

# **LTCL Diploma TESOL (2005 Assessment)**



## **Unit 1 – examination**

**August 2009**

### **GENERAL INSTRUCTIONS TO CANDIDATES**

1. The time allowed for answering this paper is five minutes' reading time followed by three hours' writing time.
2. During the five minutes' reading time NO writing of any kind is permitted.
3. Fill in your name and the registration number printed on your appointment slip in the appropriate space on the front of the answer booklet.
4. DO NOT OPEN THIS PAPER UNTIL YOU ARE TOLD TO DO SO.
5. Read each question carefully before answering it.
6. Your answers must be written in ink in the answer booklet provided.
7. You are reminded that you are bound by the regulations for written examinations displayed at the centre. In particular, you are reminded that you are not allowed to bring books or papers into the examination room. Bags must be left at the back of the room under the supervision of the invigilator.
8. If you leave the examination room for any reason other than a permitted short break, accompanied by an invigilator, you will not be allowed to return.
9. At the end of the examination, fix together all your work – including rough work – using the tag provided.
10. Please note that in order to obtain a pass grade for this examination paper you need an overall aggregate mark of 50% or more, and in order to obtain a distinction grade you need an overall aggregate mark of 80% or more. In addition, you need to pass Section 1 with at least 20 out of 40 marks and EITHER Section 2 OR Section 3 with at least 15 out of 30 marks.

# LTCL Diploma TESOL (2005 Assessment)

## Unit 1 – examination

*Time allowed: 5 minutes' reading time and 3 hours' writing time.*

Answer FOUR out of FIVE questions from Section 1. Total marks available = 40

Answer ONE question from Section 2. Total marks available = 30

Answer ONE question from Section 3. Total marks available = 30

*Special note: candidates are strongly advised to refer to their reading and to discuss the practical application of their theoretical knowledge wherever appropriate.*

### Section 1

#### Language – short answer section

*Candidates must answer FOUR out of FIVE questions in this section. Please note that in order to pass the examination as a whole you need to pass this section with at least 20 out of 40 marks, and EITHER Section 2 OR Section 3 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

**1.** Look at the following sentences:

It was nice to see you

How's it going?

- i)** Provide **four** further examples, each containing a different construction with 'it' as a dummy operator.
- ii)** What problems do learners have with using 'it' as a dummy operator and how do you help them to resolve these problems?

**2.** Look at the following learner utterances:

- a) \*Will you bring me to the station later?
- b) \*My car is this one over there
- c) 'Do you want to visit London with us this weekend?'  
\*\*Sorry I can't – I'm coming to France'

- i)** Why might these utterances be unacceptable in standard English?
- ii)** Give **two** further pairs of conceptual opposites that your learners commonly confuse.
- iii)** How would you practise the difference between the pairs that you have identified in part **ii)**?

**3. i)** Give an example of a question using:

- a) 'who' as subject
- b) 'who' as object
- c) 'which' as subject
- d) 'which' as object

- ii)** What problems do learners have with forming questions in general?
- iii)** Detail an activity for learners to practise the use of 'who' as subject and object in question forms.

**4.** Look at the following words:

- a) cattle
- b) none
- c) Manchester United
- d) mouse
- e) milk

- i)** What potential problems do these examples pose to learners when expressing singularity and plurality?
- ii)** In each case, provide a further example of this feature.
- iii)** What techniques do you use with your learners to focus on issues of singularity and plurality?

**5.** Look at the following utterance:

'I'm dead tired'

'So am I'

- i)** What are the grammatical rules for expressing agreement and disagreement with 'so' and 'neither'?
- ii)** Why do learners often have difficulty with using these constructions?
- iii)** Consider the alternative exponents 'me too' and 'me neither'. At what level, if at all, would you teach these in preference to the forms you have described in part **i)** above? Justify your choice.

## Section 2

### Learning and Teaching – essay answer section

*Candidates must answer ONE question in this section. Please note that in order to pass the examination as a whole you need to pass Section 1 with at least 20 out of 40 marks and EITHER this section OR Section 3 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

**1.** Look at the following eight criteria used for assessing learners' writing:

- a) Punctuation
- b) Layout
- c) Syntax
- d) Verb grammar
- e) Spelling
- f) Cohesion
- g) Task achievement and coherence
- h) Vocabulary selection

- i)** Rank them in order of importance and justify your choice with reference to a specific writing task and group of learners.
- ii)** Choose **three** of the above criteria. Describe classroom activities or techniques that you employ in order to address them with reference to a specified group of learners.
- iii)** How can you use word processing software with your learners to help them improve the quality of their writing?

**2. i)** Describe some of the differences between male and female linguistic behaviour that have been proposed by researchers.

- ii)** In your experience of teaching mixed-sex classes, which of these differences have you noticed?
- iii)** How do you deal with these differences if at all? Justify your answer.

- 3. i)** What does CLIL refer to in an English language teaching context?
- ii)** You have been asked to design a CLIL-based course for secondary school English language learners in a country of your choice and with a subject of your choice. Outline your programme with reference to: topic areas; resources and materials; staffing considerations; timetabling; dealing with parental concerns; language and content focus.
- iii)** How would you evaluate the effectiveness of this programme?
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### **Section 3**

#### **Professional development – essay answer section**

*Candidates must answer ONE question in this section. Please note that in order to pass the examination as a whole you need to pass Section 1 with at least 20 out of 40 marks and EITHER this section OR Section 2 with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

- 1. i)** What are the characteristics of graded readers and why are they used by language schools?
- ii)** You have been asked to set up a library of graded readers for your institution. How would you select this library, what additional resources would you provide and how would you manage its use?
- iii)** Describe how you have used a specific graded reader with one of your classes. What were the learning objectives and outcomes?
- 2.** You are a senior teacher responsible for a group of certificate-qualified teachers in your institution, each with approximately one year's experience. They intend to start a diploma-level programme in twelve months' time.
- i)** Describe the assumptions you could make about the teachers' knowledge and experience.
- ii)** Outline a teacher development programme to prepare them for their diploma studies. What areas would you cover and how would you timetable the programme? Justify your choices.
- iii)** How would you monitor the programme?
- 3. i)** What are the typical features of English as a Lingua Franca (ELF)?
- ii)** Argue for or against the teaching of a standard native variety of English.
- iii)** To what extent does your own teaching reflect the principle of English as a Lingua Franca?