

TEFL ANSWER KEY

Exercise One: 10 pts

1. To which reading activity type did the teacher refer in the above-stated passage? Justify! 2pts

**Evaluation activities: they express their attitudes towards the topic being raised.**

2. The teacher has hinted at one type of English tests. Name and explain this type then name another type of English tests that is exclusively made inside the EFL classroom. 2pts

**Achievement test: used to check whether learning objectives were met. The other type can be diagnostic tests.**

3. Which writing objective does this teacher prioritize? And which writing approach and technique does she employ in class? 2pts

**Objective: writing for learning, approach: Product-based, Technique: Parallel writing**

4. The teacher has mistakenly used the wrong terminology to refer to some TEFL-related concepts. Spot two wrongly employed concepts and try to provide the correct alternatives. 2pts

**Assessment...Evaluation**

**Curriculum...Syllabus**

5. What mistakes did this teacher commit when introducing the two skills? Suggest solutions! 2pts

**Hypercorrection.....Using symbols when referring to mistakes**

**Not considering learners' needs...Employing the principles of the humanistic approach**

**Not considering Bloom's taxonomy .....Respecting thinking levels when designing questions**

**Exercise Two:** Expand the following idea in a well-structured paragraph of no more than six lines:

“The relationship between language and culture is just another chicken-and-egg situation.” **3pts**

You are supposed to mention the following points:

- The interrelatedness of language and culture (language is part of culture and culture is conveyed through language)
- Sapir-and-Whorf Hypothesis (the way language influences thought and culture)
- The way culture influences language.

**Exercise Three (7 pts)**

1. The Analytic rubric should be in the form of a table (Otherwise, one cannot call it a rubric)

The evaluation criteria should be clearly stated. This includes: Grammar, vocab, punctuation, spelling, paragraph format, coherence and cohesion, and originality of the ideas.

Description of the characteristics of every achievement level is necessary: Beginner, average , advanced. **4 pts**

2. When justifying the mark being attributed, the types of mistakes made by the learner ought to be highlighted.

These mistakes include: Ill use of tenses, inappropriate word choice, poor use of commas...etc.

The Mark that can be attributed may range from 10 to 13. **1.5 pt**

**3.**

If an oral production was to be evaluated, then we would still consider elements like vocabulary, content originality, and Grammar (though some grammar mistakes can be tolerated). More focus, however, should be attributed to two other criteria:

Pronunciation and fluency. **1.5 pt**

Student's Name:.....

**Second Semester Examination in TEFL**

**Exercise One: The following passage represents what a novice secondary-school teacher has mentioned about the way she is teaching and evaluating reading and writing activities in her classes. Read the passage carefully then answer the following questions.**

Since reading and writing are interrelated, I usually integrate the two skills in one activity. For instance, I tend to ask my learners to write paragraphs wherein they express their attitudes towards the topic being raised in a reading material before even asking them about the gist of that text. This is an important activity because it resembles the types of tests my pupils have by the end of every term and because it helps students to use the linguistic and structural elements tackled in class to write about different topics and domains. That's why, I usually bring them texts of different types to mimic, and I choose the reading and writing materials myself, for I do not belong to the category of teachers that caters for learners' experiences and personal worth. However, when teaching both skills, I feel that the proposed content does not fit my learners' level, so I resort to designing my own curriculum. When it comes to assessment, I depend on scoring rubrics to ensure that I'm doing it all fairly and consistently, and I highlight each and every mistake in red to ensure personal development.

**Questions**

1. To which reading activity type did the teacher refer in the above-stated passage? Justify!

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3. Which writing objective does this teacher prioritize? And which writing approach and technique does she employ in class?

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5. What mistakes did this teacher commit when introducing the two skills? Suggest solutions!

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Exercise Two: Expand the following idea in a well-structured paragraph of no more than six lines:  
“The relationship between language and culture is just another chicken-and-egg situation.”

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**Exercise Three: This is a paragraph produced by a first-year university student to respond to a writing task about describing family. Read the paragraph then respond to the tasks that follow. 5pts**

My family is small family with three people, My mother is a great woman . She is currently unemployed and now staying at home doing housework. She was a single mom for long time, but she always took care of me and my brother very well. she is very strong and good at cooking. My younger brother is studying in grade 10 at high school. He always walk or take the bus to school because he doesn't has driver . He is very amusing. He always jokes and tells something funny. He is a dynamic and talkative. I am working at Micro Lamba Wireless company. I'm studying English at San Jose City College. I'm very shy and quiet. In brief, we are a small family, but we are spend always a good time together.

1. Design an analytic rubric to grade this paragraph.
2. What mark can you attribute to this paragraph (out of 20)? Justify the attribution of this mark by means of describing briefly how you have counted it.
3. What evaluation criteria would you change if these same words were orally produced?

Drop your answer here!



