



First Semester Exam  
Full Name:.....

**Activity one: (3points)**

You are asked to design a syllabus for second-year university EFL students studying “Study Skills” who: Rely heavily on memorization, lack autonomy, and struggle with real communication.

-Decide which syllabus (according to Brown) is more suitable and explain why, using two arguments.

**Syllabus Type:** .....

**Argument1** .....

**Argument2**.....

**Activity Two: (4points)**

Match each teaching context with the most appropriate syllabus type and justify your answer

Teaching Context	Syllabus Type	Justification
Large ESP class (Medicine students)		
Mixed-level EFL speaking course		
Academic writing for Master 2 students		
Online Aviation English Course		

**Activity Three: (6points)**





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#### Accepted Answers:

#### 1- Skills-Based Syllabus

**Argument1:** It helps students because it focuses on transferable academic and cognitive skills such as note-taking, critical reading, and problem-solving rather than rote memorization.

**Arguments2:** Promotes learner autonomy by training students how to learn (this is what is meant by study skills), which directly addresses their lack of independence.

#### 2-Task-Based Syllabus

**Argument1:** It engages students in real-life through meaningful tasks that require communication and interaction with others.

**Argument2:** It moves learners away from passive memorization toward active use of language and collaborative learning.

**3- A combination of both task-based and skill-based is also accepted.**

### Activity Two: (4points)

Match each teaching context with the most appropriate syllabus type and justify your answer

Teaching Context	Syllabus Type	Justification
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Large ESP class (Medicine students)	Content-based syllabus /process-oriented)	Medical content (dealing with topics such as case studies, symptoms, reports, diagnosis) provides a meaningful and <b>shared knowledge</b> base, making language learning purposeful even in large classes.
Mixed-level EFL speaking course	Task-Based Syllabus / process-oriented)	Tasks allow students of <b>different proficiency</b> levels to participate at their own level while focusing on real communication rather than accuracy alone.
Academic writing for Master 2 students	Skills-Based Syllabus /product-oriented	Academic writing requires mastery of specific skills ( <b>argumentation, cohesion, referencing....</b> ) rather than general language structures. So the main focus here is on writing skill.
Online Aviation English Course	Functional Syllabus /product-oriented)	Aviation English is function-driven ( <b>giving instructions, clarifying, reporting problems</b> ), making language use in real communicative situations essential.

**Activity Three: (6points)**

Given this syllabus goal: “To develop critical thinking and reflective learning” among first year Master students studying “Discourse Analysis”

1. Choose a syllabus type that best supports this goal

**Accepted answers :**

**Process-Oriented Syllabus /**

**Product oriented syllabus/**

**Skills-Based Syllabus /**

**Task-Based Syllabus /**

**Content-Based Syllabus**

2. Choose two assessment tools aligned with it (**any two of these are accepted**)

**Reflective journals / Learning portfolios/ Self-assessment checklists/ Peer assessment reports/ Critical discourse analysis projects/ Case study analysis/ essays/ presentations with critical discussion.....**

3. Explain how the evaluation process may take place.

**Any logically well-structured explanation is acceptable**

**Activity four: (7points)**

You observe the following classroom practices:

- Students work in groups to solve problems.
- Language errors are tolerated during communication.
- Assessment is based on portfolios and projects.
- Content changes according to student interests.

List down: subject name, three objectives, three outcomes, and a list of possible topics to be taught.

This is an example of how the answer should be:

### **Subject name: Oral Expression**

#### **Objectives**

1. To **develop** students' oral fluency through interactive and collaborative speaking tasks.
2. To **encourage** students to **choose** discussion themes and presentation topics.
3. To **build** confidence in spoken English by prioritizing meaning over grammatical accuracy.

#### **Outcomes**

By the end of the course, students will be able to:

1. **Communicate** ideas effectively in group discussions, debates, and problem-solving activities.
2. **Participate** actively in collaborative speaking projects and show autonomy.
3. **Maintain** interaction despite language errors.

#### **List of Possible Topics**

- Media and digital communication
- Everyday communication strategies
- Intercultural communication
- Culture Shock
- Debates on student-selected issues