The Influence of Language Aptitude on EFL Learners in SLA

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Abstract

In recent decades, as an important factor in second language acquisition (SLA), language aptitude has attracted more and more attention. Many scholars such as John Carroll, Skehan, Bialystok and Frohlich have proved that language aptitude has great impact on second language acquisition and can predict language learning effect. Using Modern Language Aptitude Test (MLAT), this paper mainly analyzes the influence of language aptitude on EFL learners in second language acquisition. Therefore, the author chooses some EFL students at the research subject, and adopts some methods (eg: interview) to survey their basic situation of foreign language learning. After that, the data collected are analyzed by SPSS, a statistical software. From those data, we learn about how language aptitude influences foreign language learning in the process of second language acquisition. Based on these results, the author finds out the relationship between language aptitude and teaching and then proposes several suggestions on how to teach efficiently when facing EFL learners.

Key words: Language aptitude; Second Language Acquisition (SLA); ELF learners

INTRODUCTION

In second language acquisition, individuals have differences in rate and effect of foreign language learning on account of factors from in and outside the classroom, such as the age, learners' beliefs, aptitude, learning styles, anxiety, motivation, personality and so on. It is proposed that of all individual differences, language aptitude generates the most consistent correlations with language learning success (Gu, 2008). Up to now, language aptitude has been more and more focused on second language learners. More and more researches are conducted from different perspectives. The study has made significant contributions in second language acquisition. It is concerned with evident suggestions on foreign language teaching. This paper conducts an empirical research to testify how language aptitude influences EFL learners in second language acquisition.

1. THEORETICAL BASIS

1.1 Definition

Language aptitude has undergone a long process of development. Dating back to the 1973, John Carroll first proposes this concept. He thinks that in defined time and condition, individuals can control the progress of learning a foreign language, which is relatively stable in one's life. What Carroll emphasizes is that learners need to accomplish several tasks in a fixed time without paying attention to whether they have the potential to learn. Higher or lower language aptitude only depends on the length of time. Parry (1984) made an interpretation about language aptitude: Within a given time, learners have the desire to learn languages and the ability to persist. His definition has further expanded the connotation of language aptitude. However, it is still obscure. Nyikos (1990) proposed that language aptitude is the inner abilities that make some people more outstanding than others when learning foreign languages. Gardner and Mclntyre (1992) consider that language aptitude can be seen as the "sponge of cognition", which can add new knowledge on the

current knowledge. They have made a more detailed description.

The development of language aptitude has gone through several important stages. However, in the academic world, the most acceptable definition has been proposed by the authoritative scholar John Carroll. Based on early research, he regarded the internal structure of language aptitude as a new starting point and explored it from a new perspective. According to John Carroll, language aptitude is mainly composed of four parts:

(a) Phonetic Coding Ability: The ability to differentiate different sounds and relate sounds to signs that they represent. It is a special part and emphasizes oral speaking in language aptitude, such as, to identify the sound like "th" stands for.

(b) Grammatical Sensitivity: The individual's ability to demonstrate awareness of the syntactical patterning of sentences. It emphasizes the analysis in foreign language teaching, such as, to identify the subject or object of a sentence.

(c) Inductive learning ability: The ability to induce several rules from language samples. Learners who have this ability generally show strong self-learning ability, and not entirely depend on textbooks and teachers, such as, to recognize that in English "to" can denote direction and that "at" can denote location.

(d) Rote Learning Ability: The ability to establish a quick and effective corresponding link between mother tongue and foreign language, which is very important in vocabulary learning, such as, to remember words in vocabulary.

Based on the four parts, Carroll thinks that language aptitude is relatively stable through one's own life. It can improve the progress of foreign language learning and reduce the difficulty of learning. Therefore, it can predict the rate of foreign language learning.

