***Questions Bank***

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***Q1***/define the word "vocabulary "and explain what students need to learn aspects of vocabulary knowledge?

***Q2*/**. Explain with examples what teachers can do to create a motivating class discipline?

***Q3/*** state whether the following statements are **True** or **False**.

***1-***one of the lesson evaluation criteria is to keep on attentive learns all the time.

2- The professional teacher is the one who always use authentic situation in class interaction**.**

**3-**the first and most important basis of professional progress is in teachers' events daily reflections

**4-**class feedback is a vital source of students' development to schedule learning g sessions.

 **5-** Giving corrective feedback on errors rarely during written fluency work.

***Q4/*** there are various criteria that teachers' class questioning may criticized for? Classify these criteria and explain what purposes do teachers' questions serve in the classroom?

Q5/state whether the following statements are **True** or **False**.

1-good teachers vary activities at a period of time because the best activating type may become less motivation when it is repeated for many times in the class.

2-if teachers are using a course book; students expect them to know how the learning materials work.

3-a good way of learning new activities and techniques is to read the various teachers magazines and journals that are available.

4-it is not necessary that language teacher explains the learning destination to his students every time he starts new topic.

5-the teacher acts as a class agent when he dictates everything that happens and being the focus of attention in the class.

**Q6/part of the good teacher's traits is acquiring the ability to manage the class, match tasks to different groups and offer good learning outcomes. Comment on each briefly**

 ***Q7/* define the following concepts with examples:**

 a) Communicative competence ------b) information processing ----- c) concept of language creativity

 d) negotiation of meanings---e) language aptitude.

 ***Q8/*** from a psycholinguistic point of view , L2 interaction is mainly interesting because of the opportunities it seems to offer to L2 learners to fine-tune the language input they are receiving their daily class interaction. Discuss mentioning the effectiveness of error correction in offering positive or negative evidence of language learning

 ***Q9/***  how do individual learners differences, such as motivation, personality, language attitudes ....etc., affect learning process?

 ***Q* 10/**what is the relation between linguistic input and internal mechanism? Do certain interaction patterns facilitate learning?

 ***Q*** **11/** children all over the world follow fairly rigid stages during the acquisition of their native language .explain these stages briefly.

 ***Q* 12** what are the main five hypotheses of Stephen krashen theory of SLA? Explain in details only in what way the two independent systems of second language performance are distinctive?

***Q13*** /considerable debate in contemporary linguistics related with whether language is viewed as formal or functional system .The first is adapted by Chomskyan theory while the second is represented by the communicative function of the language. Comment

***Q14/* define (FIVE) of the following with examples:**

a) psycholinguistics---b) Interaction Hypothesis ---c) Learning Motivation

 d) Comprehensible Input---e) Systematicity of language production ---f) Fossilization

 ***Q15/* use the words between brackets to fill the blanks**

(Aptitude---faculty ---negotiation ---practice----individual)

1- Contemporary theorists continue to lay stress on the ----------function of language production especially in building up fluency.

2-the regular --------------- of meanings have been intensively studied by many interactionists researchers.

3-many psycholinguists have argued that learning outcomes differences due to ---------differences among language learners.

4-the most famous formal test of language -----------was designed by Carroll and Sapon in the 1950s.

5- Chomsky claimed that children have a linguistic ------------ which supports them in their early stages of language learning.

 ***Q16/*** state whether the following statements are ***(TRUE or FALSE)*** and justify the false one.

 **1**-stephen krashen (1970) who was first developed the UG hypothesis of Second Language learning.

 **2**-according to the behaviorist school of thought language learning is seen as a process of habit formation.

 **3**-when studying children language acquisition, a consistent order of acquisition was found for the emergence of the new linguistic structure.

 **4**-the anxious learner is less willing to speak in class, or to engage in formal class interaction.

 **5**-for krashen, acquisition referees to the "conscious process" identical to the process children utilize in acquiring their mother language

***Q17/*** in not more than (***100***) words explain the two contradicted perspectives of the two schools of language concerning nature vs nurture debate.

**Q18/ define the following concepts briefly**

Comprehensible input-----LAD device --------grammar universality -------- filter domain

**Q19/**"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill" (Krashen, 1985). In not more than **(50)** words explain The *Role of Grammar* as it is explained by the SLA theory

**0 Use the words between the brackets to fill in the following blanks: 2Q**

**(**Reactions-------correct --------Monitor----- systematically-------interrupt)

1-The ---------------hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former.

2-If we interrupt or ----------------- students in mid-conversation while they’re trying to express complex ideas or personal information; they may feel resentful or belittled.

3-language teacher must focus -----------------on different categories of mistakes in each lesson and shouldn’t try to point out all the heard mistakes.

4-When we overhear too many students speaking in their native language, we may need to ----------------------everyone and help them express the ideas in English.

5- Reading together in class can be enjoyable with students helping one another to understand and sharing---------------.

