Exercises Lecture 1&2

1- The discipline that studies the nature and use of language
   - a- Linguistics
   - b- Applied linguistics
   - c- Linguistic competence
   - d- Acquisition

2- Speakers' ability to produce and understand an unlimited number of utterances, including many that are novel and unfamiliar
   - a- Linguistics
   - b- Applied linguistics
   - c- Linguistic competence
   - d- Acquisition

3- The application of linguistic theories, methods, and findings to the elucidation of language problems that have arisen in other domains.
   - a- Linguistics
   - b- Applied linguistics
   - c- Linguistic competence
   - d- Acquisition

4- the gradual development of ability in a first or second language by using it naturally in communicative situations
   - a- First Language
   - b- Second/foreign language
   - c- Acquisition
   - d- Learning

5- The term is especially used with reference to the field of foreign language learning and teaching
   - a- Linguistics
   - b- Applied linguistics
   - c- Linguistic competence
   - d- Acquisition

6- learned by a child, usually the language of his/her home
- a- First Language
- b- Second/foreign language
- c- Acquisition
- d- Learning

7- a language learned subsequent to a speaker's
- a- First Language
- b- Second/foreign language
- c- Acquisition
- d- Learning

8- The conscious process of accumulating knowledge, in contrast to acquisition
- a- First Language
- b- Second/foreign language
- c- Acquisition
- d- Learning

9- the study of the structure of words
- a- Syntax
- b- Morphology
- c- Phonology
- d- Semantics

10- the sentence structure of the language.
- a- Syntax
- b- Morphology
- c- Phonology
- d- Semantics

11- the study of the sound system of a language
- a- Syntax
- b- Morphology
- c- Phonology
- d- Semantics

12-   The study of the meanings communicated through language
   a- Syntax
   b- Morphology
   c- Phonology
   d- Semantics

13-   is a voluntary behavior.
      a- Interlanguage
      b- Language
      c- Approach
      d- Morphology

14-   is something that reflects a certain model or research paradigm-
        a theory if you like.
      a- Method
      b- Technique
      c- Approach
      d- Interlanguage

15-   is the set of rules governing the use of the language so that people can
   communicate meaningfully and consistently with each other.
      a- Syntax
      b- Grammar
      c- Phonology
      d- Semantics

16-   From issues the teacher has to take into consideration to make a good
   decision concerning the choice of an approach or method (or a combination of
   both):
      a- We understand that an approach is general
      b- Method is specific set of procedures more or less compatible with an
        approach
      c- Technique is a very specific type of learning activity used in one or more
        methods .
      d- Assess students needs (why and for what purpose?

17- We understand that an approach _____(e.g., Cognitive)
   a- Is monitor
   b- Is general
   c- Is limited
   d- Is stages

18- a form of communication is entirely arbitrary in its relation to what is communicated.
   a- Interlanguage
   b- Language
   c- Approach
   d- Morphology

19- From issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method (or a combination of both):
   a- We understand that an approach is general
   b- Examine instructional constraints (time, class size, and materials).
   c- Method is specific set of procedures more or less compatible with an approach
   d- Technique is a very specific type of learning activity used in one or more methods .

20- is specific set of procedures more or less compatible with an approach (e.g., Silent Way),
   a- Method
   b- Technique
   c- Approach
   d- Interlanguage

Heart story

21- is a classroom device or activity . imitation and repetition
- a- Method
- b- Technique
- c- Approach
- d- Interlanguage

22- a set of habits, patterns that are common to an entire group speaking the language and consistent to large degrees in individuals.
- a- Interlanguage
- b- Language
- c- Approach
- d- Morphology

23- is a set of procedures, a system that spells out rather precisely how to teach a language
- a- Method
- b- Technique
- c- Approach
- d- Interlanguage

24- is a very specific type of learning activity used in one or more methods (e.g., using rods to cue and facilitate language practice).
- a- Method
- b- Technique
- c- Approach
- d- Interlanguage

25- a convention, a tradition, a social institution.
- a- Interlanguage
- b- Language
- c- Approach
- d- Morphology

26- From issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method (or a combination of both):

    a- Determine needs, attitudes, and aptitudes of individual students to the extent that is possible.

    b- We understand that an approach is general

    c- Method is specific set of procedures more or less compatible with an approach

    d- Technique is a very specific type of learning activity used in one or more methods

27- . It is something that has grown through the common living of a large number of people who carry on a tradition.

    a- Interlanguage

    b- Language

    c- Approach

    d- Morphology

28- Instruction is given in the native language of the students

    a- Grammar-Translation Approach.

    b- Direct Approach.

    c- Reading Approach

    d- Audiolingualism Approach.

