

FIRST EXAM IN TEFL_Answers Key

EXERCISE 1 (6 pts): Read the statements carefully and indicate whether each statement is true (**T**) or false (**F**).

1. In the Didactic Triangle, effective teaching happens by focusing primarily on the content element rather than the relationships between teacher, student, and content. **F**
2. According to Hopmann's three cornerstones, "sequence" means arranging content from near to far, simple to complex, known to unknown, and concrete to abstract. **T**
3. In the Audiolingual Method, errors are viewed as natural steps in the learning process and should be tolerated to encourage fluency. **F**
4. The Direct Method allows teachers to use the students' mother tongue (Arabic/Tamazight) to explain difficult grammar rules, as long as most of the lesson is in English. **F**
5. Constructivism posits that learners passively receive knowledge from teachers who transmit organized information clearly. **F**
6. According to Hopmann, teachers act as "curriculum interpreters" who have professional autonomy to transform and adapt content for specific learners and contexts. **T**
7. Total Physical Response (TPR) requires students to speak immediately from the first lesson to develop oral fluency quickly. **F**
8. Chomsky's critique of behaviorism argued that language acquisition can be fully explained through stimulus-response conditioning. **F**
9. Pedagogical tact, as described by Herbart and Van Manen, refers to the teacher's ability to follow lesson plans rigidly. **F**
10. According to Dörnyei's L2 Motivational Self System, motivation is shaped by learners' self-images, including their Ideal L2 Self and the Learning Experience. **T**
11. Cognitivism focuses on observable behavior change through reinforcement rather than internal mental processes. **F**
12. According to Bax's concept of CALL normalisation, technology should become an invisible, natural part of the learning environment rather than a novelty or external addition. **T**

EXERCISE 2 (8 pts): For each scenario, select the most appropriate method, approach, or technique. Only one option is correct.

1. In a BEM preparation class, the teacher plays classical music, dimly lights the classroom, and dramatically reads a dialogue about traveling with emotional intonation. Students then act out the dialogue using new identities. Which humanistic method is this?
 - a) The Silent Way
 - b) **Suggestopedia**
 - c) Total Physical Response
 - d) Community Language Learning

2. During an oral expression class, an Algerian teacher provides only pictures and real objects to teach vocabulary about "household items." She asks questions in English ("What is this?" "Where do we keep cups?") without translating into Arabic. Which method does this exemplify?
- a) Grammar-Translation Method
b) Direct Method
c) Audiolingual Method
d) Task-Based Language Teaching
3. In a university TEFL class, students work in groups to plan a school trip. They must research destinations, create a budget, design an itinerary, and present their proposal. Grammar is addressed only when students encounter difficulties during the task. Which approach is this?
- a) Grammar-Translation Method
b) Audiolingual Method
c) Task-Based Language Teaching
d) Suggestopedia
4. A teacher asks beginner students to express a thought in Arabic. The teacher then provides the English translation, which students repeat and record. Later, they transcribe and analyze the recording. This technique is characteristic of which method?
- a) The Silent Way
b) Community Language Learning
c) Audiolingual Method
d) Direct Method
5. A secondary school teacher wants to develop students' listening skills authentically. She brings restaurant menus, train schedules, and radio advertisements to class. Students complete tasks using these real-world materials. This aligns with which contemporary principle?
- a) Behaviorist drill practice
b) Tomlinson's materials principle
c) Structural syllabus design
d) Grammar-Translation literary focus
6. A teacher observes that her students lack confidence in speaking English. She implements reflective journals where students write about their learning experiences, fears, and progress. She also creates a "safe space" for errors. This addresses which theoretical principle?
- a) Behaviorist reinforcement
b) Humanistic affective factors
c) Structural linguistics
d) Grammar-Translation intellectualism
7. A teacher creates a jigsaw reading activity: Group A reads about climate causes, Group B reads about effects, Group C reads about solutions. They then share information to complete a full understanding. This is a technique from which approach?
- a) Grammar-Translation Method
b) Audiolingual Method
c) Task-Based Language Teaching
d) The Silent Way
8. A teacher uses a curriculum where the topic of "environmental problems" is introduced in 1st year middle school with simple vocabulary, revisited in 2nd year with past tense narratives, and explored again in 3rd year with argumentative essays. This reflects which theoretical principle?
- a) Behaviorist linear progression
b) Constructivist spiral curriculum
c) Grammar-Translation classical texts
d) TPR action sequences

EXERCISE 3 (6 pts): Briefly define each of the following concepts.

1. Functional-Notional Syllabus :

Organizes language teaching around communicative functions (requesting, apologizing) and notions (time, location) rather than grammatical structures, reflecting CLT's shift from form-focused to function-focused, meaning-based curriculum design.

2. Behaviorism (in language learning) :

Views language acquisition as habit formation through stimulus-response-reinforcement cycles, repetition, and drills (Skinner). It has been criticized for neglecting creative, rule-based capacities.

3. Zone of Proximal Development :

The gap between what learners can do independently and with guidance (Vygotsky). Effective instruction targets this zone through scaffolding and collaboration, emphasizing that learning is socially mediated.

4. Scaffolding :

Temporary support provided to help learners accomplish tasks within their ZPD. Support is gradually removed as competence develops, transferring responsibility to learners.

5. Task (in TBLT) :

An outcome-focused, meaning-centered activity requiring learners to use language authentically to achieve real-world objectives. Examples: information-gap tasks, problem-solving, projects. Grammar addressed through focus-on-form during/after completion.

6. Communicative Competence :

Ability to use language appropriately and effectively in real social contexts (Hymes), encompassing linguistic, sociolinguistic, discourse, and strategic competence. Underpins CLT's goal: meaningful communication, not just accuracy.