

考試科目	英語教學理論 英語教學	所別	英語教學 在教學中	考試時間	3月17日 星期六	第3節
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Please answer the following questions. Note that what we are looking for are:

- demonstration of a clear understanding of the issue
- presentation of the argument in a clear and logical way

Questions

1. Discuss the important features of Nine-Year Integrated Curriculum and Standards for English Language Teaching. What impacts do both documents have or are expected to have on EFL education in this country? What is your own evaluation of the two documents? (25%)
2. Discuss the rationale behind language learning strategy research and provide your evaluation. What new direction(s) can such research go based on your reading in this area and your interaction with students? (25%)
3. How do various language teaching methods deal with error correction? How do you usually handle it in your classroom and why do you do so? (25%)
4. Clearly discuss one critical issue from your teaching context that could lead to a research study in TESOL: What is the issue? Why is it critical according to your reading in this area? How would you collect data and find your answer? (25%)

備 考 試 題 隨 卷 繳 交

命 題 委 員 :

038 (簽章) 96 年 3 月 5 日

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3. 試題由郵寄遞者請以掛號寄出, 以免遺失而示慎重。

考試科目	英文能力測驗與寫作	A611 所別	英語教學碩士班(職專)	考試時間	3 月 17 日 星期 文	第四節
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本試題採人工閱卷，第一、二大題選擇題請以下列方式在答案紙上作答：

- (1) ____ (2) ____ (3) ____ (10) ____
(11) ____ (12) ____ (13) ____ (20) ____
(21) ____ (22) ____ (23) ____ (30) ____

空格內只能填正答的英文字母代號（即 A, B, C, 或 D）

本卷共四大題，請注意時間分配。

I. Cloze. Choose the most appropriate answer based on the reading context of the following essay, which is divided into three parts. 20%

Part I

A survey of 18,000 college students enrolled in introductory biology, chemistry, and physics has found little evidence that high school Advanced Placement (AP) courses significantly boost college performance in the sciences. A study found the best predictors of success in college science courses to be high school classes that 1 mathematical fluency, value depth 2 breadth, and feature certain types of laboratory work.

Philip M. Sadler 3 Harvard's Faculty of Arts presented the findings at the annual meeting of the American Association for the Advancement of Science in St. Louis. "Our survey suggests that AP courses do not contribute 4 to student success in college," says Sadler. "5 a score of 5 on an AP test is no guarantee of a college grade of A in the same subject."

Sadler and Robert H. Tai first 6 college and high school educators' views on the foundations of college science success. They then surveyed 18,000 students at 63 randomly selected colleges and universities to 7 these educational factors with students' actual performance and persistence in college courses.

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|------------------|---------------|-----------------|-------------------|
| 1. (A) foster | (B) present | (C) supply | (D) impose |
| 2. (A) against | (B) beyond | (C) over | (D) versus |
| 3. (A) in | (B) of | (C) at | (D) on |
| 4. (A) minimally | (B) currently | (C) expediently | (D) substantially |
| 5. (A) Even | (B) Thus | (C) Just | (D) Soon |
| 6. (A) previewed | (B) solicited | (C) condemned | (D) heckled |
| 7. (A) pioneer | (B) regress | (C) correlate | (D) offset |

Part II

Among their findings:

- a) Mathematical fluency is the single best predictor of college performance in biology, chemistry, and physics, giving a strong 8 to students whose high school science

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courses integrate mathematics. "9 the math out of high school coursework does students a disservice," Sadler says. "Much of college biology, chemistry, and physics are taught using the language of math, so students without 10 quickly become lost."

- b) Students whose high school coursework emphasizes depth rather than breadth perform better in college courses. "Hurrying to the back of the textbook, so to speak, is worse than focusing in 11 on the first few chapters," Sadler says.
- c) Laboratory experience as part of high school courses can be beneficial, 12 primarily when there is minimal preparation needed beforehand, the outcome of experiments is unknown in advance, and lab reports are written afterward.

8. (A) evidence (B) beckoning (C) kickoff (D) advantage
9. (A) Draining (B) Denoting (C) Diverting (D) Ducking
10. (A) cognizance (B) consciousness (C) fluency (D) formula
11. (A) view (B) depth (C) time (D) case
12. (A) so (B) or (C) then (D) but

Part III

Many high school and college educators surveyed by Sadler and Tai cited the value of AP courses, widely regarded as the most 13 offered in most high schools. But college students in this study who had taken AP science courses, scored a 5 on the exam, and then took an introductory college course in the same discipline averaged a college grade of only 90, even after the 14 study at the college level. Students with an AP score of 4 averaged 87 in freshman science courses in the same subject; students who scored a 3 averaged 84; and students who took a non-AP high school honors course averaged 82. Sadler and Tai 15 roughly half the difference between these grades and the mean college grade of 80 to background variables unrelated to taking an AP course.

