The application of linguistic theories, methods and findings to the elucidation of language problems that have arisen in other domains. The term is especially used with reference to the field of foreign language learning and teaching is :

a. Linguistics
b. Applied linguistics
c. Linguistic competence
d. Phonology

2) Acquisition is:

a. The gradual development of ability in a first or second language by using it nat
b. The conscious process of accumulating knowledge
c. A language subsequent to a speaker's native language
d. The discipline that studies the nature and use of language

3) Linguistics is :

a. A language subsequent to a speaker's native language
b. The discipline that studies the nature and use of language
c. The conscious process of accumulating knowledge
d. The first language learned by a child, usually the language of his/her home

4) Learning is :

a. A language subsequent to a speaker's native language
b. Speakers' ability to produce and understand an unlimited number of utt
c. including many that are novel and unfamiliar
   The conscious process of accumulating knowledge
d. Linguistic competence

5) It reflects a certain model or research paradigm (a theory).

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

6) It is a set of procedures (A system that spells out rather precisely how to
language).
   a. A method
   b. A technique
   c. An approach
   d. A theory

7) To make a good decision concerning the choice of an approach or
teachers need to:
. Teach more vocabulary
. Know how to use dictionaries
. Know how to make the best use of the library
. Assess their students' needs (why and for what purpose?)

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cquisition

terlanguage

arning

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c. Know how to make the best use of the library
d. Assess their students' needs (why and for what purpose?

8) In that process, there is no explicit concern with error
a. Intralanguage
b. Acquisition
c. Interlanguage
d. Learning

9) In that process, errors detection and correction i
a. Learning
b. Language transfer
c. Acquisition ✓
d. Fossilization

10) The three conditions for the Monitor use a
a. Setting, rule and age
b. Time, place and participants
c. Time, focus on form, and know the rule
d. Participants, age and rules

11) Monitor over-users are:.
a. Who use the monitor when it is appropriate and when it doesn't interfere with communication
b. Who attempt to monitor all the time
c. Who prefer not to use their monitor even if they have all the conditions
d. Who prefer not to use their monitor even if they have all the conditions

12) Monitor optimal-users are:
a. Who prefer not to use their monitor even if they have all the conditions
b. Who attempt to monitor all the time
c. Who use the monitor when it is appropriate and when it doesn't interfere w communication
d. Who rarely use their monitor

13) Children are likely to have:
a. Low Affective-Filter
b. No Affective-Filter
c. High Affective-Filter
d. Extremely high Affective-Filter

14) In Krashen's Monitor Model, the main goal is to:
a. Teach morphology and syntax
b. Teach phonetics and phonology
c. Prepare learners for acquisition in the wider world
d. To make learners more inhibited

15) The Affective domain is :
a. Personal judgment of worthiness
b. the emotional side of human behavior, and it may juxtapos

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Personal judgment of worthiness
the emotional side of human behavior, a
tolerance of possible incorrectness in u
ar of negative social evaluation

---

16) The personal judgment of worthiness that is expressed in
    individual holds towards himself/herself is:
a.   The affective domain
b.   The Filter
c.   Self-esteem
d.   Risk-taking

7) It is associated with feelings of uneasiness, frustra
   worry.
   Self-esteem
   Anxiety
   Risk-taking
   Empathy

citancy about using newly enco

c.   Risk-taking
d.   Empathy

18) A lack of hesitancy about using newly encountered
    of:
a.   Risk-taking
b.   Language Aptitude
c.   Empathy
d.   Inhibition

19) Empathy is :
a.   A lack of hesitancy about using newly enco
b.   Putting yourself into someone else's shoe
c.   Feelings of uneasiness, frustration, self-d
d.   The inner drive, impulse, emotion or de

0) In the Grammar-Translation approac
   Vocabulary is controlled at first
   Grammar is learned inductively
                              o is ne

18) of:
a. Risk-taking
b. Language Aptitude
c. Empathy
d. Inhibition

19) Empathy is :
a. A lack of hesitancy about using newly encountered linguistic
b. putting yourself into someone else's shoes
c. Feelings of uneasiness, frustration, self-doubt, apprehension or
d. The inner drive, impulse, emotion or desire that moves one to

20) In the Grammar-Translation approach :
a. Vocabulary is controlled at first
b. Grammar is learned inductively
c. no use of the mother tongue is permitted
d. The teacher doesn't have to be able to speak the

Applied Linguistics

21) In the Direct approach :
a. The teacher must be a native speaker or have native-like proficiency in language
b. Pronunciation is stressed from the beginning
c. Translation is a respectable classroom procedure
d. A great effort is to present learners errors

22) In the Reading approach :
a. There is a little use of the target language
b. Actions and pictures are used to make meanings clear
c. The teacher doesn't need to have good oral proficiency in the ta
d. Lessons begin with a dialogue

23) In the Audio-lingualism approach :
a. Lessons begin with a dialogue
b. Reading comprehension is the only language skill emphasize
c. The target culture is taught inductively
d. Focus is on grammatical parsing

24) In the situational approach:
a. Grammatical structures are graded from simple to compl
b. Errors are viewed as inevitable
c. Respect is emphasized for the individual
d. Learners shouldn't speak until they feel ready to do so

b. Actions
c. The teacher doesn't
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b. Errors are viewed as inevitable
c. Respect is emphasized for the individual
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25) In the Cognitive approach.
a. Only the target language should be used in the classroom
b. Peer support and interaction is needed for learning
c. Language learning is viewed as a rule acquisition, not a habit formatio
d. The goal of language teaching is learner's ability to communicate in th
language

