

الكويز: كويزات المحاضرة الخامسة // لمقرر اللغويات التطبيقية  
تم إنشاؤه بواسطة: fahad almutairi

1) In Krashen's Monitor Model, The theory evolved in

- the late 1970s
- the late 1870s
- the late 1770s

2) ?.....In Krashen's Monitor Model, The most ambitious theory of

- First language learning
- second language learning
- Teacher language

3) ? Krashen's theory constitutes of a set of ..... basic hypotheses

- Four
- five
- Six

4) ? Krashen's theory constitutes of a set of five basic hypotheses

- The Acquisition-Learning Hypothesis
- The Monitor Hypothesis & The Natural-Order Hypothesis
- The Input Hypothesis & The Affective Filter Hypothesis
- all of above

5) Krashen maintained that adult second language learners have at their disposal two distinct and independent ways of developing competence in a second language ?

- The Monitor Hypothesis
- The Acquisition-Learning Hypothesis
- The Affective Filter Hypothesis

6) It is a subconscious process identical in all important ways to the process children utilize in acquiring their first language ?

- Learning
- Monitor
- Acquisition

7) It is comes about through meaningful interaction in a natural communication setting ?

- Monitor
- Acquisition
- Learning

8) Speakers are not concerned with form, but with meaning ?

- Acquisition
- Learning
- Monitor

9) There is no explicit concern with error detection and correction ?

- Learning
- Acquisition
- Monitor

10) A conscious process that results in (knowing about) language ?

- Acquisition
- Monitor
- Learning

11) Formal rules and feedback provide the basis for language instruction ?

- Monitor
- Learning
- Acquisition

12) Error detection and correction are central, as is typically the case in classroom setting ?

- Learning
- Acquisition
- Monitor

13) According to krashen , Does learning become acquisition ?

- Learning turns into acquisition
- learning does not turn into acquisition
- Sometimes

14) This is based on three claims ?

- Sometimes there is "acquisition" without "learning"
- There are cases where "learning" never turn into "acquisition",
- No one knows anywhere near all the rules.

- all of above

15) Argued that this claim runs counter to the intuitive belief of many second language learners ?

- Chomsky (1968)
- Gregg (1984)
- Hulstijn ( 1984)

16) Can adults acquire a language as children do ?

- Yes, Krashen argued
- No, Krashen argued
- maybe, Krashen argued

17) pointed out that Krashen appeared to be giving the (LAD) a scope of operation much wider than is normally the case in linguistic theory ?

- Chomsky (1968)
- Hulstijn ( 1984)
- Gregg (1984)

18) Argued that the ability to use (LAD) declines with age ?

- Hulstijn ( 1984)
- Chomsky (1968)
- Gregg (1984)

19) Is the mental editor ?

- Monitor
- Acquisition
- Learning

20) The two functions of the Monitor are ?

- Time & place
- In reception & production
- Syntax & Morphology

21) Is the part of the learner's internal system that appears to be responsible for conscious linguistic processing

- Learning
- Acquisition
- Monitor

22) when a person tries to learn a rule by reading about it in a grammar book ?

- In reception
- In production
- In place

23) by attending a class where the teacher describes a rule ?

- In Time
- In reception
- In production

24) when a person performs a drill that requires conscious attention to linguistic form, ?

- In place
- In reception
- In production

25) When a learner memorize a dialogue or a story ?

- In reception
- In production
- In Time

26) ? states that "learning has only one function, and that is as a monitor"

- Acquisition
- Filter
- The Hypothesis

27) that learning comes into play only to make changes in the form of our utterances, after they have been produced by the acquired system ?

- Krashen argued
- Chomsky argued
- Gregg argued

28) Is thought to alter the output of the acquired system before or after the utterances are spoken or written

- the Acquisition
- the Filter
- the Monitor

29) that formal instruction in a language provides rule isolation and feedback for the development of the Monitor ?

- Gregg argued
- Krashen argued

- Chomsky argued

30) Three conditions for Monitor use are ?

- Morphology, morphemes, and phonemes
- Syntax, Morphology ,and Semantics
- Time, Focus on form, and Know the rule

31) In order to think about and use conscious rules effectively, a second language learner needs to have time ?

- Focus on form
- Time
- Know the rule

32) The performer must also be focused on form, or thinking about correctness to get his message across in an understandable way to the listener(s) ?

- Time
- Know the rule
- Focus on form

33) This is very formidable requirement. If rules are not known (learner does not know the rule), the Monitor will not be helpful or used

- Know the rule
- Focus on form
- Time

34) pointed out that in teaching form should be first before time ?

- Chomsky (1968)
- Hulstijn & Hulstijn ( 1984)
- Gregg (1984)

35) in their studies, found out that focusing subjects on form by having them correct spelling and grammar in written composition did not result in the use of the Monitor ?

- Houck & others (1978)
- Hulstijn & Hulstijn ( 1984)
- Chomsky (1968)

36) Monitor is used depends on ?

- Monitor over-users
- Learner's age
- Monitor under-users

37) Monitor is used depends on ?

- Time
- Monitor over-users
- The amount of formal instruction the learner has experienced

38) Monitor is used depends on ?

- Monitor under-users
- The nature and focus required by the verbal task being performed
- Time

39) Monitor is used depends on ?

- The individual personality of the learner (Individual Differences)
- Monitor under-users
- Monitor over-users

40) The degree to which Monitor is used depends on the following ?

- (Learner's age & The individual personality of the learner (Individual Differences)
- The nature and focus required by the verbal task being performed
- The amount of formal instruction the learner has experienced
- all of above

41) Three types for Monitor users are ?

- Monitor over-users , Monitor under-users and The optimal Monitor users
- Time, Focus on form, and Know the rule
- Syntax, Morphology ,and Semantics

42) Those are people who attempt to monitor all the time and constantly checking their output ?

- Monitor under-users
- Monitor over-users
- The optimal Monitor users

43) Those are people who have not learned, who prefer not to use their monitor even if they have all the conditions (time, focus on form, knowing rules ?

- Monitor over-users
- The optimal Monitor users
- Monitor under-users

44) Those are people who use the monitor when it is appropriate and when it does not interfere with communication ?

- The optimal Monitor users
- Monitor under-users
- Monitor over-users

45) In Monitor over-users, The results are ?

- They may speak hesitantly & No fluency
- They do not sound right/correct
- More accuracy

46) In Monitor under-users, The results are ?

- More accuracy
- They are not influenced by error correction & They do not sound right/correct
- They may speak hesitantly & No fluency

47) In The optimal Monitor users, The results are ?

- They are not influenced by error correction
- No fluency
- Better communicators & More accuracy

48) Children are thought to be superior language learners, because ..... ?

- they do not use the monitor and are not as inhibited as older learners
- they do use the monitor
- they are young

49) that adults are faster language learners in the initial stages, but young children out-perform adults with more time ?

- Chomsky argues
- Houck argues
- Krashen argues

50) that adults/older learners are better in both syntactic and semantic variables ?

- Houck argued
- McLaughlin argued
- Krashen argued