

107 學年度國立金門大學碩士班考試入學

應用英語學系碩士班考試試題

科目：英語閱讀

—作答注意事項—

考試時間：90 分鐘。

題型題數：

◎選擇題，共 25 題。

配分：

◎每題 4 分，共 100 分。

作答方式：

◎作答前請先核對答案本上之准考證號、座位貼條之號碼及科目名稱是否相符。

◎以黑筆或藍筆於「答案本」作答。

◎答題請標明題目編號。

◎答案本上不可填寫姓名或其他與作答無關的符號。

※請先詳閱上述注意事項再行作答。

祝考試順利

一、閱讀選擇題：共 25 題，每題 4 分，共 100 分

Please read the following passages from various TESOL (Teaching English as a Second Language) textbooks and select the best answer for each question. There is only one correct answer for each question.

I. “Languages can be classified according to whether they are stress-timed or syllable-timed. It used to be thought that in a stress-timed language, the stresses were equal distances apart, even though the number of syllables between each stress was not the same. This would mean that some syllables would have to be said very quickly if there were several between two stresses, and some would be said slowly if there were few between two stresses. In syllable-timed languages, the syllables occur at regular intervals (as in Spanish and Indonesian). Research indicates that the spacing of stresses is by no means equal in stress-timed languages although there is a tendency towards regularity (Dauer, 1983). The main differences between stress-timed and syllable-timed languages lie in syllable structure (syllable length varies more in stress-timed languages than in syllable-timed languages), vowel reduction (stress-timed languages are more likely to use centralized vowels in unstressed syllables and vowels may be shortened or omitted), and lexical stress (stress-timed languages usually have word-level stress).”

1. In a stress-timed language, are the stresses equal distances apart?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

2. In Spanish and Indonesian, do the syllables occur at regular intervals?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

3. Are stress-timed languages more difficult to pronounce than syllable-timed ones?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

4. Do stress-timed languages usually have word-level stress?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

5. Based on the passage above, what are the main differences between stress-timed and syllable-timed languages?
 - a. The number of syllables between each stress are not the same.
 - b. Some syllables are said more quickly than others.
 - c. Syllable length variability, frequency of vowel reduction, and patterns of lexical stress.
 - d. Unequal spacing of stresses, though syllables occur at regular intervals.
 - e. There is a tendency toward regularity.

II. “Teachers’ experience and research studies show that the learners’ L1 (first language) can have a major influence on learning the sound system of another language. One type of evidence for this is that speakers of the same first language typically pronounce the second language in the same way, making the same kinds of substitutions and patterns of pronunciation. Another type of evidence is that there is a reasonable degree of predictability in the types of relationships between first language and second language sounds and their relative difficulty for long-term success for second language learners. Flege and Port (1981) also found “the most important interference from L1 to L2 (second language) occurs at the level of phonetic implementation rather than at an abstract level of organization based on features.” This indicates that rather than giving attention to general features such as voicing or aspiration, a teacher should be giving attention to the particular sounds where these problems occur.”

6. If you know which L1 and L2 are relevant to a learner, is it possible to make an educated guess about how difficult various sounds within the L2 sound system will be for that learner?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

7. Should a teacher focus major classroom time and attention on general features such as voicing or aspiration?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

8. Based on the passage above, which method would probably be best for reducing interference from L1 pronunciation?
 - a. The learners memorize a list of voicing and aspiration rules and guidelines, referring to it while they are speaking. The teacher encourages their efforts.
 - b. The learners sing a Taylor Swift song together as a group.
 - c. The learners individually repeat short, easy phrases or sentences that contain sounds that are difficult for speakers of their L1 to produce correctly. The teacher corrects their pronunciation.
 - d. Nothing can be done. L1 interference is permanent.

9. Based on teachers' experience and research studies, long-term success for a second language learner can be determined with a reasonable degree of predictability, if the relevant L1 and L2 are known.
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

10. Are English-language voicing and aspiration difficult for L1 speakers of Mandarin Chinese?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

III. “Some people are relatively open-minded in accepting ideologies and events and facts that contradict their own views; they are ambiguity tolerant, that is, more content than others to entertain and even internalize contradictory propositions. Others, more closed-minded and dogmatic, tend to reject items that are contradictory or slightly incongruent with their existing system; in their ambiguity intolerance, they wish to see every proposition fit into an acceptable place in their cognitive organization, and if it does not fit, it is rejected. Again, advantages and disadvantages are present in each style. The person who is tolerant of ambiguity is free to entertain a number of innovative and creative possibilities and not be cognitively or affectively disturbed by ambiguity and uncertainty. In second language learning a great amount of apparently contradictory information is encountered: words that differ from the native language, rules that not only differ but that are internally inconsistent because of certain “exceptions,” and sometimes a whole cultural system that is distant from that of the native culture. Successful language learning necessitates tolerance of such ambiguities, at least for interim periods or stages, during which time ambiguous items are given a chance to become resolved.” On the other hand, too much tolerance of ambiguity can have a detrimental effect. People can become “wishy-washy,” accepting virtually every proposition before them, not efficiently subsuming necessary facts into their cognitive organizational structure.

