

1-According to the Affective Filter hypothesis, Children learners are likely to have:  
-Low Affective - Filter.

4-Knowledge about life, human beings, and cultures  
1-Interlanguage

5-In that approach, The goal of language teaching is learner's ability to communicate in the target language:  
2- Communicative Approach

8- One of the Shortcomings or Error Analysis is :  
1-Omission

9-Quiet, fond of books rather than people, tends on to plan ahead.....  
1-Introvert

10-Those are people who prefer not to use their monitor even if they have all the conditions:  
1-Monitor under-users

11-The conscious process of accumulating knowledge is:  
1-Learning

12-They give a general picture of a student's knowledge and ability ( used in admission to foreign university):  
2-Proficiency tests

13-It refer to the tendency of many learners to stop developing their inter language grammar:  
1-Fossilization

14-Communication apprehension and Fear of negative social evaluation are impression of foreign language:  
-Anxiety

16-In that approach , Peer support and interaction is needed for learning:  
1-Affective-Humanistic Approach

17-In that process ,Speakers are not concerned with form, but with meaning.  
-Acquisition

19- In that approach , Errors correction is seen as unnecessary:

- Comprehension-Based Approach

21- In that approach , Errors are viewed as inevitable:

1- Cognitive Approach

22- Reading and listening for general understanding is called:

1- Skimming

23- Monitor is used depends on:

1- Learner's age

24-the process of “ putting yourself into someone else's shoes”,is:

2-Empathy

25-It is a set of procedures(a system that spells out rather precisely how to teach a language.)

1-Amethod

26-In that approach, The spoken language is primary:

2-Situational Approach

28-In that approach, Pronunciation is stressed from the beginning.

-Audiolingualism Approach

29-When a test should give consistent results is called:

-Reliable

31-In that process, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build a whole.

-Bottom-up

32- In that approach, No use of the mother tongue is permitted.

2- Direct Approach

33- Three conditions for Monitor use are:

2- Time, Focus on form, and Know the rule

36- In that approach, A typical exercise is to translate sentences from the target language into the mother tongue:

2- Grammar-Translation Approach

37-It refers to motivation to acquire a language as means for attaining certain goals....like a career

- Instrumental

38- The personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself:

1- Self-esteem

40-It refers to a system that has a intermediate status between the native language and the target language.

1-Interlanguage

41-a language subsequent to a speaker's native language is.

-Second language

43- A lack of hesitancy about using newly encountered linguistic elements is a dimension of:

-Risk-taking

44-In that approach, Respect is emphasized for the individual:

- Affective-Humanistic Approach

45-One of Interlanguage Sources is:

- Knowledge about the native language

47-In that approach , Learners should not speak until they feel ready to do so:

- Comprehension-Based Approach

48- Reading and listening for specific information is called:

-Scanning

49- It is the emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side.

- The affective domain

51-In that theory ,the learner's competence is transitional:

- Interlanguage

52- The discipline that studies the nature and use of language is:

2- Linguistics

53- The extension of using grammatical rules beyond its expected uses is called:

- Over-generalization

54-the mental editor

-monitor

55-saying:" That's my building. I live there' instead of 'That's the building where I live'.is an example of :

-communication strategies

56-it is a subconscious process identical in all important ways to the process children utilize in acquiring their first language:

-Acquisition

57-It offers the possibility of selecting and sequencing different real-life situations rather than different grammatical units, vocabulary topics, or functions.

1- The situational Syllabus

58-It lists a series of tasks, and may later list some or all of the language to be used in those tasks:

2- The task-based syllabus

62-Tha part of the internal processing system that subconsciously screens incoming language is;

1-Filter

63-To make a good decision concerning the choice of an approach or method ( or a combination of both) ESL/EFL teacher need to:

-Assess their students needs

65-" i + 1" refers to that Hypothesis:

1-The Input Hypothesis

66-sociable, has many friends, takes chances, has ready answers, and likes change.....are characteristics of:

4-extrovert

67-Among Causes of errors is:

4-Language transfer

68-Those are people who attempt to monitor all the time:

1-Monitor over-users

69-When students make some errors because of amisleading explanation the cause of:

- Transfer of training

1- One of the shortcomings of error analysis is :

- Stressing on learner's errors

2- The applications of linguistic theaters methods and trending

- Applied treading

3- Acquisitions is :

- The gradual development of ability in a first or second language by using it nat in communicative situations .

4- It reflects a certain model or research parades: On

- A method

5- In the situational approach :

- Grammatical structures are ded from simple to compls.

6- The type of language produced by second language learners w of learning language is :

- Interlanguage

7- One of the shortcomings of error analysis is :

- Stressing on learner's errors

8- In the Grammar-Translation approach:

- The teacher doesn't have to be able to speak the

9- In the Direct approach :

- The teacher must be a native speaker or have native-like proficiency in language.

10- In the Reading approach:

- The teacher doesn't need to have good oral proficiency in the ta

11- In the Audio-lingualism approach:

- Lessons begin with a dialogue

12- In the situational approach:

- Grammatical structures are graded from simple to complex.