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Exploring the Monolingual and Bilingual Students Performance on Zero-Place Predictors in English.

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ABSTRACT

Background: Bilingualism has always been a subject for scholars since societies contain people from different backgrounds. In Khuzestan, teachers usually deal with classes which at least contain a few bilinguals. Since teaching in pure monolingual classes is undoubtedly different from instructing in classes in which the students are a mixture of bilinguals and monolinguals, teachers need a sufficient knowledge about English grammar which is meaningless in Persian and Arabic that these two groups apply in language learning. **Objective:** The main aim of the present study is to examine the effect of linguality on the use of zero-place predictor. The participants of this study were two male groups. 1- 41 bilingual (Arabic-Persian). 2- 41 monolingual students (Persian). All of them study at last grade of high school. Several testing instruments were utilized in the process of the development of the present research. The first one was background questionnaire developed by the investigator. It covered issues such as the subjects' age, bilinguality status, their parent's socio-educational background, and occupation. The subjects were assured that the elicited information would be kept in full secrecy. Second one was Nelson proficiency test used to determine the student's level of language proficiency. And the last one was A Grammaticality Judgment Test (GJT), developed by the researcher on the basis of syntactic competence (zero place predictor), and covered in English textbook designed for Iranian high school level. **Results:** The results show that there is a significant difference between the performance of bilinguals and monolinguals regarding their performances on zero-place predictor. **Conclusion:** In other words, it can be stated that bilingual learners outperformed their peers, monolingual, in using zero-place predictor.

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INTRODUCTION

This study is an attempt to contribute to the contrastive study of the grammar in English which is meaningless in Persian and Arabic. And contrastive analysis can play an important role in predicted problems. That always appears to be difficult for students and teachers. In recent decades, the investigation of the contrastive analysis used by successful monolingual and bilingual students and it has been the core of many studies. But, to the researcher's knowledge none of these studies have been carried out in terms zero-place predictor in monolingual (Persian) and bilingual (Arabic/Persian).

According to (yarmohamadi, 2002) contrastive analysis is a sub discipline of linguistics that brings two or more language system or subsystems together and sets them against one another in order to determine the differences and similarities between them in terms of some specified linguistic features. According to Ziahosseiny (2009) contrastive analysis is concerned with the comparison of two languages for the purpose of translation and foreign language teaching. According to Keshavarz (2011:3) the history of comparative linguistics (originally known as comparative philology) goes back to the 18th century when scholars began to compare different languages in a systematic and detailed manner in order to find out whether there were correspondences between them. The objective of such comparative studies was to find evidence for the existence of a common origin for a group of language. This common origin was called the proto-language or common ancestor of cognate or related language.

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Bilingualism:

One important issue in studying bilingualism is that bilinguals have better meta-linguistic awareness (Fromkin, Rodinan, & Hymes, 2003). According to Fromkin, *et al.* (2003) meta-linguistic awareness refers to speaker's conscious awareness about language and the use of language. This is in contrast with linguistic knowledge, which is knowledge of language and is unconscious. Moreover, bilingual children have an earlier understanding of the arbitrary relationship between a sufficient meta-linguistic awareness to speak the contextually appropriate language. Whether they enjoy some cognitive or educational benefit from being bilingual seems to depend a great deal on extra linguistic factors such as social and economic situation and the relative prestige of two languages.

According to Maghsudi (2008), Bilingual or bilingualism is the ability to speak, communicate, and understand two languages. It is not to be confused with biliteracy, which is the ability to read and write in two languages.

Bilingualism in Iran:

Iran current population of more than 75 million people which makes it on the most populous countries in the Middle East contains within itself different languages and ethnic minorities. Yet the official instructional language of all Iranians is Persian, the language of the majority grouping. The second greatest language grouping in Iran is that of the Turkish speaking people, the authors are members of this group; their community size in the northwestern provinces of Iran is fairly large and comparable to the number of Persian-speaking area. If it is not the majority group in the whole of Iran; the Azerbaijanis are clearly both the majority and the culturally dominant group in the northwestern part of the country. Kurdish, Arabic, and Baluchi are spoken in Iran too. Of course there are smaller groups who have no specific geographical location like Armenians and Aasoorians speaking people. An interesting point in Iran is that some of the provinces in this country are named based on the dominant cultural-linguistic group residing in them (e.g., Fars, Kordestan, Lorestan, Baluchestan, etc.). We should note that most regional languages are related to Persian and belong to a larger Iranian family, a branch of Indo-European. Turkish, the major non-Iranian language, spoken in the northwestern part of the country, is greatly different from Persian and is branch of Altaic language. In some parts of the country, this linguistic diversity coupled with religious differences has led to ethno-political difference (e.g. in the province of Kurdistan). For a long time, bilingualism was considered a negative factor threatening the national unity in Iran (Afshar 1989). Now it is going to be appreciated that the different cultures, languages, and varieties that coexist in Iran and are acquired in the natural process of socialization constitute an important part of the national wealth, and that cultural-linguistic diversity can be a valued resource for continued social development and renovation and the maintenance of social health in a rapidly changing society. Since the minority languages are not used in education system it has made some educational problems. Educational authorities proposed different solutions such as a month-long special course for non-Persian speaking children. But it can hardly be adequate for this purpose, as it cannot make up for the six-year long exposure to the mother tongue. More over, the absence of the native language from the curriculum during the school years is certainly not a step toward such bilingualism. On the contrary, this would lead to what Santrock (2002) has called semilingualism, or lack of proficiency in either one of the two languages. According to Hameedy (2005) the academic gap between the Persian and non-Persian speaking students have not been bridged even after four years of schooling. (Khadiji & Kalantari 2010)

Zero-place Predicator:

One important issue in this study is zero-place predicator and recognizes better performance between bilingual (Arabic-Persian), and monolingual (Persian).

According to Yarmohammadi (2002), two reasons have been put forward for the considerable emphasis on this issue: it's meaningless in Persian and Arabic language and the difficulty of mastering this item of the grammar. The idea appears even more complicated when two or three languages come in contact with each other as a result of which speakers of monolingual/bilingual trying to communicate in L2/L3 may face problems especially in learning zero-place predicator of the second language. Provides a complete contrastive description of zero-place predicator constructions of English and Persian, the patterns of zero-place predicators are as follows:

1). Predicator denotes some point or period in time.

Pro-Subj BE NP

It be NP1

E.g. (1) it was night.

(2) It is five O'clock.

2). Predicator refers to stretches of time such as day, month, or year.

Pro-Subj BE NP

It be NP1

E.g. (3) it is April.

(4) It is Friday.

(5) It was 1995.

3). Predicator refers to some sort of sensation or describes general weather conditions.

Pro-Subj BE Adj

It be Adj

E.g. (6) it is cold.

(7) It is fair.

4). Predicator denotes a weather phenomenon and is concerned with events involving precipitation (a verb (V) in English and Persian).

Pro-Subj Verb

It V

E.g. (8) it is raining.

(9) It was snowing.

Continues that in all the above patterns the element it is considered semantically empty. But syntactically it functions as filler. The verb to be is considered a dummy verb because it does not add any semantic meaning to the sentence. The third elements of these patterns are supposed to be predicators. Therefore, since there is no other element to occupy a position in these patterns, they are called zero-place predicators. On the contrary, Persian has no dummy it to function as subject. English zero-place predicators should be translated into Persian by adding a suitable expression to the beginning of the sentence. So, the corresponding patterns for English zero-place predicators are one-place predicators in Persian (see examples 1-9).

All of patterns are characterized as zero-place predicators. The element it is considered semantically empty. Syntactically it functions as filler. The verb to be (and the verb to have in many occasions) is considered a dummy verb since it is predictable from the underlying case structure and adds no semantic meaning. The third elements in these structures are supposed to be predicators. There are not any other elements (i.e., arguments) to occupy a position in the patterns. Therefore, the patterns are named as zero-place predicators.

Objectives:

In Khuzestan, teachers usually deal with classes which at least contain a few bilinguals since teaching in pure monolingual classes is undoubtedly different from instructing in classes in which the students are mixture of bilinguals and monolingual teachers need sufficient knowledge about zero-place predicate that these two groups apply in language learning.

This knowledge will helps teachers to come up with the most appropriate way in their teaching. Although a great deal of studies has been done in performance of grammar in specific item zero-place predictor in bilingual and monolingual. Also this study aims to elicit use of the grammar in bilingual and monolingual which these language learners apply in zero place predictor then I discover effect of bilingual on learning third language it will be positive, negative, or neutral.

Research Questions and Hypotheses:

The present dissertation will set out to find answers to the following research questions:

1- Is there any difference between the performance of bilingual (Arabic-Persian) and monolingual (Persian) in zero-place predictor?

On the basis of above question, the following hypothesis is formulated:

H1. 1: There is difference between monolingual and bilingual learners in zero-place predictor.