29- No use of the mother tongue is permitted

    a- Grammar-Translation Approach.

    b- Direct Approach.

    c- Reading Approach

    d- Audiolingualism Approach.

30- Only the grammar useful for reading comprehension is taught.

    a- Grammar-Translation Approach.

    b- Direct Approach.

    c- Reading Approach

    d- Audiolingualism Approach.

Heart story

31- Lessons begin with a dialogue.
   a- Grammar-Translation Approach.
   b- Direct Approach.
   c- Reading Approach
   d- Audiolingualism Approach.

32- The spoken language is primary.
   a- Direct Approach.
   b- Reading Approach
   c- Audiolingualism Approach.
   d- Situational Approach.

33- Language learning is viewed as rule acquisition, not habit formation
   a- Direct Approach.
   b- Reading Approach
   c- Audiolingualism Approach.
   d- Cognitive Approach.

34- Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
   a- Direct Approach.
   b- Affective-Humanistic Approach.
   c- Audiolingualism Approach.
   d- Situational Approach.

35- Listening comprehension is very important.
   a- Situational Approach.
   b- Cognitive Approach.
   c- Affective-Humanistic Approach.
   d- Comprehension-Based Approach.

36- The goal of language teaching is learner's ability to communicate in the target language.
- a- Cognitive Approach.
- b- Affective-Humanistic Approach.
- c- Comprehension-Based Approach.
- d- Communicative Approach.

37- is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.
- a- Cognitive Approach.
- b- Affective-Humanistic Approach.
- c- Comprehension-Based Approach.
- d- Communicative Approach.

38- There is a little use of the target language.
- a- Grammar-Translation Approach.
- b- Direct Approach.
- c- Reading Approach
- d- Audiolingualism Approach.

39- Lessons begin with dialogues and anecdotes in modern conversational style.
- a- Grammar-Translation Approach.
- b- Direct Approach.
- c- Reading Approach
- d- Audiolingualism Approach.

40- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- a- Grammar-Translation Approach.
- b- Direct Approach.
- c- Reading Approach
- d- Audiolingualism Approach.

41- Mimicry and memorization are used, based on the assumption that language is a habit formation.
   a- Direct Approach.
   b- Reading Approach
   c- Audiolingualism Approach.
   d- Cognitive Approach.

42- All languages material is practiced orally before being
   a- Direct Approach.
   b- Affective-Humanistic Approach.
   c- Audiolingualism Approach.
   d- Situational Approach.

43- Instruction is often individualized; learners are responsible for their own learning.
   a- Direct Approach.
   b- Reading Approach
   c- Audiolingualism Approach.
   d- Cognitive Approach.

44- Communication that is meaningful to learner is emphasized.
   a- Cognitive Approach.
   b- Affective-Humanistic Approach.
   c- Comprehension-Based Approach.
   d- Communicative Approach.

44- Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce and language themselves.
   a- Cognitive Approach.
   b- Affective-Humanistic Approach.
   c- Comprehension-Based Approach.
   d- Communicative Approach.

45- Focus is on grammatical parsing, i.e., the form and inflection of words.
   a- Grammar-Translation Approach.
   b- Direct Approach.
   c- Reading Approach
   d- Audiolingualism Approach.

46- Actions and pictures are used to make meanings clear.
   a- Grammar-Translation Approach.
   b- Direct Approach.
   c- Reading Approach
   d- Audiolingualism Approach.

47- Translation is a respectable classroom procedure.
   a- Grammar-Translation Approach.
   b- Direct Approach.
   c- Reading Approach
   d- Audiolingualism Approach.