1.2 Language Aptitude Test

As an important factor in second language acquisition, language aptitude has been widely recognized by scholars. However, it is not easy to measure effectively. The birth of language aptitude test scale further advances its development, and also provides practical data for theoretical research. Language aptitude test is mainly through the measurement of four basic ability to evaluate students' learning ability and predict future language learning achievements in the face of new learning tasks (Dai & Cai, 2008). The merits of test scale are high efficiency and easy to use.

Of all language aptitude tests, the most influential and widely used was Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959), proposed by Carroll and Sapon in 1959. Due to accurate result, nowadays it has been widely admitted by many institutes around the world. The test contains five parts.

First, number learning. Using audial equipment to teach students an unfamiliar number system - kurdish. Then, randomly show a series of kurdish numbers and let students write down the corresponding Arabic numbers. The purpose is to test learners' inductive learning ability.

Second, phonetic script. Teach students phonemes of Kurdish and then test their learning effect. The purpose is to test learners' phonetic coding ability.

Third, spelling clues. Ask learners to differentiate different English words according to their sounds and then select the word whose meaning is similar from a group of words. The purpose is to test learners' vocabulary and phonetic learning ability.

Fourth, words in sentences. Present two sentences. Underline one word in the first sentence and five words in the second sentence. Students must test which word in the second sentence has the same function as the word in the first sentence. The purpose is to test learners' grammatical sensitivity.

Fifth, paired associates. The participants are presented with a group of Kurdish words and corresponding English words, allowing them to remember and practice at a given time. Then, a multiple-choice is conducted to examine their rote learning ability.

Influenced by Carroll, after 8 years' research, Pimsleur developed another language aptitude called Pimsleur Language Aptitude Test (PLAB) (Pimsleur, 1966). Pimsleur considers that language aptitude contains three sections: language intelligence, language motivation and audial ability. Based on this, he suggests that the test is composed of six sections. First, grade average. This requires learners to report their grades of different subjects. Second, interest. This requires learners to mark their interest on the test scale. Third, vocabulary. The purpose is to test whether learners have a good command of vocabulary. Fourth, language analysis. Fifth, sound discrimination. Sixth, sound symbol association. Pimsleur's research is aimed at primary language learners, such as high school students. It also takes into account some related variables, such as learners' academic achievements, interest or motivation in language learning.

There are also other related language aptitude tests, such as the Department of Defense' language aptitude test, using auditory and visual materials to test learners' ability to learn an artificial language and York language aptitude test, which mainly measures learners' ability to produce an unknown linguistic form.

1.3 Empirical Research

In order to testify how language aptitude influences EFL learners in second language acquisition, some scholars conducted empirical researches in the past years. In China, Liu et al. (1999) and his research group, conducted a language aptitude test on college students' English proficiency. In this study, he randomly chose

some non-English majors, using Carroll's MLAT to test their English proficiency directly. In the end, reliable results were obtained. This is an early domestic research on language aptitude. Language aptitude test conducted by Dai (2006), has been prominent in modern empirical studies. This study was aimed at Chinese college students. Through studying the correlation between language aptitude and second language acquisition, gender and learning strategies, he found that there is little difference in language aptitude. That is to say, language aptitude is relatively stable.

In other countries, Gardner (1980) reports a median correlation of $r = 0.41$ between the MLAT scores of children and their French grades in different classes of a Canadian school. The conclusion is that this constitutes a strong relationship between aptitude and proficiency. Ehrman and Oxford (1995) surveyed 282 learners who learned 32 kinds of languages in a foreign language school. They find $r = 0.51$ for the correlation between language aptitude and oral ability. The conclusion is that language aptitude is an important factor in second language learners' individual differences.

The above scholars conduct language aptitude research from different aspects. At present, empirical research on language aptitude belongs to confirmatory investigation. Moreover, there are some problems such as vague definition and so on.

2. RESEARCH METHOD

Based on the above theory, in this paper, we research two questions and organize this test by selecting research objects, designing research steps and data collection.

2.1 Research Problem

Whether language aptitude can predict students' language proficiency in second language acquisition.

The correlation between language aptitude and students' English learning.

