

SECOND EXAM IN TEFL_ANSWERS KEY

NAME : GR : GRADE : / 20

EXERCISE 1 (5 pts):

For each scenario, choose the main pedagogical problem. Problems may be used more than once

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| A. Objective-performance misalignment | C. Excessive teacher talking time | F. Differentiation failure | management |
| B. Sequencing/stage misjudgment | D. Decontextualized treatment of grammar | G. Time/load miscalibration | I. Unhelpful metalanguage overload |
| | E. Correction-policy mismatch | H. Weak transition/procedural | J. Weak recycling / lack of spiraling |

SCENARIOS	PROBLEMS
The objective states that students will “understand conditionals deeply,” but the only evidence collected is completion of two isolated gap-fill items.	A
The teacher provides lengthy explanations for every item, leaving little time for learners to process or produce.	C
In a visibly mixed class, all students receive one equally demanding task with no scaffolding or extension.	F
Learners are lost because instruction relies more on terms like <i>subordinator</i> and <i>perfective aspect</i> than on examples and use.	I
A grammar point taught in Week 3 never reappears in later reading, writing, or speaking work.	J
The objective promises communicative use of modals, but the lesson ends after rule explanation and sentence transformation only.	A
The teacher begins with free production, moves backward into controlled practice, and then returns to rule explanation because students fail.	B
The teacher answers nearly every question, reformulates nearly every response, and leaves learners as recipients rather than participants.	C
The present perfect is taught only as <i>have + past participle</i> , with no contrastive context and no sense of communicative purpose.	D
The teacher’s timing assumes that instructions, grouping, and answer checking take almost no time.	G
Students receive the worksheet before instructions are completed, so management problems are built into the procedure.	H
A weak class is tested on terminology they do not need in order to perform the task successfully.	I
The lesson objective states “students will learn relative clauses,” but the task evidence does not specify what successful learning would look like.	A
The teacher expects fluent personalized writing before learners have had any structured opportunity to notice or stabilize the target form.	B
The teacher uses most of the lesson time to retell the text, explain examples, and summarize answers that learners could have generated.	C
Learners complete accurate transformations of reported speech but are not shown why one reporting pattern is chosen over another.	D
The teacher refuses to correct a recurring core error during controlled practice because “fluency matters more than accuracy.”	E
All learners are expected to process the same pace and level of abstraction despite obvious heterogeneity in competence.	F
The teacher has designed a lesson with no optional element to drop and no buffer for slower-than-expected completion.	G
Students can use examples successfully, but the teacher continues to privilege terminology recall over functional understanding.	I

EXERCISE 2 (10 pts): Match each classroom situation with the SINGLE most appropriate pedagogical concept. Fill in the table with letter corresponding to your answer.

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|-------------------------------|-------------------------------|---|----------------------------------|
| A. Schema activation | H. ESA model | M. Age-appropriate methodology (Young Learners) | Q. Nation's Four Strands |
| B. Inductive grammar teaching | I. Differentiated instruction | N. Parsing/utilization break down | R. Language Threshold Hypothesis |
| C. PPP sequence | J. Wash back effect | O. Focus on Forms | S. Excessive TTT |
| D. Focus on Form | K. Strategic competence | P. Grammar-Translation | T. Schema activation(pre-stage) |
| E. SMART objective | L. Pre-While-Post framework | | |
| F. Scanning | | | |
| G. Elicitation/recast | | | |

SITUATIONS	CONCEPT
A learner recognizes the words "I have been waiting" but cannot retain or interpret the speaker's intention.	N
Students discover the rule for the past simple through guided examples before the teacher names the structure.	B
A teacher uses songs, TPR, and rhymes to teach prepositions to 8-year-olds.	M
The influence of the Baccalaureate exam on what teachers choose to teach.	J
A 60-minute plan listing Warmer → Presentation → Controlled Practice → Free Production stages.	C
Tasks where stronger learners extend a story while weaker learners complete a guided framework.	I
The four-strand framework: meaning-focused input, meaning-focused output, language-focused learning, fluency development.	Q
A learner stops understanding a text because her L2 vocabulary is below the level needed to deploy L1 reading strategies.	R
Brief, strategic attention to article use within a communicative writing task.	D
A pre-listening activity in which students predict content from a title and three images.	T
Reading rapidly to locate a specific date in a newspaper article.	F
The teacher repeats a student's utterance with rising intonation to elicit self-correction.	G
A flexible model where lessons may follow EAS, EASA, or other sequences (Harmer).	H
A teacher activates students' prior knowledge of Algerian weddings before reading a text about British wedding customs.	A
A learner uses circumlocution to compensate for an unknown word ("the thing that you write with").	K
A 30-minute reading lesson built on Pre/While/Post stages.	L
Teaching grammar items sequentially as the primary object of study (Long).	O
Teaching grammar exclusively through translation of literary passages.	P
A teacher rewrites her objective as: "By the end of the 45-minute lesson, students will be able to produce 5 sentences using the present perfect in a personal recount, with at least 80% accuracy."	E
A trainee delivers a 45-minute lesson where she speaks for 38 minutes.	S