"In general," Sadler says, "it appears that the educational benefits of an AP science course as 16 to a regular high school honors course are smaller than students and teachers have been led to believe." He advocates that colleges and universities 17 their awarding of AP credit, since many students currently use AP credit to avoid college science courses altogether.

The Advanced Placement Program, administered by the College Board that 18 AP exams, was created some 50 years ago at the urging of top universities wishing to 19 more high school students to do college-level work. There are now some 1.5 million AP tests 20 annually, a number that has tripled since 1995.

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|--------------------|------------------|----------------|------------------|
| 13. (A) rigorous | (B) ineffective | (C) flaunty | (D) outrageous |
| 14. (A) proven | (B) offered | (C) added | (D) given |
| 15. (A) subscribed | (B) attributed | (C) explicated | (D) analyzed |
| 16. (A) relevant | (B) related | (C) objected | (D) opposed |
| 17. (A) strengthen | (B) tighten | (C) initialize | (D) publicize |
| 18. (A) gives | (B) trains | (C) registers | (D) enrolls |
| 19. (A) monitor | (B) predict | (C) encourage | (D) manage |
| 20. (A) obstructed | (B) incorporated | (C) evaluated | (D) administered |

II. Read the following passages and choose the best answer for each question. 20%

The meaning of an ad does not exist inviolate and immutable within its borders. In fact, it doesn't exist there at all. Meaning is constructed in the minds of consumers, not delivered by advertisements. What an ad means is determined through a subtle but powerful process of meaning construction by consumers. What something means depends on who the consumer is, the strategy or motivation with which he or she receives the ad, and the ad itself. Consider texts in general: For some African-Americans, reading *Huckleberry Finn* is a very different experience than it is for white suburban middle-class kids. In fact, if the experience is so entirely different, then so is the text for these two groups. In other words, there is no single text. Since what a text means is really up to the reader, then we must acknowledge that who the reader is, in terms of major sociological factors, matters as well.

Textual meaning is created through the interaction of sociological, cultural, and individual factors. So it is for ads. Ads are no less texts than is *Huckleberry Finn*. Consumers determine what ads mean, and since they are socially situated within significant groups, their interpretations will be affected by those group memberships. Ads are created by organizations (social entities) through social processes, all affected by social actions. They are then interpreted according to social conventions and have their meanings determined through social interpretive processes.

Think about how differently individuals might interpret ads. Of course, the different meanings will not be random. While there will be variations, the meanings will have a certain commonality about them, because members of the same culture tend to bring similar cultural baggage to the interpretive event and thus render similar interpretations. When advertisers include social and cultural factors in their analysis of consumer behavior, they dramatically enhance their chances of anticipating the meaning consumers will draw from advertisements.

Ads also become part of consumers' everyday language and conversation. Characters, lines, and references, all become part of conversations, thoughts, and —

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coming full circle—the culture. Children, co-workers, family members, and talk show hosts all pick up things from ads, and then replay them, adapt them, and recirculate them just like things from movies, books, and other texts. Ads, in many ways, don't exist just within the sociocultural context; they are the sociocultural context of our time.

21. What is this passage mainly about?
 - (A) The advertising process.
 - (B) The advertising environment.
 - (C) The scope of the advertising industry.
 - (D) The model of advertising communication.
22. Which factor is **not** mentioned in the passage that may influence ads interpretation?
 - (A) The wording of the ads.
 - (B) The reader's reading strategy.
 - (C) The cultural background of the society.
 - (D) The participants in the advertising industry.
23. What does the author mean by saying “....there is no single text....” in line nine?
 - (A) The list of texts generated is endless.
 - (B) Different readers prefer different types of texts.
 - (C) Every reader understands a text in his own way.
 - (D) A single text may have several versions in different languages.
24. According to the passage, which statement about ads is **not** true?
 - (A) Ads shape the culture of a society.
 - (B) Ads are not as well-organized as essays.
 - (C) Ads interpretation is not a static process.
 - (D) Ads reflect the value system of its context.
25. What is the main idea of the last paragraph?
 - (A) The meaning of an ad is decided by the readers.
 - (B) Ads are parts of the context in which they exist.
 - (C) The social aspects of advertising are often unstable.
 - (D) Advertising improves the communication between people.

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Much grammar research over the past few decades has concentrated on determining whether grammar should be taught at all. This focus has been motivated in part by debates in the field of cognitive psychology over the role of explicit versus implicit language learning and whether such learning occurs through conscious manipulation of information or primarily through unconscious processes when people are exposed to language input (Bialystok, 1990, 1994; N. Ellis, 1994; Reber, 1967, 1989, 1993). Theoretically, the debate was represented by Krashen's (1981) distinction between conscious learning and unconscious acquisition of language. It was claimed that language should be acquired through natural exposure, not learned through formal instruction. It was therefore believed that formal grammar lessons would develop only declarative knowledge of grammar structures, not the procedural ability to use forms correctly, and that there was no interface between these two types of knowledge since they existed as different systems in the brain (see reviews in DeKeyser, 1998, 2001; R. Ellis, 2001, 2002a; Skehan, 1998).

