

May 2016

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 candidate ID number printed on your appointment form 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 exams displayed at the centre. In particular, you are reminded that you are not allowed to bring books or papers into the exam room. Bags must be left at the back of the room under the supervision of the invigilator.
8. If you leave the exam 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 exam, 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 exam 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

Unit 1 – exam

Time allowed: five minutes' reading time and three 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 exam 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. The ability to identify and understand the role and meaning of prefixes and suffixes in English is useful to all language learners.
 - i) Provide three examples of words that include prefixes and/or suffixes, underlining the affix in each, and indicating what change in meaning or otherwise the affix exerts on the word stem.
 - ii) Identify common difficulties that learners of English have when attempting to learn and use prefixes and suffixes accurately.
 - iii) Describe two activities that you have used to help learners with prefixes and/or suffixes in English, indicating the level of class and evaluating the effectiveness of the activity.
2. In commercial English language teaching coursebooks, modal verbs are often presented and practised according to either function (eg modal verbs of obligation) or use (eg uses of the modal verb 'must').
 - i) Provide examples of *both* a function that can be performed by different modal verbs, *and* a specific modal verb that has a number of uses, including appropriate example sentences.
 - ii) What are the relative advantages and disadvantages of these two approaches to presentation and practice at different levels of language proficiency?
 - iii) Describe an example from your own teaching practice of an activity that you have used to help learners understand and use modal verbs more effectively, evaluating its effectiveness.
3. The past simple can be used to refer to the present or future as shown below.
 - a) If only I didn't have so much homework.
 - b) It's time we left.
 - c) I'd help you if I had more time.
 - d) I'd rather you didn't open the window.
 - e) I wish I knew the answer.
 - i) What is the function of each of the sentences?
 - ii) What might be confusing for learners about these sentences?
 - iii) Suggest a context you could use to present one of the sentences above.

4. Adjacency pairs are an important feature of spoken discourse in fluent natural speech.
- i) Define the term 'adjacency pair' and give three examples in context.
 - ii) How can a knowledge of common adjacency pairs help learners communicate?
 - iii) How would you introduce and practise adjacency pairs with a specific group of language learners? Give reasons to support your answer.
5. Differing levels of formality feature in many spoken and written communicative contexts.
- i) Outline features of both informal and formal English giving examples to support your answer.
 - ii) How important do you think it is for different types of learners to have an understanding of formality? Give reasons to support your answer.
 - iii) Choose three of the features identified in point i). At what level would you introduce these features to learners and why?

Section 2

Learning and Teaching – essay answer section

Candidates must answer ONE question in this section. Please note that in order to pass the exam 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 use of the term 'authentic' to refer to teaching materials and classroom language use has been criticised by Guy Cook among others:
- 'References to "natural language" and "authentic language" in language teaching seem no more precise than the "authentic cooking" and "authentic landscapes" of travel brochures, or the "natural goodness" and "natural sweetness" of food advertising.'*
- (Cook, G. 1997. Language play, language learning. *ELT Journal* 51/3: p225)
- i) To what extent do you agree with this opinion, and how would you define the term 'authentic language' in the language classroom?
 - ii) Describe some of the advantages and disadvantages of using authentic materials with learners you are familiar with.
 - iii) What considerations are important when selecting and using authentic texts in the language classroom?
2. i) Define 'spiky profile' and describe a learner with a spiky profile you have taught.
- ii) What considerations need to be borne in mind when teaching and assessing a class with learners with spiky profiles? Provide examples of activities or strategies you have used to help you deal with the challenges you have faced.
 - iii) Outline a few reasons learners might have spiky profiles.
3. Technology is increasingly becoming viewed as not just a luxury, but a necessity in a student's journey in learning English.
- i) To what extent do you agree with that view and why?
 - ii) Drawing on your own experience, explain how technology can be used successfully within the classroom.
 - iii) Outline what you believe are the pedagogical implications of technology use within the classroom.

Please turn over

Section 3

Professional development – essay answer section

Candidates must answer ONE question in this section. Please note that in order to pass the exam 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. A distinction is often made between teacher training and teacher development as follows:
'Training deals with building specific teaching skills: how to sequence a lesson or how to teach a dialogue, for instance. Development, on the other hand, focuses on the individual teacher – on the process of reflection, examination and change, which can lead to doing a better job and to personal and professional growth.'
(Freeman, D. 1982. Observing teachers: Three approaches to in-service training and development. *TESOL Quarterly*, 16/1: p21)
 - i) Based on this definition, provide one example to illustrate the above for both teacher training and teacher development from your own professional experience.
 - ii) Should teacher education focus primarily on training, development or both? Provide reasons for your position.
 - iii) What are the implications of the training-development distinction for organisations wishing to develop a curriculum of in-service support for teachers?
 2. English is taught in a variety of contexts, eg private language schools, Further Education colleges and universities.
 - i) Showing both similarities and differences, give examples of the Continuing Professional Development (CPD) needs of teachers in each of these three contexts.
 - ii) What can teachers working in these different contexts learn from each other? Say why you think sharing these things would be helpful.
 - iii) How can developments in ELT be best disseminated across the three contexts?
 3. Your Director of Studies has asked you to implement a placement test for summer school students.
 - i) Briefly outline what kind of test content you would include.
 - ii) What practical considerations would affect your test design and why?
 - iii) How would you evaluate the success of the test?
-