EXERCISE 3 (5 pts): For each classroom scenario, select the option that reflects the most pedagogically defensible decision. Choose the BEST option, not merely an acceptable one.

- Ms. Nadia, teaching 52 L1 students, writes the objective: "Students will know the present perfect and use it well." Beyond being non-SMART, what is the deepest assessment-related weakness?
 - It is teacher-centered rather than learner-centered.
 - It conflates an internal cognitive state ("know") with observable performance ("use it well"), making achievement unverifiable.**
 - It does not specify the text book page.

- D. It uses "present perfect," which is too advanced for L1.
2. A trainee teacher plans a 60-minute lesson with 9 stages and 4 pages of script. According to Woodward (2001) and Harmer (2015), the principal risk is:
- A. Lack of administrative information.
B. Insufficient material preparation.
C. Excessive use of choral drilling.
D. The plan becomes a rigid script rather than a flexible proposal, suppressing interactive decisions.
3. Mr. Yacine teaches reading to 48 third-year secondary students with mixed proficiency. He pre-teaches 22 vocabulary items before a 300-word text. The most serious pedagogical flaw is that he:
- A. Violates schema theory by foregrounding decoding over background-knowledge activation.**
B. Uses too few items for a 300-word text.
C. Should have used L1 translation only.
D. Is correctly applying bottom-up processing.
4. During a fluency-stage role-play on shopping, Ms. Amel interrupts each grammatical slip with explicit correction. According to Nassaji & Fotos (2011) and Harmer (2007), this practice primarily:
- A. Reinforces accuracy and is therefore optimal.
B. Confuses Focus on Forms with Focus on Form and damages fluency development by interrupting meaning negotiation.
C. Is acceptable because adults prefer immediate correction.
D. Reflects sound application of the Audio-Lingual Method.
5. A novice teacher in Biskra claims: "I use the inductive approach because it is always better than the deductive one." The most accurate critique is that:
- A. The deductive approach is in fact always superior.
B. Inductive teaching is incompatible with Algerian textbooks.
C. The choice depends on rule complexity, learner age, time constraints, and cognitive load — neither approach is universally superior.
D. Only the deductive approach respects Hymes' competence model.
6. In a listening lesson, students fail a "tick-the-correct-answer" task. Following Field (2009) and the diagnostic shift beyond the Comprehension Approach, the teacher should FIRST:
- A. Replay the audio louder.
B. Diagnose whether the breakdown is perceptual (segmentation), parsing, or utilization, then design a micro-listening task targeting it.
C. Translate the script into Arabic.
D. Move on; listening is naturally difficult.
7. A 45-student class in Ouargla shows wide proficiency gaps. The MOST defensible planning move drawing on Ur (2012) is to:
- A. Teach to the average level.
B. Design open-ended tasks with tiered outcomes so stronger learners extend and weaker learners access core content.
C. Group all weak learners together permanently.
D. Reduce the syllabus by half.
8. Mr. Tarek teaches the passive voice deductively, then assigns only gap-fills. According to the PPP model, what stage is critically underdeveloped?
- A. Production—free, meaning-focused use is absent.**
B. Warmer.
C. Presentation.
D. Practice.
9. A teacher in Tlemcen activates schemata for a text on "London Underground" by asking students about Algiers' tramway. The pedagogical logic is:
- A. Faulty—schemata must be culture-identical to the text.
B. Sound—analogue schema activation bridges cultural distance and supports top-down processing.
C. Acceptable only at university level.
D. Inappropriate because it triggers L1 interference.
10. The Baccalaureate exam heavily influences a teacher's lesson design, leading her to skip Production stages. Drawing on Richards & Bohlke (2011), this reflects:
- A. Sound exam-orientation.
B. A wash back effect that distorts the planning ecosystem and reduces communicative competence development.
C. The correct application of TBL.
D. A justified focus on grammatical competence only