The purpose of this study guide is to help you prepare for your comprehensive exams. It includes a list of key terms and concepts, and important issues emphasized in courses such as ESL 5053 (Methods and Approaches), ESL 5063 (Language and Content Area Instruction), and other courses that had a methodology focus. It is not an exhaustive list, so, as you prepare for the exam, also refer to the textbooks and supplemental readings used in class, instructor and student presentations, class assignments (such as reading discussion prompts) and course papers and projects. You may also wish to refer to other materials, such as books and recent journal articles in the library, as they relate to these issues. You should also reflect on your own experience as related to these issues as it may be appropriate to include these in comprehensive examination responses.

Note: If you did not take both ESL 5053 and ESL 5063, focus on the parts of this study guide relevant to the course you did take, and the parts relevant to other methodology courses you may have taken (e.g., Reading & Writing, Listening & Speaking, Advanced Literacy, Computer-Assisted Language Learning, Program & Syllabus Design, etc.). Also note that assessment is a key component and fully integrated with methods; however, assessment is covered in a separate study guide and is its own comprehensive exam question.

## Important Issues

### Language Instruction (ESL/EFL)

- The historical development of and shifts in ESL/EFL teaching methods, and factors influencing these shifts
- How theory informs teaching approaches and methods
- Critical comparisons and evaluations of approaches and methods
- Selecting and using approaches and methods appropriate to the sociocultural background of students and the course context
- Theories, design and activities that underlie communicative language teaching approaches
- Applying communicative language teaching methods to specific classroom tasks
- Adapting materials for use in diverse language teaching settings
- The appropriateness of native-speaker norms as the target goal for students
- The role and nature of grammar instruction in communicative classrooms
- Appropriate error correction and feedback
- Understanding the challenge related to second language listening, speaking, reading, and writing; how to motivate L2 learners
- Designing and delivering effective ESL lesson plans in the areas of listening, speaking, reading, and writing, and the integration of these skills with single lessons
- Your teaching philosophy should you seek a job as an ESL/EFL teacher
Content-Area Instruction

- Models of sheltered/SDAIE content-area instruction
- Integration of language and content-area instruction
- Providing differentiated instruction appropriate to the language proficiency and academic ability of students
- Appropriateness of phonemic awareness and phonics instruction for ELLs
- Use of language and content-area standards and objectives in planning and delivering instruction
- Importance of and strategies for
  - Increasing interaction in the classroom
  - Increasing comprehensible input in the classroom
  - Drawing on students’ background knowledge, culture, and prior learning
  - Adapting content
  - Using supplemental materials
  - Teaching vocabulary
  - Allowing authentic practice and application opportunities
  - Engaging students thoroughly in content- and language-rich activities; motivation
  - Assessing student comprehension and providing feedback
- Challenges of the language of various content areas (e.g., language arts, math, science, social studies/history, art, music, PE, etc.)
- Planning, delivering, and evaluating effective thematic units and content-area lessons (e.g., language arts, math, science, social studies/history, art, music, PE, etc.)
- Understanding the differences between ESL and sheltered instruction, and understanding how they complement each other
- Understanding the role and appropriate use of primary language support
- Challenges to reading instruction posed by the different content-areas
- Your teaching philosophy should you seek a job as a content-area teacher

Key Terms and Concepts

Terms are grouped thematically. Several terms could be listed under more than category, but are only listed once to keep the list short. This list is meant as a guide, and is not intended to be exhaustive.

- Communicative competence
  - Grammatical competence
  - Discourse competence
  - Sociocultural/Pragmatic competence
  - Strategic competence
- Pedagogical Practices/Concepts
  - Activities
  - Background knowledge/Schema
  - Comprehensible input
  - Comprehensible output
- Content topics/concepts
- Cooperative learning
- Guided Reading
- Feedback
- Free voluntary reading/sustained silent reading
- Focus on form
- Graphic organizers
- Grouping
- Hands-on activities
- Higher-order thinking skills/Higher-order questions
- Information exchange/gap tasks
- Inquiry-Based Science
- Interaction
- Interactive writing
- Into-Through-Beyond
- Invented (Transitional) Spelling
- Journals
- Key vocabulary
- Mini-lessons
- Multiple Intelligences (MI)
- Personal word books/dictionaries
- Phonemic Awareness
- Phonics
- Picture walk
- Preview-Review
- Primary language support
- Prior learning
- Manipulatives
- Modeled Writing
- Objectives
  - Language
  - Content-area
- Read Alouds
- Realia
- Review
- Role play
- Scaffolding
- Shared Reading
- Shared Writing
- Standards
  - English language proficiency/ESL Standards
  - Content-area Standards
- Strategies
- Structured input
- Structured output
- Technology use
• Thematic lesson plan units
  o Technology
  o Visuals
  o Word Walls
  o Wait time
  o Writer’s workshop

• Methods and Approaches
  o Audiolingual Method
  o Communicative language teaching (CLT)
  o Competency-based language teaching
  o Computer Assisted Language Learning (CALL)
  o Content-based instruction (CBI)
  o English as a Second Language (ESL)
  o English for Speakers of Other Languages (ESOL)
  o English Language Development (ELD)
  o Grammar-Translation Approach
  o Lexical approach
  o Natural approach
  o Neurolinguistic programming
  o Sheltered Instruction
  o Sheltered Instruction Observation Protocol (SIOP)
  o Sheltered English immersion
  o Specially designed academic instruction in English (SDAIE)
  o Suggestopedia
  o Task-based instruction
  o The Silent Way
  o Total Physical Response (TPR)
  o Whole language

• Context
  o Role of context in pedagogical decision making
  o Age differences, proficiency levels, classroom management, L1 background
  o Critical pedagogy, World Englishes

Key Authors, Researchers, Theorists, Etc.

Rather than provide a list, consider the following as you prepare for this area:

可行性 1. Who were the main authors of the books and articles read in ESL 5053, ESL 5063 or in other methodology readings in other courses?
可行性 2. Who are the major scholars cited by the authors in these readings?
可行性 3. Who are the authors who addressed one or more aspects of the important issues listed above?
可行性 4. Who are some authors of recent work you have read in journals or books as related to the above important issues?