

# 國立中山大學 102 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文【外文系碩士班乙組】

題號：412005

※本科目依簡章規定「不可以」使用計算機

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## ● Instruction

Read the passage below and compose a two-part essay. In the first part, you should write an 80-word summary of the major rationales/goals/features of SBI mentioned in the passage (do not use bullet points) (30%). In the second part, you are asked to discuss the benefits and challenges of employing SBI to conduct foreign/second language teaching. The second part should be approximately 200 words in length (70%).

## ● Reading passage

Language learning strategies constitute the learning processes consciously selected by the language learner. A major outcome of the research into these processes is the conclusion that learners should be taught not only the language but also the strategies they could use to promote more effective learning. Grounded in such a research outcome, the approach to foreign/second language teaching that implements instruction in language learning strategies has come to be known as strategies-based instruction (SBI), or learner strategy training.

Initial research debates (e.g., O'Malley & Chamot, 1990) focused on whether SBI should be a separate course or integrated into the usual language lessons, namely, embedded in the materials or made explicit. Since that time, there has been an increasing consensus that a fundamental rationale of SBI is to promote the development of learner self-management since research has shown that unless learners select strategies in the service of some task, skill, and objective, they will not easily find the most appropriate strategies and be successful. Hence, the explicit development of metacognitive strategies, alongside cognitive strategies, is considered essential.

Thus far, a number of SBI frameworks have been developed. Although they differ in their details, they aim to achieve the same overall goals: to raise the learners' awareness about learning strategies and model strategies overtly along with the task, to encourage strategy use and give a rationale for it, to supply a wide variety of relevant strategies for learners to choose from, to offer controlled practice in the use of strategies, and to provide some sort of a post-task analysis which allows learners to reflect on their strategy use. Additionally, arguably the most inspiring and instructive part of SBI is the 'sharing session,' where students are asked to share their learning discoveries and self-generated learning strategies as a regular part of class. Students who are directly involved in the learning process often have fresh insights that they can share with their fellow learners in simplified terms, and personal learning strategies are often quite amusing and therefore students usually enjoy discussing them.

### *This passage is based on the following books:*

1. Cohen, A. D., & Macaro, E. (2007). *Language learner strategies*. Oxford: Oxford University Press.
2. Dornyei, Z. (2005). *The psychology of the language learner*. New Jersey: Lawrence Erlbaum Associates, Inc.