

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

Heart story

- 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

Heart story

- 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?

Heart story

- 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

Heart story

- 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.

Heart story

- 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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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.

Heart story

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

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

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.

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.

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.