Question 1. (20%)

Children's second language acquisition is in many aspects different from that of the adult's although the two types also have their common grounds. How will you differentiate the methodology and teaching materials used in the instruction of these two types of learners? What are the theoretical concerns or reasoning behind your differentiation?

Question 2. (15%)

Many EFL instructions ended up training groups of good test-takers. Such learners after long-term intensive training are not able to use easy English for any simple and real communication. Supposed you were an EFL teacher, what would you do and how would you do it to effectively help a group of young EFL learners learn in a shortest time possible to use English to communicate?

Question 3. (15%)

What do you think are the qualifications and characteristics of a good teacher for young EFL learners, assuming that the goal of instruction is to develop their communicative competence of English? Why are such qualifications important and why are those characteristics significant? Use relevant language learning theories to argue for your points.

Question 4. (25%)

To help learners achieve language learning goals, it has been suggested that a language course needs to have an appropriate balance of four strands, i.e. the balance of **meaning-focused input, meaning-focused output, form-focused learning** and **fluency development** (Nation & Newton, 2009). Provide and illustrate the point using four classroom activities corresponding to the aforementioned four strands in teaching English to young EFL learners. (25%)

Question 5. (25 %)

Krashen and Terrell's natural approach asserts that acquiring a language is distinct from learning a language. Use the figure below to illustrate how the teaching principles of **the comprehensible input**, **the affective filter** by the **natural** approach differ from the teaching method of **audio-lingualism**. (25%)