2.2 Research Design

2.2.1 Research Subject

We select a class of non-English majors in Beijing University of Agriculture as the research subject. Through investigating their learning situation, we want to find the relationship between language aptitude and English learning.

2.2.2 Research Instrument

John Carroll's MLAT is used in this study.

2.2.3 Research Procedure

First, we choose three classes of botanic science and make a pretest . By testing the differences in these natural classes, Class B with obvious differences is selected as the target. The test consists of five parts with 100 points. The total time is 120 minutes. (See Appendix I for the contents of the test)

Second, MLAT is conducted one week later (see Appendix Two for the contents of MLAT). Before the test, the tester should give a detailed description so as to ensure that students in Class B can correctly comprehend it. The test, which contains five parts, is strictly conducted according to the manual of MLAT scale. Total time is 30 minutes. Each part consists of 4 questions, each with 5 points, totaling 20 points. a) Number learning. In order to test inductive learning ability, students should learn expressions of 1 to 4 in Kurdish digital system, and then listen to a group of figures and express them in Arabic numbers, such as 412, 324, 13 and so on. b) Phonetic script. This part tests phonetic coding ability. Let students learn some written expressions of English phonemes, and then test learning effects, for example, write the words you hear: Vale, Aveto, Avetote. c) Spelling clues. This part also tests phonetic code ability. Students are required to recognize English words according to their pronunciation, for example, "Ernst", which means "earnest", and then choose a synonym from a set of words "sincere", "terrible", "lovely", "brilliant". d) Words in sentences. This part tests grammatical sensitivity. Present two sentences. Underline one word in the first sentence and five words in the second sentence. Students identifies which word in the second sentence has the same function as the word in the first sentence. For example, **Beijing** is an international city in China. **Jane likes** **doing** **sports** on the **playground**. They should identify which part in the latter sentence has the same function as "Beijing" in the former sentence. e) Paired associates. In order to test rote learning ability, students are asked to look at 10 Kurdish words, and then 5 minutes will be given to memorize them. Then, multiple choice questions are used to test their learning effect.

Third, collect the students' College English grades in the first two years. In this test, we regard their college English scores in the first two years as the reference data, and then compare the results of language aptitude test. By observing their scores, we can find whether they have made progress and which factors influence their scores.

Fourth, in the end, we conduct an interview in order to get more authentic information about their language aptitude and foreign language learning process.

2.3 Data Collection

First, after pretest, we organize two teachers who don't participate in this research to correct papers of these natural classes in order to ensure the reliability and validity of this research. Based on the scores, randomly select one with obvious differences.

Second, after one week, we start to use SPSS software to analyze MLAT. In the first step, we use SPSS software to test the reliability and validity. In the second step, in order to further analyze 5 sections of MLAT, we use SPSS software to conduct independent sample *t*-test. In the third

step, we make a linear correlation analysis of language aptitude and English achievements.

Third, after test, we conduct an interview.

3. RESEARCH ANALYSIS

After finishing data collation, we make a detailed statistical analysis. The specific process is as follows.

3.1 Analysis of Pretest

The pretest is conducted to select one class with obvious differences . The analysis is as follows.

Table 1
Result of Protest

	Maximum	Minimum	Mean	Variance
Class A	90.00	49.00	68.75	14.79
Class B	95.00	45.00	78.89	17.34
Class C	91.00	60.00	74.67	13.57

From Table 1, we can see that the in these three classes, the natural class B has a distinct advantage. The variance is 17.34. It shows that English grade of this class is more scattered than that of the other two classes. Therefore, we choose Class B as the target.

3.2 Analysis of MLAT's Reliability

The result of reliability is as follows:

Table 2
Reliability Statistics

Cronbach's Alpha	N of items
.723	5

From Table 2, the Cronbach's Alpha is used to analyze the consistency of items within the scale. The Cronbach's Alpha value is between 0 and 1. The higher the value is, the stronger the internal consistency is. It is generally accepted that the value should be no less than 0.70. From the chart, we can see that it is 0.723, greater than 0.70, which shows that the reliability of this test is within the reasonable range.