MATERIALS AND METHODS

Initially a total of 300 high school male students in the age range of 17 to 19 from different educational districts of Andimeshk and Susu (the south cities in Iran) were invited in this study. Then considering some variables some of them were discarded and the remaining was 41 bilingual (Arabic-Persian) students and 41 monolingual students (Persian) they were given English language proficiency tests. By means of a background questionnaire some demographic information about subjects were elicited. Based on some indicators such as, the parents' socio-educational background, occupation and the number of members in each family (which according to Morris, 1994 are good indicators of social class status), the subjects were matched as closely as possible for socioeconomic background to minimize the effect of social class. Accordingly, the subjects were classified as middle class,

Two groups of 41 students each participated in this study:

a. Group A (male/ monolinguals) who used just one language as home language and they were from Andimeshk city.

b. Group **B** (male/ bilinguals) who used more than one language as home languages and they were from Susu city.

Subjects in all groups were homogenous in terms of the socio-educational context, socio-economic level, type of school attended by each group, methodology used at school, number of hours devoting to the teaching of English, level of language proficiency and their age. It needs to be added that the educational system in Iran is centralized; therefore, the textbooks and methodology for teaching English as a foreign language are the same all over them and methodology for teaching English as a foreign language are the same all over the country.

The instruments used are as follows:

1. **A background questionnaire:** In order to elicit subjective information about participants, a background questionnaire was developed by the investigator. It covered issues such as the subjects' age, bilinguality status, their parent's socio-educational background, and occupation. Other issues of ethical consideration were observed in while administering the questionnaires. (See Appendix A)

The subjects were assured that the elicited information would be kept in full secrecy.

2. **General English Proficiency Test:** Test (Nelson, series 400 B) that determines the proficiency level of the subjects in English; (See Appendix B)

This test comprised of 50 multiple-choice vocabulary, grammar, and reading comprehension items. The reliability of G.E.P.T. estimated by Kudar Richurson formula (1937) appeared to be 75.

3. **A Grammaticality Judgment Test (GJT)**, which was developed by the researcher on the basis of syntactic competence (*zero place predicator*), covered in English textbook designed for Iranian pre-university level. (See Appendix C)

This research was done on the basis of an ex-post facto design. The reasons behind choosing such a design are as follow.

1. There was no control over the manipulation of the independent variables;
2. No treatment was given to the subjects;
3. Some degree of relationship between the variables rather than a cause and effect relationship.

The whole procedure was divided into three phases. The first phase is the development of the questionnaires (background and self-evaluation scale questionnaires). In order to elicit subjective information about participants, a background questionnaire was developed by the investigator. It covered issues such as the subjects' age, bilinguality status, their parent's socio-educational background, and occupation. Other issues of ethical consideration were observed in while administering the questionnaires. Then we had General English Proficiency Test: Test (Nelson, series 400 B) that determines the proficiency level of the subjects in English; accordingly, the subjects were classified as middle class, two groups of 41 students each participated in this study.

So that subjects in all groups were homogenous in terms of the socio-educational context, socio-economic level, type of school attended by each group, methodology used at school, number of hours devoting to the teaching of English, level of language proficiency and their age. Then in the second phase we had group **A**. who received post-test on zero place predicate with 27 different kinds of sentences from their textbook. And they had translated them from English into Persian. And we scored them according to meaningfulness or meaningfulness of zero place predicate in translation. In the third phase we had group B that had post-test on zero place predicate with 27 different kinds of sentences from their textbook and they had translated them from English into Persian and Arabic. We scored them according to meaningfulness or meaningfulness of zero place predicate in translation of Persian and Arabic.

Data Analysis and Results:

After the tests were administered to the sample population and scored, the data were analyzed using t-test formula. t-test was conducted to find out whether the differences among the mean scores in monolingual and bilingual performance tests, for the two independent groups, at one levels of Intermediate in two phases of pre-test and post-test were significant or not. To analyze the data obtained from zero-place predicator exam by t-test formula was also run to see whether zero place predicator use in monolingual and bilingual had any difference between the performance of bilingual (Arab-Persian) and monolingual (Persian) in zero predicator use groups.

This study was carried out to see if there is any difference between the performance of bilingual (Arab-Persian) students and monolingual (Persian) students in zero-place predicator use. For this aim, first, a pretest was performed among several high-school students in Andimeshk and Susa. Second, based on this test, two groups (**A** and **B**) were formed for Andimeshk and Susa respectively. Each group included 41 students. Third, the two groups were tested based on a preplanned zero-place predicator translation test. Moreover, since group B was bilingual, an English-Arabic translation test was administered to this group. To be noted that each of the tests used in this research scored 100 points. The scores of 39 testees in group A is above 54. Thirty three members of group B got the scores ranging 4 to 42 out of 100.

