

بسم الله الرحمن الرحيم
المحاضرة الرابعة - اللغويات التطبيقية - د احمد السقوفي
[أسئلة مراجعة - اللغويات التطبيقية - د احمد السقوفي]

1) new types of students-immigrants , business people , and tourists-created a new kind of....

- **classroom population.**
- classroom popcorn

2) Students did not necessarily share the same first language, so , first language explanation and translation were....

- possible.
- **not possible.**

3) The was advocated in which the student's own languages were banished and everything was to be done through the language under instruction

- Indirectly
- **direct method.**

4) An approach in which an adult learner can to proficiency of the native speaking child .

- **repeat the route.**
- not repeat the route.

5) learning would take place without explanation or grading , and without correction of errors, but simply by...

- **exposure to meaningful input.**
- mainstream linguistics.

6) Its view os SLA was derived directly from mainstream linguistics research into child firstlanguage acquisition

- child second language
- **child first language.**

7) The emphasis was on meaning-focused activities and the focus was primarily and necessarily social for the.....

- **The purpose of achieving a successful communication.**
- The purpose of loost a successful communication.

8) There was a shift of attention from..... as an end in itself to the successful use of that system in context (from form to communication)

- The language style
- **The language system.**

9) language learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake,nor in terms of explicit knowledge of the rules, but by the..... , appropriately ,fluently ,and effectively .

- ability to do things withuot the language
- **ability to do things with the language.**

10) teachers and materials designers were urged to identify things learners need to do with language (I.e. conduct a needs analysis)and.....

- **Simulate these in the classroom.**
- System in context Only.

11) This shift of emphasis had Consequences both. at the and curriculum design and at the micro level of a classroom activity

- **macro level of syllabus**
- macro level of letters

12) At -----l, there has been the development of English for specific purposes (ESP) which tries to develop the language and discourse skills which will be needed for practical jobs (English for occupational purposes (EOP)) or for practical fields of study (English for academic purpose (EAP))

- the micro level.
- **the macro leve.**

13) At----- there has been the development of task-based instruction (TBI) in which learning is organized around task related to real-world activities, focusing on the student's attention upon meaning and upon successful task completion

- **the micro level.**
- the macro leve..