Part I. Fill in the blanks (2% each; 10%)

Instruction: Write the phonetic symbol that corresponds to each of the following phonetic descriptions.

Example: voiced alveolar stop　　　　　　　　[d]

1. mid lax front vowel　　　　　　　　　　[　　]
2. high back tense vowel　　　　　　　　　[　　]
3. voiceless bilabial unaspirated stop　　　[　　]
4. lateral liquid　　　　　　　　　　　　　[　　]
5. voiced interdental fricative　　　　　　　[　　]

Part II. Multiple choice questions (3% each; 30%)

1. Which of the following word sets has the sounds of <u>affricates</u> in English?
   (A) Bach; bucket
   (B) church; judge
   (C) genre; sure
   (D) crate; clock

2. Which of the following definitions is NOT matched with the example(s) next to it?
   (A) metonym: *wheels* for car
   (B) polysemy: the verb *to get* can mean *procure* (I'll get the drinks), *become* (she got scared), *understand* (I get it), etc.
   (C) homonym: *affect* (to change), *affect* (a person's feelings)
   (D) retronym: *cloth diaper* or *real reality*

3. A(n) _____ is the effect of a speech act, such as a warning, a promise, a threat, a bet, a complaint, etc. (*Everything's ready now* is an invitation to come to the table to eat.)
   (A) face-threatening act
   (B) prosodic annotation
   (C) co-operative principle
   (D) illocutionary force

4. Which of the following is NOT correct?
   (A) circumlocution: in some dialects of English, /t/ and /d/ are both pronounced as voiced flaps intervocalically as in *writer, rider*.
   (B) overgeneralization: children's treatment of irregular verbs and nouns as if they were regular (e.g., *bringed, goed, foots, mouses*)
   (C) abbreviation: *Dr.* from *doctor*
   (D) loan translation: *Marriage of convenience* borrowed from French *marriage de convenance*.

5. A(n) _____ approach to reading instruction refers to learning to read approach that begins with students learning the basic elements of languages (e.g., sound-symbol correspondences).
   (A) bottom-up
   (B) top-down
   (C) test-oriented
   (D) problem-based

6. According to Chamot and O'Malley (1994), there are three major strategies for language learning—cognitive, metacognitive, and social/affective strategies. Which of the following is a cognitive strategy for language learning?
   (A) Cooperating or working with others to share information
   (B) Outlining and summarizing what has been learned from reading or listening
   (C) Setting long- and short-term goals
   (D) Studying abroad as an exchange student

7. Comprehensible input refers to the language _____. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learning it consciously.
   (A) produced by the learner
   (B) a little beyond the learner's current level
   (C) learners are seldom exposed to
   (D) used by native speakers

8. Which of the following teaching approaches is matched with an example of having a young child interact with a native English teacher through *Tutor Junior* online programs?
   (A) Grammar Translation Method
   (B) Participatory Approach
   (C) Silent Way
   (D) Computer-assisted Language Learning

9. Which of the following approaches views language learning as a process of habit formation and emphasizes that students should overlearn the patterns of the target language?
   (A) Audiolingual Method
   (B) Task-based Language Teaching
   (C) Suggestopedia (or Desuggestopedia)
   (D) Community Language Learning

10. Which of the following is correct?
   (A) Whole Language is referred to as language arts, arguing that language should be taught as isolated features of language rather than a whole.
   (B) Language for specific purposes (e.g., English for workplace) is one of the aims in Total Physical Response.
   (C) Learning of functions such as apologizing and suggesting is emphasized in Community Language Learning.
   (D) An example of a task in a task-based syllabus is for students to plan an itinerary for a trip.

Part III. Define the terms (4% each; 28%)

Instruction: Provide a 20- to 30-word description for each of the following terms and give examples when necessary.

1. formative assessment
2. Interlanguage
3. Spoonerisms
4. Critical Age Hypothesis
5. lexicon
6. register
7. needs analysis

Part IV. Short essay questions (8% each; 32%)

1. What are *multiple intelligences*? Does it make sense to diversify your instructional practices in order to accommodate your students' learning styles or multiple intelligences? Present your viewpoint and discuss HOW multiple intelligences can be incorporated into foreign language teaching.

2. When it comes to the issue of *whose English should be taught*, some suggest that the target language teaching model not be the native speaker of English, but a fluent bilingual speaker, who can negotiate meaning with other non-native speakers.
   What do you think about this view? Relate your discussion to Kachru's (1992) 3-circle model regarding the influence of *World Englishes* on Teaching English as a Foreign Language (TEFL).

3. Discuss the advantages and disadvantages of *deductive* and *inductive* grammar teaching of English. Explain how and for what purposes you are likely to use these approaches in your own classrooms.

4. "Over the next two decades, the number of retired people will increase dramatically in nations around the world" (Murray, 2011, p. 132). While many studies in second or foreign language education focus on young people learning in classroom settings, little has looked at English learning opportunities for *older language learners*.
   Discuss your views of facilitating or introducing learning opportunities for older English language learners.