

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

May 2012

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.

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.

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 pairs of sentences:

He studied medicine and went on to become a world-famous doctor.

She told me about her problems and went on talking for hours.

He tried to drive slowly in the snow but he skidded into a tree.

He tried buying her chocolate but she still ignored him.

- i) What is the difference in meaning in each pair of sentences?
- ii) Provide examples of two different verbs which use the same structures.
- iii) How would you demonstrate the differences in meaning to a group of learners? Use the two verbs that you have chosen to illustrate this.

2. i) Give five different examples of how the negative is formed in English.

- ii) What are the rules for each of the examples given?

- iii) What problems do learners typically face when forming negatives?

3. Look at the following sentences:

- a) I shall leave the food in the kitchen.
- b) The weather ought to be nice at this time of year.
- c) Children may have problems understanding complex examples.
- d) You needn't work this evening.

- i) Identify the form and function in each utterance and state what problems learners might encounter with them.

- ii) State four further functions of modals, giving examples of each.

- iii) Detail an activity for a group of intermediate multilingual learners to practise the function of one of your examples.

- 4.** Look at the following examples of ellipsis used in replies to questions:
- 'What time is he arriving?' 'About eleven o'clock.'
 - 'What did you say?' 'Nothing!'
- i) Why is ellipsis often used in replies? Show how each of the **two** replies above might be uttered without the use of ellipsis.
- ii) Give **one** contextualised example of ellipsis for each of the following:
- Comparative structure
 - Infinitive
 - Preposition
- iii) Describe a communicative activity you might use to practise any **one** of the above with a group of learners specified by you.
- 5.** Look at the following adjective suffixes in English:
- less
 - ous
 - al
 - ing
 - ly
- i) For **each** of the suffixes above, say what part of speech precedes it, provide a contextualised example and give the meaning.
- ii) Describe an example word-building activity you would use to help your students with adjective suffixes.
- iii) Justify at what level you would introduce this activity.
-

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.** Look at the following quote:

'In the majority of ELT classrooms, the skill of speaking is often the most coveted, yet it can be a challenge to get your students actually speaking to one another for any length of time.'

(Doran S, ETP, Issue 64, Sept 2009.)

- TTT is often seen as a negative factor in classroom practice. Do you agree with this? What strategies do you use to encourage STT during lessons? Give reasons for your choice.
- How does classroom management, with regard to practising speaking, differ between different class types, e.g. Young Learners, Business English, General English, EAP etc? Give reasons for your choices.
- Choose **three** aspects of classroom management you feel are important for encouraging speaking and describe how they influence your teaching.

- 2. i)** Give definitions of each of the following kinds of listening:

- Intensive
- Extensive
- Gist
- Specific information

- ii) A lot of listening tasks involve comprehension questions. Outline **five** different listening activities (not involving comprehension questions) you have used in class to practise listening, outlining the reasons for your choices.
- iii) What listening 'principles' would you advise a newly qualified ELT teacher to adopt?

3. i) Define the following terms:

- a) Mistakes
- b) Slips
- c) Errors
- d) Attempts
- e) False friends
- f) Developmental errors

- ii) What criteria should a teacher use when judging which errors should be corrected? What are the advantages and disadvantages of correcting students in class? Give reasons for your choices.
 - iii) Explain what correction techniques you would use on a level of your choice, giving concrete examples where necessary.
-

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 the senior teacher in your organisation, your Director of Studies has asked you to deliver a 90-minute in-service workshop to a group of your colleagues on an area of professional development you feel would most benefit them.
 - i) On what would you choose to base your workshop? How would you go about making your choice and what additional factors would contribute to your choice?
 - ii) Give an outline of your 90-minute workshop, with timings, and say what, if any, materials you might include and why.
 - iii) How would you assess the effectiveness of your workshop?
2. You are the Director of Studies at a small, private language school and you wish to implement a better induction procedure for newly appointed teachers.
 - i) What would you include in your induction programme and why?
 - ii) How would you evaluate your new induction process?
 - iii) How effective do you feel the induction procedure is at your own place of work? Is there anything you would wish to change? Give your reasons why/why not.
3. One of your teaching colleagues has asked your advice on avenues for continuing professional development.
 - i) What recommendations would you make and why?
 - ii) What factors contribute to how a teacher chooses to pursue his/her professional development?
 - iii) What measures have you taken to pursue your own professional development? Say which, in your opinion, have been the most effective and give your reasons.