This position was supported by evidence from studies on the acquisition of English morphology, particularly the findings that speakers of different first languages (L1) learn English morphemes in a similar order (Bailey, Madden, & Krashen, 1974; Dulay & Burt, 1974). These results led to the claim that similar processes underlie both first and second language (L2) learning and that, if L1 learners do not require formal instruction to learn languages, neither should L2 learners (Krashen, 1981; Schwartz, 1993; Zobi, 1995). Schwartz (1993), for example, claimed that "only positive data can effect the construction of an *interlanguage grammar* [italics are the author's] that is comparable to the knowledge system that characterizes the result of first language acquisition" (p. 147).

Similar claims were also made in the context of Universal Grammar (UG) and its application to SLA. Researchers argued that if UG is accessible to L2 learners, then L2 learning, like L1 learning, occurs mainly through the interaction of UG principles with input (Cook, 1991; Dulay, Burt, & Krashen, 1982; Schwartz, 1993; also see Goldschneider & DeKeyser, 2001). Again, formal instruction was seen to be unnecessary.

26. What is the passage about?

- (A) Natural approach.
- (B) Grammar instruction.
- (C) Cognitive Psychology.
- (D) Language interference.

27. What does the passage aim at?

- (A) To review previous research on a topic.

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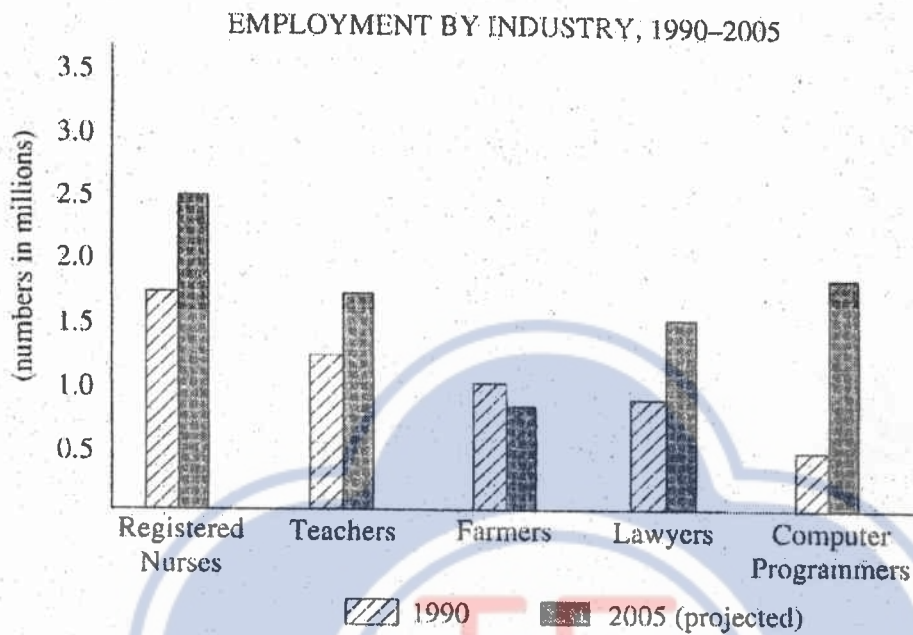
- (B) To explain the goals of a curriculum.
 (C) To predict results of an experiment.
 (D) To introduce a new theory.
28. What is the main idea of the passage?
 (A) Procedural grammar knowledge is more important than declarative knowledge.
 (B) Interlanguage offers valuable data for teachers to detect learners' problems.
 (C) Cognitive psychology supports the idea of Universal Grammar.
 (D) Grammar structures should not be taught explicitly in classroom.
29. What is the meaning of the term "This position" in the first line of the second paragraph?
 (A) Learning grammar structure does not guarantee correct use of it.
 (B) Natural exposure is necessary to learning language unconsciously.
 (C) The arguments of explicit or implicit language learning have long existed.
 (D) English morphemes are learned in the same way by speakers of different languages.
30. According to the passage, which statement is true about Schwartz's findings?
 (A) Negative responses from teachers may do harm to language learning.
 (B) The more data interlanguage grammar shows, the closer it gets to the native speakers' system.
 (C) Neither first language learners nor second language learners need formal grammar teaching.
 (D) Universal Grammar can be applied to second language learning in the communicative context.

III. There is a saying in English: 'You are what you eat.' Write a 120-word **paragraph** to express what you think about this saying. 30%

IV. Write an essay of about 200 words that (1) explains the information given in the graph, and (2) provides possible reasons for the changes shown in the graph. 30%

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國立政治大學圖書館



備 考 試 題 隨 卷 繳 交

命 題 委 員 : 045 (簽章) 年 月 日

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