1. Definition of the following terms. Please limit your answer for each term to 40 words. (5% for each item)
   a. *fossilization*
   b. *critical period hypothesis*

2. At this point in history, English has been widely acknowledged as a lingua franca, a language used to make communication possible between people with different first language. While English is shaped by non-native speakers in different regions, World Englishes have brought changes in various aspects (e.g., phonology, lexis, syntax, and pragmatics). As an English teacher in the 21st century, how will you deal with the changes? Please give examples of how you will apply the concepts of "teaching English as an international language for global communication" in English education in Taiwan. (20%)

3. In the past few years, the popularity of social networking services (e.g., Facebook, Twitter) has changed our way to connect with others. The integration of these social networking sites also means opportunities in language teaching and learning. First, please discuss how these social networking services may be integrated into English learning and what pedagogical considerations should be taken into account (please specify the level of target learners) (10%). Second, please indicate and elaborate what theory(ies) can best support your pedagogical application of these social networking services that you mentioned in the first part. (10%)

4. Define the concepts of *dialect* and *accent*, and illustrate the difference between the two. (10%)

5. In second language acquisition (SLA) research, monolingual native speakers are often viewed as a pragmatic norm for non-native speakers; however, some researchers have argued that this viewpoint is inadequate. Please take a stance on this issue and provide your reasons. (20%)

6. What is L1 attrition? Discuss L1 attrition of second or foreign language learners from the sociolinguistic perspective, such as possible factors and outcome of L1 attrition. (20%)