**Q21// respond to one of the following two alternatives for each sentence, and then correct the negative ones**:

1- SC teaching classroom advocates that students work in pairs or groups all the time*,* and that teacher led work should be avoided ***.Yes or No?***

2-Perhaps, grammar or vocabulary exercises are ideal student-centered activities ***.Yes or No?***

3-According to Krashen there are two independent systems of second language acquisition: 'the performance system' and 'the competence system ***.Yes or No?***

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4-Audio-Lingual method of language teaching dominated public schools and university in the United States until World War 2.***Yes or No?***

5-the main goal of the grammar-translation method was to develop fluent speakers of the languages studied**. *Yes or No?***

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**Q22/ Define each of the following briefly:**

a- Personalization b- Teacher as a facilitator c--information gap activities**.**

**Q23/Find the mistake in each sentence and correct it**

1-According to SLA Theory there are two dependent systems of second language performance: 'the acquired system' and 'the learned system'.

2-a theory is an abstract set of claims about the entities which aims only about descriptions of the phenomenon.

3-According to Krashen, the role of the monitor is - or should be - major, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

4-Usually introverts are under-users of the monitor, while extroverts and perfectionists are over-users.

5**-**transformativelearning approach emphasizes both learning about something and experiencing it so that students can apply knowledge in real-world situations.

**Q24 /Define the following with examples if it is necessary**

1- Experiential learning theory 2-humanization of Language Teaching

3- - comprehensible input hypothesis 4-linguistic competence

5-cognitivism Theory 6-intrensic motivation

**Q25/** educational learning theories directly impact teachers approach to instruction and class management in a variety of ways, what are they? Explain five of them only.

**Q26 / match (A) with (B)**

|  |  |  |
| --- | --- | --- |
| **No.** | **(A)** | **(B)** |
| 1- | Grammar Universality | B.F. skinner |
| 2- | Affective filter domain | Noam Chomsky |
| 3- | Language aptitude test | Stephen krashen |
| 4- | 2nd language learning context Model  | Carroll & Sapon(1950) |
| 5- | Observable behavior &habit formation | Burnard Spolsky |

**Q27/** discussions about 2nd LL have always been coloured by debates on fundamental issues such as B.F. skinner and Noam Chomsky's diverted points of view concerning the nature-nurture issue. Define these two concepts and explain points of diversion**.**

**Q28/Find the mistake in each sentence and correct it.**

1-children language specialists now accept the view that the grammatical core of language is learnt by the distinctive mechanism of habit formation.

2- Krashen provided a synthetic account of the general model of second language learning empirically.

3-low self-esteem and demotivation can combine to raise the effective filter and foster comprehensible input that is used for acquisition.

4-according to SLA views examining irregularity, formulation rules and teaching complex facts about the target language is not language appreciation but rather is language teaching.

5**-** Connectivism learning theory is part of the learner-centric approach in which the learning intellectuality is the focus rather than the method or materials.

 **Q29/Explain briefly how does nature-nurture debate impact on theories of second language learning?**

 **Q30/ match column (A) with column (B)**

|  |  |  |
| --- | --- | --- |
| **No.** | **(A)** | **(B)** |
| 1- | The notion of native speaker competence  | B.F. skinner (1924) |
| 2- | i+1 comprehensible input | Noam Chomsky(1965) |
| 3- | Language aptitude test | Stephen krashen(1981) |
| 4- | Model of 2nd language learning context | Carroll & Sapon(1950) |
| 5- | Behavior reinforcement | Burnard Spolsky(1989) |

**Q31/whatever the particular focus of any given theory, all researchers agreed upon a group of scientific traits that all learning theories must have in common. What are these traits?**

**Q32/Define the following with examples if it is necessary.**

**1-** Transformative learning theory **2-** connectivism theory

**3-** Linguistic competence **4-**Grammer universality

**5-** The affective filter domain

**Q33/ write (T) for the right statements and (F) for the false ones:**

**1-** The total physical response (TPR) method was developed by psychologist Caleb Gattegno (1974).

**2-** Interest and enthusiasm are generated by the topic itself, not by the students themselves as they discover more about the topic and their knowledge of and views on the topic

**3-** The larger the class, the more necessary it is to have a student-centered techniques of teaching.

**4**- It is better for students to be given a time limit, so that they can pace themselves and deal with questions in more depth.

**5**- In a student-centered class, students may be working in groups preparing ideas or making notes before a discussion or doing grammar or vocabulary exercises.

**Q34/in not more than (20) words Define each of the following structures:**

**a-** Personalization -**b-** Teacher as a facilitator **c**- Feedback errors **d-** Learning

Motivation  **e-** Follow-Up Q&A

**Q35/ Use the words between the brackets to fill in the following blanks:**

 **(**Reactions-------correct --------Monitor----- systematically-------interrupt)

1-The ---------------hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former.

2-If we interrupt or ----------------- students in mid-conversation while they’re trying to express complex ideas or personal information; they may feel resentful or belittled.

