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**UNIVERSITI SAINS MALAYSIA**

Second Semester Examination  
Academic Session 2004/2005

March 2005

**PLG 542 – Issues In Teacher Education For TESOL**

Duration: 3 hours

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Please check that this examination paper consists of **TWO** pages of printed material before you begin the examination.

**INSTRUCTIONS**

Answer any **THREE (3)** questions only. All questions are of equal weighting.

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1. How would you define an ESOL teacher's personal practical knowledge? Illustrate with examples from your own experience how one's personal practical knowledge informs practice.  
(100 marks)
  
2. What does a social constructivist perspective actually mean for TESOL teacher education? Support your argument with examples relevant to your local teacher education context.  
(100 marks)
  
3. Findings from research suggest that in-service training (INSET) for TESOL has been generally ineffective. Discuss the conditions for effective INSET and their practical implications for the design of training and development activities.  
(100 marks)
  
4. Discuss appropriate research methodologies which will further our understanding of what ESOL teachers know and how they learn to teach. Contextualize your discussion within the framework relevant to a research design to investigate the aforesaid.  
(100 marks)
  
5. Propose a framework for the integration of instructional technology in teacher education for TESOL. Discuss the rationale for your proposal and illustrate with examples.  
(100 marks)
  
6. How do you view teachers and teacher educators as pivotal change agents in educational reform? Illustrate and exemplify from your local TESOL context.  
(100 marks)