

考試科目	英文作文	所別	611 英文學系(國語組) 612 英文學系(英語組)	考試時間	3月15日 星期六 第3節
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**Part One—Sentence Correction (30%)**

*Rewrite each of the following sentences, correcting errors in grammar, usage, and style.*

1. Although many fish farmers have suffered significant losses due to this winter's cold spell has been unusually severe, thus putting them under increased economic pressure, but, worryingly, the government has yet to offer a satisfactory compensation package.

2. Thirty years ago, the directors of the firm, in an effort to curb the wastefulness of its corporate culture, have implemented tough policies prohibiting the using expense accounts for personal expenses, first-class ticket purchasing, and removing office stationery and computer supplies.

3. Considered one of the leading scholars in her field, Professor Mevis's lectures are always packed with students, who are fascinated with her explaining the intricacies of phonemic awareness, therefore anyone who arrives late will find it difficult to find a seat.

4. Her arms around her father's waist, on her first visit to the dentist, the young girl shut her eyes afraid of the cruel-looking instruments and buzzing machines, said, in desperation, "My tooth doesn't hurt anymore."

5. The library shelves, which, John saw, were removed every last book, every issues of every journal, even every newspaper and popular magazine, would have been completely useless for research of any kind, and, unsurprisingly, gave up and returned to the dormitory.

備 考 試 題 隨 卷 繳 交

命 題 委 員 : \_\_\_\_\_ (簽章) \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

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考試科目	英文作文	所別	611 6112	(博、碩) 英文系	考試時間	3月15日 星期六	第3節
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**Part Two--Composition**

**Section A--Summaries (20%)**

*Write a brief summary in English of each passage below. Do not exceed 100 words for either; that is, the maximum total word count for the two summaries is 200.*

**[Passage One:]**

**Questions of Pedagogy: Methods of Teaching/Learning a Foreign Language**

Unlike traditional teacher-centered pedagogy, in which students' learning experiences are typically passive, the pedagogy of literature-based discussion groups involves a dynamic interaction among students. This pedagogy encourages students to talk in class and allows them to relate to their personal experience in discussion. Also, literature-based discussion groups engage students in aesthetic reading and provide them with the opportunity to transform words into meaning. According to D.I. Smith, "in aesthetic reading the reader is focally concerned with what is felt during the reading event... Aesthetic reading may include awareness of subsequent applications and may well be influenced by and have later effects upon social realities, but the focus of attention is nevertheless on the reader's experience of the text during the reading event." The pedagogy of literature-based discussion groups incorporates the sociocognitive aspect of learning, in which knowledge is believed to be socially constructed in situations, and has gained popularity in language classrooms.

Literature-based discussion groups are characterized by students actively engaged in reading, thinking, and sharing with their peers the interpretations of the text. Through interpretation of the text and interaction with knowledgeable others about their experience with the text, literature-based discussion groups provide a learning environment which is conducive to meaningful literacy learning at various grade levels. According to recent studies, this pedagogy really helps students improve their reading comprehension, construct simple meaning, compose their own language, and build community without the teacher's presence. Also, this pedagogy allows students to gain self-confidence so that they tend to talk more and express themselves more fully, which empowers students in their explorations of reading texts and in becoming independent learners.

(adapted from "Literature-based Discussion Groups Revisited" by Li-hua Chou)

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**[Passage Two:]**

儘管近年有些研究指出上述以文學作品為本進行討論的教學法在語言教學上之成效，另有一些研究者質疑如何確信此教學法比其他教學法更能深植學生的文字能力。帶領課堂討論的教師亦指出，儘管學生熱切地討論文學作品，但討論的內容往往流於空泛，使用的時間過於冗長，且學生花許多時間重述故事或只討論他們感興趣的部份，使討論無法深入，因而學習成效不如預期。此種以文學作品為本進行討論的教學法，原本著眼於學習者能在討論互動中充份表達自己的想法，進而提升其學習動機與學習成效。實際上，討論團體中的學習者是處於學業、社會以及文化交錯情境中，他們因學業表現或社交能力的不同而有高下之分。從而在進行討論時，有些學生會被邊緣化，其意見往往被忽視；學習成就高的學生間總是有熱烈的討論，但學習成就低的學生卻顯得無所事事，無法從討論中獲益。

(adapted from "Literature-based Discussion Groups Revisited" by Li-hua Chou)

**Section B—Critical response (50%)**

*Write a unified critical response to the issues and viewpoints expressed in the two passages given in Section A above. Do not exceed 400 words.*

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