ELT Methodology, Testing & Remedial Instruction

Written Licensing Examination — Paper I

Session: 2023 | Duration: 2 Hours | Scale: 20 Points | Methodology & Diagnostic Evaluation

CANDIDATE INSTRUCTIONS

- Answer all questions concisely. Bullet points are accepted inside tables and remedial plans.
- Justify every methodological choice with reference to learner needs.

PART I — Comparative Methodology Matrix (6 Points)

Compare core language teaching methods across syllabus design, learner role, and error treatment.

1. Contrast Task-Based Language Teaching (TBLT) with traditional PPP (Presentation–Practice–Production) regarding when explicit form focus occurs and how authenticity is preserved. [3 pts]

2. Explain two enduring strengths and two documented limitations of the Audiolingual Method in modern secondary classrooms. [3 pts]

PART II — Diagnostic Test Critique (7 Points)

Review the short grammar item below taken from a Grade 9 midterm exam.

SAMPLE FLAWED TEST ITEM

Choose the right word: Yesterday my brother ___ to the market and buyed some apples.
A) go B) goes C) went D) going

3. Identify two flaws in this test item (hint: stem accuracy and authenticity) and rewrite it as a contextualized, reliable test item. [3 pts]

4. Define reliability, content validity, and practicality, and explain a realistic trade-off between validity and practicality when assessing 120 students' speaking skills. [4 pts]

PART III — 20-Minute Remedial Micro-Plan (7 Points)

After marking 32 midterm papers, you notice 65% of the class confuses 'mustn't' (prohibition) with 'don't have to' (lack of obligation).

5. Design a focused 20-minute remedial mini-lesson including: a clear visual contrast (school rules vs. optional clubs), two diagnostic CCQs, one controlled discrimination drill, and one personalized pair check. [7 pts]

EXAMINER MARKING SCHEME & MODEL GUIDANCE

Part I Highlights

PPP moves from predetermined form -> controlled drill -> freer use. TBLT starts with a real-world communicative task (Pre-task -> Task cycle -> Language focus), letting grammar analysis emerge from actual communicative gaps. Audiolingual strengths: automaticity in pronunciation/chunks; limitations: mechanical drilling without transfer to spontaneous communication.

Part II Highlights

Flaw 1: The stem itself contains a grammatical error ('buyed' instead of 'bought'), confusing attentive learners and undermining face validity. Flaw 2: Isolated sentence with no pragmatic context. Speaking trade-off: Full 15-min individual interviews maximize validity but fail practicality with 120 students — solve via 6-minute paired speaking tasks with a 4-band analytic rubric.

Part III Highlights

Board contrast: 'You mustn't use phones in the exam' (FORBIDDEN / red cross) vs. 'You don't have to join the chess club' (OPTIONAL / free choice). CCQs: 'If I do it, will I be in trouble?' (Yes = mustn't; No = don't have to).