Research Question:

Is there any difference between the performance of bilingual (Arab-Persian) and monolingual (Persian) in zero predicator use?

Research Hypothesis:

There is a significant difference between monolinguals and bilinguals in the use of zero predicator.

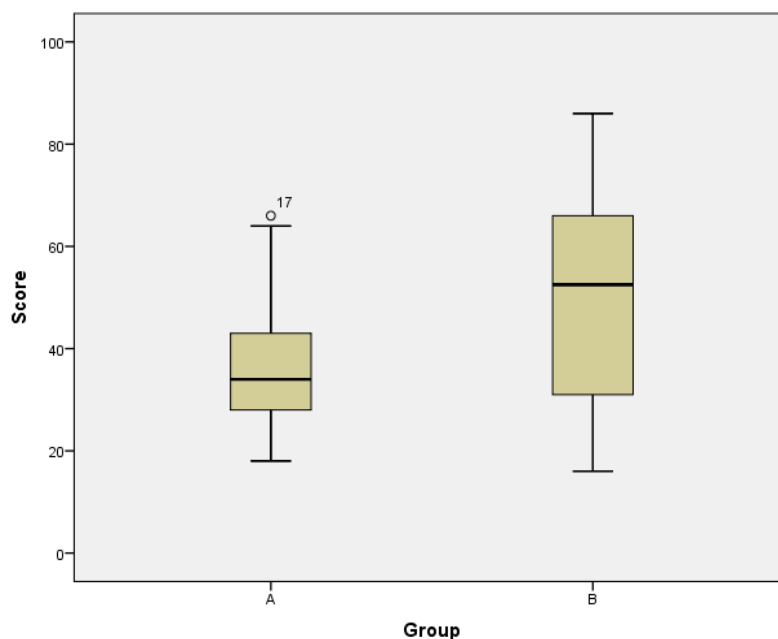
To be more accurate, the blank answer sheets and the scores less than 15 out of 100 were taken out from the list. As a result, the number of participants was reduced to 62. One additional translation test was used for the bilingual group. Therefore, the mean of the two tests applied had been calculated for this group.

To show if there is a significant difference between monolinguals and bilinguals in the use of zero predicator, the means of the two groups should be compared. Hence, the t-test formula was used for two independent groups. The results have been shown in table 4.1.

Table 4.1:

	group	number	mean	Standard Deviation	Std.Error mean
Score	A	35	36.29	12.244	2.070
	B	27	51.00	20.246	3.896

As indicated in the table 4.1, the mean score of zero place predicator used by 35 students in group A is 36.29 while the structure used by 27 students in group B is 51. This difference in two means is meaningful. The standard deviation of scores in group A is 12.244 while for group B is 20.246. The standard deviation of scores in group A is lower than the standard deviation of scores in group B. It means that the dispersion of scores is lower than group B.



As shown in box plot diagram 1.4, the maximum, the first quartile, the mean, and the third quartile of scores in group B is higher than those in group A. To examine the hypothesis raised in this study, the hypothesis of equality of independence between the two independent groups, as mentioned below, was tested by Levene's test of equality of variances.

$$H_0: \sigma_1 = \sigma_2$$

$$H_1: \sigma_1 \neq \sigma_2$$

Table 4-2 of Levene's test.

		Levene's Test for Equality of Variances	
		Fisher test	Significant level
score	equality of variances	12.925	.001
	unequal variances		

As indicated above, table 4-2 of Levene's test for equality of variances shows the high rate of Fisher test (12.925) and the low significant level (.001). It means that the hypothesis of equality of variances for the two

independent groups is rejected. For this aim, the t-test should be used for unequal variances. The hypothesis for equality of means in two independent groups with unequal variances was put forward as follows.

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

To examine the hypothesis mentioned above, the t-test for the two independent groups with unequal variances was calculated. The results are shown in the table 3-3 below.

Table 4-3,

t-test for Equality of Means						
amount t of t	Df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-3.335	40.289	.002	-14.714	4.412	-23.629	-5.800

As stated in the table 4-3, the amount of t (-3.335) with the degree of freedom 40.289, and the low level of significance (.002) means that the null hypothesis of equality of scores between the two independent groups is rejected. In other words, there is a significant difference between the means of zero-place predicator structures used by monolingual and bilingual students. The 95% confidence interval of the difference for the means of the two groups was in the range of -23.629 to -5.8. This range does not include the zero point, that is, the null hypothesis is rejected. The two mean numbers of 51 and 36.29 resulted from the zero predicator structures made by bilingual students and monolingual students respectively show that the bilinguals have a higher score than monolinguals. Figure 2-4 shows the means of the two independent groups.

