

LTCL Diploma TESOL (2005 Assessment)



Unit 1 – examination

November 2007

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 one with at least 20 out of 40 marks and EITHER section two OR section three 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 4 out of 5 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 two OR section three 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 examples of learner language:
 - a) I'm a good cooker
 - b) Could you borrow me your book?
 - c) I need others two chairs
 - d) Think of a number and write down it
 - i) For each example, state what, in your opinion, led the learner to make the error.
 - ii) With reference to a particular first language, give a further example of a first language transfer error and state why this error would arise.
 - iii) With reference to a class level and type defined by you, discuss how you allow for and deal with first language transfer issues in general.
2. Look at the following questions:
 - a) How old are you?
 - b) Did you vote for us or the opposition?
 - c) What's the name of that writer?
 - i) Change these three examples into indirect questions, stating in each case what transformations are required.
 - ii) Give examples of activities that you use to practise indirect questions and their functions.
3.
 - i) Give one contextualised example each for the two aspects of the present perfect.
 - ii) For each example, state why you chose the simple or progressive aspect.
 - iii) With reference to an advanced level (Level 2) group of learners, state how you raise awareness of simple and progressive aspects in general.

4. i) Give a contextualised example for each of the following discourse features:
- a) substitution
 - b) parallelism
 - c) cataphoric reference
 - d) ellipsis
- ii) Select **one** of the above features and discuss at which level you would introduce it and in which teaching and learning context.
5. Look at the following example sentences:
- a) It's funny how people behave when abroad.
 - b) There's no hurry.
 - c) I always do!
- i) What is the function of 'it', 'there' and 'do' in the above three examples?
- ii) How do you teach these functions of 'it' and 'there' to your elementary (Entry Level 1) learners?
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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 one with at least 20 out of 40 marks and EITHER this section OR section three with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.

1. i) What issues need to be considered when designing schemes of work?
- ii) You have to teach a multilingual group of young adults for four weeks, fifteen hours per week. The learners have come from overseas, are all at advanced level (Level 2) and require a skills focus. Draw up a comprehensive scheme for the first fifteen hours of this course and justify your choices.
- iii) How would you evaluate the effectiveness of the programme?
2. i) What problems do learners with low levels of first language literacy face in the ELT classroom?
- ii) How would you focus on the development of writing skills with a class of a level and type defined by you that has low levels of first language literacy?
- iii) What kinds of materials would be suitable for this class? Justify your choices.
3. i) What are the different purposes to which music with and without words can be put in the ELT classroom?
- ii) What are some of the potential disadvantages of using music for these purposes?
- iii) Give an example of a piece of music that you have used to focus on a specific language point. Describe how you used it and how it served your learning objectives.
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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 one with at least 20 out of 40 marks and EITHER this section OR section two with at least 15 out of 30 marks. In addition you need an overall aggregate mark of 50% or more.

1.
 - i) In your opinion, what concerns do novice teachers have about their teaching roles? What concerns do institutions have about such teachers?
 - ii) How can a mentoring scheme help to address these concerns? What forms can these schemes take?
 - iii) How can the outcomes of the mentoring process be implemented and reinforced?
 2. As Director of Studies of an English Language School, you have been asked to design a series of out of class activities to reinforce classroom learning.
 - i) Within a context defined by you, suggest a suitable range of activities to meet this requirement. Justify your choices.
 - ii) What pedagogical benefits would these activities bring to your learners?
 - iii) How would you monitor the success of these activities?
 3. You are the teacher in charge of implementing an options programme focusing on areas such as literature, film studies and media studies. For a context defined by you:
 - i) Briefly outline the syllabus content for **two** options on this programme.
 - ii) Describe how you would balance the need for content learning and language learning.
 - iii) Describe the steps you would take to make the best use of current and/or additional staff in order to deliver these programmes effectively.
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