♣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

٦♣:A classroom device or activity (e.g. imitation and repetition) is

a. A method

b. A technique

c. An approach

d. A theory

٧♣(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

(٩c. 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