11. Every L2 linguistic proposition fits neatly into an acceptable place in language learner’s cognitive organization.
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage.

12. Are closed-minded and dogmatic learners generally content to entertain and even internalize contradictory propositions?
 - a. Yes
 - b. No
 - c. There is no way to know based on this passage

13. Ambiguity can have a detrimental effect; therefore, ambiguity should not be tolerated.
- True
 - False
 - There is no way to know based on this passage.
14. Is knowledge of relevant L1 ideologies and events necessary for successful language learning?
- Yes
 - No
 - There is no way to know based on this passage.
15. Which answer best summarizes the passage above?
- Nowadays people's beliefs can generate ambiguity in interim periods or stages, but cognitive science can resolve these "exceptions". We should respect each other's cultural differences.
 - Many features of the L2 many not be consistent with their counterparts in the learner's L1 and may not even be internally consistent; cognitive science can help L2 language learners efficiently subsume necessary facts into their cognitive organizational structure.
 - Many features of the L2 many not be consistent with their counterparts in the learner's L1 and may not even be internally consistent; tolerance of this inconsistency and ambiguity is usually beneficial to second language learners.

IV. “Similar examples can readily be drawn from learning other complex nonverbal skills, such as driving or skiing, where tasks that initially require close attention and control become automatized with practice; these then generally remain out of conscious awareness unless some unusual occurrence returns them to controlled processing. Behaviors under attentional control are permeable, i.e. they are changeable; however, once automatized, they are more efficient but more difficult to change. In fact, one explanation for L2 (second language) fossilization (or an apparently permanent or at least long-term pause in learning and development) is that aspects of L2 may become automatized before they have developed to target levels, and positive input no longer suffices to lead to their improvement.”

16. Automatized behaviors are less under attentional control.
- True
 - False
 - There is no way to know based on this passage
17. Actions that become habitual through practice are more efficient but tend to be difficult to change.
- True
 - False
 - There is no way to know based on this passage
18. Learners of complex nonverbal skills such as skiing or driving initially tend to pay close attention to their performance, but many relevant actions later become habitual.
- True
 - False
 - There is no way to know based on this passage
19. What does “aspects of L2 may become automatized before they have developed to target levels” mean?
- Incorrect patterns of speaking have become habitual.
 - L2 learners have automatized their targets.
 - Positive input is necessary for improvement.
 - Learner development requires habitually pausing before speaking.

20. Which answer best summarizes the presumed cause of L2 fossilization?
- Permeable behaviors are no longer at target levels.
 - Automatized behaviors are no longer at target levels.
 - Target levels sustain conscious awareness.
 - Initially permeable behaviors become automatized before reaching target levels.
 - Attentional control has become automatized at target levels.

V. Interlanguage is defined within the Principles and Parameters perspective as intermediate states of L2 (second language) development. This definition is compatible with the notion of interlanguage as “interim grammars” that was introduced in the 1960s and 1970s. If at least some access to Universal Grammar (UG) is retained by L2 learners, then the process of interlanguage development is in large part one of resetting parameters on the basis of input in the new language. For example, the L1 speaker of Japanese who is learning English L2 needs to reset the Head Direction parameter from head-final to head-initial; the L1 speaker of English who is learning Japanese needs to reset it from head-initial to head-final.

21. In the 1960s and 1970s, the Principles and Parameters framework within linguistics was developed to help explain lexical reduplication such as the Chinese term "人人" (a large group of people).
- True
 - False
 - There is no way to know based on this passage
22. In the 1960s and 1970s, L1 speakers of Japanese who were learning English L2 retained at least some access to Universal Grammar (UG).
- True
 - False
 - There is no way to know based on this passage

23. Head Direction is one parameter of Universal Grammar (UG).
- True
 - False
 - There is no way to know based on this passage
24. Which answer gives the best example of interlanguage?
- A child born with a Japanese-speaking mother and an English-speaking father can readily switch between the two languages when speaking.
 - A Japanese speaker learning English temporarily uses English vocabulary but Japanese grammar.
 - Japanese- and English-speaking groups develop a common trade language.
 - Japanese speakers cannot retain access to Universal Grammar (UG); therefore, the Head Direction parameter cannot be reset from head-final to head-initial.
25. The notion of interlanguage as “interim grammars” was introduced in the 1960s and 1970s.
- True
 - False
 - There is no way to know based on this passage