

**Larbi Ben Mhidi University**

**January 14th, 2026**

**Faculty of Letters and Foreign Languages**

**M2 Did**

**English Department**

**Group :**

**First Semester Exam in CBFL**

**Name :**

### **Answer Keys**

**Possible answers**

**Content (50%), Form (50%)**

**Q1. Authentic materials support a creative approach to teaching. Explain**

Authentic materials support a creative approach to teaching. In other words, teachers who opt for authentic materials are said to be creative and reflective not relying on the materials from the textbooks. **Selecting authentic texts** and **designing authentic tasks** is a sign of effective teachers who have an eclectic, innovative approach towards their work.

**Q2. How can a textbook develop learners' autonomy?**

A learner can use the textbook to **learn new materials review** and **monitor progress** with some degree of autonomy. In other words, textbooks allow students to **look ahead** or **revise previous lessons**. Thus, they remove the element of surprise in students' expectations. The textbook is a **reference** source for learners on grammar, vocabulary, pronunciation and a resource for **self-directed learning**. In short, **a learner without textbook is more teacher-dependent**.

**Q3. Textbook evaluation is a prerequisite to textbook adaptation. Explain**

Textbook evaluation is a prerequisite to textbook adaptation because the former "can help teachers develop insights into the different views of language and learning and into the

principles of materials design". It is an activity carried out to check how suitable are the textbook materials to the particular learners and the teaching learning context. **Textbook adaptation is then the result of recognizing a mismatch between the teaching materials and the needs and objectives of the classroom.** Thus, it aims at **matching the textbook to the specific situation** in which it is used. Any textbook whatever its merits need to be adapted in a way or another. In other words, reflective teachers often add things, delete others, modify and simply some parts of the textbooks and reorder others to make the materials more relevant to their teaching contexts.

#### **Q4. Why is course book assessment considered a subjective activity ?**

Sheldon (1998:245) argues that : “course book assessment is fundamentally a subjective, rule-of-thumb-activity, and that no neat formula, grid or system will ever provide a definite yardstick”. In other words, **any textbook evaluation checklist requires adaptation** before being submitted to the personal requirements of individual teachers. Thus, teachers are advised to look at the evaluation process from a **more subjective view.** In this respect, Cunningsworth (1995) believes that the selection procedure is intended as a “framework not a straight jacket” and **any procedure should be modified to suit personal circumstances.**