

*Understanding
Research in Second Language Learning
Across Achievement Tests*

C h a p t e r

1

What is research?

TEFL: M.A./Ph.D. Scheme

Teaching, Learning, Testing, and Lecturing Understanding Research in Second Language Learning

Test-Yourself-By-Yourself -Series

What's research?

1. Brown J. D. (1988/95:1) is documented to have asserted that statistical research is thetype of investigation that is worth doing.

- a) best
- b) only
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 1)

2. Brown J. D. (1988/95:1) is documented to have aimed at in handling the topic of what research is.

- a) describing the characteristics of sound statistical research
- b) explaining how statistical research fits into the framework of different type of research
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 1)

3. Primary and secondary type of researches are seen to have been reasonably rendered being

- a) in free variation
- b) mutually exclusive
- c) holistically inclusive
- d) in complementary distribution

(Brown, J. D. 1988/95: 1)

4. Language teachers are reported to have been intelligently distinguished being most familiar with type of research.

- a) primary
- b) secondary
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 1)

5. Noam Chomsky is documented to have specifically drawn on his background of and to eventually come up with the generative-transformational grammar.

- a) mathematics – philosophy
- b) philosophy – philology
- c) philology – linguistics
- d) linguistics – mathematics

(Brown, J. D. 1988/95: 2)

6. Brown J. D. (1988/95:1) is documented to have distinctively categorized research into

- a) primary research i.e. derived from primary sources of information (e.g. books about students who are learning a language)
- b) secondary research i.e. derived from secondary sources of information (e.g. a group of students who are learning a language)
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 1-2)

7. Primary research is said to seemingly fall into the subdivisions of and..... studies.

- a) statistical – case
- b) longitudinal – survey
- c) cross-sectional – synthetic
- d) correlational – multivariate

(Brown, J. D. 1988/95: 2)

8. Research that uses case studies is said to characteristically center on individual(s).

- a) one
- b) a few
- c) either a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 2)

9. Case studies are documented to have been reasonably rendered usually in category.

- a) statistical
- b) longitudinal
- c) correlational
- d) cross-sectional

(Brown, J. D. 1988/95: 2)

10. Statistical studies are documented to have been specified dealing with

- a) group phenomena
- b) individual behavior
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 3)

11. Statistical studies are documented to have been often rendered categorically in nature.

- a) longitudinal
- b) correlational
- c) experimental
- d) cross-sectional

(Brown, J. D. 1988/95: 3)

12. Cross-sectional studies are seen to have been specified considering a group of people as a cross section of possible behaviors at

- a) a particular point of time
- b) several distinct points in time
- c) either a, or b
- d) neither a, nor b

(Brown, J. D. 1988/95: 3)

13. Statistical studies are documented to have been specified generically falling into the subcategories of and studies.

- a) case – qualitative
- b) survey – experimental
- c) analytic – correlational
- d) ethnographic - quantitative

(Brown, J. D. 1988/95: 3)

14. Survey studies are seen to have been described intentionally focusing on a group's

- a) attitudes
- b) opinions
- c) characteristics
- d) a, b, and c

(Brown, J. D. 1988/95: 3)

15. A whole range of different possible studies that investigate the language behavior of groups under controlled conditions is seen to have technically referred to as studies.

- a) statistical
- b) experimental
- c) correlational
- d) longitudinal

(Brown, J. D. 1988/95: 3)

16. A researcher abiding by an experimental type of study is denied to have been justifiably expected

- a) to study the effects of being male or female on student's performance on a language placement test
- b) to examine the relationship between student's scores on a language aptitude test and their actual performance in language classes, as measured by course grades
- c) to do historical studies, such as tracing the development of a language or exploring the evolution of methods of teaching languages
- d) a, b, and c

(Brown, J. D. 1988/95: 3)

17. Statistical studies are seen to have been distinctively characterized being and in nature.

- a) systematic – logical
- b) tangible – replicable
- c) replicable – reductive
- d) a, b, and c

(Brown, J. D. 1988/95: 3-4)

18. A statistical study is documented to have been specified systematically complying with rules for

- a) designing a study
- b) choosing and applying statistics
- c) controlling different problems that may adversely influence the study
- d)

(Brown, J. D. 1988/95: 4)

19. Statistical data is seen to have been commonly rendered tangible in that it is based on the and of data from the real world.

- a) interpretation – collection
- b) collection – manipulation
- c) manipulation – maturation
- d) maturation – interpretation

(Brown, J. D. 1988/95: 4)

20. Statistical research is denied to have been justifiably characterized significantly requiring to be..... .

- a) logical
- b) deductive
- c) reductive
- d) replicable

(Brown, J. D. 1988/95: 4)

21. The set of data is justifiably expected to take the form of

- a) test scores
- b) ranks on course grades
- c) the number of students who have certain characteristics
- d) a, b, and c

(Brown, J. D. 1988/95: 4)

22. The numerous types of data are all seen to have been rendered identical in nature in that they are required to necessarily be

- a) verifiable
- b) negotiable
- c) retrievable
- d) quantifiable

(Brown, J. D. 1988/95: 4)

23. Statistical research is seen to have been characteristically rendered in nature i.e. readers can naturally do the same research again under the same condition.

