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國立清華大學 111 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(語言研究與教學組)

科目代碼：4001

考試科目：英文閱讀與寫作

—作答注意事項—

1. 請核對答案卷(卡)上之准考證號、科目名稱是否正確。
2. 考試開始後，請於作答前先翻閱整份試題，是否有污損或試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。
3. 考生限在答案卷上標記「由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。
4. 答案卷用盡不得要求加頁。
5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清(含未依範例畫記)致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。
6. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「國立清華大學試場規則及違規處理辦法」，無法因本試題封面作答注意事項中未列明而稱未知悉。

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Instruction: The ability to write from multiple sources is one of the key competences that a graduate student needs to develop to succeed in graduate studies. In this writing test, you are asked to write an academic essay of no more than 800 words to discuss this topic: English as a medium of instruction in Asian countries. Extracts of three source texts are provided for you to use in your essay. Provide and support your arguments on the issue by referring to the three source texts. Include in-text references for all sources you cite. This writing task is to evaluate your ability to 1) read and accurately integrate source materials 2) paraphrase, summarize, and reference original ideas and 3) synthesize materials across multiple texts and 4) establish your own voice as an author when composing a new text through integrating ideas from the source materials. **The weight for each of the above-mentioned abilities is 25% of the total score.**

Source text extracts

- 1) Vu, N. T., & Burns, A. (2014). English as a medium of instruction: Challenges for Vietnamese tertiary lecturers. *Journal of Asia TEFL*, 11(3). p.1-2

It is now a truism to state that English is spreading rapidly around the world. Speakers of English as a first, second and foreign language are said to have increased from 1.2 billion in 2003 to 1.5 billion in 2006 (Crystal, 2006). The most common factors accounting for this surge in international use include globalization, economic development, internationalization, technological development and the expansion of education (Coleman, 2011c; Doiz, Lasagabaster, & Sierra, 2012b; Hamid, Nguyen, & Baldauf Jr, 2013).

The impact of English means in many international educational contexts there is a rapidly growing tendency for English to be adopted as the medium of instruction, even when a majority of the population speaks a local language. For example, Wachter and Maiworm (2008, as cited in Doiz et al., 2012b, p. xvii) note that at over 400 European higher education institutions there were 2400 English-medium programs in 2007, which represented a 340-percent increase within bachelor and master courses compared with 2002.

However, the rapid spread of EMI does not imply immediate success. Hamid et al. (2013), who examined medium-of-instruction (MOI) policies in ten Asian countries, conclude that implementation is “fraught with difficulties and challenges” (p.11).

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Examples from India, Indonesia and Pakistan suggest that EMI leads to social division (Meganathan, 2011), inequitable resource allocation (Coleman, 2011a), and “language apartheid” (Coleman, 2011b), a phenomenon whereby local languages are dominated by English at school. Further difficulties such as shortage of competent teachers and learners, inadequate resources and support, content and language trade-offs, and inappropriate methodology are also reported in school settings implementing EMI (Byun et al., 2011; Coleman, 2006; Hamid et al., 2013; Kennedy, 2011; Kyeyune, 2010; Manh, 2012; Sert, 2008; Shohamy, 2012; Vinke, Snippe, & Jochems, 1998). Other possible reasons for failure are naive goals mandated from macro-level policy makers without careful consideration of the power and agency of micro-level actors, especially teachers and students, or inadequate resources (Hamid et al., 2013; Lia, Leungb, & Kemberb, 2001; Manh, 2012; Tsui & Tollefson, 2004).

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- 2) Jiang, L., Zhang, L. J., & May, S. (2019). Implementing English-medium instruction (EMI) in China: teachers’ practices and perceptions, and students’ learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), p.1-2, 10.

As English has an established status worldwide as the academic lingua franca, China, instigated by academic internationalisation, has rushed to follow the global trend of teaching in English as the medium of instruction (English-medium instruction; EMI) (Graddol 2006; Wilkinson 2013). In the past decade, EMI has evolved at the tertiary level from being a Chinese-English bilingual teaching experience in well-developed socio-economic areas to being used right across the country. Concomitantly, an English curriculum prioritizing English for specific purposes (ESP) is also promoted based on the argument that it can well prepare students for academic study and professional work (e.g. Wang 2009; Cai 2014). No matter how optimally the original objectives are envisioned, both EMI and ESP in China are nonetheless underachieved in terms of teaching quality and learning achievements. Pressing issues include teachers’ insufficient English competence, varied needs of heterogeneous students, dubious quality of learning materials, and a mismatch between what is needed in target academic

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situations and what is provided by available EMI and ESP programmes (Cai 2015; Wang 2015).