Applied Linguistics

2nd semester 1433/1434

26) In that approach, respect is emphasized for the individual.
a. situational approach
b. Affective-Humanistic approach
c. Direct approach
d. Audio-lingualism approach

27) The Filter is :
a. The Language Acquisition Device
b. Part of the internal processing system that subconsciously so
language
c. The " Intake"
d. The comprehensible input

28) Extrovert learners :
a. Poor language learners
b. Sociable, has many friends, takes chances, has ready ar
c. Have feelings of uneasiness, self-doubt, apprehension
d. Highly-inhibited learners

29) Quiet, fond of books rather than people, tends to p
of:

26) In that approach, respect is emphasized for the individual.
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27) The Filter is :
a. The Language Acquisition Device
b. Part of the internal processing system that subconsciously screens incoming language
c. The " Intake"
d. The comprehensible input

28) Extrovert learners :
a. Poor language learners
b. Sociable, has many friends, takes chances, has ready answers and like
c. Have feelings of uneasiness, self-doubt, apprehension or worry
d. Highly-inhibited learners

29) Quiet, fond of books rather than people, tends to plan ahead.....
of:
a. Introverts
b. Extroverts
c. Risk-taking learners
d. Poor language learners

30) Spatial intelligence is :
a. Risk-taking
b. Associated with feelings of uneasiness, frustration, se worry
c. A lack of hesitancy about using newly encountered
d. The ability to find your way around environment

Applied Linguistics

31) It refers to motivation to acquire language as means for atta
specific job.
a. Assimilative
b. Judgmental
c. Integrative
d. Instrumental

32) In that theory, the learner's competence is transitional.
a. Semantics & Discourse analysis
b. Interlanguage
c. Krashen's Monitor Model
d. Syntax & Morphology

33) A unique feature of the interlanguage theory is:
a. Negation
b. Subject number agreement
c. Fossilization
d. Capitalization

34) The extension of using grammatical rules beyond its e
a. Omission of preposition
b. Paraphrasing
c. Over-generalization
d. Subject tense agreement

35) The Natural-Order hypothesis states that:
a. Learners move from their current level " i " to
b. We acquire the rules of languages in a predic
c. Older learners do better initially
d. If the Affective Filter is down, the input rea

36) The Input hypothesis states that:
a. Learners move from their current level " i " to the next level " i+1"
b. we acquire the rules of languages in a predictable order
c. If the Affective Filter is up, the input reaches the LAD
d. The Affective Filter is up when the learner is unmotivated

37) In that process, the reader or listener gets a general view of the read
by absorbing the overall picture.
a. Top-down
b. Top-up
c. Bottom-down
d. Bottom-up

38) In that process, the reader or listener focuses on individual w
achieves understanding by stringing these detailed elements
whole.
a. Bottom-up
b. Top-down
c. Horizontal
d. Vertical

39) S
for specific information

39) Skimming is :
a. Reading and listening for specific information
b. Reading for leisure
c. Reading and listening for general understan
d. Reading for scientific purposes

40) Reading and listening for specific inform
a. Skimming
b. Reading for leisure
c. Scanning
d. Reading for Scientific purposes

41) In that approach, learners should not speak until they feel ready to do so.
a. Grammar-Translation approach
b. Communicative approach
c. Affective-Humanistic approach
d. Comprehension-Based approach

42) In the Communicative approach,.
a. Lessons begin with a dialogue
b. The goal of language teaching is learner's ability to communicate in language
c. Errors are viewed as inevitable
d. respect is emphasized for the individual

43) One of the shortcomings of error analysis is:
a. Addition
b. Negation
c. Paraphrasing
d. Stressing on learner's errors

44) It offers the possibility of selecting and sequencing differe rather than different grammatical items, vocabulary topi
a. The situational syllabus
b. The task-based syllabus
c. The lexical syllabus
~~cyllabus~~

45) The task-based syllabus :
a. Organizes a syllabus on the basis of vocabulary and lexis
b. Organizes a syllabus on the basis of different topics (e.g., weathe
c. lists a series of tasks, and may later list some or all of the langua those tasks
d. offers the possibility of selecting and sequencing different real- than different grammatical items, vocabulary topics, or functic

46) They give a general picture of a student's knowledge and ability (used in foreign universities for admission)
2nd semester 1433/1434
a. Progress or achievement tests
b. Proficiency tests
c. Placement tests
d. Diagnostic tests

47) When a test gives consistent results, it is:
a. Reliable
b. Valid
c. Easy
d. Challenging

48) The type of language produced by second language learners w of learning language is:
a. Subject tense agreement
b. Mother tongue
c. Interlanguage
d. Use of 'me' as a subject

49) In the silent period :
a. The Affective Filter is up
b. The Affective Filter is down
c. Once competence has been built up, speech eme
d. Learners are less inhibited

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a. The Affective Filter is up
b. The Affective Filter is down
c. Once competence has been built up, speech emerges
d. Learners are less inhibited

50) On these tests, students work against time like typing
a. Criterion-referenced
b. Formative evaluation
c. Global testing
d. Speed and power tests