

八十七學年度 外國語文 系(所) 乙 組碩士班研究生入學考試
科目 應用語言學 科號 4802 共 3 頁第 1 頁 *請在試卷【答案卷】內作答

I. Define **SEVEN** of the following terms in simple English. Provide examples whenever possible 14%

1. critical period
2. interlanguage
3. washback effect of a test
4. whole language education
5. lingua franca
6. sociolinguistic competence
7. affective filter hypothesis
8. reflective teaching
9. form-focused instruction

II. Briefly explain the distinctions between **FOUR** of the following pairs of the terms listed below. Provide examples whenever possible.

16%

1. natural vs. instructional setting of second language acquisition
2. social vs. regional dialects
3. cohesion vs. coherence
4. top-down vs. bottom-up processing
5. writing as process vs. as product

八十七學年度 外國語文系(所) 乙 組碩二班研究生入學考試

科目 應用語言學 科號 4802 共 3 頁第 2 頁 *請在試卷【答案卷】內作答

III. Write one paragraph to indicate the reason why you agree or disagree with **TWO** of the following statements 20%

1. Teachers should use materials that expose students only to those language structures and vocabulary which they have already been taught.
2. In teaching receptive skills, such as listening, reading and viewing, teachers should pay most of their attention to teaching instead of testing them.
3. In applying computers to our teaching, we seem to fall into the same pattern of failure that characterized our use of language lab.

IV. Answer **ONE** of the following essay questions 20%

1. Discuss how language and language learning are viewed in the Communicative Language Teaching. Also discuss what are the roles of teachers in this approach.
2. Discuss high-school English teaching in Taiwanese context in terms of (1) textbooks, (2) entrance examinations, and (3) learning environments.

八十七學年度 外國語文系(所) 乙組碩士班研究生入學考試

科目 應用語言學 科號 4802 共 3頁第 3頁 *請在試卷【答案卷】內作答

V. Answer ONE of the following essay questions (II) 30%

1. Discuss the ways in which the knowledge of psycholinguistics, sociolinguistics and discourse analysis can contribute to foreign language teaching respectively
2. The following dialogue is taken from a junior-high textbook. Provide a description of the teaching objectives in terms of (1)topics, (2)functions, and (3)structures. Then discuss the basic procedures or steps for teaching this dialogue as the training of oral communication.

Waiter: Hi, can I help you ?

Peter: Yes. Three hamburgers and two fries, please.

Waiter: Large or small ?

Peter: Large.

Waiter: Anything to drink ?

Peter: Yes, coke, please.

Waiter: How many?

Peter: Two.

Waiter: Large?

Peter: Yes.

Waiter: OK. Three hamburgers, two large fries, and two large cokes?

Peter: Yes. How much is it?

Waiter: That's \$240.

Peter: Here's \$1,000.

Waiter: Thank you. Here's your change, \$760.