

## CRITICAL APPROACHES TO ESOL

Richard-Amato, P. (1996). *Making It Happen*. White Plains, NY: Longman.

1. Describe how Vygotsky's theory of the "Zone of Proximal Development" and Krashen's formulation of the "i+1" concept have affected methodologies used in ESL (or any second language learning).
2. A teacher came across an article from a newspaper or magazine that she thought her students would find very interesting. The article was just a little beyond the students' language ability; however, the teacher thought that the words (and language) used in the article were useful for the students' language needs and goals (i.e., they were worth practicing and learning), so she decided to create some activities to go with the article.

Describe what kinds of possible activities the teacher could create for each of the following areas. (The teacher would neither create nor do all of these activities. The question here concerns the POSSIBLE activities.)

- a. vocabulary
  - b. grammar
  - c. pre-reading & post-reading
  - d. writing/composition
  - e. speaking and listening
  - f. a game
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3. The use of storytelling, role play, and drama can be good if such use matches the teacher's teaching style, the learner's learning styles, and the logistics and time constraints of the classroom setting.
    - a. Introduce and discuss the actual classroom implementation of one concrete activity for each of the three areas (storytelling, role play, drama). (i.e., a total of 3 activities)
    - b. What are some of the advantages and disadvantages of the use of these activities in the classroom?

## PROBLEMS IN EVALUATION OF ESOL

Bailey, K. (1998). *Learning About Language Assessment*. Boston: Heinle.

1. Scenario: There are three sections of an ESOL or ESL class taught by three different instructors in the same school/program. The class is a reading class (although it is not officially labeled as such). All instructors use the same teaching materials and follow a common syllabus; there are 6 major exams in the semester. Each teacher writes 2 of these tests which are then given to all the students.

For weeks 5, 6, 7, and 8, the students had practiced reading and vocabulary. For the test, Mr. Miller decided to ask 75 vocabulary questions as the test. Each item had three items—one correct answer and two distractors. Mr. Miller wrote the test and the key and then passed a copy of the key to the other two teachers. Results from this test were used to gauge the students' reading progress.

- (a) Discuss this test in terms of reliability
  - (b) Discuss this test in terms of validity.
2. A student has indicated that she needs help with the TOEFL, and you have agreed to help her. The student has a basic idea of what TOEFL is, but she has no idea what to expect on the TOEFL. (She will be taking the computer version of the exam.)

Explain what the TOEFL is. Include: (a) what "TOEFL" stands for, (b) who takes it, (c) when it is given, (d) what the parts of TOEFL are, (e) what the questions in each part look like, and (f) what kind of score is "passing" (and who determines what is passing). The student will be especially interested in (d) and (e).

3. Testing writing can be difficult. Define, give examples of, and discuss holistic score, analytic scoring, and objective scoring as three methods of testing writing.

## SECOND LANGUAGE ACQUISITION

Brown, D.H. (2000). *Principles of language learning and teaching*. (4<sup>th</sup> ed.). White Plains, NY: Longman.

Mitchell, R., & Myles, F. (1998). *Second Language learning theories*. London: Arnold.

1. Interlanguages (ILs) exhibit common acquisition orders and developmental sequences.
  - (a) Define interlanguage. Who coined the term and why?
  - (b) What is the nature of IL? Briefly outline their most important characteristics (e.g., systematic and variable) and explain what these mean.
  - (c) ILs often exhibit linguistic errors. What are the major types of errors that a teacher of ESL/EFL may encounter in his/her practices? Please give at least two examples of each.
  - (d) Discuss how ILs are similar regardless of the L1, and how ILs might differ because of L1s.
2. Consider some of the most significant individual learner differences in the SLA process: age, learning styles, motivation, and affect.
  - (a) Discuss how each one of these influences the learning of a second language, according to the most current research findings in the field.
  - (b) Why should a classroom teacher be aware of these variables?
3. Second language researchers today acknowledge that language acquisition is not only a cognitive process but one also determined by various socio-cultural factors. Discuss some of the major social factors that affect the complex task of learning a second language. (You may want to refer to specific theories and studies as you discuss this question instead of relying on general observations).

## **METHODS IN ESOL**

Celce-Murcia, M. (Ed). (2001). Teaching English as a Second or Foreign Language. Boston: Heinle.

1. Trace the development of ESOL Methodology from the early 1900s to the present. Describe the purpose of each methodology stating its negative and positive aspects.
2. Identify 5 major researchers and theorists and their contributions to the field of second language teaching and learning.
3. Identify appropriate ESOL strategies and modifications for content-based instruction for various proficiency levels.

## APPLIED LINGUISTICS

1. Describe the linguistic factors causing the three allomorphic variations in the past tense inflectional suffix of regular English verbs. Explain the rules governing the different sounds as you would to an intermediate level ESOL student. (This question covers your knowledge of the linguistics point as well as your ability to use appropriate terminology in your explanation.)
2. An ESOL student erroneously believed that the letter –S was always pronounced as /s/. The student was able to correctly pronounce the following words and their endings correctly, but this caused further confusion because the endings are not all /s/ even though all the words finish in the letter –S. Explain the reasons for the varied pronunciation of the letter –S to a beginner level ESOL student.

watches {waetɰz}  
cats {kæts}  
dishes {dɪz}  
books {bʊks}  
beds {bedz}

boys {boɪz}  
dogs {dɒgz}  
cars {kɑːz}  
tips {tɪps}  
jobs {dʒɒz}

3. Consider the following excerpt from a student textbook:

*Once upon a time, lions and other animals lived deep in the jungle of Africa. On the plains, a lion tried and tried to catch some food for his family but simply could not. Some animals, such as the elephant and the monkey, noticed that the lion was frantically searching throughout the jungle for food for his family, but the search was fruitless. One day this lion ran into an old friend and explained his dilemma. He said, "The bottom line is that I'm not a good hunter. I can't get food for my family!" The friend replied, "You'd better get on the ball. You need to come up with some kind of plan! This is not something that you can put off any longer. You simply must learn to be a good hunter!"*

- (a) What is an idiom/metaphor? Give 3 examples from this passage. What are some points should ESOL teachers keep in mind about idioms/metaphors? What about non-ESOL teachers who are dealing with nonnative students?
- (b) The word LION (*lions, a lion, the lion, this lion*) occurs 4 times in the passage. Explain the principles of article usage with each occurrence of this word.
- (c) What are modals? Give 3 examples from the passage. What are typical ESL errors for modals?
- (d) What is a phrasal verb? Explain the concept of separability or nonseparability of phrasal verbs. Give an example from the passage.