

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

1. Numerous concepts and phenomena are important in understanding English as a second/foreign language learning and teaching, including:

1. Critical Period Hypothesis
2. Developmental sequence
3. Noticing
4. Zone of Proximal Development
5. Learner agency
6. English as a lingua franca

Select THREE of these terms. For each one, (a) define it to show its breadth and complexity; (b) explain its significance for language learning in general; and (c) discuss how such concepts can be incorporated into teaching of English as a second/foreign language. Include concrete examples to illustrate your points. Cite relevant literature to support your points. 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. In discussions of language teaching and skills instruction, English language teaching professionals debate the best ways to promote skill mastery. Describe what you perceive to be the most desirable approach to teaching TWO of the four skills (Speaking, Listening, Reading, and Writing). For EACH of the two skills that you chose, provide the following: (1) a discussion of the complex nature of the targeted skill, (2) the theoretical rationale and language learning theories underlying the skill areas you have selected, (3) a description of strategies you would teach to help ESL/EFL students, (4) at least one example of specific instructional activities that could be used. Refer to relevant literature, where appropriate, to strengthen your claims.

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

1. Consider the interface between language program administration and curriculum planning in a language teaching program.

a. How and why do language program administration and curriculum planning fit together in language programs?

b. Identify THREE different roles that a language program administrator can play in overseeing a current and well planned curriculum.

Describe those roles in detail, explaining how an administrator's decisions can affect curriculum development, curriculum implementation, and faculty morale.

Refer to relevant literature when appropriate.

2. One of the major focuses in English language teaching today is English for Specific Purposes (ESP). English for Academic Purposes (EAP) is often considered one type of ESP. What is the relationship between ESP and EAP?

What elements distinguish EAP programs from all others? Give specific examples to illustrate your points. Refer to relevant literature when appropriate.

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

1. 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-lysine 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

2. By reference to the concept of World Englishes, provide your perspective on what it means to be a “native speaker” of English. How does the concept of a native speaker relate to language variation and language teaching?

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

1. A register perspective on language use has pointed to many grammatical differences between face-to-face conversation and informational writing. Describe the types of grammatical structures that are typical of conversation versus the types of grammatical structures that are typical of informational writing. In your response, identify at least five grammatical features that are especially common in conversation, and at least five grammatical features that are especially common in informational writing. Provide examples for each of those grammatical features from Text Excerpts 1 and 2 below.

(1). *Conversation:*

Gerald: Did he torture you by making you watch movies he's obsessed with?

Jill: Oh it's not torturing. I loved it.

Gerald: Yeah I bet you did. He didn't know you for very long. I didn't realise you'd made him watch Frozen as well.

Jill: I didn't make him. I gave him the choice and he decided he wanted to watch Frozen.

Gerald: Oh right.

Jill: But then I made him watch Tangled after anyway.

Gerald: Oh right.

Gerald: Which one did he prefer?

Jill: I don't know. He said they were both alright

(2). *University Textbook:*

If we want to use such a reaction as an energy source, the reaction must give off energy continuously. Several conditions must be met for a chain reaction to sustain itself. The neutrons produced by the fission reaction must be of appropriate energy to cause other nuclei to undergo fission. Generally the energy of the neutrons produced by U-235 fission is higher than is optimum for inducing further fission. The neutrons can lose energy in collisions, but if they escape from the uranium sample before they have slowed down sufficiently, they cannot induce fission, because they will not stay in the vicinity of a uranium nucleus long enough to be absorbed. In order for the chain reaction to sustain itself, then, the amount and shape of the sample of fissionable material must be such that the neutrons will not escape. The smallest amount of fissionable material necessary to support a continuing chain reaction is called the critical mass.

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.

1. If we want to use such a reaction as an energy source, the reaction must give off energy continuously.
2. I gave him the choice and he decided he wanted to watch Frozen.
3. Did he torture you by making you watch movies he's obsessed with?
4. The smallest amount of fissionable material necessary to support a continuing chain reaction is called the critical mass.

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

1. Input and output have been influential in theoretical SLA research. Outline the main theoretical approaches to these two constructs in SLA research. What does each theoretical approach have to say about the role of each component in the language-learning process? What empirical evidence are you aware of that 1) supports and 2) brings into question the role of each of input and output in L2 learning process as conceptualized in each theoretical approach? Based on everything you know about SLA theorizing and research, offer your own synthesized, coherent, contemporary view of input and output in the process of learning a second language.

2. Task-based language teaching (TBLT) has been one approach to implementing instruction in the L2 classroom. Define TBLT and explain how it differs from other approaches to language instruction. Then, show the connection between TBLT (and specific components/processes/activities it includes) and SLA theorizing. In other words, explain the theoretical motivation that underlies TBLT. Finally, outline the main findings of SLA research on TBLT that you are aware of and offer your appraisal of TBLT's ability to offer a theoretically and empirically informed and pedagogically viable approach to language instruction.