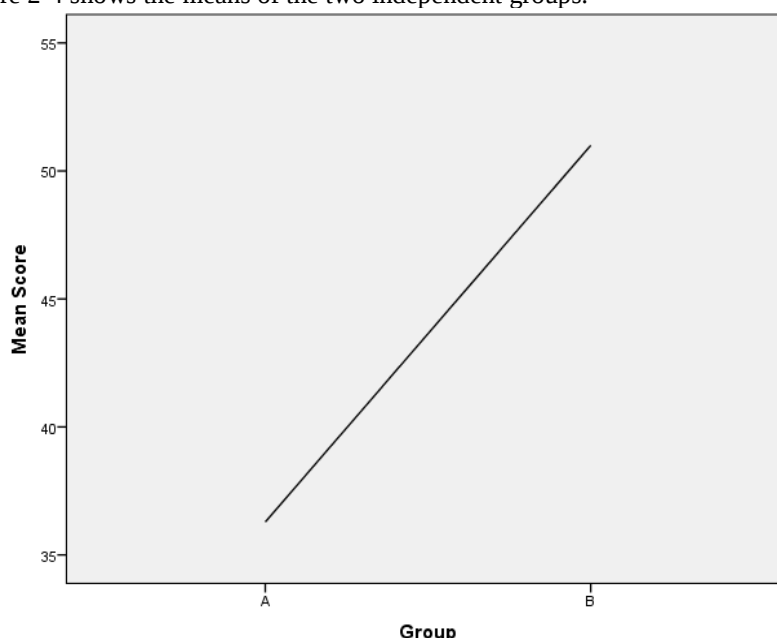


Figure 2.4 shows that there is a meaningful difference between the two independent groups of monolingual students and bilingual ones. Obviously, the mean number of scores for the monolingual group is less than the mean number of scores for bilingual group.

Discussion:

The first part of the discussion goes for question of the research. Is there any difference between the performance of bilingual (Arab-Persian) and monolingual (Persian) in zero-place predicator?

Obtained result, is shown then the possible reasons behind this result are fully explained. According to the results obtained from the t-test the mentioned hypothesis was accepted.

It means. Here is a significant difference between monolinguals and bilinguals in the use of zero-place predicator. One of the reasons for better performance of Arabic bilingual over monolinguals is that bilinguals in general have control over system of two different languages simultaneously and this could help them to make use of Zero-place predicator strategies more effectively a monolinguals.

Another reason could be due to the effect that bilingual could have had the experience of using strategies previously to learn their second language. So this experience could have helped them to facilitate learning the third language. Diaz (1985) suggests that second language is unique and may bring about greater awareness of cognitive processes. Vygotsky (1978) viewed a foreign language as conscious and deliberate from the start Kirby (2007) found that 4 to 5 years old bilingual children in south Africa understood to a greater extent than

comparable monolingual children that language is arbitrary one possible explanation of such result is that positive and correct use of such learning strategies by bilingual students help them to enhance their learning and their understand of the texts.

In contrast, monolinguals who do not use the right language learning strategies are less successful in understanding/comprehending the zero-place predicator, because they do not process and analyze the information of the zero-place predicator through use items of the grammar in different situation this explanation is supported by Rubin (1995) who noted that our knowledge of what successful learners do strategies they employ-can help us teach those techniques to weaker students and consequently enhance their learning. Also research on zero-place predicator indicates that monolingual English-speaking children have benefited from meta-cognitive strategy training mature learner. Yarmohammadi (2002) provides a complete contrastive description of zero-place predicator constructions of English and Persian.

The patterns of zero-place predicators are as follows:

1). Predicator denotes some point or period in time.

Pro-Subj BE NP

It be NP1

E.g. (1) it was night.

(2) It is five O'clock.

/saʔæt-e pændʒ ʔæst/

2). Predicator refers to stretches of time such as day, month, or year.

Pro-Subj BE NP

It be NP1

E.g. (3) it is April.

/mah-e ʔavril ʔæst/

(4) It is Friday.

/ruz-e dʒomʔe ʔæst/

(5) It was 1995.

/sal-e 1995 bud/

3). Predicator refers to some sort of sensation or describes general weather conditions.

Pro-Subj BE Adj

It be Adj

E.g. (6) it is cold.

