

Larbi Ben Mhidi University

January 15th, 2026

Faculty of Letters and Foreign Languages

M1 Did

English Department

Group :

First Semester Exam in TEFL

Name :

Answer Keys

Possible answers

1. Define the following terms briefly (5pts)

-A **task** is ' ... a piece of **classroom work** which involves learners in comprehending, manipulating, producing or interacting in the target language **while their attention is principally focused on meaning rather than form**. The task should also have a sense of **completeness**, being able to stand alone as a communicative act in its own right.'
Nunan.D.1988.

-A **competency** consists of a description of the essential **skills, knowledge** and **behaviours** required for effective performance of a **real world task** or activity.

-**Desuggestive learning**, also known as **Desuggestopedia**, is a teaching method developed by **Georgi Lozanov** that aims at **removing psychological barriers** and negative self-suggestions, making learning faster, easier, and more enjoyable through a relaxed, supportive environment, positive suggestion, music, and the use of the subconscious mind.

- **The 'post-methods' era** refers to an era after methods, which is characterised by a movement away from prescribing specific methods. It is marked by the idea that **no single method** is inherently **better** than another and that different methods might be appropriate for different contexts.

-**Passive vocabulary** comprises words and expressions that individuals recognize and understand when encountered in listening or reading comprehension but may not readily recall or use in their own speech or writing.

2. Complete the table with the required information about each approach/method

(4pts)

Grammar translation method	Audiolingual method	Communicative approach	Task based approach
Teacher role	Theoretical foundation	Final objective	Activities
Central authority Primary source of knowledge	Structurism Behaviourism	Communicative competence	Real world tasks Pedagogical tasks

3. Compare between listening and reading (3pts)

Similarities	Differences
-The first stages and levels are about identification and recognition of the code -At the next stages and levels, the learner develops in both language skills the ability to focus on important elements of the message and ignore redundancy -At advanced stages , develop the ability to understand the purpose of the speaker/writer, select what type of elements suit his own purpose , and interpret the speech or the text according to context	-nature of the code -In listening the phonic code is instant , fast , sometimes non-formal - colloquial, slang, dialect, etc...-, and difficult to remember . In reading , the graphic code is more everlasting , slow , and almost always formal .

4. Answer the following questions briefly (8pts)

How important is the project work in the implementation of the competency-based approach?

One of the most distinctive features of the competency-Based Approach is integration of project work as part of learning strategy. This approach seeks to make the attainment of objectives visible, i.e., concrete through the realization of projects in selected domains of instruction. In fact, fixing specific learning competencies will remain a far reaching dream if the outcome is not visible and measurable. Project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new avenues for action, interaction and the construction of new knowledge. In short, it is only through carrying out project work that the basic principles of the Competency-Based Approach can be made concrete.

b. Why do teachers turn to eclecticism in language teaching?

The eclectic method is a popular method among teachers all over the world. The concept of eclecticism is applied in many subject areas to refer to a combination of methods, strategies, materials, content etc. It was born out of the realisation that each of the individual methods of language teaching had strengths and weaknesses and that no one method was responsive to the dynamic classroom context. Thus, based on the shortcomings of the methods, eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts. The justification for the eclectic approach lies in the weaknesses of the single approach because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible. Since eclecticism is context sensitive, learning is fun and innovative and the approach works for every type of learner regardless of their social economic background and preferences. Thus, the eclectic approach was born as a result of the dissatisfactions of the single method approach. Since, each learning situation is different, methodological prescription is pedagogically unacceptable. The eclectic approach therefore responds to the diversities in the classroom and learning contexts.