1) What is **linguistics?**

The discipline that studies the nature and use of language

2) What is **applied linguistics?**

The application of linguistic theories, methods, and findings to the elucidation of language problems that have arisen in other domains

3) What is **linguistic competence?**

Speakers' ability to produce and understand an unlimited number of utterances, including many that are novel and unfamiliar

4) What is **acquisition?**

the gradual development of ability in a first or second language by using it naturally in communicative situations

5) What is **learning?**

the conscious process of accumulating knowledge, in contrast to acquisition.

6) What is **first language?**

- native language – learned by a child, usually the language of his/her home

7) What is **second/foreign language?**

A language learned subsequent to a speaker's native language

I n that approach, Instruction is given in the native language of the students ?

- Grammar-Translation Approach

I n that approach, There is a little use of the target language ?

- Grammar-Translation Approach

I n that approach, Focus is on grammatical parsing, i.e., the form and inflection of words?

- Grammar-Translation Approach

I n that approach, No use of the mother tongue is permitted (i.e.' teacher does not need to know the students' native language)

- Direct Approach

I n that approach, Lessons begin with dialogues and anecdotes in modern conversational style

- Direct Approach

I n that approach, Actions and pictures are used to make meanings clear

- Direct Approach

I n that approach, Only the grammar useful for reading comprehension is taught

- Reading Approach

I n that approach, Vocabulary is controlled at first (based on frequency and usefulness) and then expanded

- Reading Approach

In that approach, Translation is a respectable classroom procedure

- Reading Approach

In that approach, Lessons begin with a dialogue

- Audiolingualism Approach

In that approach, Mimicry and memorization are used, based on the assumption that language is a habit formation

- Audiolingualism Approach

In that approach, Grammatical structures are sequenced and rules are taught inductively

- Audiolingualism Approach

In that approach, The spoken language is primary

- Situational Approach

I n that approach, All languages material is practiced orally before being presented in written form

- Situational Approach

I n that approach, Only the target language should be used in the classroom

- Situational Approach

I n that approach, Language learning is viewed as rule acquisition, not habit formation

- Cognitive Approach

I n that approach, Instruction is often individualized; learners are responsible for their own learning

- Cognitive Approach

I n that approach, Grammar must be taught but it can be taught deductively (rules first, practice later) and/ or inductively

- Cognitive Approach

I n that approach, Respect is emphasized for the individual (each student, the teacher) and for his/her feelings

- Affective-Humanistic Approach

I n that approach, Communication that is meaningful to learner is emphasized

- Affective-Humanistic Approach

I n that approach, Instruction involves much work in pairs and small groups

- Affective-Humanistic Approach

I n that approach, Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing

- Comprehension-Based Approach

I n that approach, Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways

- Comprehension-Based Approach

I n that approach, Learners should not speak until they feel ready to do so

- Comprehension-Based Approach

I n that approach, The goal of language teaching is learner's ability to communicate in the target language

- Communicative Approach

I n that approach, The content of a language course will include semantic notions and social functions, not just linguistic structures

- Communicative Approach

I n that approach, Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack

- Communicative Approach

What is the Approach ?

- An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like

What is the Method ?

- is a set of procedures, i.e., a system that spells out rather precisely how to teach a language

What is the Technique ?

- is a classroom device or activity (e.g. imitation and repetition)

what is the solution for ESL/EFL teacher ?

1- Assess student's needs

2- Examine instructional constraints

3- Determine needs, attitudes, and aptitudes

1) Making errors is inevitable part of learning ?

- Error Analysis

2) Studying learners' errors serve two major purposes

- It provides data from which inferences about the nature of the language learning process can be made

- It indicates to teachers and curriculum developers which part of the target language students have most difficulty

3) What are the causes of errors

1. Language transfer
2. Intra lingual factors
3. Transfer of training
4. Learning strategies

4) Classification of errors

- Omission, addition, substitution, word order

- Errors of phonology, morphology, syntax, and vocabulary

5) What are the shortcomings of the error analysis

1. Stressing on learner's errors
2. Overstressing of production data
3. Focusing on specific language rather than viewing universal aspects of languages

المحاضرة الرابعة

1) the type of language produced by second language learners who are in the process of learning language

- Interlanguage

2) It refers to a system that has a structurally intermediate status between the native language and the target language

- Interlanguage

3) In that theory, The learner's competence is transitional. As a result of the permeability of an interlanguage system learners rapidly revise it

- Interlanguage

4) In that theory, They pass through a number of stages in the process of acquiring the target language

- Interlanguage

5) In that theory, Each stage constitutes 'an interlanguage – transitional competence'

- Interlanguage

6) In that theory , These stages are not discrete but overlap because every part of an interlanguage is subject to a constant revision

- Interlanguage

7) In that theory , The learner's competence is variable

- Interlanguage

8) In that theory , At any one stage of development the language produced will display systematic variability

- Interlanguage

9) It refer to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language

- Fossilization

10) ? Fossilization is a unique feature of that theory

- Interlanguage

11) ? The development of Interlanguage

1. Language transfer
2. Transfer of training
3. Strategies of second language learning
4. Communication strategies
5. Overgeneralization

12) ? inter lingual transfer from the first language (L1); borrowing patterns from the native language

- Language transfer

13) ? Some elements of the interlanguage may result from specific features of the learning

- Transfer of training

14) ? When students make some errors because of a misleading explanation the cause of

- Transfer of training

15) These strategies are part of the context of learning; resulting from a specific approach to the material to be learned

- Strategies of second language learning

16) expressing meanings using the words and grammar which are already known by a learner with limited knowledge of the target language

- Communication strategies

17) ? The extension of using grammatical rules beyond its expected uses is called

- Overgeneralization

18) ? Is a fluid, constantly changing, and incorporating new ideas

- interlanguage theory

19) It played a crucial role in the transformation of thinking, prediction and understanding the process of second language learning

- interlanguage theory

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