

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

May 2010

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.
 - i) Give contextualised examples for **two** different structures that can be used to express the future in the past.
 - ii) Draw a timeline and explain the time reference for the following example:
I'm going to have finished the painting by the weekend
 - iii) Give an outline of an activity that you have used with learners at a specified level to raise awareness of any apparent difference between time reference and tense use in English.
2.
 - i) What syntactic feature is common to all of the following examples and why is it used in each case?
 - a) **Is he here yet?**
 - b) **Aren't her children little angels!**
 - c) **Had I known how difficult it was going to be I would never have started it**
 - d) **May all your dreams come true**
 - e) **On the step sat an enormous black cat**
 - ii) For each example, state the level and/or type of class that you would teach it to. Justify your choices.
 - iii) To what extent do you use syntactical terminology with advanced/level 2 learners? Justify your answer.
3. Look at the following nouns:
 - a) Trip
 - b) Travel
 - c) Travels
 - d) Journey
 - e) Voyage
 - f) Outing
 - i) Explain the meaning of each noun.

- ii) Provide **five** ordinates for each of the following superordinates:
 - a) **Work**
 - b) **Earnings**
 - c) **Young person**
 - iii) For **one** of your lists, describe an activity that would help to clarify the differences in meaning between the nouns.
- 4. i)** Give a partitive used with each of the following, citing a different example in each case:
- a) **Dust**
 - b) **Advice**
 - c) **Flowers**
 - d) **Soap**
 - e) **Grass**
 - f) **Thunder**
- ii) How are few/a few and little/a little used with countable and uncountable nouns? Give illustrative examples.
- iii) You are using the topic of food to teach quantifiers to an elementary/A2 group of learners. Outline the language you would select for these learners and how you would present it.
- 5.** Look at the following utterances:
- a) 'Could you help me with my homework?'
'Sorry, I'm going out with a friend'
 - b) 'Is Jim ready yet?'
'No, he isn't'
- i) What do the above examples illustrate about the differences between coherence and cohesion in discourse?
- ii) Other features of cohesion include referencing, conjunctions, parallelism and substitution. Provide a brief series of utterances using one of these features and explain how it is used.
- iii) Describe how you would teach this feature to a group of learners of 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. i)** What do you understand by inductive and deductive approaches to teaching grammar?
- ii) What factors would lead you to choose one of these approaches over the other? Answer with reference to your current teaching.
- iii) Choose a specific grammar point and explain how you would teach it to either:
- a) **A learner or group of learners aged 8-11 of a type and level defined by you**
 - b) **An individual or group of business English learners of a type and level defined by you**
- Justify your choice of an inductive or deductive approach.

- 2. i)** Give **five** features of the internet which make it a useful resource for teaching and learning and **five** features which make it a problematic one.
- ii)** What criteria do you use to evaluate dedicated English language learning websites?
- iii)** Specify a dedicated English language learning website with which you are familiar and explain in detail how and why you use it with your learners.
- 3. i)** In your experience, what assumptions and beliefs about language learning do the learners bring to the ELT classroom? Why might they hold these assumptions and beliefs?
- ii)** How do you make use of your learners' pre-existing learning skills/strategies to maximize learning? Make reference to your current teaching context.
- iii)** Give **one** example of a technique you have used to train a group of learners in a new language learning skill/strategy. Explain your rationale for choosing this skill/strategy.
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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.** As Director of Studies of a new department with six full-time and six part-time staff, you have been made responsible for setting up the staff-room.
- i)** What furniture, equipment and resources will you request? How will you keep these resources updated?
- ii)** Justify your choices in terms of your teachers' day-to-day and professional development needs.
- iii)** Outline a training session or set of sessions to familiarize staff with these resources.
- 2.** You have been asked to develop a blended learning course at post-initial level in **one** of the following areas:
- EAP**
Business English
CLIL
Teaching English with Technology
- i)** Briefly outline the syllabus, indicating which elements should be delivered online and which face-to-face. Provide a rationale for this.
- ii)** Detail how would you manage the following:
- a) Mentoring of coursework**
b) Pastoral care
c) Assessment
d) Group interaction and collaboration
- iii)** How would you ensure that the course tutors have the necessary skills to deliver this programme?
- 3.** You have been asked to design and manage a four-week programme for a group of monolingual learners of your choice travelling to an English-speaking country.
- i)** What research should you do before creating the programme?
- ii)** What induction would you give them once they arrive?
- iii)** How would you evaluate and revise the programme after the first two weeks?