3-language teacher must focus -----------------on different categories of mistakes in each lesson and shouldn’t try to point out all the heard mistakes.

4-When we overhear too many students speaking in their native language, we may need to -----------everyone and help them express the ideas in English.

5- Reading together in class can be enjoyable with students helping one another to understand and sharing---------------.

**Q 36 / list (4) main hypothesis of Stephen Krashen's Theory of Second Language Acquisition and in not more than (35) words explain Affective Filter Principle of this theory.**

**Q37**/define the following briefly

 A- The behavioural vs cognitive definition of learning motivation.

 B- TPR method of language teaching.

 C-.pedagogical approaches of TBL teaching.

**Q2**8/Teaching automaticity, authenticity and meaningfulness are the basic principles that form the theoretical basis of ELT. Discuss the unique nature of each principle and its contribution to classroom methodological options.

**Q39**/in few sentences only, give suggestions to

1-minimise the teacher-student attention in class.

2-extend the students' opportunities to speak in the language class.

3-motivate the students who lost faith in participation.

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**Q40**/the role and style that a teacher develops will merge to give some tools for creating positive classroom climate that is stimulating and energizing. Comment with some examples of authentic teaching situations.

**Q41/**part of the goals of PBL instructions is challenging the students' creativity, fostering learning independence, cooperative working skills and encouraging critical thinking skills. Discuss briefly.

**Q42/-write brief notes on five of the followings:**

1-mental lexicon

2-slips of the tongue

3-the comprehension of the word

4-stages of speech production. (Formulation, contextualization…etc)

5-childish creativity (the ability of modifying sentences never heard or produced before.

6-critical age hypothesis. Eric Lenneberg(1967)hypothesis.

**Q43/**-it is so hard to keep language and mind apart that some early behaviorist psychologists simply gave up trying and affirmed that thinking was a silent speech (comment).

**Q44/**-there are two major competing hypotheses with regard to language acquisition, the **behaviorist** hypothesis and the **innateness** hypothesis. (Discuss).

**Q45**/-comment on the **psycholinguistic models for speech production**. Support your answer with example

**Q46**/-give a summary of the psycholinguistic models, particularly those following Chomsky's model of 1957, pointing out **how people perceive language comprehension and how this comprehension goes on?**

**Q47/**Noam Chomsky, a pioneering linguist and an Academic professor, put forth an idea called the language acquisition device (LAD) which is a hypothetical tool hardwired into the brain that helps children rapidly understand the language. Chomsky used it to account for the innate understanding of grammar and syntax all children possess. Comment

**Q48 -** One of the firmest evidences that language acquisition is genetically predetermined is the clear sequence of definite stages which a child goes through during early language acquisition. Explain with examples stages of language development.

**Q49** In what way mentalistic approach of language acquisition is much more effective and scientifically reliable in second language learning?

**Q50/**research involving language aptitude has focused on whether and to what extent language aptitude is related to success in l2 learning. Explain with examples John Carroll identification of language aptitude components and illustrate how they affect SLA.

**Q51/**William M. levelt (1938) views the psycholinguistic model of speech production as a linear progression of four stages; explain with example the four stages of this progression

**Q52/** define the following briefly:

**1-**language mechanic processing

**2-**Krashen's Acquisition vs Learning Hypothesis

**3-** Children first language overextension

**4-** Critical Period Effect in SLA

 Q53 // when people are communication with each other in a foreign language their social identities are unavoidable part of their interaction. Explain with example how significance the intercultural dimension of this interaction and in what way it affects the people discourse comprehension?

 Q54/what strategies that language teachers and administrators can follow to enhance students sense of identity in a diverse language classroom and foster their inclusion in class community?

 Q55/in what way language teachers succeed to overcome learning difficulties and help to improve his/her students' poor English?

 Q56/ some teachers are afraid of group work as they feel that they may loose control or students will just use their native language in class interactions. What other group of apprehensions that may create a challenge in front of your future language teaching. Explain the groups of excuses with examples.

 Q57/ content-based instruction according to Brinton and others (1989) is defined as "integration of content learning with language teaching aims''. Explain with examples the several models of CBI that have now emerged referring to the possibility of integrating this type of instruction in all levels of teaching proficiency

 Q58/ what are the five maxims (among many) of practicing the behaviors of peak teaching performers that you might apply to yourself even in your early stage of teaching carrier?

 Q59/ define "classroom-based action research" and explain David Nunan's four categories that might form the central focus of some teachers' action research.

 Q60/ the acquisition of intercultural competence is never complete and perfect unless the teacher becomes successful interlocutor and mediator which does not need perfect competence. Comment mentioning the reasons

 Q61/ what are the factors that lead to a weak academic performance or lead to a lack of interest in EFL students?

 Q62/define information –gap activities which is used in adults classes around the world , up and down the proficiency continuum and explain the major two focal characteristics of it.