

LTCL Diploma TESOL (2005 Assessment)



Part 1—examination

May 2006

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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Part 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.

- 1 Look at the following:
What are we going to do about next week's meeting?
 - a) Describe the form and function of the verb structure in italics in the above example.
 - b) What other verb forms with future time reference can be substituted and what differences in meaning would they imply?
 - c) How would you introduce and practise the distinction between any TWO future forms of your choice?
- 2
 - a) What is the difference between a strong and a weak collocation? Give two examples of each kind in order to illustrate your explanation.
 - b) Outline a practice activity that focuses on collocation at a level of your choice.
- 3 Look at the following sentence:
That email you sent me should be copied to head office as soon as possible.
 - a) Divide the sentence into noun phrase (subject) and verb phrase and label the components of each.
 - b) At what level, if at all, would you provide your learners with this kind of syntactic analysis? Justify your answer.
- 4
 - a) Give examples of sentences containing:
 - i) an anaphoric reference
 - ii) a cataphoric reference
 - iii) an exophoric reference
 - b) Describe one reading activity that you would use to raise awareness of referencing of these types.
- 5
 - a) Look at the following prefixes:
 - i) multi-
 - ii) pseudo-
 - iii) ante-
 - iv) post-
 - v) tri-
 - vi) super-
 - a) Give one example of a word formed with each prefix and say what meaning the prefix conveys.
 - b) At what level, if at all, would you highlight the meaning of these prefixes independently of the words that contain them. Justify your answer.

Section 2 Learning and teaching—essay answer section

Candidates must answer ONE question in this section.

Special note: Candidates are strongly advised to refer to their reading and to discuss the practical application of their theoretical knowledge wherever appropriate.

- 1 'If we can train students to record their new lexis in a more useful manner, we can do a lot to help their progress' (Jim Scrivener, *Learning Teaching*, Macmillan 2005:239)
 - i) List FOUR strategies that learners can use to organise their learning of lexis effectively
 - ii) With a class type and level of your choice, describe activities which in your experience promote personalised strategies for learning lexis.
 - 2
 - i) Outline, with relevant examples, what you understand by the attitudinal and discourse functions of intonation.
 - ii) How relevant are these approaches to intonation for learners studying English in an international context?
 - iii) With reference to a class and level of your choice, describe ONE activity you have done that practises EITHER the attitudinal OR discourse function of intonation.
 3.
 - i) In order to place newly enrolled learners effectively into class, what linguistic and other information do we need to find out?
 - ii) What form(s) could this assessment take in order to give comprehensive data?
 - iii) How do practical constraints affect the effectiveness of the placement process?
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Section 3 Professional development—essay answer section

Candidates must answer ONE question in this section.

Special note: Candidates are strongly advised to refer to their reading and to discuss the practical application of their theoretical knowledge wherever appropriate.

- 1 You have been invited to give a talk to a group of newly qualified teachers on the options available to them for continuing professional development in different teaching environments.
 - i) Give an outline of the areas you would cover in your talk
 - ii) Outline which priorities you would emphasize
 - iii) Justify your choices.
- 2 You have recently been appointed to an academic management position in a successful ELT Centre.
 - i) Assuming that half of your contract involves contact teaching, what responsibility, if any, would you expect to take for the following during the remainder of your contracted hours:
 - a) staff development
 - b) administration/organisation
 - c) resource development
 - ii) Give a detailed description of the activities involved.
 - iii) Specify the priorities you would expect to give to these areas.
- 3 You are responsible for observing teachers in your organisation as part of your academic management duties.
 - i) Design a formative (i.e. developmental and not evaluative) observation programme in a context defined by you that focuses on teacher performance.
 - ii) Design an outline observation proforma for the above programme.
 - iii) How would you evaluate the effectiveness of this programme?

