

Answer the following

MCQ QUIZ

- 1. Which syllabus type is MOST compatible with Long's Interaction Hypothesis?**
 - A. Structural syllabus
 - B. Task-based syllabus
 - C. Lexical syllabus
 - D. Situational syllabus
- 2. A process syllabus differs fundamentally from a product syllabus because it:**
 - A. Focuses on learner outcomes
 - B. Pre-defines linguistic input
 - C. Emphasizes negotiation, learner agency, and emergent content
 - D. Is based on topics and themes
- 3. In a mixed-ability ESP classroom, which syllabus type risks being least flexible?**
 - A. Functional-notional
 - B. Structural
 - C. Task-based
 - D. Process
- 4. A functional-notional syllabus may fail when learners:**
 - A. Need to perform discipline-specific tasks
 - B. Need communicative functions like apologizing
 - C. Have high proficiency
 - D. Learn in immersion contexts
- 5. A lexical syllabus best aligns with which linguistic theory?**
 - A. Behaviorism
 - B. Chomskyan Universal Grammar
 - C. Corpus linguistics and usage-based models
 - D. Cognitive Grammar

Evaluation & Justification

Write short evaluative answers.

- 1. Evaluate ONE limitation of a task-based syllabus in EMI/ESP contexts.**

.....

.....

.....

.....

- 2. Why might a situational syllabus be pedagogically weak in higher education?**

.....

.....

.....

.....

- 3. Give one reason a process syllabus is challenging in large Algerian university classes.**

.....

.....

.....

.....

4. Explain why a structural syllabus may still be relevant for beginner L2 learners.

.....
.....
.....

5. Critique the use of topic-based syllabuses in academic writing courses.

.....
.....
.....

Matching (Expert-Level)

Match the syllabus type with the theoretical framework it aligns with.

Syllabus Type	Theory / Principle
1. Task-based	A. Frequency and collocation-driven learning
2. Lexical	B. Experiential learning and emergent content
3. Process	C. Communicative competence (Hymes, Canale & Swain)
4. Communicative	D. Meaning negotiation and interaction

Scenario-Based Application

1. You are designing a **curriculum for medical students** who must read research articles and produce case reports.

Which syllabus type(s) would be the most effective and why?

.....
.....

2. You teach in a multilingual classroom where students prefer different learning styles.

What syllabus design offers maximal flexibility?

.....
.....

3. Your department mandates **national exams** focusing on discrete grammar knowledge.

Which syllabus type aligns best?

.....
.....

4. Students struggle with vocabulary retention and chunking in real-time speech.

Which syllabus should you prioritize?

.....
.....

5. You want to promote higher-order thinking skills (HOTS) through language use.

Which syllabus approach supports this?

.....
.....

Error Identification

Identify what is WRONG in each statement.

1. "A structural syllabus ensures communicative proficiency in all contexts."

.....
.....

2. “A topic-based syllabus automatically teaches academic skills.”

.....
.....

3. “Task-based syllabuses eliminate the need for grammar teaching.”

.....
.....

4. “Functional syllabuses work well in discipline-specific ESP contexts.”

.....
.....

5. “Content-based syllabuses are easiest to design.”

.....
.....

Synthesis Questions

1. Propose a hybrid syllabus model for an Algerian Master’s course in Applied Linguistics.

.....
.....
.....
.....

2. Explain how needs analysis determines the choice of syllabus type.

.....
.....
.....
.....

3. Discuss the feasibility of implementing a process syllabus in Algerian universities.

.....
.....
.....
.....

4. How can a TBLT syllabus be adapted for large classes?

.....
.....
.....
.....