

國立中山大學 101 學年度碩士暨碩士專班招生考試試題

科目：英文作文【外文系碩士班乙組】

題號：4186
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● **Instruction**

Read the passage below and compose a two-part essay. In the first part, you should write a 100-word summary of the major features/principles of CBI mentioned in the passage (do not use bullet points) (30%). In the second part, you are asked to discuss the **challenges** of employing CBI to conduct foreign/second language teaching. The second part should be approximately 250 words in length (70%).

● **Reading passage**

Content-based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Although content is used with a variety of meanings in language teaching, it most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it.

CBI draws on the principles of Communicative Language Teaching. If, as it was argued, classrooms should focus on real communication and the exchange of information, an ideal situation for second language learning would be one where the focus of language teaching was not grammar or functions or some other language-based unit of organization, but content, that is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the language as a by-product of learning about real-world content.

This teaching approach is grounded on two central principles. First, *people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself*. This principle reflects one of the motivations for CBI noted earlier – that it leads to more effective language learning. Second, *CBI better reflects learners' needs for learning a second language*. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming; therefore, the need to be able to access the content of academic learning and teaching as quickly as possible, as well as the processes through which such learning and teaching are realized, are a central priority.

CBI classrooms may yield an increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives. Students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language.

This passage is based on the following books:

1. Brown, H. D. (2001). *Teaching by principles (2nd ed.)*. New York: Addison Wesley Longman, Inc.
2. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.