

國立清華大學 102 學年度碩士班考試入學試題

系所班組別：外國語文學系碩士班 乙組(語言認知與教學組)

考試科目（代碼）：3502 (應用語言學)

共__2__頁，第__1__頁 *請在【答案卷、卡】作答

Part I. Choose TEN of the following sets of terms. Give a definition AND provide examples to clarify the definition. (40%)

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| 1. Fundamental difference hypothesis | 7. Aphasia |
| 2. Ultimate attainment | 8. fMRI |
| 3. Integrative and instrumental motivation | 9. Phonemic Restoration |
| 4. Formulaic sequence | 10. Identity (in language use) |
| 5. Connectionism | 11. Pidgins vs. Creoles |
| 6. Multicompetence and L2 users | 12. Dell Hymes' Communicative Competence |

Part II. Please answer the following SIX questions (60%)

1. A Chinese child adopted soon after birth by an American family will learn English just like other children growing in the US with American parents.
Which theories of language acquisition best account for this fact, and which theories are the least suited to explain the statement? Explain your answers.
2. Explain the rationale behind corpus linguistics. How did it come about, and what is its main purpose?
Also, what are characteristics of a corpus? Explain what a corpus is, and name some corpora that you know and explain what they are.
Finally, explain advantages and disadvantages of the use of corpora to understand how a language is used.
3. What is the relationship between a dialect and a language? How can we distinguish one from another?
Also, is there one “correct” dialect in a language? How shall the different dialects in a language be perceived?

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4. Please explain how comprehensible input, negotiated interaction, pushed output, and learners' attention to language code contribute to L2 learning.
5. Please comment upon ONE of the following statements about learning second languages.
 - a. The earlier a second language is introduced to learners, the greater likelihood of success in learning.
 - b. Grammar is best learned through explicit instruction.
 - c. The more words a learner knows, the higher the language proficiency.
 - d. Language learning is social learning.
6. The following passage is from an article by Richard Kern, "Perspectives on Technology in Learning and Teaching Languages"

There is consensus in CALL research that it is not technology per se that affects the learning of language and culture but the particular uses of technology. This emphasis on use highlights the central importance of pedagogy and the teacher. Success in CMC, multimedia authoring, and distance-learning projects has been repeatedly shown to depend largely on teachers' efforts in coordinating learners' activities (Belz, 2003; Muller-Hartmann, 2000; O'Dowd, 2003; Parks, Huot, Hamers, & H.- Lemmonier, 2003), structuring language and content learning (Levy, 1997), and helping learners to reflect critically on language, culture, and context (Kern, 2000; Ware & Kramersch, 2005). Belz and Müller-Hartmann (2003) emphasize the need to move beyond reductive accounts of the teacher as a guide on the side and stress the importance of the teacher in identifying and explaining culturally contingent patterns of interaction in electronic discourse.

Note. Computer-mediated communication (CMC); This passage is from TESOL Quarterly, 40/1: 183-210, 2006

Respond to this passage by addressing what language teachers can do when incorporating technology into language teaching.