

國立清華大學 105 學年度碩士班考試入學試題

系所班組別：外國語文學系 乙組（語言認知與教學組）

考試科目（代碼）：外語教學 (3402)

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Part I: Write a few sentences to define the following terms. Give examples when necessary. (30%)

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|---|---------------------------------|
| 1. Recast | 6. Developmental errors |
| 2. Action research | 7. Task-based language teaching |
| 3. Interactional modification | 8. Content-based instruction |
| 4. Connectionism | 9. Metalinguistic awareness |
| 5. Declarative and procedural knowledge | 10. Willingness to communicate |

Part II: Write two or three paragraphs to answer the following questions (40%)

1. Based on your understanding of negative and positive evidence, types of corrective feedback, form-focused instruction, and learners' individual differences, when and how is grammatical error correction the most effective in a communicative instructional classroom for adult beginners?
2. Consider the distinction between learning an additional language in second language learning contexts and foreign language learning contexts. How are exposure to input, situations for interaction, and opportunities for output different in the two contexts?
3. What is extensive reading? How can extensive reading be a beneficial component to an EFL classroom? Cite at least one second language acquisition theory/model to support your answer.
4. The interaction approach ignores the broader social context of language learning variables that may come to play in people's interactions such as power

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relationships, social status, and gender. Do you agree with this statement? Why? Give examples to support your answer.

5. Explain how the lexical approach and language corpora can be applied and used in an EFL classroom. Give examples to support your answer.

Part III. The following paragraphs are from the article “*Language learning motivation, self and identity: Current theoretical perspectives*” (Ushioda, 2011). Read the paragraphs carefully to answer the questions that follow. (30%)

As a research field, the study of language learning motivation has a long history stretching back to the pioneering work of Gardner and Lambert (1959), which as Ellis (2008, p. xix) observes, pre-dates the onset of mainstream second language acquisition (SLA) research in the 1960s and evolved largely independent of SLA's primary psycholinguistic tradition during the last century. As Dörnyei and Ushioda (2011, p. 39) noted, L2 motivation research originated independently also of the broader field of motivation research in education, since it was shaped by a concern to address the unique social, psychological, behavioral and cultural complexities that acquiring a new communication code entails. While instrumental or pragmatic motives for language learning were acknowledged as important, Gardner and Lambert's theory was that social-psychological attitudinal dimensions distinguished language learning motivation from motivation in other domains of learning (e.g. science or mathematics), since L2 learners are expected not simply to acquire knowledge of the target language but to identify with its speakers and adopt their distinctive speech patterns and styles, or as Gardner (1979, p. 193) put it, 'allow elements of another culture into one's own lifespace'. Drawing a parallel with the processes of identification and imitation underpinning first language acquisition in social-learning theory (e.g. Mowrer, 1960), Gardner and Lambert (1972) developed the concept of *integrativeness*, reflecting a positive disposition to the target language

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community and culture. As Gardner (2001, p. 5) explains, different levels of integrativeness are possible, ranging from an openness towards other cultures and communities to a desire for integration within both L1 and target language communities, and ultimately to complete identification with the target community and withdrawal from one's own. The concept of integrativeness thus reflects how language learners position themselves in relation to their L1 community and culture and the people, culture and values represented by the target language.

As Pavlenko (2002) and Coetzee-Van Rooy (2006) have both strongly argued, however, this view of the world in terms of easily defined linguistic and cultural groups and transitions from one group to another scarcely captures the complex fluid realities of our globalized multilingual society, where more than half of the inhabitants are not only bilingual or multilingual but members of multiple ethnic, social and cultural communities, and where pluralism (rather than integration) is the norm. Adding to this complexity, of course, is the growing status of English as a global language (Crystal, 2003) and an international lingua franca (Jenkins, 2007), which makes it difficult to explain motivation for learning English as a process of identification with a specific linguistic and cultural community. Furthermore, while the dominance of English on the Internet may be declining with the expansion of Web content and online communication in other languages and scripts (Graddol, 2006, pp. 44–45), the direct linking of diverse language users, communities and networks across cyberspace and cybercultures (Nayar, 2010) adds another layer of complexity in interpreting the notion of integrative attitudes to target language communities and cultures in the globalized digital world.

(from Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24, 199-210.)

Questions:

1. Summarize the above paragraphs within 150 words (10%).
2. Argue to what extent *integrativeness* may be relevant to learners of English in Taiwan today (20%).