**Comprehensive Exam Study Guide**

**B.Ed. in Secondary Education –**

**English concentration**

**Introduction**

The College of Education administers a comprehensive exam to all students that they must pass with a score of 80% or better to be approved to enter student teaching/internship to ensure that students have the content, pedagogical, and professional knowledge needed to be successful in student teaching and in entering the teaching career.

Students take the exam just prior to student teaching/internship, and will not be allowed to register for student teaching/internship unless a passing score (> 80 %) has been obtained. Students will have two opportunities to pass the test.

The test is administered on Blackboard and students can get immediate feedback on their performance in the test.

In the following section, the guide offers a specification of the topics covered in the exam questions, the Qatar curriculum standards the questions are related to and sample questions for each concentration.

**B. Ed. in Secondary Education – English concentration**

The comprehensive exam for the English concentration consists of 80 multiple-choice questions, generated to address each of the TESOL standards, and the secondary English curriculum standards for Qatar. Twenty questions relate to knowledge of English rules (grammar, phonology, morphology, syntax, vocabulary), and sixty questions relate to pedagogical and professional knowledge needed to be successful in student teaching and in entering the teaching career.

The table below gives a detailed description of the topics covered in the exam, and the TESOL standards to which the questions relate.

*Alignment with TESOL standards*

|  |  |
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| **Standards** | **Questions** |
| 1.a Language as a system | These questions assess candidates’ conscious knowledge and understanding of language as a system and its various components and how they can be used to help students develop English language and literacy.  |
| 1.b Language acquisition and development | The questions assess candidates’ awareness of and understanding of second language acquisition theories and research, and how theories can be used to support student development of English language. |
| 2 Culture as it affects student learning | These questions assess candidates’ knowledge and understanding of the role of culture in English language learning, and how major theories about the nature of culture and its role in ESL instruction can affect English language development.  |
| 3.a Planning for standards-based ESL and content instruction  | These questions assess candidates’ knowledge and understanding of principles about planning standards-based classroom instruction, and how these principles can be used in order to create learning environments that foster and supports language development.  |
| 3.b Implementing and managing instruction | These questions assess candidates’ knowledge and awareness of, as well as their ability to select and adapt a variety of standards-based and content instruction strategies and activities that develop students’ listening, speaking, reading and writing skills.  |
| 3.c Using resources and technology effectively in ESL and content instruction | These questions assess candidates’ awareness and familiarity with a wide range of standards-based materials, resources and technologies and are able to select them for effective ESL and content instruction. |
| 4.a Issues of assessment for English language learners | These questions assess candidates’ understanding of the various assessment issues as they affect English language learners.  |
| 4.b Language proficiency assessment | These questions assess candidates’ knowledge of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction.  |
| 4.c Classroom-based assessment for ESL | These questions assess candidates’ knowledge of and familiarity with a variety of performance-based assessment tools and techniques to inform their classroom instruction. |
| 5.a ESL research and history | These questions assess the students’ knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.  |
| 5.b Professional development, partnerships, and advocacy | These questions assess candidates’ awareness of professional growth opportunities, and their knowledge as well as understanding pf public issues that affect the education of ELLs. They also measure candidates’ advocacy for appropriate instruction and assessment and for equal access to educational resources for ELLs. |

*Topics covered in B.Ed. in Secondary Education/English concentration courses*

Topics covered in the exam also relate to the content covered in the courses that B.Ed. in Secondary Education/English students were introduced to in the courses they took while in the program. Below is a list of the topics covered in the exam:

* Concept of communicative competence
* Strategies for teaching language skills: writing as a process, reading as an interactive process, listening as a process, speaking
* Definitions/views of language (interactive, functional, structural)
* Views of language learning (e.g., constructivism, zone of proximal development)
* Major methods of language learning (direct method, natural approach, communicative language teaching,
* Language systems (phonology, morphology, syntax, semantics, pragmatics)
* Tenses (when to use tenses, e.g., past simple, future, present perfect?)
* Meaning of linkers
* Relationships between sentences (cause/effect, purpose, result …)
* How to express functions (e.g., asking for permission)
* Meaning of modals, negative forms of modals
* Meaning of prefixes and suffixes
* Pronunciation of English sounds
* Sentence types: declarative, negative, interrogative
* Theories of English language learning (Interactionist theory, Cognitive theory
* Behaviorist theory, Innatist theory)
* Chomsk’s concept of “overgeneralization”
* Comprehensible Input
* Critical Period Hypothesis
* Teaching strategies (creating a safe classroom environment, independent learning, active learning,
* Differentiated instruction
* Multiple intelligences and associated strategies
* Role of curriculum standards in language teaching
* Types and purpose of tests: Language proficiency assessment, standardized tests, holistic scoring, summative assessment, formative assessment, performance assessment, diagnostic tests, criterion-referenced assessment, norm-referenced assessment, peer-assessment,
* Teacher professional development strategies
* Role of professional organizations (American English Language Learners Association (AELLA), International ESL Teachers Council for Excellence (IETCE), Teachers of English for Students of Other Languages (TESOL), Center for Language Acquisition in K-12 Education (CLAKE))

