English Didactics & Classroom Pedagogy

Written Licensing Examination — Paper I

Session: 2025 | Duration: 3 Hours | Scale: 20 Points | Secondary & Upper-Intermediate Track

CANDIDATE INSTRUCTIONS

- Answer ALL four sections in clear, well-structured academic English.
- Support methodological claims with concrete classroom procedures and learner examples.
- Time management recommendation: Part I (45 min), Part II (50 min), Part III (65 min), Review (20 min).

PART I — ELT Approaches & Second Language Acquisition (5 Points)

Read the classroom vignette below and answer the analytical questions that follow.

CLASSROOM VIGNETTE (GRADE 10, 34 LEARNERS, A2–B1 MIXED ABILITY)

Ms. Nadia introduces the past continuous by writing the formula 'was/were + V-ing' on the board. She explains the rule in detail for 12 minutes, asks students to copy six example sentences, and then distributes a 20-item fill-in-the-blank worksheet. When a student writes 'I was watch TV', she immediately stops the class and says, 'Wrong! Always add -ing after was.' Three minutes before the bell, she asks students to discuss what they were doing at 8 p.m. yesterday, but only two speak.

1. Identify the dominant teaching approach illustrated in this vignette and cite two observable indicators. [1.5 pts]

2. Evaluate Ms. Nadia's error-correction strategy with reference to affective filter and fluency vs. accuracy stages. [1.5 pts]

3. Propose an inductive, meaning-focused alternative for presenting the past continuous in 10 minutes using a guided discovery context. [2 pts]

PART II — Classroom Management & Error Correction (5 Points)

Examine each instructional challenge and provide a principled pedagogical intervention.

4. During a communicative pair-work role-play, three pairs revert to their first language (L1). Distinguish between constructive L1 scaffolding and off-task L1 drift, then outline two preventive adjustments to your task design. [2.5 pts]

5. Compare recasting, elicitation, and delayed board feedback during a speaking fluency activity. Specify when each technique is most appropriate and give a verbatim teacher utterance for each. [2.5 pts]

PART III — Communicative Lesson Plan Blueprint (6 Points)

Design a 55-minute listening-and-speaking lesson for Grade 11 learners (B1 level) on the theme 'Managing Digital Distractions'.

6. Formulate two SMART learning objectives aligned with Bloom's Revised Taxonomy (one lower-order comprehension objective, one higher-order production objective). [1.5 pts]

7. Structure the lesson using the Pre–During–Post (PDP) framework. For each stage, specify: timing, teacher role, learner activity, interaction pattern (T-Ss, PW, GW), and formative check. [3.5 pts]

8. Anticipate two linguistic or logistical problems (e.g., fast audio speech rate, reluctant speakers) and write concrete solutions. [1 pt]

PART IV — Assessment Literacy & Differentiation (4 Points)

A colleague grades students' narrative paragraphs with a single holistic score out of 10 and writes only 'Good effort, check grammar' at the bottom.

9. Explain why this feedback falls short of formative assessment principles (washback, criterion transparency, feedforward). [2 pts]

10. Draft a 4-criterion analytic rubric (Task Fulfillment, Organization & Cohesion, Grammar Range & Accuracy, Lexical Resource) with descriptors for Band 4 (Proficient) and Band 2 (Developing). [2 pts]

EXAMINER MARKING SCHEME & MODEL GUIDANCE

Part I Key Highlights

Approach: Deductive Grammar-Translation / traditional teacher-centered PPP with an overlong presentation phase and truncated production. Error correction: Immediate, blunt interruption raises Krashen's affective filter and inhibits risk-taking; use elicitation ('Watch or watching?') during accuracy drills and delayed feedback during fluency. Guided discovery: Present a 4-panel mystery alibi story at 8:00 p.m., ask concept-checking questions (CCQs: 'Did the action start before 8:00? Was it finished at 8:00?'), and let learners induce 'was/were + V-ing'.

Part II Key Highlights

Constructive L1: Clarifying complex task instructions or comparing cognates briefly; prevent off-task L1 via clear information-gap purpose, useful-language frames on the board, and crisp time limits. Recast: 'Oh, you went to the library yesterday?' (implicit). Elicitation: 'Yesterday I...?' with rising intonation. Delayed feedback: Note recurring errors while monitoring and run a 3-minute anonymous board-correction race after speaking ends.

Part III Rubric Allocation

SMART Objectives (1.5 pts): Measurable verbs ('identify three causes', 'debate and recommend two habits') + clear condition. PDP Staging (3.5 pts): Warm-up/Pre-listening schema activation & pre-teaching 4–5 blocking words (10m); First gist task + Second detail/inference task with peer check (20m); Post-listening speaking task (group charter or role-play) + wrap-up (25m). Anticipated problems (1 pt): Replay key segment with transcript support; provide sentence starters.

Part IV Key Highlights

Formative gaps: No actionable next step ('feedforward'), vague criteria, and zero learner self-regulation. Analytic rubric earns full marks when criteria are observable, balanced in weight, and distinguish clearly between communicative adequacy and mechanical accuracy.