

考試科目	英語聽力與口語	所別	英語聽力與口語碩士班	考試時間	3月14日 星期三 第三節
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Answer the following questions in English. The score you earn for each question will be based on the thoroughness of the answer.

1. Tasks can be divided into high-structure and low-structure tasks, depending on the degree to which teachers have power/control over them. Discuss how you decide when to use what tasks and what factors you take into consideration when you make the decision. (25%)
2. A lot of language generated within the language classroom itself is authentic in nature. Give two examples of such authentic materials and discuss how teachers can use them for pedagogical purposes. (25%)
3. Discuss how a) drilling, b) grammatical explanation, c) translation, d) native-speaker-like pronunciation, and e) the use of the student's mother tongue should be treated when a given teacher teaches his/her class based on a CLT framework. (25%)
4. It is an undeniable truth that a coherent grasp of the nature of first language learning is an invaluable aid, if not an essential component, for a better understanding of second language acquisition. However, the ideas generated from L1 acquisition are often misapplied in foreign language teaching/learning. Provide three examples to illustrate how they are misapplied. (25%)

備考	試題隨卷繳交
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命題委員：	(簽章)
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考 試 科 目	英文能力測驗與寫作	所 別	英國語文學系英語教學碩士在職專班	考 試 時 間	3 月 14 日 第 4 節
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Instruction: There are four parts in this exam. Answer all questions in English.

Part I. Summary.

1. Summarize the passage below in two sentences. (10%)

From *The Washington Post*, September 11, 2001.

Experts say the key to teaching vocabulary is creating an environment rich in words -- in school and at home -- where definitions of words are discussed in the context of their use. Teachers should teach common Greek and Latin roots of words and let students decipher the meaning of words, because dictionary definitions are often sparse and unhelpful, experts say.

2. Read the following description of research results and write one sentence summarizing the essence of each research. (15%)

- a. Brown & Day (1983) analyzed the types of summarized strategies used by fifth graders, seventh graders, tenth graders, and college students and found six **summarization strategies**. The study showed the first strategy is deletion, followed by super-ordination, and then by **selection**, and invention as a late-developing strategy.
- b. Winograd (1984) studied eight graders' summarizing strategies and found two results: (1) better readers were more sensitive to importance in the text and **were able to identify** important elements in the text, and (2) the ability to produce summaries was related to this sensitivity to importance.
- c. Johns' study (1985) of summaries of underprepared and adept universities students found that adept students' writing summaries included more of the important ideas than did those of underprepared students and underprepared students included more reproductions than combinations of propositions.

Adapted from Joan Garson (1993): Reading for writing: cognitive perspectives

Part II. Reading comprehension.

3. Read the following and explain the meaning of 'contextualized' and 'decontextualized.' (5%)

For many educators and researchers, the language required in school is the ultimate example of decontextualized language, while language outside school is said to be contextualized. Of course, all language is contextualized. (from Evelyn Hatch 1992: 247)

備 考 試 題 隨 卷 繳 交

命 題 委 員 : (簽 章)

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4. Read the following and explain the meaning of 'complementary' used in the following passage. (5%)

The two approaches, product and process teaching, have complementary functions. Product teaching focuses the learners' attention on forms, but much of this knowledge can remain delicate and transitory unless the learner can put it to use in a meaning-focused context. Process teaching engages learners directly in the procedures of language use, but many of these forms may never emerge at all, or not at all adequately.

From: Bob Batstone 1994, Grammar.

Part III. Translation.

5. Translate the following sentence into English. (10%)

From Central News Agency of Taiwan September 17, 2002

網路學分認證也可協助學生依據各別學習程度，進行分層進階的自主學習。

<請接下一页>



備	考 試 題 隨 卷 繳 交
命 題 委 員 :	(簽 章)