*Qatar Curriculum standards covered by the exam questions*

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **Curriculum Standard** | **Sub-Standard** |
| 10 | 1 | 1.1 – 1.2  |
| 2 | 2.1 |
| 5 | 5.6 |
| 6 | 6.3 – 6.5 |
| 7 | 7.2 – 7.5 – 7.7  |
| 8 | 8.1 – 8.2 – 8.3 – 8.4  |
|  |
| Grade 11 | 1 | 1.1 |
| 2 | 2.1 |
| 5 | 5.12 – 5.13 – 5.15  |
| 6 | 6.3 – 6.4 – 6.6  |
| 7 | 7.1 – 7.5  |
| 8 | 8.4  |
|  |
| Grade 12 | 1 | 1.1 – 1.2  |
| 2 | 2.1 – 2.2  |
| 3 | 3.3 – 3.4  |
| 4 | 4.1 – 4.3  |
| 6 | 6.3 – 6.4 – 6.7 – 6.8 – 6.9  |
| 7 | 7.5 – 7.6 – 7.7  |
| 8 | 8.1 – 8.2 – 8.3 – 8.4  |
| 9 | 9.1 – 9.5 |

*Sample questions*

1. On the phone:

**Travel agent**: Ok. Miss. May I know what is the date you would like to book for this Sunway Holiday package?

**Client**: Should be from 25th to 28th of December.

**Travel agent**: So, Miss, I will repeat the information again. You are Ms. Liew from Kuching. Your phone number is 082-612226. and your address is 345, Jln Chawan, Kuching. Your reservation for the Sunway Holiday package will be from the 25th to the 28th of December 2002 and your check-in will be at 2.00 pm, so that means we will prepare the bus to pick you up at the terminal bus station Kuching and drive you up here.

**Client**: 12.00 pm?

**Travel agent**: 12.00 pm, yes.

The underlined parts of the conversation above are … (12 A) 4.3

1. confirmation checks.
2. clarification checks.
3. topic avoidance strategies.
4. repetitions.
5. In English, the rising-falling pattern of intonation is found in … (12 A) 3.5
	1. declarative sentences.
	2. exclamatory sentences.
	3. polite requests.
	4. tag questions.
6. Of the following options, which is true about the words “loan” and “lone”? (10 A) 2.3

* 1. They are homographs.
	2. They are homophones.
	3. They are homonyms.
	4. They are phonemes.
1. Choose the option that could best replace the underlined word without changing the meaning of the sentence. (12 A) 1.2

Samuel Becket is known for his plays about the overwhelming desire to communicate in the face of human disintegration.

* 1. breakdown
	2. division
	3. survival
	4. disparity
1. Which of the following pairs of words have the same meaning but one is a British English term and the other is an American English term? (12 A) 1.9
	1. rubbish/garbage
	2. vigorously/sluggishly
	3. vigorously/enthusiastically
	4. dust/rubbish
2. “This explanation is over my head. Can you explain it in a less technical way?"

The closest meaning to the underlined part of the sentence above is … (12 A) 1.9

* 1. I cannot see it clearly.
	2. I am not able to explain it.
	3. It is not interesting to me so I do not understand it.
	4. It is too hard for me to understand.
1. Which of the underlined parts of the passage is wrong? (12 A) 6.3

Gas is burnt (a) in a gas turbine, which turns (b) a generator to make electricity. The hot waste gases from that used (c) to evaporate seawater. After that, the steam is condensed (d) to form pure water. Some chemicals are added to the pure water to make it taste like natural drinking water.

* 1. a
	2. b
	3. c
	4. d
1. Choose the correct option to describe the underlined part of the sentence. (12 A) 4.1

The person who is playing the piano is a teacher.

* 1. A non-restrictive adjective/relative clause that gives identifying information about a noun
	2. An independent relative clause that gives identifying information about a noun.
	3. A restrictive adverb/relative clause that gives identifying information about a noun.
	4. A restrictive adjective/relative clause that gives identifying information about a noun.
1. Which of the underlined parts of the sentence is misspelled? (12 A) 8.2

“Photosinthesis (a) is the complex process by which carbon dioxide (b), water, and certain inorganic salts are converted into carbohydrates (c) by green plants, algae, and certain bacteria, using energy from the sun and chlorophyll (d).

* 1. a
	2. b
	3. c
	4. d
1. Choose the option that is closest in meaning to the underlined sentence. (12 A) 9.1

Public investment in sport complexes, parks and golf courses has made leisure cheaper and more accessible. So too has technological innovation.

* 1. Technological innovation has made public investment in sport complexes, parks and golf courses.
	2. Technological innovation has made leisure cheaper and more accessible.
	3. Public investment in sport complexes, parks and golf courses has resulted in technological innovation.
	4. Technological innovation is due to public investment in in sport complexes, parks and golf courses.