Our study was conducted to examine how English was practiced and perceived by teachers, and student ESP learning motivation and needs in a university EMI programme in mainland China, all of which is previously underreported. Based on the data, we can make the tentative conclusion that the EMI programme, as the institution's strategic move to promote its educational internationalisation, is far from a full-fledged practice. Teacher emphasis on content and the inadequate English proficiency of the participants have largely shaped the discourse pattern in the classroom. Instruction and communication effectiveness are reached in one way or another via the assistance of pragmatic strategies. Focus on form is not overtly attended to, but has the potential to work in a mutually constitutive and supportive manner with pragmatic strategies. These findings have shed light on how English is used in EMI classroom settings in mainland China. They may provide some insights to researchers who are keen on exploring effective pedagogy through investigating CLIL classroom interaction (e.g. Lo and Macaro 2015).

Admittedly, code-switching to a first language (L1) and written prompts might have helped to eliminate non-understanding, yet meaning construction and transmission in this way depended primarily on written texts on the PPT slides, learners' L1, and reading comprehension skills, rather than developing students' listening and oral skills. Therefore, very few opportunities existed to foster students' ESP skills in the observed EMI classroom in a comprehensive way. If the current purpose of EMI is to fulfil a dual objective of achieving English and content learning at the same time, then China's EMI teachers need not only be equipped with an adequate level of English proficiency but also English teaching skills.

3) Kirkpatrick, A. (2014). English as a medium of instruction in East and Southeast Asian universities. In *Dynamic ecologies* (pp. 21-24). Springer, Dordrecht.

The debate over the role of English has been mirrored in other Asian countries. For example, in 2011, Malaysia abandoned its policy of teaching maths and science in

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primary school using English as a medium of instruction and has reverted to teaching these subjects through the national language, Bahasa Melayu. This decision was taken as exam results showed that children from poorer and rural backgrounds were failing to cope with learning science and maths through English. Even more radically, the Philippines, after several decades of a bilingual education policy in primary school that saw maths and science subjects taught in English and other subjects in the national language, Filipino, is now implementing a mother-tongue policy which allows the use of twelve other Filipino languages as languages of education for the early years of primary education (Agcaoili et al. 2013). While this shows that some school systems in the region are now promoting local languages as languages of education, in the great majority of contexts, there has been an increase in the teaching of English. Those who can afford it will send their children to kindergartens where English is taught. They will also send their children to private English medium schools in favour of local government schools. 'To actually forsake the public school system that teaches in your own language for the private one that teaches in English is an increasingly common phenomenon' (Wang Gungwu 2007, p. xiv).

The Japanese Government recently introduced the Global 30 Project (2012b), which is designed to attract international students to Japan to study in one of 30 universities. The website announces that 'With the introduction of the "Global 30" Project, the best universities in Japan are now offering degree programs in English. By doing this, these universities have broken down the language barrier which was one of the obstacles preventing international students from studying in Japan. A range of courses in a number of fields are offered in English at the universities under the "Global 30" Project.

The accompanying booklet, *Study in English at Japanese Universities* (Global 30 Project 2012a), lists the 30 universities involved and gives brief details of each. The following excerpts from the Tokyo University and Osaka University entries give a flavour of the booklet. They read:

The University of Tokyo (Todai) is a comprehensive research University that engages in education and research at the cutting-edge of knowledge across the full range of human endeavour. We provide over 35 degree programs in English in the following 10 graduate schools; Economics; Arts and Sciences; Science; Engineering; Agricultural and Life

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Sciences; Medicine; Frontier Sciences; Information Science and Technology; Interdisciplinary Information Studies; and Public Policy. In October 2012, 2 new English programs will be launched at the undergraduate level; International Program on Japan in East Asia; International Program on Environmental Sciences. (p. 8) Osaka University is recognized as one of the leading research universities in the world and at the forefront of technological innovation in Japan. We offer degree programs conducted in English.

Undergraduate level: Chemistry-Biology Combined Major Program and Human Sciences

All-English Undergraduate Degree Program.

Graduate level: Special Integrated Science Course and International Physics Course sponsored by Graduate School of Science.

Osaka University welcomes international students of all nationalities with aspiration and commitment to excel. (p. 10)

The aim of the Global 30 project is to attract 300,000 international students; to date, however, results have been disappointing, with less than 22,000 international students enrolled in 2011.

In South Korea, some form of English-fever seems to have taken hold. For example, in what is known as the 'wild geese' phenomenon, Korean mothers take their children to study in English-speaking countries, leaving the fathers behind to earn the money to fund their children's overseas education. In 2007, there were nearly 7000 Korean children in New Zealand schools (Takeshita 2010, p. 274). There is also increasing pressure for Korean universities to adopt English medium instruction. In 2007, the prestigious Korean Advanced Institute of Science and Technology adopted the policy of enforcing EMI across the entire curriculum, a policy being adopted by an increasing number of Korean universities (Kim in press). However, as Kim also reports, the policy has received criticism (Kang 2012), not least because it places great linguistic demands on both staff and students. Demands for the return to the use of Korean as an MoI are being heard.

