

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

May 2008

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.

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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 example sentences containing the past progressive:
 - a) I was just standing there when he walked straight into me
 - b) I was wondering if I could ask you a few questions
 - c) My last car was always breaking down
 - d) Excuse me, were you looking for anything in particular madam?
 - i) What is the function of the past progressive in the above four examples?
 - ii) Select **one** of the examples above and give **two** more sentences to illustrate the same function
 - iii) Outline a communicative activity to practise your chosen function for a class of a level and type defined by you
2.
 - i) Give a definition and an example of a dependent preposition
 - ii) Provide **two** different examples of dependent prepositions for each of the following words:
 - a) responsible
 - b) agree
 - iii) For an individual learner of your choice, describe some specific difficulties that he or she encountered with dependent prepositions and explain how you addressed them
3.
 - i) Give **two** examples of how each of the following functions can be expressed using different discourse markers in written English
 - a) contrast
 - b) result
 - c) addition
 - ii) For a group of learners specified by you, state what problems these particular discourse markers pose in terms of meaning, word order and punctuation

4. i) Provide **four** contextualised examples of how affixes can be used to transform lexemes from one word class to another. Each of your examples must illustrate a different word class transformation (adjective to adverb, noun to verb etc)
 - ii) Describe a communicative activity to practise affixation with a group of learners specified by you
 5. i) What are gradeable and non-gradeable adjectives? Provide contextualised examples
 - ii) Explain the usage of 'quite' with gradeable and non-gradeable adjectives
 - iii) For a group of learners specified by you, outline an activity that would practise the usage of different modifiers with gradeable and non-gradeable adjectives
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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. 'It is ... not necessary for students to make a special effort to learn and use idioms; they will learn the most common idiomatic expressions naturally along with the rest of their English. If they try consciously to fill their speech and writing with idioms the effect will probably be very strange'
(Swan, M *Practical English Usage* (2nd Ed.). Oxford University Press: Oxford, 2003. p.244)
 - i) What do you understand by idioms and idiomatic use of language? Illustrate your answer with examples
 - ii) How far do you agree with the above opinion?
 - iii) At what levels would you teach specific aspects of idiomatic language?
 2. i) Describe the distinctive features of **one** of the following assessment formats with which you are familiar
 - a) published progress tests accompanying a coursebook
 - b) an in-house formative or summative assessment
 - c) a public examination
 - ii) How relevant and useful is this assessment for your learners? What evidence do you have to support your views?
 - iii) What improvements would you like to see made to this assessment and why?
 3. i) How can learners' speaking and listening skills be developed simultaneously in the classroom?
 - ii) List a total of **six** sub-skills of speaking and listening that you would develop with learners of a type and level defined by you, justifying your choices
 - iii) Provide examples of activities where listening and speaking are developed simultaneously and which focus on **three** of these sub-skills with your chosen group
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Please turn over for Section 3

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. You have been asked to design a 30 hour part-time online or blended training programme for a group of novice teachers who have completed an internationally recognised initial ELT training programme. Your programme should focus on **one** of the following:
 - a) teaching teenagers
 - b) teaching ESP learners
 - c) teaching examination classes to advanced level (C2/level2) learners
 - d) teaching blended learning ELT courses
 - i) What key elements would need to be included in your syllabus? Justify your choices
 - ii) Outline in detail a 3 hour session that you would develop for this programme, including in-class and homework tasks and any resources that you would use
 - iii) How would you evaluate the effectiveness of this programme?
 2. You have been asked to organise and deliver a 90 minute workshop on improving feedback to learners on their progress
 - i) For your teaching and learning context, what measures can you suggest for improving feedback to learners on their progress?
 - ii) What activities would your workshop consist of in order to motivate teachers to implement these improvements?
 - iii) How would you follow up this workshop in order to ensure that your proposals were implemented effectively?
 3. You have been asked to create a supplementary individual course for a learner in one of your group classes
 - i) Provide an outline profile of your learner, indicating why they have requested additional study and what you would both expect the learning outcomes to be
 - ii) Describe and justify your main teaching and learning priorities
 - iii) In what specific ways would your learner benefit from this one-to-one course? Discuss in the context of the benefits and drawbacks of one-to-one teaching and learning
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