/hæva særd ʔæst/

(7) It is fair.

/hæva xub ʔæst/

4). Predicator denotes a weather phenomenon and is concerned with events involving precipitation (a verb (V) in English and Persian).

Pro-Subj Verb

It V

E.g. (8) it is raining.

/baran mibræd/

(9) It was snowing.

/bærf mibræd/

Continues that in all the above patterns the element *it* is considered *semantically* empty. But syntactically it functions as filler. The verb *to be* is considered a dummy verb because it does not add any semantic meaning to the sentence. The third elements of these patterns are supposed to be predicators. Therefore, since there is no other element to occupy a position in these patterns, they are called zero-place predicators. On the contrary, Persian has no dummy *it* to function as subject. English zero-place predicators should be translated into Persian by adding a suitable expression to the beginning of the sentence. So, the corresponding patterns for English zero-place predicators are one-place predicators in Persian (see examples 1-9).

All of patterns are characterized as zero-place predicators. The element *it* is considered *semantically* empty. Syntactically it functions as filler. The verb *to be* (and the verb *to have* in many occasions) is considered a dummy verb since it is predictable from the underlying case structure and adds no semantic meaning. The third elements in these structures are supposed to be predicators. There are not any other elements (i.e., arguments) to occupy a position in the patterns. Therefore, the patterns are named as zero-place predicators.

Conclusion:

One of the assumptions of this study was that comparison monolingual and bilingual in two independent groups and investigation zero-place predicator in the intermediate language learner's ability. And the instruction of zero-place in high school start from first year and it would continue in to pre-university and this item of the grammar happen in different situations. It can occur about weather, time, distance, and possessive. And such a thing is meaningless in Persian and Arabic but meaningful in English.

According to Yarmohammadi (2002), the patterns of zero-place predicators are as follows:

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So, the corresponding patterns for English zero-place predicators are one-place predicators in Persian (see examples 1-9). All patterns are characterized as zero-place predicators. The element *it* is considered semantically empty. Syntactically it functions as filler. The verb *to be* (and the verb *to have* in many occasions) is considered a dummy verb since it is predictable from the underlying case structure and adds no semantic meaning. The third elements in these structures are supposed to be predicators. There are not any other elements (i.e., arguments) to occupy a position in the patterns. Therefore, the patterns are named as zero-place predicators. Student had different strategies for translation Then ability made use of the less successful in translation of this item of the grammar one of the strategies that students have they translate over lop when they change it from English in to Persian and Arabic however another strategies that students have good recognize the key points of each part and make good change between two languages and students try to pull out the main idea and the important points of the situation of zero-place then they can understand zero-place in different situation it is worth to be mentioned that learners save time to understand this item of the grammar in comparison two or three languages predication is found to be another frequent strategy used by language

learners cognitive strategy engage the learners with the item even before reading that means previous knowledge and experience of the students about zero-place may help them better understanding of situation of this item of the grammar.

According to the contrastive between three languages and two groups monolinguals (Persian) and bilinguals (Persian/Arabic) and the design in this study (ex-post facto design) we had pre-test and post-test then two independent groups were equal in all of the time of the exam, in all participants, situation of the exam, and source of their knowledge. But they were different in their performance in post-test between two groups. As data analysis showed in chapter 4 bilingual learners outperformed their peer's monolingual in using zero-place predicate.

Limitations of the Study:

The small size of the population of this study may be considered as a limitation of this research. This study had to only focus on intermediate students of a particular university and this may decrease the reliability of the study. Thus, further studies can be done fill this gap. This study was only interest in examination of the effect of bilingualism and the strategy use of the successful group in zero-place predictor; other studies can go even further and investigate this issue in other area of English.

The next point is the question of generalization. The subjects of this study were pre-university Arabic-Persian bilinguals and Persian monolinguals. The bilinguals were selected from among those families who are in ANDIMASHK or SUSU above five years. Care will be taken not to over generalize the findings beyond what is justified in this study in relation to other languages, cultures and fields of study, since it is expected that each of these factors plays a role in bringing about the results of the study.

Appendix (A): Background questionnaire:

1. Name of the student:
2. Age:
3. Gender:
4. Language or languages which are used at home (Home language):
 - 1-4 Persian
 - 2-4. Arabic
 - 3-4. Turkish
 - 4-4. other (specify)
5. Educational levels of parents:
 - 1.5. Father
Nil / below middle / middle / high school or p.u.c / graduation / post-graduation
 - 2.5. Mother
Nil / below middle / middle / high school or p.u.c / graduation / post graduations
6. Occupation of parents:
 - 1.6. Father:
 - 2.6. Mother:

Appendix (B): General English Proficiency Test:

Choose the correct answer. Only one answer is correct.

