

LTCL Diploma TESOL (2005 Assessment)



Part 1—examination

November 2005

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.

LTCL Diploma TESOL (2005 Assessment)

Part 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.

- 1 Look at the following two sentences:
 - i) I've seen her somewhere
 - ii) I've seen her this morning
 - a) What tense is used in both these examples? What is the difference in time reference for each one?
 - b) How would you highlight the difference between these sentences to your learners? Provide one concept check question for each sentence as part of your answer.
- 2
 - a) Provide a definition, with suitable contextualised examples, for each of the following discourse markers:
Nevertheless
Furthermore
 - b) Describe how you would alert learners to their use in spoken and written discourse.
- 3
 - a) Provide three different uses for the main verb 'put' with a combination of either or both of the two particles 'up' and 'with'.
 - b) Describe the difficulties you have experienced in class with these structures and the ways in which you have promoted learner understanding of them.
- 4
 - a) What is the difference between an adverbial phrase and an adverbial clause? Provide a contextualised example of each.
 - b) Explain how you have helped your learners to understand this difference, and suggest an appropriate task to reflect your ideas.
- 5
 - a) Provide, with examples, six different ways of forming the plural of nouns with regard to their morphology.
 - b) Describe some of the learner problems which arise when you deal with plurals in class and suggest ways of dealing with this area of learning and teaching.

Section 2 Learning and teaching—essay answer section

Candidates must answer ONE question in this section.

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

- 1 What do you understand by Krashen's 'Affective Filter Hypothesis'? Identify other influences which affect the learning process and suggest TWO strategies you have implemented to enhance more effective learning.

- 2 'Collocation is important from a pedagogical point of view for many reasons.'

(M Lewis ed. 'Collocation', LTP 2000:53)

Evaluate this statement, providing THREE reasons why it is true, or not, for you and a group of learners you have taught. Analyse the effectiveness of ONE task you have used which focuses on collocation.

- 3 Discuss the considerations for teachers and learners in a closed examination class. With reference to an exam class you would like to teach, describe THREE strategies you would use to encourage equality of opportunity for a successful outcome for all learners in the group.

Section 3 Professional development—essay answer section

Candidates must answer ONE question in this section.

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

- 1 As part of your professional development, you have been asked to talk to your peers about the effectiveness of learner-centred teaching. Provide a specific explanation of your understanding of this approach. Your presentation should incorporate TWO strategies you have found to be successful in this approach to learning and teaching.
- 2 Briefly define what you understand by the 'reflective teaching model'. With reference to your current teaching situation where appropriate, describe the methods you would use to gather information about your own classroom practice. How would you then use this information to reflect on, and implement change in, your teaching?
- 3 As an Assistant Director of Studies at a language teaching organisation, you have been asked to initiate a teacher development programme for a busy team of eight permanent teachers. Briefly describe the different elements you would include as part of this programme. How would you evaluate the effectiveness of these different elements?

