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

1. Imagine that you have been hired for a language teaching job in a well-established, but rather traditional, EFL program. The program administrators and most teachers believe that explicit skills instruction is not important because students learn the skills by simply using them (i.e., students learn to read by reading, students learn to speak by speaking). Knowing what you know about language learning and teaching, you would like to change this orientation to language instruction and guide your colleagues in restructuring their approach.

Describe what you perceive to be the most desirable approach to teaching TWO of the four skills: Speaking, Listening, Reading, and Writing. For EACH skill, provide the following: (1) a description of the complex nature of the targeted skill, (2) the identification of the sub-skills covered, (3) examples of instructional activities that could be used, and (4) a description of an ideal textbook. Refer to relevant literature to add support to your response.

2. Individual differences play a key role in second language learning. Among individual differences are (a) personality, (b) motivation, (c) attitudes, (d) learning styles, (e) aptitude, and (f) learning strategies. Select and explain TWO of these individual differences in detail. Then 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.
Section II: Curriculum and Program Administration (2 parts — Answer both questions)

1. The course- and curriculum-development multiple-step process has been described by many in the field, including Richards (2001) and Nation and Macalister (2010). Describe the process from its early stages to implementation stages. Provide sufficient detail for each stage to demonstrate your understanding of the process. Make explicit reference to the literature (the models mentioned above or others) to strengthen your response.

2. Language program administration, whether for large or small programs, is complex. First, briefly list the many roles that a language program administrator must fulfill. Then identify what you perceive to be the FOUR most important roles a language program administrator plays. For each role, describe the multi-dimensionality of the role, possible challenges, and realistic solutions—to demonstrate your understanding of the breadth, depth, and scope of each administrative role. Refer to the literature to strengthen your response.
Section III: Sociolinguistics (2 parts — Answer both questions)

1. Based on readings from sociolinguistics, discuss the difference between the notions of register (e.g., Sports Announcer Talk) and communicative style (e.g., New York Jewish conversational style). Describe at least two features of registers and two features of conversational styles that have been studied to date, citing references as appropriate.

2. Apart from grammatical errors, what additional sociolinguistic factors can cause misunderstandings in interethnic and intercultural interactions? Discuss at least three, giving examples of each and referring to related research.
Section IV: Grammar (2 parts — Answer both questions)

1. The clause is a major unit of grammatical analysis. One important distinction for dependent clause types relates to the concept of “finiteness.” Describe the structural and functional differences between finite and non-finite dependent clauses. In addition, identify and illustrate 6 specific dependent clause types: 3 finite clause types, and 3 non-finite clause types.

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. Just use the fact that it came from the Star Tribune
   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. I didn't know that that's when it was.
   e. I quickly need to find an honest and good person to stand as a receiver of these funds abroad or else the regime might confiscate them as they’ve already taken our houses and farms.
Section V: Second Language Acquisition (2 parts — Answer both questions)

1. Gass (2003) wrote that input and interaction are thought to stimulate language learning by providing two types of evidence, positive and negative. Describe how these factors have been discussed in the SLA literature. Describe at least 2 studies. Explain how these theoretical perspectives might affect your English language teaching. Give at least 1 extended example. Cite relevant literature.

2. Two approaches to instructed SLA for adults that have been investigated are processing instruction and focus on form. Describe each approach, citing relevant studies. Then, compare them in terms of their relative strengths and weaknesses. Which approach do you think has more merit? Cite relevant literature.