

Section I: Foundations and Methods (2 parts – answer both questions)

1. The following individual differences play a key role in second language learning.
 - (1) noticing
 - (2) attitudes
 - (3) aptitude
 - (4) learning styles
 - (5) learning strategies
 - (6) motivation

Select and explain THREE of these individual differences in detail. For each one, (a) define it to show its breadth and complexity; and (b) describe how these individual-difference factors will inform and influence your teaching of English as a second/foreign language. Give specific examples in your explanation. Refer to relevant literature as appropriate. Be sure to include (i) a brief introduction that tells your reader which three terms you plan to discuss and (ii) a brief conclusion to provide some closure to your response.

2. Imagine that you have just been hired for a language-teaching job in a well-established, but less than innovative EFL language program. Until recently, program administrators and teachers have felt that explicit skills instruction was not necessary. Their program philosophy suggested that vital language skills (i.e., speaking, listening, reading, and writing) would improve simply by asking students to (a) speak and listen to one another and (b) read and write whatever they would like. You have been hired to improve this situation for future students by providing a more systematic language teaching approach.
 - (1) Describe what you perceive to be an ideal approach (e.g., communicative language teaching, content-based instruction, or task-based language teaching) to teach TWO of the four skills (speaking, listening, reading, and writing).
 - (2) In your response, provide enough detail and introduce relevant frameworks (e.g., pre-during-post), with specific examples, to guide teachers in restructuring their approach. Refer to the literature to support your response.

Section II: Curriculum and Program Administration (2 parts – answer both questions)

1. Imagine that you have just been hired in a recently established language program. You've been asked to work with a team of two other teachers to design an advanced-level curriculum for students who are (a) at the highest level of EAP (English for Academic Purposes) proficiency and (b) close to transitioning into regular classes at a nearby community college or university. During the summer before classes begin you have been hired to design the multiple-course curriculum. You will then pilot one of the courses designed. You've been given total freedom to use your TESL background to guide you in the curriculum- and course-development process.

Document the steps that you will take (a) from early information gathering, (b) to considerations regarding the number and types of classes, materials, activities, and assessments, (c) to the actual piloting of the course. What will you include in a brief report to the administration to demonstrate that your efforts have been successful, but that more work is needed? Describe each step in detail, referring to relevant literature when appropriate.

2. Imagine that you have just been hired for a language program position that includes both teaching and administrative responsibilities. As part of your administrative duties, you'll be chairing two important committees: the curriculum-renewal committee and faculty professional development committee. With both committees, you anticipate engaging in some of these typical administrative activities:

- Planning and running committee meetings
- Deciding what topics to include on meeting agendas
- Delegating responsibilities
- Inspiring innovation among committee members
- Empowering committee members
- Making decisions and negotiating
- Ensuring completion of meaningful projects that have impact within a semester/academic year
- Managing your own time (and the time of the committees)

From the bulleted list above, choose four (4) administrative activities that you think will prove most challenging for you. For each activity, explain the following:

- (a) its importance from an administrative and program-wide perspective,
- (b) the challenges that you anticipate, and
- (c) possible actions that you can take to turn the administrative challenges into positive opportunities for program and faculty growth.

Be sure to include a brief opening paragraph that identifies the four administrative activities that you plan to discuss. In your closing paragraph, provide a summation statement. Make reference to the literature to support your ideas.

Section III: Sociolinguistics (2 parts – answer both questions)

Question 1

What is the importance of language variation for sociolinguistics? Talk about at least three types of language variation that are studied in sociolinguistics, provide specific examples, and explain the importance of each type for sociolinguistic research more generally.

Question 2

Examine the following excerpt of interactional discourse (adapted from MICASE), which takes place between a teacher (T) and a student (S) during office hours and BOTH of the following:

1. Describe some situational characteristics of an office hour setting; identify at least three linguistic features in the sample below; provide a functional reason for the occurrence of the features you have identified.
2. Discuss the similarities and differences between the office hour text and the conversational register described in Deborah Tannen's Thanksgiving Dinner study or in any other sociolinguistic research you know that describes the conversational register.

T: actually this is good too.

S: okay so how 'bout, we do something like this?

T: you know what? I don't think you should decide yet. I think this week is a- is perfect timing, the lectures this

week are perfect timing for you and I think you should listen on Tuesday and

Thursday

S: okay

T: because I think uh I I think it'll just, really fall into place for you but, uh some of the things that I've out- um highlighted

today, um... you're ready

S: okay

T: you're ready. uh I wanted to talk to you about um... did you, work on your node diagram?

S: oh, a little bit, not too much

(...)

T: well then, I'm gonna give you some homework <LAUGH> I think it would be really, helpful and um, if you have trouble with it I think, it would be great for you to make an appointment with Professor Olsen

S: oh I don't think I'll have a problem with it it just_ I don't know there's other things I'm just working on right now.

T: yeah? I think it would go_ it would, blend nicely, and really help you along this way so with the node diagram and with the two lectures this week, I think it'll really help you shake out, a nice introduction, um, okay so

S: well the, the one thing I was thinking of if I go into the node diagram,

T: mhm

S: I basically figured that i would have to throw out, numerous

T: no i don't mean it goes in your paper.

Section IV: Grammar (2 parts – answer both questions)

1. Describe the English passive voice in as much detail as you can. (Including but not limited to a discussion of the role of valency, types of passive auxiliaries, the way the passive interacts with other verbal elements [other auxiliaries and modals], and optional elements in the passive.) Provide arguments for the functional uses of passive sentences in discourse and provide relevant examples.

2. Analyze the following sentences using the diagramming system that you are most familiar with. In your diagrams, label the forms, grammatical functions, and word classes of all words and constituents in each sentence.

- a. There is a curious unity in the spirit of the arts.
- b. I think that what strikes me the most in the story of “Maggie” is that quality of fatal necessity which dominates Greek tragedy.
- c. The Figures indicate that students clearly perceived the difference in ethnicity in the slides they looked at.
- d. Who did you talk to about my leaving early today?
- e. I have to say the possibility that this building will collapse crosses my mind every day.

Section V: Second Language Acquisition (2 parts – answer both questions)

1. Individual Differences

Choose two (2) individual differences (IDs) from the following list:

- 1) a personality trait (such as introversion/extraversion, openness to experience, or proneness to anxiety);
- 2) motivation;
- 3) working memory capacity and/or attention; and
- 4) age.

For each ID you have chosen, address all four (4) points below:

- 1) describe how each ID is defined in the literature;
- 2) state prediction(s) about how each ID is connected to L2 learning;
- 3) describe the empirical findings for each ID that you are familiar with; and
- 4) discuss the implications of the above for teaching for each ID.

Be sure to cite both seminal and current studies.

2. Transfer

Describe how the view of transfer (i.e., the effect of the learner's L1 on L2 learning) has evolved in SLA over three periods. Start with behaviorism/contrastive analysis, and then continue with two other views. Describe how these changing views of transfer have influenced instruction. Explain and illustrate your review of transfer by referring to at least two levels of linguistic organization, namely phonetics, phonology, morphology, the lexicon, or syntax. Be sure to cite both seminal and current studies.