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

1. The following concepts are important in understanding English as a second/foreign language learning and teaching:

(1) Corrective Feedback
(2) Motivation
(3) Learning Strategies
(4) Communicative Competence
(5) Autonomy
(6) Zone of Proximal Development
(7) Aptitude

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; <u>and</u> (c) discuss how such concepts can be incorporated into the teaching of English as a second/foreign language. Include concrete examples for each term to illustrate your points. 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. In discussions of language teaching and skills instruction, English language teaching professionals debate the best ways to promote skill mastery. Explain the benefits, in general terms, of a pre-, during-, and post- instructional format. Then, explore those benefits in more detail in **TWO** of the following four skill areas: Speaking, Listening, Reading, and Writing. In your discussion of each skill, make clear the complex nature of the skill and how a pre-, during-, and post- instructional format can assist students in mastering the skill under discussion. In your response, provide at least one concrete example of activities at each point in the lesson (pre, during, and post) to demonstrate (a) the value of the pre, during, and post format, and (b) the potential for skills improvement in the targeted skills.

Refer to relevant literature to add support to your response. Frame your response with a proper (and brief) introduction and conclusion. In your introduction, be sure to identify the two skills that you plan to discuss.

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

1. Imagine that you are applying for a post-MA position in a language program that involves curriculum-development responsibilities. The program made it clear, in its job ad, that the program has determined, through the self-study process, that it no longer meets students' needs as well as it could and is in the process of major curriculum renewal efforts.

As part of your job application, you are asked to submit a statement that details the steps that you think the program should take to revise its curriculum. Write that statement, providing as much detail as possible. For each step in the curriculum-renewal process, provide a rationale, pose questions that should be asked, introduce options that might be considered, and propose decisions that will need to be made. Refer to relevant literature, when appropriate.

2. Imagine that you have been asked to serve as chair of a program accreditation subcommittee, in your first year as an intensive English language program lecturer. What principles of leadership can you draw from the language program administration literature that will guide you in serving 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. (An interactional event). The following extract exemplifies a common speech event in which two people interact. In the extract below, the speakers are identified by their roles in the interaction. Identify at least **FOUR** linguistic features typical of such interactions and explain how each feature functions to help achieve the purpose of this speech event.

Clerk: hello

Student: hi. I need to pay this.

Clerk: OK. [types on keyboard] seven oh eight [. . .]OK it's going to take a just a minute for that to go through. . . . alright

[printer sounds]

Clerk: OK it declined on that.

Student: it declined? Oh well then use this.

Clerk: OK . . .OK try that

[printer sounds]

Student: it's probably too big a withdrawal.

Clerk: well yeah and uh bank cards sometimes they have a limit of like five hundred or whatever so

Student: yeah

[printer sounds]

Clerk: OK go ahead and sign that for me.

[printer sounds]

Clerk: there you go.

Student: thanks

Clerk: have a good day

Student: you too

2, (Dialect/register). Based on materials read in ENG 518, define the terms 'dialect' and 'register.' Explain the differences between dialects (such as Appalachian English or Chicano English) and registers (e.g. interactive conversation, academic lectures). Then describe the findings of empirical research for at least two dialects and two registers; note how these findings relate to second language instruction and/or literacy instruction for fluent users of English.

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

1. It is not uncommon to read or hear sentences that have certain words, phrases, or clauses that are missing. In the majority of cases, these sentences are still grammatically and semantically correct. Identify four specific types of grammatical constructions that can be omitted or have the option of occurring with omitted elements. Include two structures where a function word can be omitted and two where a phrase or clause can be omitted. For each type, discuss and illustrate the structural and functional factors that relate to omission versus retention.

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.

- This directory serves as a valuable asset to the communities which it covers, and we try hard to ensure its complete accuracy.

- I didn't know that that's when it was.

- Because it's difficult to exchange, we are going to tell you the right way to do it.

- The cost of campaigns has continued to go up and there's a strong belief that we can't access government.

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

1. According to current SLA theory and research, what role does negative feedback play in second language learning?

> a) compare TWO different theoretical perspectives in SLA regarding the role of negative feedback in L2 learning; and

> b) describe and evaluate the research methods that these theoretical perspectives have used to empirically test their claims.

2. How has the role of non-linguistic factors (such as age, motivation, anxiety) in L2 learning changed in SLA theory and research over the past 65+ years (1950-2016)?

> a) compare TWO factors and for each one, explain how it has changed over time;

> b) suggest methodological improvements that could help overcome the weaknesses/limitations of the previous research.

For both questions, refer to relevant research and scholars.