

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

1. In discussions of English as a second/foreign language teaching and learning, the following terms are often mentioned.

- (1) Zone of Proximal Development
- (2) Aptitude
- (3) Learning styles
- (4) Motivation
- (5) Corrective feedback
- (6) Noticing

Select **THREE** of these terms. For each, (1) define it to show its breadth and scope; (2) explain its relevance and significance to language learning; and (3) discuss how it can be translated into practice, with specific examples, when teaching of English as a second/foreign language. Cite relevant sources, when appropriate, and include concrete examples, either from your experience as language teachers/learners or research, to strengthen your responses.

Please include (a) a brief introduction that tells your reader which three terms you plan to discuss and (b) a brief conclusion to your response.

2. With each and every year, teachers have access to new instructional materials (e.g., textbooks, Web sites, e-books) and new technologies (e.g., video, software, podcasts, email, smart phones) that can be used to enhance their teaching of the four skills (speaking, listening, reading, and writing). Assume that you have been hired to develop a state-of-the-art course that focuses on TWO skills.

In a short introductory paragraph, briefly identify the TWO skills that you will target and describe the instructional setting of choice (i.e., location, age of learners, learners' proficiency levels, and major curriculum goals and objectives).

First, (1) demonstrate your understanding of the complexities of the targeted skills in your response; then (2) identify the range of materials and/or technologies that you will use to promote student improvement in the TWO target skills; (3) provide a rationale for your selections and the ways in which each type of material and/or technology will be used to accomplish your goals and objectives specified within classrooms for each skill area; (4) identify the limitations of the materials and/or technologies and provide examples of teacher-generated activities that you are likely to create to make up for the identified shortcomings. Refer to the literature when appropriate.

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

1. Imagine that you have been hired as an instructor in a language program, which had undergone a year-long self-study before your arrival. As a result of the self-study, the program determined that its multi-level curriculum no longer meets students' needs as well as it could. Your first year on the job is when major curriculum-renewal efforts are to begin.

You have been invited to submit a statement that details the steps that you think the program should take to revise one of its many courses (at the intermediate level). Write that statement, providing as much detail as possible. Provide a rationale for the steps that you propose, itemize the questions that you think should be asked, and the steps that should be taken to improve the course. Refer to relevant literature, when appropriate.

2. Imagine that you've been asked to chair a language-program committee of your choice (e.g., library acquisition committee, program accreditation committee, teacher professional development committee, elective course development committee, curriculum committee, skill development committee, assessment committee).

What principles of leadership can you draw from the language program administration literature that will guide you in serving as chair effectively? Identify at least FIVE principles. For each principle, explain how you will translate it into practice and why it is important for a person in a leadership position.

Be sure to include a brief introduction and conclusion in your response. Cite relevant sources to strengthen your response.

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

1. Sociolinguistic research has shown that variation in linguistic forms is typically associated with non-linguistic parameters. Identify three non-linguistic parameters that are particularly relevant to English language teaching. For each parameter, you should:

- 1) identify and cite at least one empirical study that investigated the parameter;
- 2) summarize the research findings of the study, focusing especially on a description of how specific linguistic characteristics vary with respect to the non-linguistic parameter;
- 3) discuss the implications of that parameter for English language teaching and learning.

2. Examine the two text excerpts below. Identify at least four linguistic features that differ between the two texts. Explain the functional reasons for each of these differences, making reference to the situational contexts within which the texts were produced.

Text A: University lecture (Biology)

No but I'll bet, that two weeks ago, if I had held a root up here, and you saw the lateral branches coming out, you would have been tempted to say, that where the lateral branch comes out is a node and in between is an internode. So remember, only where leaves attach, or have attached do we have a node. No never in roots. Cuticle, we haven't really talked much about cuticle, I did mention it quickly and briefly in lab. A cuticle is a layer, of wax that's on the outside of the epidermis, a layer of wax on the outside of the epidermis. As you already know from life, water and other liquids do not move through wax. So if you put a layer of wax all over the outside, there's no way water can be lost in plant. By the same token, if you were to put a cuticle over, a zone or region of cell maturation or cell differentiation. Then what?

Text B: University textbook (Biology)

Fungi are eukaryotic microorganisms. Fungi can occur as yeasts, molds, or as a combination of both forms. Some fungi are capable of causing superficial, cutaneous, subcutaneous, systemic or allergic diseases. Yeasts are microscopic fungi consisting of solitary cells that reproduce by budding. Molds, in contrast, occur in long filaments known as hyphae, which grow by apical extension. Hyphae can regularly septate and possess a variable number of nuclei. Regardless of their shape or size, fungi are all heterotrophic and digest their food externally by releasing hydrolytic enzymes into their immediate surroundings (absorptive nutrition). Other characteristics of fungi are the ability to synthesize lysine by the L-a-adipic acid biosynthetic pathway and possession of a chitinous cell wall, plasma membranes containing the sterol ergosterol, 80S rRNA, and microtubules composed of tubulin. Fungi can use a number of different carbon sources to meet their carbon needs for the synthesis of carbohydrates, lipids, nucleic acids, and proteins. Oxidation of sugars, alcohols, proteins, lipids, and polysaccharides provides them with a source of energy.

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

1. Verbs can be grouped into verb types, or 'valencies' (e.g., intransitive, monotransitive). The valency type specifies the clause elements that occur with a verb. In many cases, a single verb can occur with different valencies in different clauses. Identify the possible valency types of verbs in English, list the defining criteria for each valency, and identify and illustrate specific verbs that can function as multiple types. Finally, identify and illustrate the different valency types that can occur with complement clauses.

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 class.

- a. To reach agreement on language use, learners need to evaluate their linguistic choices and provide justifications for linguistic expressions, which can be valuable language learning opportunities
- b. There's gonna be information that's being presented that you may not be familiar with.
- c. You have done nothing irremediable, but you must admit that now and then I have been at no small pains to assist you.
- d. Who do you think you're fooling?
- e. I then commented that they can put it in a soup bowl if they wanted to.

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

1. Specific theories or models of Second Language Acquisition (SLA) differ with respect to the role that implicit and explicit knowledge as well as implicit and explicit learning play in adult L2 learning. In a well-constructed response do the following:

1) Briefly define explicit knowledge, implicit knowledge, explicit learning, and implicit learning; make sure to avoid conflating (1) things that teachers intend to do; (2) things that learners intend to do; and (3) things that actually happen in learners' minds.

2) Discuss the relevance of implicit and explicit knowledge as well as implicit and explicit learning by referring to TWO of the theories/models mentioned below:

(1) Input processing

(2) Usage-based perspectives

(3) Input and interaction

(4) Skill acquisition theory

(5) Universal grammar

(6) Socio-cultural theory.

2. The concept of interlanguage has fundamentally shaped modern SLA research.

- a. Define and illustrate "interlanguage," explaining how it has enriched SLA models/theories.
- b. Describe at least two current areas of research on grammatical aspects of interlanguage.
- c. Conclude by discussing the implications of an interlanguage perspective for second language pedagogy. Cite relevant literature.