

Faculty of Letters and Languages  
Department of English  
Level: Third Year  
All groups

### TEFL Model Answer

**Activity 1: fill in the gaps with the appropriate word. (4pts)**

A well written ..... **objective** ..... should be specific. It should define the precise ... **behaviour** ..... that students are expected to exhibit after instruction. It should also determine the ..... **conditions** ..... under which students are to perform and the ..... **criteria**. of that performance.

**Activity 2: Say whether the following statements are true or false. Then, correct the false ones. (7 pts)**

1. Teachers act as observers for the sole purpose of giving students feedback. ....**F**.....

**To evaluate their performance and the success of their teaching methods and materials.**

2. When a teacher provides hints or suggestions without taking over a task, he is performing the role of an organiser. ....**F**.....

**A prompter** .....

3. The topical/thematic syllabus is unsuitable for students studying English for specific purposes like tourism or business. ....**F**.....

**Suitable** .....

4. Learning objectives describe what the instructor would accomplish in a course. ...**F**...

**the student** .....

5. The Grammar-Translation Method (GTM) is an oral-based approach. ....**F**.....

**it is a method based on reading and writing** .....

6. Pronunciation is given little attention in the Audio-Lingual Method (ALM). ...**F**.....

.....**much attention**.....

7. In the Direct Method, students study grammar inductively. ...**T**.....

.....

**Activity 3: Answer the following questions as briefly as possible. (9 pts)**

A-A resource involves showing students how to pronounce/write a word or give the meaning of that word. Provide help or a detail of an activity students are doing. Provide information about where to look for an information, a website, a book, etc. **2pts**

b- Embarrassment due to the inability to answer a question. **1pt**

**2. Explain how students' errors are dealt with in the Direct Method and the Audio-lingual Method.**

- ❖ **DM:** in this method, the teacher does not correct the error himself, but he gets students to self-correct - **self-correction** (make a choice between what they said and an alternative answer using a questioning tone”). **1.5**
- ❖ **ALM:** Teachers prevent students from errors; the latter are seen as bad habits that must be **corrected immediately**. **1.5**

**Why is Communicative Language Teaching considered student-centered?**

Students are **mainly communicators**; they engage in negotiating meaning and in making themselves understood. They are more **responsible** for their own learning. **1.5**

The teacher, however, acts as a **facilitator** (facilitating communication in the classroom), as an **advisor** (answering students questions and monitoring their performance), or as a **co-communicator** (engaging in the communicative activity with students). **1.5**