

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



## **Unit 1 – examination**

**August 2007**

### **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 one with at least 20 out of 40 marks and EITHER section two OR section three 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.*

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### Section 1 Language – short answer section

*Candidates must answer 4 out of 5 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 two OR section three 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 utterances:

- i) Nick is the new Head of Finance
- ii) They are offering Joan a pay rise
- iii) The IT department are designing a new system

a) What are the basic sentence patterns in the above examples (e.g. subject + verb + object)?

b) Give examples of the following sentence patterns:

*Subject + verb without object or complement (SV)*

*Subject + verb + object + verb (SVOV)*

c) Argue for or against teaching the terminology of sentence patterns to a class of Intermediate (Level 1) learners.

2. Look at the following words:

*other*

*another*

*others*

*the other*

a) Give a contextualized example of each of the above, and briefly describe its form, function and use.

b) For a class type and level of your choice, describe how you would help learners to use these forms appropriately.

3. Look at the following words:

- i) believe
- ii) describable
- iii) stopped
- iv) heavier

- a) For each of the above examples, state the rules that would help learners to spell them correctly, focussing on the underlined letters.
- b) For a class type and level of your choice, describe two activities that would help learners to practise two of these spelling rules.

4. Look at the following conditional sentence:

*If I'd known, I would have said something.*

- a) In general, what words or structures can replace 'if' in conditional sentences? Give contextualized examples of conditional sentences with FIVE different alternatives.
- b) With a class type and level of your choice, how would you introduce and practise conditional sentences using 'unless'?

5. Look at the following British native speaker utterances:

- i) And he was like 'no way'!
- ii) I so don't care!
- iii) I ain't finished yet
- iv) You don't know nothing about it
- v) You should of rang me!

- a) For each of the above examples, state what the standard form would be.
- b) Give two further contextualized examples of non-standard native speaker usage and state how they deviate from the local standard form.
- c) Briefly state how you raise awareness of non-standard forms with your learners.

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*please turn over*

## **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 one with at least 20 out of 40 marks and EITHER this section OR section three with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. 'Current SLA research orientations can be captured by a single word: complexity'. (Nunan in Carter and Nunan (eds.) *The Cambridge Guide to Teaching English to Speakers of Other Languages*, CUP 2001:91)

Consider the following aspects of teaching and learning:

- i) recycling language
- ii) correction
- iii) interaction
- iv) input

a) In your teaching, how does your treatment of these aspects reflect second language acquisition theories?

b) Give one example activity for each.

2. a) Give three ways in which learners' language progress can be informally assessed – i.e. other than through a test taken under examination conditions.

b) Comment on the advantages of an informal approach to assessment from the learner's perspective.

c) For a class type and level of your choice, outline a procedure for informally assessing your learners' progress in lexis connected with jobs and professions. Include details of the task and the assessment criteria you would apply.

3. Your advanced-level learners have asked you to suggest an authentic reading text that they can use as a reader over their 5 week, 30 hour course.

a) Suggest a suitable text for an advanced-level group as defined by you. Justify your choice of text.

b) Outline a reading programme for this text. Detail both classroom-based and homework tasks.

c) How would you evaluate the effectiveness of this programme in contributing to the development of your group's reading skills?

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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 one with at least 20 out of 40 marks and EITHER this section OR section two with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.*

1. Your colleagues have asked you to recommend ways in which they can carry out classroom-based research into their own teaching.
    - a) Briefly describe the different options available to teachers wishing to carry out such research.
    - b) What preparation is needed before doing the research?
    - c) What advice would you give teachers on conducting this research effectively and drawing positive benefits from it?
  
  2. a) Choose one of the following teaching and learning contexts and describe what professional skills a teacher will need in order to function effectively within it.
    - i) a University Language department offering pre-sessional courses to international students
    - ii) a school specializing in one-to-one business English teaching
    - iii) an international school requiring English Language support for its primary school pupils  
 b) For your chosen context, what would a supplementary course of 30 to 50 hours need to contain in terms of input, assignments and teaching practice for a teacher with an initial-level general ELT qualification?
  
  3. You have been asked to deliver a talk on the future of teaching and learning English in a country that you know well and in a context defined by you.
    - a) Describe the current context of teaching and learning English in this country, considering a variety of public and private sectors.
    - b) How is this situation likely to change in future?
    - c) Outline how these trends will affect ELT training and development for the country.
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