科目：**英語教學**　　　　　　　　　　適用系所：**英語學系**

注意：1.本試題共 2 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則不予計分。

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1. Rod Ellis distinguishes three types of language use data: 1) <u>language use data</u>, which are usually obtained through natural interaction or elicited by some forms of communicative tasks; 2) <u>learners' metalinguistic judgments</u>, which are often elicited by a grammaticality judgment test; and 3) <u>self-report data</u>, which are often obtained though questionnaires, interviews and think-aloud tasks. These three types of data are often used by language teachers or researchers as a lens through which learners' competence in a given language (sub)domain can be inferred. Based on your understanding of these three types of data, answer the following two interlocking sub-questions:

   (A) What are the strength and weakness of each type of learner data for the purpose of assessment? **(10 points)**

   (B) What are some problems that may arise with respect to the question of <u>validity</u> for each type of learner data noted by Ellis? **(10 points)**

2. Matching tests to decision purposes is a crucial issue for language teachers and researchers. Using the "right" test for the right purpose ensures the validity of the test (results). Four types of tests have been identified by Alderson et al. (1987) for four kinds of decision: proficiency, placement, achievement, and diagnostic.

   (A) Please elaborate these four tests in more detail and provide an example for each test. **(10 points)**

   (B) In developing a language test, *why* should we consider Chomsky's distinction between 'competence' and 'performance'? **(10 points)**

   (C) *How* do we implement's Chomsky's distinction in the development of a language test? Please provide some concrete examples. **(10 points)**

3. Language teachers commonly use various forms of feedback to help students identify and avoid errors. Based on the data obtained from a classroom observation study, Lyster and Ranta (1997) identified six types of oral corrective feedback provided by teachers in content-based classrooms: explicit correction, recast, clarification requests, metalinguistic feedback, elicitation, and repetition.

   (A) Please define each of the six feedback types and provide one example to illustrate each type. **(24 points)**

   (B) Discuss which types among the six are more likely to result in student uptake

(i.e., immediate response to corrective feedback) in the following two instructional contexts: (1) content-based language teaching and (2) form-focused instruction. Before discussion, please briefly describe each of the two instructional contexts. **(10 points)**

4. One of the most well-known social theories of second language acquisition is John Schumann's Acculturation Theory. **(16 points)**

   (A) Please elaborate how the theory explains the attainment of second language acquisition (including what factors or variables are proposed in the theory to predict the degree to which a learner will acquire the target language).

   (B) Discuss if this theory can account for EFL and ESL learning equally well.

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