"I can't understand1....." Mark Said. "The couple had lived in this house for a long time. Their relatives lived next door to them and in another2..... Hadley, the3..... called in to see them five minutes after the postman delivered a letter. But they had already disappeared."

The house4..... had5..... surprises for Mr Bolton. It was exactly as he had imagined it.6..... in the hall and front room, but the kitchen and dining room were clearly used7..... And possessed8..... Someone without much money, but9..... nice things, had lived there. He or she – and he thought it was probably she- had been generous, too10..... her efforts to save, if the packets of little things obviously bought at the door were anything to go by. The thin detective11..... wandered through the house. There was no sign of flight, packing,12..... violence. He looked at everything but13..... seemed to interest him was a photograph14..... when the couple had got married. It was an ordinary picture but he15..... it. Nora looked rather frightened, and Alex, the husband, although he seemed determined, had a worried expression16..... Smiled confidently.

"I don't think Hadley is the sort of man who imagines things," Mark said. "When he says he felt the couple had been in the house that morning17....., I believed him. But here's another photograph of alex. He18..... someone I knew in the army,19..... in normal circumstances but20..... quickly if necessary." "They seem21..... just after the postman called," Bolton said. "I wonder if they won the football pools and the news of their win22..... in the letter. They may have gone away quickly away in

case23.....perhaps Alex knew his wife was generous and24..... a decision25..... the money with her relatives.”

- | | |
|---|--|
| 1) A: that which happened | B: that which did happen |
| C: what did happen | D: what happened |
| 2) A: house nearby | B: near house |
| C: facing house | D: house in the way |
| 3) A: wife brother | B: brother wife |
| C: wife's brother | D: brother's wife |
| 4) A: by its own | B: as itself |
| C: for itself | D: itself |
| 5) A: little | B: a little |
| C: few | D: a few |
| 6) A: It wasn't much furniture | B: there wasn't much furniture |
| C: there weren't many furnitures | D: there weren't many furnitures |
| 7) A: a great deal | B: a big lot |
| C: much | D: the most of the time |
| 8) A: its proper character | B: a character of its own |
| C: their proper character | D: a character of their own |
| 9) A: which liked | B: who liked |
| C: what liked | D: to whom liked |
| 10) A: in spite of | B: although |
| C: nevertheless | D: however |
| 11) A: with the glasses of horn rims | B: in the glasses of horn rims |
| C: with the horn-rimmed glasses | D: of the horn-rimmed glasses |
| 12) A: or | B: nor |
| C: but | D: neither |
| 13) A: the only thing that | B: the only thing what |
| C: the single thing what | D: the only which |
| 14) A: done | B: made |
| C: caught | D: taken |
| 15) A: did a careful study of | B: made a careful study of |
| C: did a careful study from | B: made a careful study from |
| 16) A: The whole of the relative | B: All relatives |
| C: The relatives all | D: The relatives they all |
| 17) A: as happy as never | B: as happy as ever |
| B: so happy as never | D: so happy as ever |
| 18) A: remembers me of | B: reminds me of |
| C: remembers me to | D: reminds me to |
| 19) A: enough calm | B: so calmly |
| C: calm enough | D: just calmly |
| 20) A: able for acting | B: was able to act |
| C: capable to act | D: capable of acting |
| 21) A: to leave | B: to be leaving |
| C: to have left | D: that they left |
| 22) A: was | B: were |
| C: it was | D: they were |
| 23) A: the rest of the family found out | B: the rest of the family would find out |
| C: the others of the family found out | D: the others of the family would find out |
| 24) A: should do | B: should make |
| C: had to do | D: had to make |
| 25) A: for not sharing | B: in order not to share |
| C: so as not to share | D: not to be shared |

Choose the correct answer. Only one answer is correct.

On the main road

“Slow down, darling. You're driving much too fast.”

“I know. But by the time we26..... to the church, the marriage service27..... started. If you28..... such a long time to get dressed, we'd have been there by now. I finished29..... an hour before you did.”

“It's not my fault. You30..... we were in a hurry.”

“Now there's a police car behind us. It's signaling. I31..... stop.”

“would you32..... me your driving licence, sir? You realize that you were driving at a hundred miles an hour, don't you?”

“No, officer, I33..... Oh, well, I suppose I was. We're going to a wedding. You see.”

“Not now, sir, I'm afraid. You're coming to the police station.”

