## 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 breath 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

## 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 zo20() 0 (C) 7(utnudy)-ut-7(e) -7() -10 (w) 2 (a) 4 (x) 20 () -10

## 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