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Name :.....

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Master 1 Students (Didactics)

Second Term Exam in TEFL

Answer Key Model

A. Provide clear and concise definitions for each of the following terms (10 pts-1pt each):

1. **Fending for yourself in communication:** the ability to manage and navigate conversations effectively, even when you do not have complete control over grammar and vocabulary.
2. **Tolerating less than word-by word communication:** focusing on the most important parts of the conversation to understand the main idea, without needing to pay attention to every single word.
3. **Permanance in written language:** The enduring and unchangeable nature of written texts, which can be preserved, revisited, and referenced over time.
4. **Time limit in the vocabulary question:** allocating a specific, limited period (for example, five minutes) to address a set number of unfamiliar words.
5. **Accuracy and fluency in speaking:** The ability to speak correctly (correct use of grammar and vocabulary) and smoothly or effortlessly (fluency).
6. **Interpersonal language:** Language used to facilitate social interactions, build relationships, share feelings, and communicate effectively between individuals.
7. **Flipped classroom:** An instructional approach where students first engage with new content outside of class (e.g., via videos or reading materials) and use class time for interactive, application-based activities.
8. **Distance in writing:** writers must have cognitive empathy, allowing them to see their writing from the audience's perspective. They need to assess the audience's general knowledge, literacy level, etc.
9. **Intensive writing:** involves producing sentences or texts based on specific parameters or prompts while being guided by content and structure.
10. **Analytical Assessment:** A process of scoring specific elements, such as coherence, grammar, task completion, and integration of input.

B. Answer the following questions in the space provided (10 pts):

Q1.Describe the importance of distinguishing between the "writing process" and the "writing product" in second language writing instruction. Explain how this understanding can help teachers support L2 learners (5pts).

Understanding the difference between the "writing process" and the "writing product" is significant in second language writing instruction because it shifts the focus from a final assessment to the development of skills and self-reflection. The writing process, which includes brainstorming, drafting, revising, and editing, is an ongoing journey of learning. By prioritizing this process, teachers can foster a growth mindset in L2 learners, encouraging them to view writing as a dynamic activity rather than just creating a perfect final piece. A teacher can use this understanding by guiding students through each stage of the process, providing constructive feedback on drafts, and modeling effective revision and editing strategies. This support helps L2 learners navigate challenges like language transfer and unfamiliar structures, ultimately empowering them to express themselves more confidently as they develop their writing skills.

Q2.Discuss why considering "affective factors" is crucial when teaching speaking skills. Provide an example of a classroom strategy that addresses these factors (5pts).

It is crucial to consider "affective factors" when teaching speaking because emotions, attitudes, and motivation significantly impact a learner's willingness to participate and their confidence. High anxiety or fear of making mistakes can hinder effective speaking practice. A classroom strategy that addresses these factors is fostering a supportive environment through collaborative activities like group discussions or role-plays, combined with positive reinforcement and encouragement. This helps create a sense of belonging, reducing apprehension and making students feel safer to take risks and practice their speaking skills.

GOOD LUCK