESP course designers need to review the literature on second language acquisition and English language teaching (ELT).
  - In the discrepancy view of need analysis 1)
  - 2) In the diagnostic view of need analysis
  - In the analytic view of need analysis 3) +
  - None of the above 4) \_
- One of the roles that materials serve in the ESP classroom is 26)
  - 1) depict learners to use language skills actively
  - assist learners to use language skills actively 2)
  - contest learners to use language skills actively 3)
  - none of the above 4) \_

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28)

29)

32)

1)

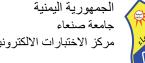
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- 27) In ESP, \_\_\_\_\_\_ of the target language setting to the classroom is to be made available to instructors.
  - learners never bring specialist knowledge and experiences
     learners often bring separate knowledge and experiences
  - 2) learners often bring separate knowledge and experiences
    3) + learners often bring specialist knowledge and experiences
  - 4) none of the above
  - Tests are often \_\_\_\_\_\_ to manage especially if the results are effective on learners' lives.
  - 1) time-consuming to create, time-consuming to grab, and stressful
  - 2) time-consuming to harvest, time-consuming to grade, and stressful
  - 3) \_\_\_\_\_ time-consuming to concentrate, time-consuming to grade, and stressful
  - 4) + time-consuming to create, time-consuming to grade, and stressful
  - might need to successfully complete an ESP course in order to get a job, get an increase in salary, or get a promotion.
    - 1) + Learners in an EOP context
  - 2) Learners in an EPO context
  - 3) Learners in an OEP context
  - 4) Learners in an OPE context
- 30) Assessment, in language learning, generally refers to the process of collecting, analyzing, and using data to gain an understanding of \_\_\_\_\_\_.
  - 1) current performance for bad purposes
  - 2) current performance for only one purpose
  - 3) + current performance for various purposes
  - 4) none of the above
- 31) \_\_\_\_\_\_ if learners are understanding the course materials and methods and are making progress toward the learning objectives of the course.
  - 1) Adherence assessments want to cancel
  - 2) Progress announcements aim to establish
  - 3) Progress assessments aim to abolish
  - 4) + Progress assessments aim to establish
    - \_\_\_\_\_ to implementing ESP is that it can lack coordination
    - The important weakness of an opportunistic approach
    - 2) + The major weakness of an opportunistic approach
    - 3) The major darkness of an opportunistic approach
    - 4) None of the above
- 33) Regardless of the progress assessment type, it is important that it establishes whether there is evidence that the \_\_\_\_\_\_.
  - 1) \_\_\_\_ learning objectives are too easy or too difficult to go
  - 2) + learning objectives are too easy or too difficult to reach
  - 3) learning objectives are too easy or too narrow to reach
  - 4) none of the above
- 34) When dealing with which curricula/ textbook(s) to use for teaching, teachers can make use of three ways/ strategies/techniques known as \_\_\_\_\_.
  - 1) adapting, adopting and creating
  - 2) adopting, departing and creating
  - 3) \_\_\_\_ creating, adapting and adopting
  - 4) + adopting, adapting and creating
- 35) An ideal setting for ESP is one in which \_\_\_\_\_\_\_to create a carefully planned, tested, and continually revised and updated set of ESP courses.
  - 1) course learners and teachers
  - 2) a team of course writers and instructors can work together



39)





- 3) a number of course administrators and instructors can work separately
- 4) + a team of course administrators and instructors can work together
- 36) Registers are a set of language elements including grammar forms, and vocabulary items that people will
  - 1) + associate with a particular situation, purpose or social context
  - 2) duplicate with a particular situation, purpose or social context
  - 3) associate with a smarter situation, purpose or social context
  - 4) associate with an early situation, purpose or social context
- 37) Administrators of ESP courses and programs are (also) concerned with evaluation because it allows them to determine if the learners are making progress and if the \_\_\_\_\_.
  - 1) the instructors are teaching or making
  - 2) the instructors are irrigating or hindering that progress
  - 3) + the instructors are facilitating or hindering that progress
  - 4) the instructors are facilitating or daggering that progress
- 38) ESP courses and programs in academia are usually positioned in one of three locations, the first of which is
  - 1) an examination booklet
  - 2) + an academic unit such as a department of English
  - 3) a social section of knowledge
  - 4) none of the above
    - \_\_\_\_\_ was the growth of the computer industry.
    - 1) Many reasons for ignoring English
    - 2) Another factor that led to English becoming a dead language
    - 3) + Another factor that led to English becoming a dominant language
    - 4) None of the above
- 40) Registers are often referred to as 'styles' so you might hear about formal, academic, and public styles contrasted with \_\_\_\_\_.
  - 1) + informal, casual, conversational, private and nasal styles
  - 2) informal, clausal, occasional, private and neutral styles
  - 3) colloquial, casual, dialectical, private and neutral styles
  - 4) none of the above