3.3 Analysis of Correlation Between Language Aptitude and Students' English Learning

In order to further analyze the five sections of language aptitude test, we use SPSS software to conduct independent sample t-test.

Table 3
Independent Sample *T*-Test

	Test value=0					
	t	*df*	Sig. (2-tailed)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Number learning	.662	18	.000	5.10000	11.09649	21.29649
Phonetic script	.818	18	.000	25.10000	39.33775	89.53775
Spelling clues	1.813	18	.000	14.50000	2.30052	31.30052
Word in sentences	.658	18	.000	5.10000	11.18105	21.38105
Paired associates	.186	18	.000	1.90000	19.59442	23.39442

From Table 3, we can see that the value of Sig. (2-tailed) is 0.000, less than 0.005, which shows that there exists great differences between different abilities of students. By knowing their language aptitude, we can find what the strongest part is in the process of language learning and therefore predict their learning effect.

Table 4
MLAT Score

	Number learning	Phonetic script	Spelling clues	Words in sentences	Paired associates
Mean of score	10.13	12.57	13.35	16.14	19.32

From Table 4, we can see mean score of MLAT. Based on the data, we can find that the score of paired associates is the highest. The score of number learning is the lowest. Thus, we can infer that students' rote learning ability and grammatical sensitivity are higher while inductive learning ability and phonetic coding ability are lower.

In order to analyze the correlation between language aptitude and students' English grade, we set number learning, phonetic script, spelling clues, words in sentences and paired associates as independent variable, their English scores as the dependent variable. Then, SPSS software is used to test the linear correlation analysis of two variables.

Table 5
Model Summary[b]

Model	*R*	*R* square	Adjusted *R* square	Std. error of the estimate	Change statistics					Durbin-Watson
					R square change	*F* change	*df*1	*df*2	Sig.*F* change	
1	.700[a]	.490	.320	1.30384	.490	2.882	1	3	.188	1.796

Note. a Predictors: (Constant), frequency.

　　b Dependent variable: Score.

Table 5 reflects the linear correlation between language aptitude and English scores. So we conduct independent sample t-test. The results showed that p value is equal to 0 and less than 0.05, which shows that there exists a significant correlation between the two items. Based on the data, we can find that language aptitude has impact on students' English learning.

3.4 Analysis of Interview

In this interview, we asks thee questions.

First, can you tell me possible reasons for your errors in language aptitude test? Students in Class B think they are weak in listening and speaking. So they got lower scores in the first three items, which mainly tests listening ability. The last two items mainly test the ability to memorize words. So we can find that rote learning ability is better.

Second, in which part do you spend more time during the process of learning a foreign language? According to the answer, we find that it takes a lot of time to write and read. So students can do better when the test paper relates less to listening or speaking.

Third, what are some difficulties for you to learn English? Students told us that in the course of learning English, their pronunciation is weak compared with reading comprehension. Based on the answer, we can find the reason why the score is lower in number learning, phonetic script and spelling clues.

4. IMPLICATIONS

4.1 Implications for Teachers

First, the elements of language aptitude are closely related to certain skills in language learning (Li, 2014). The lack of certain factors ultimately affect the achievement of foreign language teaching. Therefore, it is suggested that foreign language teaching is based on one's language aptitude so as to carry out targeted teaching and guidance. MLAT can be regarded as a diagnostic test for learners' language aptitude, which can be combined with practical teaching. The teacher should test students' language aptitude. In view of their language proficiency, different learning goals are set according to different language learning tasks. Thus, in the process of teaching, the teacher can design some tasks specially to improve students' listening and speaking ability.

Second, class is the interaction between teachers and students. With the development of modern society, teachers' role has changed. As an instructor, they should not only know students' current level but also pay attention to their language aptitude. In this study, MLAT provides effective information for teachers. The test results make teachers fully understand students' ability and thus, teachers can design study activities according to their actual language level. Also, teachers should give

more courage to instruct them to speak more in and outside classroom, such as asking questions in class. The method should match students' language aptitude, promote their positive thinking, and improve weak part.

