1) I n that approach, The spoken language is primary ?
- Situational Approach
- Cognitive Approach
- Communicative Approach

2) I n that approach, All languages material is practiced orally before being presented in written form ?
- Communicative Approach
- Cognitive Approach
- Situational Approach

3) I n that approach, Only the target language should be used in the classroom ?
- Cognitive Approach
- Situational Approach
- Communicative Approach

4) I n that approach, Efforts are made to ensure that the most general and useful lexical items are presented ?
- Communicative Approach
- Cognitive Approach
- Situational Approach

5) I n that approach, Grammatical structures are graded from simple to complex ?
- Cognitive Approach
- Situational Approach
- Communicative Approach

6) I n that approach, New items (lexical and grammatical) are introduced and practiced in real situations ?
- Situational Approach
- Communicative Approach
- Cognitive Approach

7) I n that approach, Language learning is viewed as rule acquisition, not habit formation ?
- Cognitive Approach
- Situational Approach

- Comprehension-Based Approach

8) I n that approach, Instruction is often individualized; learners are responsible for their own learning ?
- Comprehension-Based Approach
- Cognitive Approach
- Affective-Humanistic Approach

9) I n that approach, Grammar must be taught but it can be taught deductively (rules first, practice later) and/ or inductively ?
- Affective-Humanistic Approach
- Comprehension-Based Approach
- Cognitive Approach

10) I n that approach, Pronunciation is de-emphasized; perfection is viewed as unrealistic ?
- Comprehension-Based Approach
- Cognitive Approach
- Affective-Humanistic Approach

11) I n that approach, Reading and writing are once again as important as listening and speaking ?
- Cognitive Approach
- Affective-Humanistic Approach
- Comprehension-Based Approach

12) I n that approach, Vocabulary instruction is important, especially at intermediate and advanced levels ?
- Affective-Humanistic Approach
- Cognitive Approach
- Comprehension-Based Approach

13) I n that approach, Errors are viewed as inevitable, something that should be used constructively in the learning process ?
- Comprehension-Based Approach
- Affective-Humanistic Approach
- Cognitive Approach

14) I n that approach, The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language ?
- Affective-Humanistic Approach
- Cognitive Approach
- Comprehension-Based Approach

15) I n that approach, Respect is emphasized for the individual (each student, the teacher) and for his/her feelings ?
- Affective-Humanistic Approach
- Comprehension-Based Approach
- Communicative Approach

16) I n that approach, Communication that is meaningful to learner is emphasized ?
- Comprehension-Based Approach
- Communicative Approach
- Affective-Humanistic Approach

17) I n that approach, Instruction involves much work in pairs and small groups ?
- Communicative Approach
- Comprehension-Based Approach
- Affective-Humanistic Approach

18) I n that approach, Class atmosphere is viewed as more important than materials or methods ?
- Affective-Humanistic Approach
- Communicative Approach
- Comprehension-Based Approach

19) I n that approach, Peer support and interaction is needed for learning ?
- Comprehension-Based Approach
- Communicative Approach
- Affective-Humanistic Approach

20) I n that approach, Learning a foreign language is viewed as a self-realization experience ?
- Communicative Approach
- Affective-Humanistic Approach
- Comprehension-Based Approach

21) I n that approach, The teacher is viewed as a counselor of facilitator ?
- Cognitive Approach
- Communicative Approach
- Affective-Humanistic Approach

22) I n that approach, The teacher should be proficient in the target language and ? the student‏s native language since translation

- Communicative Approach
- Affective-Humanistic Approach
- Cognitive Approach

23) 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
- Cognitive Approach
- Communicative Approach

24) I n that approach, Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways ?
- Communicative Approach
- Comprehension-Based Approach
- Cognitive Approach

25) I n that approach, Learners should not speak until they feel ready to do so ?
- Cognitive Approach
- Communicative Approach
- Comprehension-Based Approach

26) I n that approach, Learners progress by being exposed to meaningful input that is just one step beyond their level of competence ?
- Communicative Approach
- Comprehension-Based Approach
- Cognitive Approach

27) I n that approach, Rule learning may help learners monitor ?
- Comprehension-Based Approach
- Cognitive Approach
- Communicative Approach

28) I n that approach, Errors correction is seen as unnecessary and perhaps even counterproductive ?
- Cognitive Approach
- Comprehension-Based Approach
- Communicative Approach

29) I n that approach, If the teacher is not a native speaker (or near-native), appropriate materials such as audio/visual tapes must be available ?

- Communicative Approach
- Cognitive Approach
- Comprehension-Based Approach

30) I n that approach, The goal of language teaching is learner‰s ability to ? communicate in the target language
- Communicative Approach
- Cognitive Approach
- Affective-Humanistic Approach

31) I n that approach, The content of a language course will include semantic notions and social functions, not just linguistic structures ?
- Cognitive Approach
- Affective-Humanistic Approach
- Communicative Approach

32) 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 ?
- Affective-Humanistic Approach
- Communicative Approach
- Cognitive Approach

33) I n that approach, Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts ?
- Cognitive Approach
- Affective-Humanistic Approach
- Communicative Approach

34) I n that approach, Classroom materials and activities are often authentic to reflect real-life situations and demands ?
- Affective-Humanistic Approach
- Communicative Approach
- Cognitive Approach

35) I n that approach, Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing ?
- Communicative Approach
- Cognitive Approach
- Affective-Humanistic Approach

36) I n that approach, The teacher‪s role is primarily to facilitate communication and ? only secondarily to correct errors
- Cognitive Approach
- Affective-Humanistic Approach
- Communicative Approach

37) I n that approach, The teacher should be able to use the target language fluently and appropriately ?
- Affective-Humanistic Approach
- Communicative Approach
- Cognitive Approach

38) What is the cognitive approach ?
- Language is rule-governed cognitive behavior (not habit formation)
- Learning a foreign language is a process of self-realization and of relating to other people.
- Language acquisition occurs if and only if the learner comprehends meaningful input.

39) What is the Affective-Humanistic Approach ?
- The purpose of language (and thus the goal of language teaching) is communication
- Learning a foreign language is a process of self-realization and of relating to other people
- Language acquisition occurs if and only if the learner comprehends meaningful input

40) What is the Comprehension Approach ?
- Language acquisition occurs if and only if the learner comprehends meaningful input
- The purpose of language (and thus the goal of language teaching) is communication
- Learning a foreign language is a process of self-realization and of relating to other people

41) What is the Communicative Approach ?
- Language is rule-governed cognitive behavior (not habit formation)
- Language acquisition occurs if and only if the learner comprehends meaningful input
- The purpose of language (and thus the goal of language teaching) is communication

42) What is the Approach ?
- An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like
- is a set of procedures, i.e., a system that spells out rather precisely how to teach a language
- is a classroom device or activity (e.g. imitation and repetition)

43) What is the Method ?
- is a classroom device or activity (e.g. imitation and repetition)

- An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like
- is a set of procedures, i.e., a system that spells out rather precisely how to teach a language

44) What is the Technique ?
- is a set of procedures, i.e., a system that spells out rather precisely how to teach a language
- is a classroom device or activity (e.g. imitation and repetition)
- An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like

45) There are also three other issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method ?
- (Assess student□s needs (why and for what purpose
- Examine instructional constraints (time, class size, and materials)
- Determine needs, attitudes, and aptitudes of individual students to the extent that is possible
- all of above