- a) logical
- b) tangible
- c) replicable
- d) a, b, and c

(Brown, J. D. 1988/95: 4-5)

24. Statistical research is justifiably expected to reduce the confusion of facts that..... frequently presents.

- a) language
- b) language teaching
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 5)

25. Statistical research is seen to have been claimed by Brown, J. D. (1988/95) to be

- a) necessarily the best type in access
- b) the only kind of research in the field
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 5)

26. Surveys and experimental studies are denied to have been characterized to be based on

- a) a step-by-step, logical type of pattern
- b) tangible, quantifiable information, called data
- c) systematically structured with some definite procedural rules
- d) None of the above

(Brown, J. D. 1988/95: 5)

27. Surveys and experimental studies are documented to have been characterized being

- a) replicable in that it should be possible to do them again
- b) reductive in that they can help form patterns in the seeming confusion of the surrounding facts
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 5)

28. Brown, J. D. (1988/95: 2/6) is documented to have claimed that

- a) secondary research is derived from secondary sources (students who are learning a language)
- b) primary research is derived from primary sources (books about students who are learning a language)
- c) both a, and b
- d) neither a, nor b

(Brown, J. D. 1988/95: 5)

29.

e)

(Cook and Newson, 1988/97: 1)

30.

f)

(Cook and Newson, 1988/97: 1)

31.

g)

(Cook and Newson, 1988/97: 1)

32.

h)

(Cook and Newson, 1988/97: 1)

33.

i)

(Cook and Newson, 1988/97: 1)

34.

j)

(Cook and Newson, 1988/97: 1)

35.

k)

(Cook and Newson, 1988/97: 1)

36.

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(Cook and Newson, 1988/97: 1)

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m)

(Cook and Newson, 1988/97: 1)

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(Cook and Newson, 1988/97: 1)

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(Cook and Newson, 1988/97: 1)

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p)

(Cook and Newson, 1988/97: 1)

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q)

(Cook and Newson, 1988/97: 1)

42.

r)

(Cook and Newson, 1988/97: 1)

43.

- s) *(Cook and Newson, 1988/97: 1)*
- 44.**
- t) *(Cook and Newson, 1988/97: 1)*
- 45.**
- u) *(Cook and Newson, 1988/97: 1)*
- 46.**
- v) *(Cook and Newson, 1988/97: 1)*
- 47.**
- w) *(Cook and Newson, 1988/97: 1)*
- 48.**
- x) *(Cook and Newson, 1988/97: 1)*
- 49.**
- y) *(Cook and Newson, 1988/97: 1)*
- 50.**
- z) *(Cook and Newson, 1988/97: 1)*
- 51.**

- aa) *(Cook and Newson, 1988/97: 1)*
- 52.**
- bb) *(Cook and Newson, 1988/97: 1)*
- 53.**
- cc) *(Cook and Newson, 1988/97: 1)*
- 54.**
- dd) *(Cook and Newson, 1988/97: 1)*
- 55.**
- ee) *(Cook and Newson, 1988/97: 1)*
- 56.**
- ff) *(Cook and Newson, 1988/97: 1)*
- 57.**
- gg) *(Cook and Newson, 1988/97: 1)*
- 58.**
- hh) *(Cook and Newson, 1988/97: 1)*
- 59.**

ii)

(Cook and Newson, 1988/97: 1)

60.

jj)

(Cook and Newson, 1988/97: 1)

61.

kk)

(Cook and Newson, 1988/97: 1)

62.

ll)

(Cook and Newson, 1988/97: 1)

63.

mm)

(Cook and Newson, 1988/97: 1)

64.

nn)

(Cook and Newson, 1988/97: 1)

65.

oo)

(Cook and Newson, 1988/97: 1)

66.

pp)

(Cook and Newson, 1988/97: 1)

67.

- qq) *(Cook and Newson, 1988/97: 1)*
- 68.**
- rr) *(Cook and Newson, 1988/97: 1)*
- 69.**
- ss) *(Cook and Newson, 1988/97: 1)*
- 70.**
- tt) *(Cook and Newson, 1988/97: 1)*
- 71.**
- uu) *(Cook and Newson, 1988/97: 1)*
- 72.**
- vv) *(Cook and Newson, 1988/97: 1)*
- 73.**
- ww) *(Cook and Newson, 1988/97: 1)*
- 74.**
- xx) *(Cook and Newson, 1988/97: 1)*
- 75.**

- yy) *(Cook and Newson, 1988/97: 1)*
- 76.**
- zz) *(Cook and Newson, 1988/97: 1)*
- 77.**
- aaa) *(Cook and Newson, 1988/97: 1)*
- 78.**
- bbb) *(Cook and Newson, 1988/97: 1)*
- 79.**
- ccc) *(Cook and Newson, 1988/97: 1)*
- 80.**
- ddd) *(Cook and Newson, 1988/97: 1)*
- 81.**
- eee) *(Cook and Newson, 1988/97: 1)*
- 82.**
- fff) *(Cook and Newson, 1988/97: 1)*
- 83.**

ggg)	(Cook and Newson, 1988/97: 1)
84.	
hhh)	(Cook and Newson, 1988/97: 1)
85.	
iii)	(Cook and Newson, 1988/97: 1)
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jjj)	(Cook and Newson, 1988/97: 1)
87.	
kkk)	(Cook and Newson, 1988/97: 1)
88.	
lll)	(Cook and Newson, 1988/97: 1)
89.	
mmm)	(Cook and Newson, 1988/97: 1)
90.	
nnn)	(Cook and Newson, 1988/97: 1)
91.	

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(Cook and Newson, 1988/97: 1)

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(Cook and Newson, 1988/97: 1)

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