

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

August 2008

GENERAL INSTRUCTIONS TO CANDIDATES

1. The time allowed for answering this paper is 5 minutes' reading time followed by 3 hours' writing time.
2. During the 5 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) 'Would' can be used in conditional forms. Provide **three** non-conditional uses of 'would' in contextualised examples. Describe the function of 'would' in each case.
 - ii) Take **one** of the functions you have identified and indicate how you would introduce it to a group of learners of a type and level defined by you.
2. Look at the following examples of tag questions:
 - a) 'You've had your hair cut, haven't you?'
 - b) 'Oh he did go then, did he?'
 - c) 'Talking to my girlfriend, was he?'
 - i) What are the rules for forming question tags in English?
 - ii) Would you present question tags to your learners inductively or deductively? Relate your answer to a specific level of learner.
3. Look at the following examples of antonyms:
 - a) dead/alive
 - b) rich/poor
 - c) above/below
 - i) Identify the different types of oppositeness for each of the above three examples.
 - ii) Provide examples of your own for each kind.
 - iii) Would you teach these distinctions to your learners? Justify your answer.

- 4. i)** Provide **two** different verb patterns, with contextualised examples, for each of the following main verbs:
- a) speak
 - b) say
 - c) tell
- ii)** In which order would you teach the following and why?
- a) talk to (someone)
 - b) talk until the cows come home
 - c) give a talk
 - d) talk rubbish
 - e) talk down to (someone)
- 5. i)** Describe, with contextualised examples, **two** uses of each of the following:
- a) colons
 - b) semi-colons
- ii)** For each of your **four** examples, describe the specific value of the colon or semi-colon.
- iii)** What errors do your learners make with colons and semi-colons and why? How do you help them to focus on these areas of punctuation?
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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.** 'It is possible – even likely – that principles of psychology and linguistics ... may supply insights useful to the language teacher. But this must be demonstrated, and cannot be presumed'.
(Chomsky, N. 1966 'Linguistic Theory' in *Language Teaching: Broader Contexts*, Report of NE Conference on the Teaching of Foreign Languages, Menasha, Wisconsin, pp.43-79)
- i)** Describe briefly **four** distinct areas of work on second language acquisition that have influenced ELT practice.
 - ii)** Critique **one** of the areas you have described above in terms of its relevance to today's ELT classroom.
 - iii)** Describe **one** activity that you use stating how it reflects one or more of the ideas that you have discussed above.
- 2. i)** What news websites have you used as a resource for your learners? Outline the features of one or more of these websites that make them particularly useful in the ELT classroom.
- ii)** What possible drawbacks need to be considered when planning a lesson based on news websites?
- iii)** Describe **one** activity using news websites that develops each of the following:
- a) grammar and lexis
 - b) reading and writing skills
 - c) speaking and listening skills

Please turn over

- 3. i)** Within any given class, what variations among learners can influence the teaching and learning process?
- ii)** Select a course-book that you have used and describe to what extent it caters for such variation.
- iii)** Choose **four** of the areas of variation you have identified and describe what provisions you make for them in your own planning and teaching.
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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. i)** Briefly outline what you understand by the terms 'native-speaker' and 'non-native speaker'.
- ii)** How might being a native or non-native speaker of English affect a teacher's contribution to:
- a) a cohort of in-service trainees
 - b) the staffroom
 - c) the classroom
- iii)** In your own teaching context, how do you use your native or non-native speakerness to its best advantage?
- 2. i)** How can ELT teachers collaborate towards professional development?
- ii)** What benefits and drawbacks might this collaboration entail for:
- a) the classroom teacher
 - b) his or her employer
 - c) the profession
- iii)** You have been asked to develop a special interest group for local teachers based on an area of particular interest to you. Outline how you would set up and maintain it.
- 3. i)** What do you understand by the term 'code of ethics' and how does this apply to educational institutions?
- ii)** In your current professional role what contractual and ethical responsibilities do you have?
- iii)** As a newly appointed Director of Studies at your current teaching institution the following situations have arisen. Briefly outline what you might do in each case explaining the variables that might influence your decisions.
- a) A teacher refuses to come to weekly staff meetings on the grounds that he/she is not paid to attend.
 - b) A teacher has begun a sexual relationship with an adult student in his/her class and another class member has complained to you.
 - c) A teacher is using the institution's resources for his/her own private teaching.
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