I. Foundations and Methods (two questions; answer both)

1. Provide a detailed description of a course devoted primarily to TWO of these skills: speaking, listening, reading, or writing, for students at ONE of these levels: beginners, false beginners, intermediate, or advanced. (In a short introductory paragraph, briefly include other information about the instructional setting of choice (i.e., EFL or ESL and age of learners). For each skill selected, your response should address these issues:

--the needs of your students in relation to the targeted skill, making clear your understanding of the complexity of each skill;

--the activities and techniques you would use to create a complete learning experience for your students;

--your choice of materials and the sequencing of activities over 2 or 3 lessons.

Make reference to relevant literature, when appropriate.

2. Factors thought to affect second language learning include intelligence, aptitude, personality, motivation, attitude, age of acquisition, learning styles, and learning strategies. Select THREE (3) of these factors. Explain how each one affects language learning. Then explain how these views have informed your philosophy of teaching English as a second language. Refer to relevant literature as appropriate.

II. ESL Curriculum and Program Administration (two questions; answer both)

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.
III. Grammar  (two questions; answer both)

1. Identify and illustrate the major types of multi-word lexical verbs in English. Explain the structural tests that can be used to distinguish among the 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.
   - How did she put up with that for all those years?
   - The other thing to do is to just put in a page break.
   - Many writers would consider the constructions described above to be non-standard.
   - Dogs that exhibited a work drive plus great desire to please were bred, increasing the chance that offspring would carry on these traits.
   - However, there are some mistakes humans make that can lead to the belief that some breeds are dumber than others.

IV. Second Language Acquisition (two questions; answer both)

1. Learner Language and Development

A great deal of SLA research has sought to describe interlanguage and development of grammatical features such as question formation, relative clauses, negation, and tense/aspect. In your response, answer the following four (4) questions: 1) What is interlanguage? 2) Why are researchers interested in development of particular linguistic features? 3) How has knowledge of two morphosyntactic features been operationalized and measured? And 4) What challenges do researchers face when attempting to measure and interpret results? Cite relevant studies to support your answers.

2. L2 Interaction

Long's interaction hypothesis (1983, 1996) has led to a number of theoretical propositions and a substantial body of research. In your response, 1) identify at least three of the constructs discussed in this approach to SLA; 2) describe how these constructs relate to each other both in theory and as found in the empirical literature; and 3) discuss how the interactionist tradition of SLA has contributed to L2 pedagogy.
V. Sociolinguistics (two questions; answer both)

1. Identify four (4) linguistic characteristics of Sports Announcer Talk (SAT), then describe the similarities and differences between this register and other types of everyday conversation. Note the functional motivations for the differences observed in SAT, citing literature as appropriate.

2. Briefly summarize previous research on World Englishes, including discussion of how these varieties develop and the present-day differences among World English varieties and citing related literature. In your discussion, identify and give examples of at least three linguistic systems that may be affected during the development of any variety of World English. Comment on the relevance of knowledge about World Englishes for postsecondary teachers and learners of English as a second or foreign language in the US, Singapore, and China.