- | | | | |
|--------------------------|------------------------|-----------------------|------------------------|
| 26) A: shall get | B: shall arrive | C: get | D: arrive |
| 27) A: shall have | B: will have | C: has | D: must have |
| 28) A: hadn't taken | B: wouldn't have taken | C: weren't taking | D: wouldn't take |
| 29) A: dressing | B: to dress | C: being dressed | D: my dressing |
| 30) A: must have told me | B: ought to tell me | C: had to tell me | D: should have told me |
| 31) A: had rather | B: would rather | C: had better | D: would better |
| 32) A: mind to show | B: mind showing | C: matter to show | D: matter showing |
| 33) A: didn't need to be | B: may not have been | C: couldn't have been | D: needn't have been |

Choose the correct answer. Only one answer is correct:

34) He The letter carefully before putting it in the envelop.

- A: folded B: bent C: turned D: curved
 35) I you to go to the Town Hall and ask them for information about it.
 A: advertise B: announce C: notice D: advise
 36) He wasn't admitted to the club because he wasn't a
 A: partner B: member C: social D: representative
 37) You must..... facts and not run away from the truth.
 A: look B: sight C: front D: face
 38) I to him for the error.
 A: excused B: apologized C: pardoned D: forgave
 39) She's bought some lovelyto make herself a dress.
 A: material B: clothing C: costume D: pattern
 40) He's staying in the youth in Market Street.
 A: home B: lodge C: hostel D: house
 41) It's no use ringing me at the office this week because I'm
 A: by my leave B: at leave C: in holidays D: on holidays
 42) at the Town Hall, the queen was welcomed by the Mayor.
 A: On reaching B: at arrival C: On arrival D: At reaching
 43) He working till he was seventy years old.
 A: kept on B: kept C: followed D: succeeded
 44) The meeting at midnight and we all went home.
 A: broke through B: stopped off C: stopped up D: broke up
 45) He's not as honest as he.....
 A: makes up B: makes out C: gives over D: gives away

In this series of questions, three words have the same sound but one does not. Choose the one that does not:

- Example: A: go B: so C: show D: do
 46) A: drum B: thumb C: home D: come
 47) A: abroad B: load C: scored D: board
 48) A: bush B: brush C: crush D: rush
 49) A: worm B: storm C: form D: norm
 50) A: cast B: classed C: passed D: massed

Appendix(C): Grammaticality Judgment Test (GJT):

جملهای زیر به زبان فارسی ترجمه کنید

- | | |
|--|----------------------------------|
| It is 5 o'clock | it is Friday..... |
| It is April | It is cold |
| It is sunny | It is windy..... |
| It is night | It was night |
| It is a nice day..... | It is a cloudy night..... |
| It is a fair season..... | It is raining..... |
| It is very late | It is time for lunch..... |
| It is nice today..... | It is getting late..... |
| it is a dictionary | it is quite far..... |
| Who is it? It is me | it is easy to learn English..... |
| It is difficult to walk in the dark | |
| It is necessary to stand in line | |
| It is important to be on time..... | |
| It is about 200 meter to the post office..... | |
| Who is it on the phone? It is Mr. Brown..... | |
| What is it? It is school..... | |
| Whose book is it? It is Ahmad Karimi book..... | |
| What time is it? It is 7 o'clock | |
| How far is it to Tehran? It is 15 kms..... | |
| Is it raining or snowing? It is raining..... | |

جملهای زیر به زبانهای فارسی و عربی ترجمه کنید

- | | |
|----------------------|-------------------|
| It is 5 o'clock..... | it is Friday..... |
| It is April..... | It is cold..... |

It is sunny.....	It is windy.....
.....	
It is night	It was night
.....	
It is a nice day.....	It is a cloudy night.....
.....	
It is a fair season.....	It is raining.....
.....	
It is very late	It is time for lunch.....
.....	
It is nice today.....	It is getting late.....
.....	
it is a dictionary	it is quite far.....
.....	
Who is it? It is me	it is easy to learn English.....
.....	
It is difficult to walk in the dark.....	
.....	
It is necessary to stand in line.....	
.....	
It is important to be on time.....	
.....	
It is about 200 meter to the post office.....	
.....	
Who is it on the phone? It is Mr. Brown.....	
.....	
What is it? It is school.....	
.....	
Whose book is it? It is Ahmad Karimi book.....	
.....	
What time is it? It is 7 o'clock	
.....	
How far is it to Tehran? It is 15 kms.....	
.....	
Is it raining or snowing? It is raining.....	
.....	

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