

國立清華大學命題紙

九十二學年度 外國語文學 系(所) 乙 組碩士班研究生招生考試  
科目 應用語言學 科號 4902 共 1 頁第 1 頁 \*請在試卷【答案卷】內作答

Answer all questions in English.

1. If the Critical Period Hypothesis is correct, what implications might this have for second language instruction? Why? (8 points)
2. Explain the following statement, using an example: *Some types of speech errors show that speech production is not simply a matter of producing one phone after another; more complex processes are involved in the preparation of the utterance.* (6 points)
3. What do studies of split-brain patients tell us about language and the brain? (6 points)
4. Textbooks usually present only one variety of English; in Taiwan this is said to be Standard American English. Yet we know that in the real world people speak many varieties of English. How then can teachers prepare their students for the English they will encounter after graduation? Explain some approaches you could use as a high school teacher in Taiwan. (10 points)
5. First, explain the difference between learning styles and learning strategies. Then explain what, if anything, a teacher can do to expand students' use of learning styles and learning strategies. (10 points)
6. What role does motivation play in language learning? What can the teacher do to increase students' motivation? (10 points)
7. Teachers are expected to correct students' errors as part of their job, yet it may be impossible or unwise to always correct every error. Focusing on speaking skills, first, explain your criteria for when and what kinds of errors you would correct in student speaking. Second, tell also how you would indicate corrections to the students. (10 points)
8. Taiwan's Ministry of Education announced a few months ago that it was planning to hire native speakers from abroad to teach English in Taiwan's primary schools. Outline the arguments on both sides of this issue based on principles of second language research and pedagogy. (14 points)
9. Discourse analysis tells us that the way people really speak English is not the same as the way spoken English is presented in students' textbooks. First, explain these differences. Second, make the argument for not incorporating the findings of discourse analysis when constructing English language teaching materials by explaining when and why you would not apply those findings. (14 points)
10. A group of male high school students see a western-looking female adult stranger walking along the street. They want to practice their English, so one of them shouts with a rising intonation: *How are you?* The stranger ignores them and quickly walks away from them. Explain what is going on in this situation using what you know of pragmatics. (6 points)
11. In the following two examples, X is a local person, Y a native speaker of English. Explain the source of the miscommunication in each case. (6 points)  
X: (to a stranger he has just met) *Where are you coming from?*  
Y: (hesitant) *Um, the office.*  
X: (a proud mother) *My little boy already knows 5 alphabets!*  
Y: *Really?* (thinking 'That's impossible! What a liar!')