

LTCL Diploma TESOL (2005 Assessment)



Part 1—examination

August 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 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.

- 1 a) The following pairs of words are not exact synonyms. What are the differences between them?
You may need to identify more than one difference (e.g. meaning AND usage) in each case.
 - i) pull out/extract
 - ii) imply/infer
 - iii) start/begin
 - iv) ReCORD/REcord
- b) Choose two of the above pairs. How would you check that learners are clear about the differences?
- 2 a) Explain, with clearly contextualized examples, the difference in meaning between each pair below.
 - i) didn't need to + infinitive /needn't have + past participle
 - ii) must have + past participle/had to + infinitive
- b) Devise a teaching context that would allow you to present ONE of the above pairs of structures.
- 3 Look at the following examples of learner language:
 - i) If he would have known, he wouldn't have done it
 - ii) We don't know what was happened
 - iii) Don't forget posting the letter
 - iv) She was a part-time nurse until she got her children
 - v) This is just a storm in a cup of tea
 - vi) I bumped into him when we were both alighting the train
- a) Choose THREE of the above and state why in each case they might or might not be considered unacceptable.
- b) For each example you have chosen, describe how you would deal with its occurrence in a written form for a specified learner level and type.

- 4 a) What is a cleft sentence and when is it used? Give an example of a cleft sentence beginning with:
- i) it
 - ii) wh-
- b) At what level, if at all, would you focus on cleft sentences of any type with your learners? Justify your answer.
- 5 Look at the following texts:
- i) The Service Co. shall take out and maintain full and comprehensive insurance policies for fraud, wilful default, negligence, employers' liability and public liability in respect of the provision of the Services to the Company hereunder at a level of cover and terms reasonably acceptable to the Company and shall notify the insurers of the Company's interest and shall cause such interest to be noted on the policies.
 - ii) Stately, plump Buck Mulligan came from the stairhead bearing a bowl of lather on which a mirror and a razor lay crossed. A yellow dressing gown, ungirdled, was sustained gently behind him by the mild morning air.
- a) What genre are they most likely to have come from? What schematic knowledge do you need to interpret them?
- b) For learners to be able to write effectively in another genre of your choice, what discourse features do you need to focus on?
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Section 2 Learning and Teaching—essay answer section

Candidates must answer ONE question in this 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.

- 1 'One feature of TBL is that learners carrying out a task are free to use any language they can to achieve the outcome'. (Jane & Dave Willis, *The Cambridge Guide to TESOL*, CUP 2001: 174).
 - a) What do you feel are the advantages and disadvantages of task-based learning?
 - b) In the light of the above quote from Willis, how can the teacher ensure that the language syllabus is covered in task-based learning?
 - c) Choose ONE of the following areas of language and describe how you would teach it to a class type and level defined by you using a task-based approach. Within your chosen area, specify the language items you intend to focus on.

Hypothetical language
Futurity
Past time
Modality
 - 2 Your learners have asked you to recommend ways in which they can use the internet to supplement their classroom studies.
 - a) Suggest FOUR distinct ways in which learners can use the internet in order to do this.
 - b) What difficulties might your learners face in using the internet as a self-access tool?
 - c) Give details of classroom activities which will help learners maximize the benefit of their self-access work on the internet.
 - 3
 - a) With reference to a specific group of learners of very limited language proficiency, outline the difficulties that they have faced in their written English.
 - b) What general strategies have you used to develop their writing skills?
 - c) Describe TWO activities that you have used to focus on specific sub-skills of writing with such learners.
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Section 3 Professional development—essay answer section

Candidates must answer ONE question in this 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.

- 1
 - a) As Director of Studies in a context defined by you, what measures would you adopt to ensure that professional expertise was shared among your academic teaching staff, both formally and informally? List at least FIVE distinct measures.
 - b) What benefits would this sharing of professional expertise bring?
 - c) What practical constraints are there on initiatives of this sort?

 - 2 As part of your continuing professional development, you have decided to give a conference talk on ONE of the following topics:
 - Group writing tasks for learners
 - Catering for different learning styles
 - Learning outside the classroom
 - Adding an ESP course to your organization's portfolio of courses
 - a) Outline the main content of your talk
 - b) What practical considerations do you need to take into account when planning your talk?
 - c) What would you do for yourself and your colleagues in order to follow on from this talk?

 - 3 You have been an ELT classroom teacher at the same organization for a number of years and you feel you are in danger of stagnating.
 - a) What factors are likely to contribute to such a situation?
 - b) What FOUR steps, inside or outside your present organization, could you take in order to address this?
 - c) Explain how taking these steps would benefit your professional development.
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