

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

August 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) What is the locutionary meaning and possible illocutionary force of the following utterances:
 - a) I'm starving
 - b) Look at that gorgeous ring!
 - c) There's an awful lot of litter on the beach
 - d) Well, I've got an early start tomorrow
- ii) What schematic knowledge does the listener need in each case in order to interpret the illocutionary force?
- iii) How far do you need to focus on illocutionary meaning in the classroom? Justify your answer with reference to your current teaching.
2. i) Give four basic verb patterns for 'I wish ...' with contextualised examples.
- ii) What is the difference in usage between 'I wish + clause' and 'I hope + clause'? Give relevant examples.
- iii) What errors do learners commonly make with 'wish' structures and how do you correct them?
3. i) Give five contextualised examples of nouns for parts of the body which are used as verbs.
- ii) Define what is meant by the term 'idiom', giving one or more illustrative examples.
- iii) Outline an activity that raises learners' awareness of the use of metaphor in English.
4. i) Explain the difference in meaning for the following pairs of adjectives:
 - a) Historic/historical
 - b) Economic/economical
 - c) Classic/classical
 - d) Politic/political

- ii) List with examples **three** prefixes and **three** suffixes that can be used to form adjectives including their antonym forms. Describe any spelling rules for forming adjectives with these affixes.
 - iii) Outline an activity that you would use to practise forming and using these adjectives.
- 5. i)** Comment on the reasons for the punctuation in the following text:
Stephen felt himself closely scrutinised. He could have said, 'Yes, sir,' and closed the conversation; but Gray's informal, hectoring manner, although unsettling, permitted frankness.
(Sebastian Faulks, *Birdsong*)
- ii) Give **two** further uses of the apostrophe in English, with examples.
 - iii) What problems do learners have with punctuation and how do you help them?

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. 'The development of learners' listening skills is better achieved through speaking activities rather than discrete listening comprehension exercises.'**
- i) Argue for or against this statement with reference to your current teaching context.
 - ii) With reference to ELT course books with which you are familiar, comment on how far they develop the following **five** sub-skills of listening:
Inferencing
Distinguishing between key and supporting ideas and information
Predicting
Using phonological knowledge to decode meaning
Deducing the meaning of unfamiliar lexis through context
 - iii) Select **one** of the sub-skills of listening in part ii) that you feel is less well addressed by course books. Describe a supplementary activity to develop that skill.
- 2. Learners always bring knowledge of one or more languages other than English to the ELT classroom.**
- i) What skills and knowledge are transferable from other previously known languages to the learning of English? Refer to groups of learners you have taught.
 - ii) What are the arguments for and against drawing on pre-existing skills and knowledge of languages other than English in the ELT classroom?
 - iii) Outline a classroom activity for a defined group of learners that makes use of their pre-existing skills in and knowledge of other languages.
- 3. 'A head-down, blinkered approach to passing an exam sits quite uneasily with many of the key principles that have long since been accepted as an important part of communicative teaching.'**
J Wright (2006) 'KET and PET Preparation Materials'. ELT Journal Volume 60/3: 293.
- i) What do you understand by this statement in terms of ELT classroom practice and preparation for public ELT examinations with which you are familiar?
 - ii) For a single part of a public ELT examination with which you are familiar, describe the skills and knowledge that are assessed.
 - iii) In preparing your learners for this examination, how far would you attempt to balance examination practice with more general language development? Justify your approach.

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 are organising a day's workshop on a professional development theme of your choice.
 - i) State the theme of your workshop and justify it in terms of your target market.
 - ii) What planning is required for the workshop in terms of finance, content and logistics?
 - iii) Detail the questions you would include in your post-evaluation feedback form. How would these help you to plan future events?
2. You are responsible for a residential six week summer school programme in your region for 14 to 17-year-olds.
 - i) Outline and justify the criteria you would apply when recruiting the following staff:
 - a) director of studies
 - b) four teaching staff
 - c) social organiser
 - d) welfare officer
 - ii) What induction would you give these new staff prior to the start of the programme?
 - iii) What are the likely overall benefits and drawbacks of residential summer school programmes?
3. You are a Director of Studies for a private language school. You have been asked to standardise the quality and content of teaching in your institution.
 - i) How far do you think standardisation of teaching approaches and procedures is desirable? Justify your ideas.
 - ii) Describe and justify the policies and procedures you would implement in order to ensure standardisation of quality and content in a teaching and learning context of your choice.
 - iii) How would you deal with complaints from learners about the differences between their teachers?