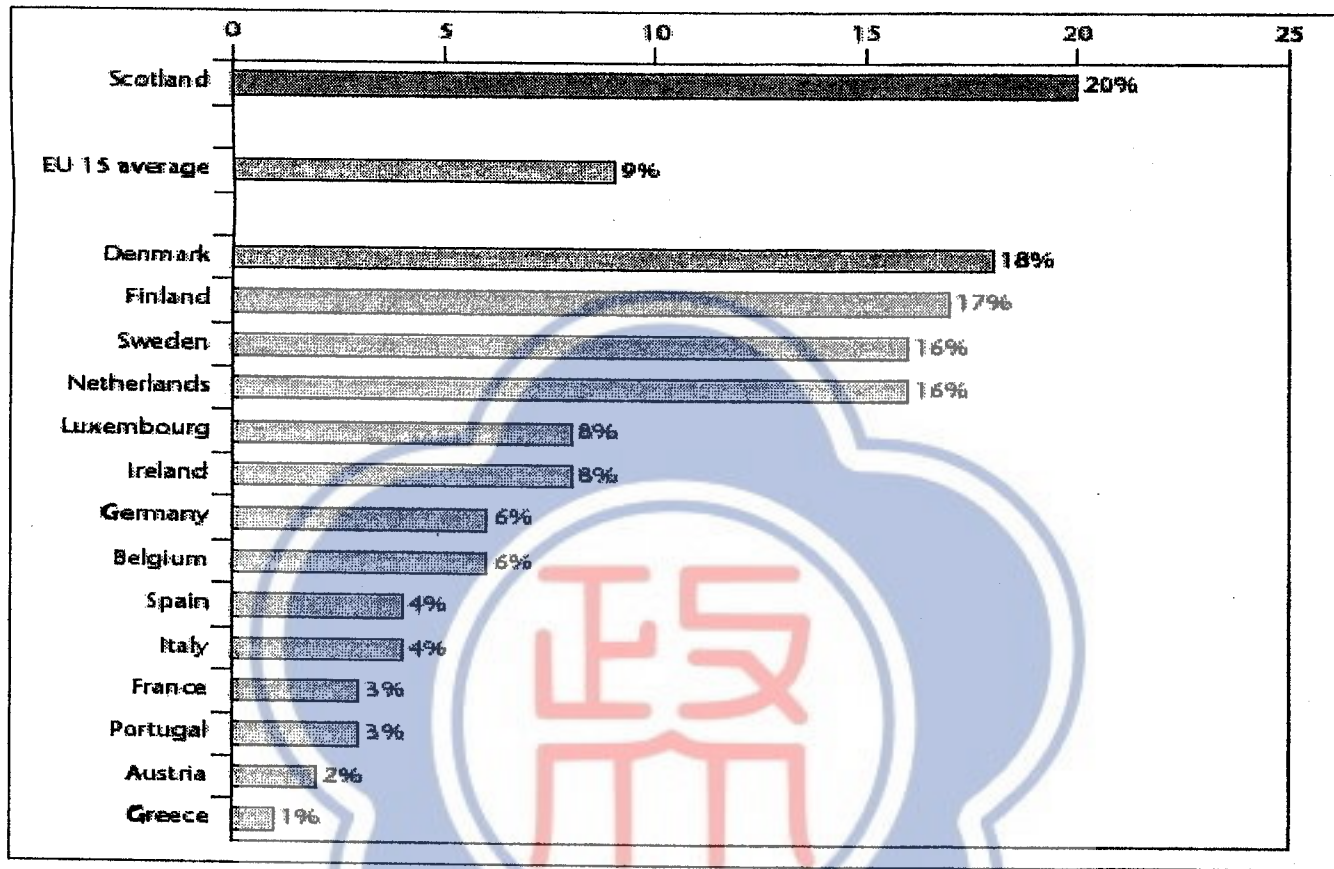
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Part IV. Writing

6. The following graph shows the proportion of 25 to 64 year olds participating in education and training in the EU nations in 2002. Formulate two research questions based on the data. (15%)

From *Lifelong Learning Statistics 2005, The Scottish Government*



Proportion of 25-64 year olds Participating in Education and Training, EU Nations, 2002 (Source: Eurostat REGIO database)

7. Write an essay of 300-500 words arguing for/against using English as the language of instruction in an English-as-a-foreign-language classroom. You will be judged in terms of logic of reasoning, clarity, organization, style and diction. (40%)

備 考 試 題 隨 卷 繳 交

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