

Graduate School of TESOL - Comprehensive Exams Study Questions

Current Issues in EFL/ESL (*Language Teaching Methodology*)

TESOL

1. What is the role of methodology in language teaching?
2. What are some of the main approaches associated with teaching writing?
3. Based on your experience, which methodology or approach do you most favor and why?
4. Briefly explain the main concepts underlying student-centered teaching.
5. Explain methodological differences in dealing with children as opposed to adult learners?
6. Briefly outline how language immersion works and the effect this has had on language teaching.
7. What are some of the methodological variations in dealing with the area of pronunciation in foreign language teaching?
8. What role does evaluation play as part of a methodology in the classroom?
9. What are the components of a good test as a central part of any methodology?
10. How have language teaching methodologies dealt with the role grammar plays in language proficiency over the last hundred or so years?
11. What are some of the main approaches associated with teaching reading?
12. Briefly outline the fundamentals of ESP as a specific type of methodology?
13. What is inductive teaching and how does it work?
14. Should teachers of a foreign language speak using the target language or the first language of the learners, why or why not?
15. What are some of the different approaches to the question of giving feedback in the foreign language classroom and what are some of the major feedback types?
16. What is the difference between overt and covert teaching of language structure?
17. How is input used in different teaching methodologies?
18. How is the role of the teacher played out differently in the main teaching methodologies?
19. What role does or should cultural competence play in methodologies for teaching English as a foreign language?
20. What are the principles of communicative language teaching?

Define the following words

Input
Technique
Method
Approach
Chunking
Washback
Interaction
Text
Co-text
Context
TPR
Scaffolding
Teacher talk
Schema
Brainstorming

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Second Language Learning Theories

TESOL

1. What are the general views on the similarities and differences of first language acquisition and second language learning?
2. How does age affect language learning?
3. How do different memory systems affect second language learning?
4. In what ways does the first language of a learner tend to affect their second language learning?
5. How has globalization affected foreign language learning and particularly English?
6. What are learning styles and strategies and how do they affect second language learning?
7. How do the processes of long-term memory affect learning in second language acquisition?
8. How is the concept of the zone of proximal development (ZPD) related to SLA?
9. How do socio-cultural factors affect second language learning?
10. What does it mean to be bilingual and what are the different types of bilinguality?
11. What is communicative competence and what is its relevance to theories of second language learning?
12. How do behaviorists view the second language learning process?
13. How do generative linguists view the second language learning process?
14. What are some of the most common ways of testing second language proficiency?
15. What role does vocabulary play in second language learning?
16. What are the affective variables and what are their effects on the second language learning process?
17. How do connectionist models of language acquisition work and why is this important for SLA?
18. According to Krashen, what is the difference between learned and acquired material and how does this relate to language learning?
19. What is meaningful language learning and how is meaning manufactured?
20. What is the difference between competence and performance and how are they related?

CALL

1. How does the use of CALL relate to the affective nature of second language learning?
2. How can a CALL environment be used to provide comprehensible input?
3. What is the relationship between CALL and output?
4. How can CALL be used to develop more meaningful interaction?
5. How can CALL be used to deal effectively with individual differences in learners?
6. What is the relationship between CALL and context?

Define the following words or phrases

TESOL

Lexicon

Grammar

Inner speech

Contrastive Analysis Hypothesis

Input Hypothesis

Fossilization

Encoding

Output Hypothesis

Modularity
Acculturation
Peer pressure
Strategic competence
Fluency
Interlanguage
Functions

CALL

Web-based resources
Multimedia applications
Computer-mediated communication
LMS
MOO

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Curricula and Materials Development

TESOL

1. What are the main elements a course designer must consider when designing a new program or a specific lesson?
2. What role do materials, in general, play in course design?
3. What is a needs survey and how should it be designed and used?
4. What is the definition of good materials?
5. What are the points a teacher should consider which they select, adapt, and create resources?
6. How can the difficulty level of a certain task be graded?
7. What are some of the different ways of scaffolding material for students?
8. Explain the terms synthetic and analytic syllabus and classify the different syllabus types into one or the other?
9. What are the purposes of assessment and what are the major assessment schemes?
10. How and why is sequencing an important concept in course development and what is it based on?
11. What are some of the different types of writing activities students can do and what are their respective goals?
12. What is the definition of a successful lesson?
13. What is purpose of homework in course design and how is it different from what is done in the classroom?
14. What are some of the different kinds of interaction types that can occur in the classroom and how can they be used?
15. What would be some of the major differences in designing classes in an ESL and an EFL situation?
16. How are all four skills to be integrated in lesson planning?
17. What are some of the different organizational bases for curriculum design?
18. What are some different types of speaking activities that students can do in the classroom?

19. Why is it important for teachers to adopt a reflective and flexible attitude both to the realities of lesson planning and curriculum/syllabus design?
20. What are 'authentic materials' and how and why can they/should they be used in the EFL classroom?

CALL

1. Under what principles can 'good' materials be selected from the web?
2. What needs to be considered for creating authentic CALL tasks? Discuss the basic features of such according to different skill areas?
3. Explain the role and design of task-based CALL by providing theoretical background and examples?
4. How can CALL technology be used to support content—based teaching?
5. What should be considered to evaluate multimedia used in CALL environments?
6. How is the use of CALL related to interactions both spoken and written and how can such interactions be designed?

Define the following words

TESOL

Activity
Exercise
Goals
Needs
Syllabus
Lesson plan
Modeling
Curriculum
Assessment
Survey
Theme
Wind down
Task chains
Groupwork
Warm up

CALL

Blog
On-line collaborative projects
Authoring tools (Software)
Asynchronous / Synchronous
Hypertext

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