Third, teachers should consciously help students study independently, cultivate their ability to analyze and solve problems (Zhou, 2011). By training students to adjust themselves, teachers cultivate the ability of self-management. Especially when students' goals and learning methods do not match, teachers should help them in time to promote language proficiency (Wang, 2009). For this target class, in the process of learning, students rely on more of their teacher. In view of that, the teacher should cultivate the ability to study English independently. For example, the teacher can arrange some tasks and let them do independently. Several days later, the teacher should testify them and provide some suggestions.

4.2 Implications for Students

First, students should learn to study independently under the guidance of teacher. For the task arranged, they should do it seriously .

Second, after doing MLAT, students know about weakness in the process of learning English—listening and speaking. In future study, they can do more exercises about listening and speaking.

CONCLUSION

Based on the core concept of language aptitude and the theoretical framework of MLAT , this research selects a class of non-English majors in Beijing University of Agriculture. According to the result of this test, we find the correlation between language aptitude and English learning. Therefore, it gives us some implications for teaching. Teachers can change teaching methods based on the students' language aptitude, which is also proved to be effective in this study.

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APPENDIX I: COLLEGE ENGLISH TEST

Part I. Listening Comprehension (10 points)

Directions: You will hear ten short conversations between two speakers. At the end of each conversation a question will be asked about what was said. Notice that each conversation will be read just once. Listen carefully and choose the best answer to each question you hear.

1. A. The man's. B. The man's brother's.
   C. The woman's. D. The woman's brother's.
2. A. Mary . B. Ann.
   C. Ann and Mary. D. Ann and Helen.
3. A. He hurt his leg B. He hurt his back.
   C. He hurt his hand. D. He hurt his foot.
4. A. In a restaurant. B. At a railway station.
   C. In the post office. D. At the airport.
5. A. A doctor. B. A nurse.
   C. A secretary. D. A receptionist.
6. A. The chemistry lab. B. The language lab.
   C. The physics lab. D. The chemistry and physics lab.
7. A. At a restaurant . B. At a grocery.
   C. At a booking office. D. At a bookstore.
8. A. English. B. Chinese.
   C. American. D. French.
9. A. Study. B. See a film.
   C. See a ply. D. Attend a lecture.
10. A. Yes, you must take a bus to get there.
    B. Yes, you must take a taxi to get there.
    C. No, it's within walking distance.
    D. No, but you'd better not walk.

Part II. Passage Comprehension (20 points)

Directions: There are 3 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.

11. Good secretaries find it _____ to handle office calls well.
    A. extremely difficult
    B. quite necessary
    C. very important
    D. very boring
12. It is frequently through _____ that a customer receives his first impression about a business.
    A. telephone contacts
    B. newspaper advertisements
    C. telegrams
    D. person-to-person contacts
13. "Runaround" here means _____.
    A. "an unpleasant excuse"
    B. "a flat refusal"
    C. "a not-so-warm welcome"
    D. but a helpful response

14. Laura Needham is _____.
    A. a capable executive of a manufacturing factory
    B. a secretary as well as an executive
    C. an efficient office secretary
    D. but a helpful telephone operator

15. In her opinion a secretary can never be a good one until _____.
    A. she knows how to please her clients
    B. she often asks her boss how to answer a telephone call
    C. she has the information her clients need
    D. she can keep calm and never loses her temper

16. What was the problem Philadelphia had in 1968?
    A. Its school system needed a new school building.
    B. More teachers were needed for its school system.
    C. It lacked money for its educational project.
    D. Both a and b.

17. The word "unique" here means _____.
    A. "very unusual"
    B. "proper"
    C. "ordinary"
    D. "pretty usual"

18. Who was the program planner?
    A. A famous English innovator.
    B. The director of a cultural institution
    C. An Englishman called John Bremer.
    D. Someone in charge of the city's school system.