48- Grammatical structures are sequenced and rules are taught inductively.
   a- Grammar-Translation Approach.
   b- Direct Approach.
   c- Reading Approach
   d- Audiolingualism Approach.

49- presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
   a- Cognitive Approach.
   b- Affective-Humanistic Approach.
   c- Situational Approach.
   d- Communicative Approach.

50-Grammar must be taught but it can be taught deductively or inductively .

a- Grammar-Translation Approach.

b- Cognitive Approach.

c- Reading Approach

d- Audiolingualism Approach.

51-Instruction involves much work in pairs and small groups.

a- Cognitive Approach.

b- Affective-Humanistic Approach.

c- Situational Approach.

d- Communicative Approach.

52-Learners should not speak until they feel ready to do so.

a- Cognitive Approach.

b- Affective-Humanistic Approach.

c- Comprehension-Based Approach.

d- Communicative Approach.

53-Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack.

a- Cognitive Approach.

b- Affective-Humanistic Approach.

c- Comprehension-Based Approach.

d- Communicative Approach.

54- There is early reading of difficult classical texts.

a- Grammar-Translation Approach.

b- Direct Approach.

c- Reading Approach

d- Audiolingualism Approach.

55-Grammar is learned inductively.

        a- Grammar-Translation Approach.

        b-   Direct Approach.

        c-   Reading Approach

        d-   Audiolingualism Approach.

56-Reading comprehension is the only language skill emphasized.

        a- Grammar-Translation Approach.

        b-   Direct Approach.

        c-   Reading Approach

        d-   Audiolingualism Approach.

57-Skills are sequenced: listening, speaking– reading, writing postponed.

        a- Grammar-Translation Approach.

        b-   Direct Approach.

        c-   Reading Approach

        d-   Audiolingualism Approach.

58-Only the target language should be used in the classroom.

        a- Cognitive Approach.

        b-   Affective-Humanistic Approach.

        c- Situational Approach.

        d-   Communicative Approach.

59-Pronunciation is de-emphasized; perfection is viewed as unrealistic.

        a- Cognitive Approach.

        b-   Affective-Humanistic Approach.

        c- Situational Approach.

        d-   Communicative Approach.

60- Class atmosphere is viewed as more important than materials or methods.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Situational Approach.

        d- Communicative Approach.

61- Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Comprehension-Based Approach.

        d- Communicative Approach.

62- Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Comprehension-Based Approach.

        d- Communicative Approach.

63- A typical exercise is to translate sentences from the target language into the mother tongue.

        a- Grammar-Translation Approach.

        b- Direct Approach.

        c- Reading Approach

        d- Audiolingualism Approach.

64- Literary texts are read for pleasure and are not analyzed grammatically.

        a- Grammar-Translation Approach.

        b- Direct Approach.

        c- Reading Approach

        d- Audiolingualism Approach.

65-The teacher does not need to have good oral proficiency in the target language.
   - a- Grammar-Translation Approach.
   - b- Direct Approach.
   - c- Reading Approach
   - d- Audiolingualism Approach.

66-Pronunciation is stressed from the beginning.
   - a- Grammar-Translation Approach.
   - b- Direct Approach.
   - c- Reading Approach
   - d- Audiolingualism Approach.

67-Efforts are made to ensure that the most general and useful lexical items are presented.
   - a- Cognitive Approach.
   - b- Affective-Humanistic Approach.
   - c- Situational Approach.
   - d- Communicative Approach.

68-Reading and writing are once again as important as listening and speaking.
   - a- Cognitive Approach.
   - b- Affective-Humanistic Approach.
   - c- Situational Approach.
   - d- Communicative Approach.

89- Peer support and interaction is needed for learning.

   - a- Cognitive Approach.
   - b- Affective-Humanistic Approach.
   - c- Situational Approach.
   - d- Communicative Approach.

90- Rule learning may help learners monitor but it will not aid their acquisition to spontaneous use of the target language.

        a- Cognitive Approach.
        b- Affective-Humanistic Approach.
        c- Comprehension-Based Approach.
        d- Communicative Approach.

