

# 逢甲大學106學年度碩士班考試入學試題

編號：024

科目代碼：208

科目	英文文本解讀與分析	適用 系所	外國語文學系英語文研究碩士 班	時間	90分鐘
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※請務必在答案卷作答區內作答。

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**Directions:** Choose to answer either Part I. Applied Linguistics / TESL or Part II. British and American Literature questions. You do **NOT** have to answer TWO parts of questions. Just Part I or Part II will do.

## Part I. Applied Linguistics / TESL (100%)

Read the first three pages of the article, “*Flipped Learning in TESOL: Definitions, Approaches, and Implementation*” and answer the questions below.

Questions:

1. Based on theories of language teaching and learning, explain why flipped learning has become a popular pedagogical approach in teaching languages in recent years. (150 words, 50%. Use your own words. Copying sentences from the text will result in 0 points.)
2. Suggest one appropriate teaching approach and discuss its strengths and weaknesses when it is implemented in flipped learning. (150 words, 50%)

# Flipped Learning in TESOL: Definitions, Approaches, and Implementation

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As the use of flipped learning spreads throughout educational disciplines, TESOL educators need to consider its potential for our field. This article, based on a computer-aided language learning (CALL) interest session at TESOL 2015, first looks at how best to describe and define flipped learning and examines the factors needed to make it effective in promoting language acquisition in a classroom setting. Next, the authors discuss the role of assessment and how flipped learning provides opportunities for increased informal assessment measures. Then, a flipped learning project is presented as an example of how flipped learning can take shape using project-based learning in an intensive English program (IEP) course. The article concludes with a consideration of both the benefits and the challenges pertaining to this approach for TESOL.

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**Flipped** learning has emerged in the past few years as an innovation in instructional technology that promises to produce results in the form of both increased motivation and increased

mastery (Jamaludin & Osman, 2014; Kong, 2014). Initially implemented primarily in math and science (e.g., Bergmann & Sams, 2012; Hamden, McKnight, McKnight, & Arfstrom, 2013), the potential for the field of TESOL has become evident with the increase from three presentations at the 2013 TESOL Convention to more than 30 in 2015. In 2015, for the first time, the Electronic Village Online (EVO) ran a session on flipped learning with nearly 300 participants from over 70 nations. This article reports on a computer-aided language learning (CALL) Technology Showcase Hot Topics session at the 2015 TESOL Convention with a discussion of the characteristics of flipped learning, the factors that make it successful, the role of assessment in a flipped classroom, and a description of a flipped classroom in action in an intensive English program (IEP).

## WHAT IS FLIPPED LEARNING?

The Flipped Learning Network defines flipped learning as

a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Flipped Learning Network, 2014a, p. 1)

This broad definition provides educators with a shared understanding for creating their own flipped learning environments. It should be clear that flipping one's classroom cannot simply be achieved by exchanging what was done in class with what was done at home. Rather than doing the "homework in class," the classroom becomes the center of collaborative activities and project-based language learning (Marshall, 2014). When participants in the 2015 EVO session were asked how flipped learning lessons differed from conventional lesson planning, they emphasized the shift from their role as central figures in the classroom to becoming more like facilitators of learning, focusing on creating tasks to help students use language rather than on covering the curriculum.

## How Simple Is It to Flip?

Many educators are transforming their educational spaces into flipped classrooms. Reversing traditional instructional methodologies, introducing blended learning, and/or enriching endeavors by introducing technologies into a system makes “new” settings sound like a miracle fix. The question remains: How simple an endeavor is it to flip, be it a classroom or learning? Simple, if educators have the set-up or mindset to do so; not simple, if elements in the teaching/learning equation are not present.

The Flipped Learning Network (2014b) has articulated four pillars of flipped learning: flexible environment, learning culture, intentional content, and professional educators. If these four pillars are present, then we can be confident that we have implemented this approach.

**Flexible environment.** Tools and resources, whether technology-based or not, may be custom designed or created by others for use in the blended setting to promote the language communication as the intended outcome. The physical elements of an effective teaching/learning equation support the methodology to promote flipped learning and provide the space for it.

**Learning culture.** According to Honeycutt and Garrett (2014), “the true essence of the flip is really to focus on the student.” Teachers need to consider the type of learners present in a classroom and their socioeconomic status, personalities, cognitive abilities, and language proficiency, as well as facilities available in/outside the classroom in choosing an instructional methodology.

**Intentional content.** The teaching, lesson, and assessment plans are to maintain a supportive yet dynamic relationship, focusing on planning the before-class and during-class activities, as well as the learning act. The teacher intentionally selects content for the out-of-class portion and leverages that content for the in-class portion in a seamless flow that fosters connections between the students and what they are learning.

**Professional educator.** Teachers should know the teaching material and their students in order to develop a plan to move learners forward, scaffold activities, and facilitate rather than

**Part II. British and American Literature (100%)**

Translate the following poem by W. B. Yeats into Chinese first and then write a well-organized essay to explain the theme of the poem.

When You Are Old

When you are old and grey and full of sleep,  
And nodding by the fire, take down this book,  
And slowly read, and dream of the soft look  
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,  
And loved your beauty with love false or true,  
But one man loved the pilgrim soul in you,  
And loved the sorrows of your changing face;

And bending down beside the glowing bars,  
Murmur, a little sadly, how Love fled  
And paced upon the mountains overhead  
And hid his face amid a crowd of stars.