19. Every "tutorial group" consists of _____.
    A. a large group of children and their tutor
    B. 15 boys and girls, a teacher and his assistant
    C. 15 boys and 15 girls
    D. 15 boys but no girls

20. About 100 institutions in Philadelphia _____.
    A. provide space for classrooms
    B. open such courses as are required in the Program
    C. allow their laboratories and other facilities to be used
    D. offer their help

Part III. Vocabulary and Structure (30 points)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

21. I got 90 _____ on the intelligence test.
    A. scores   B. mark
    C. points   D. grades

22. When I was young. I _____ a room _____my brother.
    A. shared, with   B. separated, with
    C. lived, with   D. divided, by

23 It's not quite _____that he will come.
    A. sure   B. certain
    C. right   D. exact

24. Skimming helps _____your reading speed.
    A. increase   B. decrease
    C. reduce   D. develop

25. The new inventions will _____ great changes in our school.
    A. lead to   B. get to
    C. prove to be   D. take over

26. The Red Army _____ 25,000 Li on the Long March.
    A. journeyed   B. ran
    C. flew   D. covered

27. He kept looking back because he was afraid of _____.
    A. following   B. being followed
    C. having followed   D. having been followed

28. He finally _____ in reaching the top of the mountain.
    A. achieved   B. enabled
    C. managed   D. succeeded

29. The management is worse because the regulations have not been_____carried out .
    A. effectively   B. enough
    C. efficiently   D. definitely

30. The bottle is too small _____hold so much water.
    A. to   B. that
    C. not to   D. as

31. All of them had a ball at the party. "Had a ball" means _____.
    A. enjoyed themselves   B. held a ball in their hands
    C. enjoyed themselves   D. played the ball

32. It is quite some years since I _____ him.
    A know   B. got to know
    C. knew   D. had known

33. You can borrow my dictionary _____ you return it to me before 10.
    A. unless   B. as soon as
    C. until   D. if

34. I heard our teacher was ill_____.
    A. or nothing   B. or everything
    C. or something   D. or anything

35. You overslept this morning. You_____ your alarm clock.
    A. should set   B. must set
    C, should have set   D. must have set

Part IV. Reading comprehension (20 points)

A

Anyone who cares about what schools and colleges teach and how their students learn will be interested in the memoir (回忆录) of Ralph W. Tyler, who is one of the most famous men in American education. Born in Chicago in 1902, brought up and schooled in Nebraska, the 19-year-old college graduate Ralph Tyler became hooked on teaching while teaching as a science teacher in South Dakota and changed his major 1mm medicine to education. Graduate work at the University of Chicago found him connected with honorable educators Charles Judd and W. W. Charters, whose ideas of teaching and testing had an effect on his later work. In 1927, he became a teacher of Ohio State University where he further developed a new method of testing. Tyler became well-known nationally in 1938. When he carried his work with the Eight-Year Study from Ohio State University to the University of Chicago at the invitation of Robed Hutchins. Tyler was the first director of the Center for Advanced Study in the Behavioral Sciences at Stanford, a position he held for fourteen years. There, he firmly believed that researchers should be free to seek an independent (独立的) spirit in their work. Although Tyler officially retired in 1967, he never actually retired. He served on a long list of educational organizations in the United States and abroad. Even in his 80s he traveled across the country to advise teachers and management people on how to set objectives (目标) that develop the best teaching and learning within their schools.

36. Who are most probably interested in Ralph W. Tyler's memoir?
    A. Top managers.   B. Language learners.
    C. Serious educators.   D. science organizations.

37. The words "hooked on teaching" underlined in Paragraph 2 probably mean _____
    A. attracted to teaching   B. tired of teaching
    C. satisfied with teaching   D. unhappy about teaching

38. Where did Tyler work as the leader of a research center for over 10 years?
    A. The University of Chicago.   B. Stanford University.