Chinese universities are also increasing the number of EMI courses which they offer. As long ago as 2001, the then Premier Zhu Rongji, said that he hoped all classes (at his alma mater, Tsinghua University's School of Economics and Management) would be taught in English, as China needed to be able to exchange ideas with the rest of the world (Gill 2004).

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In addition to the several 'foreign' universities setting up in China, offering their programmes through English, of which Nottingham University in Ningpo is a good example, many local universities are seeking to increase their international student numbers by increasing their EMI programmes. While the most prestigious universities may have the staff—and be able to recruit international staff—to be able to deliver programmes through English, there remain concerns. For example, even at Beijing University, while many are proud of the introduction of bilingual and EMI courses, some lament the reduction of Chinese-medium courses. One sociology professor felt that students do not have enough knowledge of the subject in Chinese and that teaching in English would only undermine their grasp of the subject (Hayhoe et al. 2011b, p. 123).

The prestigious East China Normal University in Shanghai is also increasing its EMI programmes. The university's goal is to attract 5000 international students to live on campus and for 10% of courses to be 'taught bilingually' (Hayhoe et al. 2011a, p. 204), although it is not clear what 'taught bilingually' means in practice. The longer term goal is to develop 100 courses taught in English.

Geographical position and prestige can hamper drives toward internationalisation. For example, Southwest University in Chongqing, Siquan, has plans to increase its number of international students from 393 in 2007–1500, but 'a prohibitive factor is the lack of qualified teachers who are able to teach courses in English' (Li et al. 2011, p. 234).

Indeed, it would appear that, with few exceptions, most Asian universities have accepted that if they want to raise their international profile they need to provide EMI courses. They have done this, but without developing carefully considered language education policies. Yet, with the increase of internationalisation and the consequential increase in the number of EMI courses, universities need to establish language education policies. Different contexts provide different circumstances and different problems. In Europe, for example, the Finnish Minister of Education explained that 'we were realistic enough to see that foreign students who came to Finland to study for a term or two couldn't be expected to do that study in Finnish or Swedish. So the Ministry started to promote English-language education' (Doiz et al. 2013, p. 214). At the same time, the five Nordic countries have language education policies that insist Nordic languages are used along with English. Preisler (2009, p. 26) has argued for a form of

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'complementary languages'. This would involve the use of English and the relevant language (Danish in Preisler's context) in some form of complementary distribution. How the languages would complement each other would depend on the nature of the individual programme, i.e. 'the national or international scope of their academic content and orientation of the students' (2009, p. 26)

Generally speaking, in the Asian contexts reviewed here, only few universities have established and implemented their own language education policies. We reviewed the developments at the Chinese University of Hong Kong, which showed how the original charter of the university to provide Chinese medium education has been compromised by the university's decision to embrace internationalization and increase EMI programmes. It is important to note that the Hong Kong Government's aim is to create a citizenry which is trilingual in Cantonese, Putonghua and English and biliterate in Chinese and English. This laudable policy is undermined by six of the eight government-funded institutions being EMI institutions. Only the Hong Kong Institute of Education (HKIEd) has a specific language policy whose aim is to produce graduates who are functionally trilingual. This includes setting language exit requirements in each of the three languages that students agree to work towards. The exit requirements vary depending on the L1 of the students and the courses they are undertaking (See Xu (forthcoming) for a full account). The HKIEd policy also recognizes how important it is for language policy to match actual language use. For example, although many universities advertise their courses as EMI, actual practice shows that the students and teachers commonly use the languages available to them in their teaching and learning (Barnard and McLellan in press). A Hong Kong study showed that, in fact, 'English is a medium of instruction for just over half the lectures' (Li et al. 2001, pp. 297-298). Instructively, the HKIEd policy makes a crucial distinction between official medium of instruction and classroom language use.

The MOI, to be adhered to strictly in all undergraduate and postgraduate programmes, bears on the following: (a) the course outline, including synopsis, aims and objectives, main assigned readings, teaching and learning activities, and the course's intended learning outcomes; (b) formative assessment in writing, including major assignments and quizzes; and (c) summative assessment such as the final exam. Accordingly, all assessed activities of an EMI course should be in English, while those of a CMI course

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should be in Chinese ‘classroom language’ (CL) refers to the language of interaction between teacher and students and among students in the classroom (lectures, tutorials, labs and so on). While the CL of an EMI courses is English by default, a CMI course may be conducted in Cantonese or Putonghua, subject to the teacher’s reference after consulting all relevant factors, such as the students’ language backgrounds and abilities. Subject to moment-by-moment classroom learning and teaching needs, the teacher of a CMI or EMI course may find it necessary to switch to some other language(s). It should be noted that classroom code-switching, which is typically justified by students’ enhanced learning outcomes, do not constitute a breach of the Institute’s new LLT policy. (Xu forthcoming)

Xu proposes that higher education institutions in multilingual societies should implement language policies that mirror the multilingual reality of the settings.