朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分
第 / 頁共 9 頁

I.　　Listening comprehension: in this section you will hear 3 parts of the conversations. Please choose the best answer to each question. (50 points in total, 5 points per multiple-choice question)

1. (A) The Owner of a convenience store.
   (B) A person who has traveled abroad.
   (C) A friend of the listener.
   (D) The listener's daughter.

2. (A) To get married one day.
   (B) To make sure she gets a good education.
   (C) So she can be with her friends.
   (D) So she can save some money.

3. (A) She won't quit her job very soon.
   (B) That she will study hard while she's in Europe.
   (C) She will be a much better student next year.
   (D) That her job won't get in the way of her studies.

4. (A) At a car show.
   (B) At a restaurant.
   (C) In a department store.
   (D) On the radio.

5. (A) It's parked in an illegal space.
   (B) It is a blue Ford.
   (C) It's parked in the parking lot.
   (D) It is taking up too much space.

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分
第 二 頁共 9 頁

6. (A) To tell about a famous singer.
   (B) To introduce the state of Maryland.
   (C) To help people understand Americans.
   (D) To tell about a great American.

7. (A) She wanted to visit her family in Canada.
   (B) She wanted to find her husband.
   (C) She was afraid of being separated from her family.
   (D) She wanted to meet new people.

8. (A) Make it to Canada.
   (B) Free her family and relatives.
   (C) Move away from Maryland.
   (D) All of the above.

9. (A) By a teacher.
   (B) In a person's home.
   (C) After school.
   (D) In a classroom.

10. (A) To give out test results.
    (B) To find the winner of a contest.
    (C) To praise the students.
    (D) To locate Alice Lee.

II.　　Reading Comprehension: After reading the passage, choose the best answer to each question. Answer all questions on the basis of what is stated or implied in the passage or in the question itself. (5 points per multiple-choice question, total 50 points)

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分

第 3 頁共 9 頁

Perhaps the most common use of language tests and educational tests in general, is to pinpoint strengths and weaknesses in the learned abilities of the student. We may discover through testing that a given student has excellent pronunciation and fluency of oral production in the language of interest, but that he or she has a low level of reading comprehension. On further testing, we might find that a low or too highly specialized vocabulary is a major factor underlying low reading comprehension for this student. We might recommend suitable approaches for vocabulary expansion. This use of tests is of value in that it provides critical information to the student, teacher, and administrator that should make the learning process more efficient. Without the specific information thus made available, the teacher might persist in teaching pronunciation to this student and fail entirely to address a weakness in the area of vocabulary.

1. Which type of tests does the passage refer to?

(A) Formative test
(B) Diagnostic test
(C) Placement test
(D) Achievement test
(E) Proficiency test

2. Just as there are many purposes for which language tests are developed, so there are many types of language tests. As has been noted, some types of tests serve a variety of purposes while others are more restricted in their applicability. Identify which of the following statements is *Program Evaluation* in terms of the purposes of language tests.

(A) An important use of tests is to assist in the decision of who should be allowed to participate in a particular program of instruction. In every instructional program, teaching staff and facilities are limited in number and capacity. It becomes a matter of serious concern to find an equitable means of determining who should be allowed to participate when there are more applicants than spaces available.

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分
第 4 頁共 9 頁

(B) The focus of evaluation is not the individual student so much as the actual program of instruction. Therefore, group mean or average scores are of greater interest in this case than are isolated scores of individual students. Often one or more pretests are administered to assess gross levels of student proficiency or "entry behavior" prior to instruction. Following the sequence of instruction, one or more posttests are administered to measure post-instructional levels of proficiency or "exit behavior."

(C) Language test scores often provide a standard of judgment in a variety of other research contexts. Comparisons of methods and techniques of instruction, textbooks, or audiovisual aids usually entail reference to test scores. If we are to learn more about effective methods of teaching, strategies of learning, presentation of material for learning, or description of language and linguistic processes, greater effort will need to be expended in the development of suitable language tests.

(D) The importance of non-cognitive factors in achievement is seldom more evident that in the field of language learning, where the level of persistence and application needed for significant achievement is enormous. Attitudes toward the target language, its people, and their culture have been identified as important affective correlates of good language learning (Naiman et al., 1978; Saadalla, 1979). It follows that appropriate measures are needed to determine the nature, direction, and intensity of attitudes related to language acquisition.

(E) In this case tests are used to identify a particular performance level of the student and to place him or her at an appropriate level of instruction. It follows that a given test may serve a variety of purposes; thus it may be used to assign students to levels as well as to screen students with extremely low English proficiency from participation in regular university instruction.

This view of L1/L2 acquisition had a strong influence on the audio-lingual approach, which can still be seen in some parts of the world. Among other things this approach emphasizes repetition in the form of drills, accuracy and the avoidance of errors. It is commonly believed that imitation and practice or habit formation are key processes in language development. This view stresses the importance of positive reinforcement in L1 and L2 acquisition where correct learning is rewarded by praise. Nowadays, linguists recognize that although imitation and practice are clearly important parts of language, they do not provide the complete picture. It does not explain children's gift for creativity in language. For example, a child was reported to exclaim 'Thunder!' every time he heard a jet fly overhead.

