

逢甲大學107學年度碩士班考試入學試題

編號：21 科目代碼：215

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。 共 5 頁 第 1 頁

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 the questions. Just Part I or Part II will do.

Part I. Applied Linguistics/TESL (100%)

Read the attached article "A Meta-Analysis of Extensive Reading Research" (Read the attached pages A-1, A-2 and A-3) and answer the questions below.

Questions:

1. Why is extensive reading considered as promising instructional method for improving students' reading proficiency? (Roughly 150 words, 50%. Use your own words. Copying sentences from the text will result in 0 points.)
2. Design an extensive-reading lesson plan which should include at least five elements: the target audience, instructional objectives, materials, procedures and evaluation. (Roughly 150 words, 50%)

Part II. British and American Literature (100%)

Read the following poem and note carefully, and then try to analyze the poem in great detail so that the poem is rendered more meaningful to you and to the general reader.

A Dream Within A Dream by Edgar Allan Poe

Take this kiss upon the brow!
And, in parting from you now,
Thus much let me avow--
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?
All that we see or seem
Is but a dream within a dream.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand
Grains of the golden sand--
How few! yet how they creep
Through my fingers to the deep,
While I weep--while I weep!
O God! can I not grasp
Them with a tighter clasp?
O God! can I not save
One from the pitiless wave?

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共 5 頁 第 2 頁

Is all that we see or seem
But a dream within a dream?

Note: Edgar Allan Poe (January 19, 1809 – October 7, 1849) was an American writer, editor, and literary critic. He is best known for his poetry and short stories, particularly his tales of mystery and the macabre. Many of his works are generally considered part of the dark romanticism genre, a literary reaction to transcendentalism. Poe was also the principal forerunner of the “art for art’s sake” movement in nineteenth-century European literature. His philosophical ideals are that through the calculated use of language one may express, though always imperfectly, a vision of truth and the essential condition of human existence. In writing poetry, the single effect of rational deliberation must arouse the reader’s sense of beauty, an ideal that Poe closely associated with sadness, strangeness, and loss. Poe also experimented with employing such technical devices as repetition, parallelism, internal rhyme, alliteration, and assonance to produce works that are unique in American poetry for their haunting, musical quality.

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共 5 頁 第 3 頁

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A Meta-Analysis of Extensive Reading Research

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The purposes of this study were to investigate the overall effectiveness of extensive reading, whether learners' age impacts learning, and whether the length of time second language learners engage in extensive reading influences test scores. The author conducted a meta-analysis to answer research questions and to identify future research directions. He included two types of empirical studies—those including group contrasts based on a comparison of a control group and experimental groups, and pre-post contrasts that only include experimental groups—in the analysis. After a thorough literature search with numerous search engines and manual and electronic examination of related journals, the meta-analysis included 34 studies (two PhD dissertations and 32 research articles) that provided 43 different effect sizes and a total sample size of 3,942 participants. Findings show a medium effect size ($d = 0.46$) for group contrasts and a larger one ($d = 0.71$) for pre-post contrasts for students who received extensive reading instruction compared to those who did not. In sum, the available research to date suggests that extensive reading improves students' reading proficiency and should be a part of language learning curricula.

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There has been growing interest in extensive reading (ER) as a promising instructional method for improving students' reading proficiency. Researchers have demonstrated the effectiveness of extensive reading in many countries (e.g., Elley & Mangubhai, 1981; Hafiz & Tudor, 1990) as well as its positive effects on a number of cognitive and affective factors (e.g., Horst, 2005; Takase, 2007; Yamashita, 2007). In addition to the results of empirical studies, implementing extensive reading has become easier, as numerous classroom activities using graded readers have been described by a number of authors (e.g., Bamford & Day, 2004; Nakanishi, 2005).

A-1

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共 5 頁 第 4 頁

EXTENSIVE READING

Extensive reading refers to providing large quantities of easily comprehensible English books to students, thereby improving the students' reading proficiency, while allowing them to enjoy the learning process (Day & Bamford, 1998). This approach completely differs from traditional intensive reading approaches in terms of the quantity of reading, the difficulty level of the reading, the freedom students have to choose books, the degree of autonomy enjoyed by the students, and the motivation to continue reading. Day and Bamford (1998) propose that one of the purposes of extensive reading is to increase students' enjoyment of reading; thus, they recognized the importance of affect in reading development. Davis (1995) emphasizes the importance of incorporating extensive reading into foreign language curricula by stating that any English as a second language (ESL), English as a foreign language (EFL), or first language (L1) classroom will be the poorer for the lack of an extensive reading program, and teachers will be unable to promote pupils' language development as effectively if such a program is not present (p. 329).

Research on extensive reading has been focused primarily on the development of lexical knowledge. For instance, Nation (2009) argues for the effectiveness of extensive reading on vocabulary acquisition, especially through the use of simplified texts, such as graded readers. In this vein, Schmitt (2008) states, "the vocabulary load is both fine-tuned for the learner's level, and systematically recycled" (p. 349). Schmitt argues that students need to have an explicit vocabulary

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learning component, but that extensive reading can be adopted to increase the number of exposures to intentionally learned vocabulary. Numerous researchers (e.g., Anderson, 2009; Grabe, 2009; Nuttall, 2005) have supported this concept. As a consequence, extensive reading is believed to enhance knowledge of the contextual usage of second language (L2) lexis. As seen in the above literature, one key to successful foreign language vocabulary acquisition is the opportunity to meet the same lexis repeatedly in communicative contexts; extensive reading can be of enormous assistance in this endeavor.

Furthermore, a strong relationship between reading speed and reading comprehension has been found in both first and second language studies of reading (e.g., Beglar, Hunt, & Kite, 2012; Nuttall, 2005). Learners who enjoy reading read faster, read more, and eventually comprehend better. Nuttall (2005) calls this the “virtuous circle of the good reader” (p. 127).

Researchers (Day & Bamford, 1998; Grabe, 2009) have also found no evidence in favor of authentic texts over graded readers. Accordingly, reading texts should be selected based on the learners’ current vocabulary levels so that they can derive the greatest benefit from the reading they engage in. Nation (2009) suggests that extensive reading could be a source of enjoyment and serve as a source of meaning-focused input and fluency development.

Researchers (Day & Bamford, 1998; Horst, 2005; Iwahori, 2008) have summarized the results of numerous extensive reading studies by listing empirical studies of extensive reading, enumerating significant findings, and commenting on the positive results of the extensive reading programs. Although the empirical findings suggest that second language learners should engage in extensive reading, some of the findings require careful interpretation because of design and analysis problems. For example, in some studies essential statistical information, such as standard deviations and the sample sizes for each group, are not reported, and control groups are often absent. Appendix A summarizes studies not included in Day and Bamford (1998), Horst (2005), and Iwahori (2008), but included in this meta-analysis.

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