C. Ohio State University.   D. Nebraska University.
39.Tyler is said to have never actually retired because _____
    A. he developed a new method of testing   B. he called for free spirit in research
    C. he was still active in giving advice   D. he still led the Eight-Year Study

B

Today about 70 countries use Daylight Saving Time (DST). Daylight Saving was first introduced during World War I in Australia. During the world wars, DST was used for the late summers beginning January 1917 and l2, the full summers beginning September 1942 and 1943. In 1967, Tasmania experienced a drought (干旱). The State Government introduced one hour of daylight saving that summer as a way of saving power and water. Tasmanians liked the idea of daylight saving and the Tasmanian Government has declared daylight saving each summer since 1968. Persuaded by the Tasmanian Government, all states except two passed a Law in 1971, for a test use of daylight saving. In 1972, New South Wales, South Australia and Victoria joined Tasmania for regular daylight saving, but Queensland did not do so until 1989. Tasmania, Queensland and South Australia have had irregular plans, often changing their dates due to politics or festivals (节日). For example, in 1992, Tasmania extended (延长) daylight saving by an extra month while South Australia began extending daylight saving by two weeks for the Adelaide Festival. Special daylight saving plans were made during the Sydney 2000 Olympic Games. The differences in daylight saving in Australia continue to cause serious problems in transport and many other social activities. It also reduces the number of hours in the working day that are common to all centers in the country. In particular, time differences along the east coast cause major difficulties, especially for the broadcasters of national radio and television.

    40. Daylight Saving Time was introduced in Tasmania -
      A. to stop the drought in 1967   B. to support government officials
      C. to pass a special law in the State   D. to save water and electricity
    41. According to the text, which state was the last to use DST?
      A. Victoria. B. Queensland.   C. South Australia. D. New South Wales.
    42. What can we learn about DST in some Australian states?
      A. It doesn't have fixed dates.   B. It is not used in festivals.
      C. ha plan was changed in 2000.   D. It lasts for two Weeks.
    43. What do we know about the use of DST from the Last paragraph?
      A. There exist some undesirable effects.   B. It helps little to save energy.
      C. It brings about longer working days.   D. Radio and TV programs become different.

Part V. Writing (20 points)
Directions: For this part, you are allowed 30 minutes to write a paragraph about Chatting Online—My Rewarding Experience. You should write at least 100 words following the topic sentence: As one of my most rewarding experiences, chatting online has brought a lot of benefits to my life.

APPENDIX II: MODERN LANGUAGE APTITUDE TEST

Part I. Listen a series of numbers in Kurdish digital system and then write them in Arabic numbers. (20 points)
Part II. Listen the following four words and then write them in the paper. (20 points)
Part III. Circle the word on the right which has approximately the same meaning. (20 points)
1. Auyx   A. author   B. our   C. cattle   D. own   E. Oxford
2. Wor   A. worry   B. battle   C. train   D. waterfall   E. window
3. Layk   A. pool   B. pond   C. river   D. similar to   E. dam
4. Hansum A. hamburger B. brilliant C. wise D. smart E. good-looking

Part IV. Circle the italicized item in the second or other sentences that does the same thing in its sentence as the word in capitals in the first sentence. (20 points)
1. Mary is cutting the APPLE.
<u>My brother</u> <u>John</u> is beating <u>his</u> <u>dog</u> <u>with a big stick</u>.
   A   B   C D   E
2. MONEY is his only object.
Not so many <u>years</u> <u>ago</u>, <u>most</u> <u>farming</u> was done by <u>hand</u>.
        A   B   C   D   E

3. There was much TALK about a rebellion.
Where is <u>John</u>? There is no <u>doubt</u> about <u>it</u>.
         A   B   C
There lay the dead <u>horse</u>. There I found my<u> answer</u>.
                   D   E
4. I gave HIM the book.
When <u>Peter's</u> <u>mother</u> died, <u>Mary</u> wrote a <u>letter</u> to <u>him</u>.
        A   B   C   D   E

Part V. Look at 10 Kurdish and then 5 minutes will be given to memorize them. (20 points)
boodella thomimeber zeitgeber spodosol zeppelin Schwarzs valinomydin karyote terato toalexin