91- Classroom materials and activities are often authentic to reflect real-life situations and demands.

        a- Cognitive Approach.
        b- Affective-Humanistic Approach.
        c- Comprehension-Based Approach.
        d- Communicative Approach.

92- The result of this approach is usually an inability on the part of the student to use the language for communication.

        a- Grammar-Translation Approach.
        b- Direct Approach.
        c- Reading Approach
        d- Audiolingualism Approach.

93- The target culture is also taught inductively.

        a- Grammar-Translation Approach.
        b- Direct Approach.
        c- Reading Approach
        d- Audiolingualism Approach.

94- Vocabulary is severely limited in initial stages.

        a- Grammar-Translation Approach.

        b- Direct Approach.

        c- Reading Approach

        d- Audiolingualism Approach.

95- Grammatical structures are graded from simple to complex.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Situational Approach.

        d- Communicative Approach.

96- Vocabulary instruction is important, especially at intermediate and advanced levels.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Situational Approach.

        d- Communicative Approach.

97- Learning a foreign language is viewed as a self-realization experience.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Situational Approach.

        d- Communicative Approach.

97- Errors correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand.

        a- Cognitive Approach.

        b- Affective-Humanistic Approach.

        c- Comprehension-Based Approach.

        d- Communicative Approach.

98- Skills are integrated from the beginning.

      a- Cognitive Approach.

      b- Affective-Humanistic Approach.

      c- Comprehension-Based Approach.

      d- Communicative Approach.

99- The teacher does not have to be able to speak the target language.

      a- Grammar-Translation Approach.

      b- Direct Approach.

      c- Reading Approach

      d- Audiolingualism Approach.

100- The teacher must be a native speaker or have native-like proficiency in the target language.

      a- Grammar-Translation Approach.

      b- Direct Approach.

      c- Reading Approach

      d- Audiolingualism Approach.

101- A great effort is made to present learner errors.

      a- Grammar-Translation Approach.

      b- Direct Approach.

      c- Reading Approach

      d- Audiolingualism Approach.

102- New items (lexical and grammatical) are introduced and practiced in real situations (e.g. at the post office, at the bank, at the dinner table).

      a- Cognitive Approach.

      b- Affective-Humanistic Approach.

      c- Situational Approach.

      d- Communicative Approach.

103- Errors are viewed as inevitable .

    a- Cognitive Approach.
    b- Affective-Humanistic Approach.
    c- Situational Approach.
    d- Communicative Approach.

104- The teacher is viewed as a counselor of facilitator.

    a- Cognitive Approach.
    b- Affective-Humanistic Approach.
    c- Situational Approach.
    d- Communicative Approach.

105- If the teacher is not a native speaker (or near-native), appropriate materials such as audio/visual tapes must be available to provide the appropriate input for the learners**.**

    a- Cognitive Approach.
    b- Affective-Humanistic Approach.
    c- Comprehension-Based Approach.
    d- Communicative Approach.

106- The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

    a- Cognitive Approach.
    b- Affective-Humanistic Approach.
    c- Comprehension-Based Approach.
    d- Communicative Approach.

107- Language is often manipulated without regard to meaning or context.

       a- Grammar-Translation Approach.
       b- Direct Approach.
       c- Reading Approach
       d- Audiolingualism Approach.
       e-

108- The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

       a- Cognitive Approach.
       b- Affective-Humanistic Approach.
       c- Comprehension-Based Approach.
       d- Communicative Approach.

109- The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

       a- Cognitive Approach.
       b- Affective-Humanistic Approach.
       c- Comprehension-Based Approach.
       d- Communicative Approach.
       e-

110- The teacher should be able to use the target language fluently and appropriately.

       a- Cognitive Approach.
       b- Affective-Humanistic Approach.
       c- Comprehension-Based Approach.
       d- Communicative Approach.

Heart story

111- The teacher must be proficient only in the structures, vocabulary that he/she is teaching since learning activities are carefully controlled.

> a- Grammar-Translation Approach.
> b- Direct Approach.
> c- Reading Approach
> d- Audiolingualism Approach.