3.　Which of the following views of L1/L2 acquisition does the passage refer to?
(A) Social-interactionist view
(B) Behaviorist view
(C) Nativist view
(D) Metacognitive view
(E) Cognitive-developmental view

4.　Which scholar is influential in developing this view of L1/L2 acquisition?
(A) Chomsky
(B) Skinner
(C) Vygotsky
(D) Lenneberg
(E) Bruner

5. Which of the following is TURE of audio-lingual approach?

(A) Nowadays it is considered by many to be too restricting with too much emphasis placed on memorization, imitation and exercises involving mechanical and decontextualized repetition.

(B) Popular in the 1950s and based on structuralism and behaviorism, involve the use of repetition of new language, often based on dialogues.

(C) It tends to be teaching-centered. Even though this approach is out-dated, modified versions of it can still be seen in several countries.

(D) Language practice is carried out with the whole class; it is much less demanding than organizing pair and group work; the language practiced is entirely predictable and does not make too many demands on the teacher; and it may be the way the pupils are used to working.

(E) Oral communication skills were built up in a carefully traded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes

6. Which of the following in NOT a characteristic of *Learning to Learn*?

(A) It is primarily concerned with the processes of learning and aims to focus students' attention on how they learn, in addition to what they learn.

(B) It aims to gradually lead students to a conscious development of their own learning strategies and awareness of how they learn, so they can become more effective and independent learners.

(C) It referred to as 'learner training' by EFL/ESL teachers is a term which encompasses a wide variety of activities designed to develop metacognitive awareness and learning strategies.

(D) It takes into account that different learners have different ways of learning and different preferences regarding activities and learning materials.

(E) The framework highlights the nature of the teacher's intervention, so teacher intervention and guidance is required, moving from more eliciting to direct questioning and summarizing. The framework provides a useful starting point for monitoring and evaluating pupils' growing awareness of their learning.

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分

第 7 頁共 9 頁

Below the teacher is introducing a specific type of strategy to nine- to eleven-year-olds. End of class review session, a two hour class during the school year, (based on *The Snowman*).

T: What did we do today?

S1: We played some games.

T OK, we played some games, but which games?

S2: We drew a snowman.

T: You drew a snowman.

S3: We continued the story

T: Wait. We're going to speak about the game and then we'll come back to the story. OK the game, let's speak about the game. Why did we play the game? What language did you learn?

S4: To learn the parts of the body.

T: *Good. The body. Can you tell me which parts of the body?*

Ss: *Head, body, eyes, mouth, nose, neck, arms, legs.*

T: *What about the clothes?*

S5: *Necklace*

T: *Necklace, yes, but the snowman's not wearing a necklace. What's the snowman wearing around his neck?*

S5: *a scarf.*

T: *a scarf, good. And a ...*

Ss: *a hat, and buttons*

T: *and buttons, good. So we played the game ...* We played the game to learn the parts of the body and some clothes but also to play together, and each person had to take a turn. Very good.

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　目：英語教學專業英文聽力與閱讀

總分：100 分

第 8 頁共 7 頁

7. Which type of strategy is the teacher trying to help develop with the students?
(A) Memory
(B) Compensation
(C) Social-affective
(D) Cognitive
(E) Metacognitive

If we learn a foreign language as adults, we often have a long-term goal, such as wanting to get a job where bilingual skills are important, or wanting to study further in the country of the target language. These purposes are highly motivating and greatly increase our willingness to spend the long hours it takes to master another language. Young children, on the other hand, are not yet in control of their lives and still have a great deal to learn in their own language, as well as learn another one. At four, eight or twelve, children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass English language examinations.

8. Young children are different from adults because children:
(A) have a lot of physical energy and often need to be physically active
(B) have a wide range of emotional needs and are emotionally excitable
(C) tend to be self-oriented and preoccupied with their own world
(D) are excellent mimics
(E) cannot concentrate for a long time

In task design it is useful to distinguish between tasks and activities, which are frequently used as if they were interchangeable. Tasks need to be supported by a previous focus on language forms, skills and strategies developed through activities. Activities prepare pupils for the language and thinking demands of a task by providing different kinds of support.

朝陽科技大學 100 學年度碩士班招生考試試題

系（所）別：應用外語系
組　　別：一般生甲組
科　　目：英語教學專業英文聽力與閱讀

總分：100 分
第 9 頁共 9 頁

9.　Which of the following in NOT a characteristic of *Task*?

(A) Focus on the guided teaching and learning of specific items of language, skills or knowledge. They have language practice as their main aim and include such things as becoming more familiar with new vocabulary, grammar and language functions or practicing skills such as listening for detail using charts.

(B) Emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place.

(C) Encourage pupils to personalize language, pursue their interests and use language in an independent and hopefully creative way.

(D) If carefully staged so that procedures or language is recycled then there is a clear sense of progression, which helps to provide the right level of support and challenge.

(E) Require a context and a meaningful purpose which requires students to do something with language, often resulting in a polished product for a real audience (not necessarily just the teacher but other pupils, another class, parents, etc.).

These syllabuses specify the learning tasks to be done rather than the language itself or even its meanings. Examples of tasks might be: map reading, doing scientific experiments, story-writing. The most well-known syllabus of this type is that associated with the Bangalore Project (Prabhu, 1987).

10.　Which type of syllabus does the passage refer to?

(A) Procedural

(B) Functional-notional

(C) Topic-based

(D) Situational

(E) Process