

**1) In that approach, new items (lexical and grammatical) are introduced and practiced in real situations.**

- a. Comprehension-based approach
- b. Affective-Humanistic approach
- c. Situational approach
- d. Direct approach

**2) In that approach, errors are viewed as inevitable.**

- a. Cognitive approach
- b. Reading approach
- c. Grammar-Translation approach
- d. Communicative approach

**3) In that approach, respect is emphasized for the individual.**

- a. Reading approach
- b. Cognitive approach
- c. Direct approach
- d. Affective-Humanistic approach

**4) In that approach, learners should not speak until they feel ready to do so.**

- a. Reading approach
- b. Grammar-Translation approach
- c. Comprehension-based approach
- d. Direct approach

**5) In that approach, the goal of language teaching is learner's ability to communicate in the target language.**

- a. Reading approach
- b. Communicative approach
- c. Direct approach
- d. Affective-Humanistic approach

**6) A classroom device or activity (e.g. imitation and repetition) is :**

- a. A method
- b. A technique
- c. An approach
- d. A theory

**7) It is a set of procedures ( a system that spells out how to teach language).**

- a. A technique
- b. A method
- c. A theory
- d. An approach

**8) To make a good decision concerning the choice of an approach or method, ESL/EFL teachers need to:**

- a. Teach more grammar
- b. Use dictionaries
- c. Assess their students' needs ( why and for what purpose?)
- d. Study Chemistry

**9) Among causes of errors in ESL/EFL is:**

- a. Learning strategies
- b. Class size
- c. Traditional approaches
- d. Pronunciation and vocabulary

**10) It is a subconscious process identical in all important ways to the process children utilize in acquiring their first language.**

- a. Learning
- b. Acquisition
- c. Error analysis
- d. Intralanguage

**11) In that process, speakers are not concerned with form, but with meaning.**

- a. Interlanguage
- b. Intralanguage
- c. Language transfer
- d. Acquisition

**12) In that process, there is no explicit concern with error detection and correction.**

- a. Intralanguage
- b. Learning
- c. Communication strategies
- d. Acquisition

**13) In that process, errors detection and correction is central.**

- a. Acquisition
- b. Language transfer
- c. Learning
- d. Interlanguage

**14) The mental editor is:**

- a. Learning
- b. Language transfer
- c. Monitor
- d. Intralanguage

**15) The two functions of the Monitor are:**

- a. Time and place
- b. In reception and production
- c. Place and manner
- d. Participants and their experience

**16) The three conditions for the Monitor use are:**

- a. Age, place and participants
- b. Communication, time and place
- c. Time, focus on form, and know the rule
- d. Language transfer, interlanguage and intralanguage

**17) Monitor use depends on:**

- a. Learner's age
- b. Monitor over-users
- c. Monitor under-users
- d. Setting

**18) Those are people who attempt to monitor all the time.**

- a. Monitor over-users
- b. Monitor poor-users
- c. Monitor under-users
- d. Monitor excellent-users

**19) Those are people who prefer not to use their monitor even if they have all the conditions.**

- a. Monitor excellent-users
- b. Monitor over-users
- c. Monitor under-users
- d. Monitor good-users

**20) The term that is especially used with reference to the field of foreign language learning and teaching is :**

- a. Semantics
- b. Applied linguistics
- c. Syntax
- d. Morphology