Part I: Listening Comprehension

Instruction: You will hear each talk twice. After listening to the tape, read the questions, and write down the answers. Please make sure you mark the question number on your booklet. 50%

1. Listen to the introduction about Direct Method. What are the goals of teachers who use the Direct Method? (5%)

2. What are the ways in which content-based instruction differs from more traditional methods? (10%)

3. Listen to the passage. Please define Field Dependence and Field Independence. (5%)

4. What are Brown’s Components of Performance Objectives? (10%)

5. What are Morrow’s three features of communication? Please explain in your own words? (10%)

6. Listen to the passage on listening. Please characterize each of the three Communicative Listening Modes. From your own personal experience, give examples of each of these three kinds of Communicative Listening Modes. (10%)

Part II: Reading Comprehension:

When writing down your answers, please make sure you mark the question number on your booklet. 50%

Section A:

1. Which of the followings is NOT the feature of constructivist learning theory? (4%)
   
   (A) fully functioning person  
   (B) learning how to learn  
   (C) subsumption  
   (D) empowerment  
   (E) teachers as facilitators
2. Which of the followings is NOT the feature of Metacognitive Strategies? (4%)
   (A) planning for learning
   (B) monitoring of one’s comprehension
   (C) imitating a language model
   (D) checking the outcomes
   (E) indicating an executive function

3. Which syllabus type is described in the following text? The classroom practice focus is on
decision-making. It involves a negotiation cycle in a classroom so the actual syllabus evolves
within activities and tasks. (4%)
   (A) Formal syllabus
   (B) Functional syllabus
   (C) Task-based syllabus
   (D) Process syllabus
   (E) Semantico-notional syllabus

4. Among several controversial theoretical perspectives in Second Language Acquisition, one
particular hypothesis describes the internal learning processes operated by adult language learners.
One is centered on a subconscious and innate process of building the structure of a language. The
other is on a conscious learning process in which language learners concentrate on forms, rules,
and their own progress. Which of the followings is the described hypothesis? (4%)
   (A) The Input Hypothesis
   (B) The Acquisition-Learning Hypothesis
   (C) The Natural Order Hypothesis
   (D) The Monitor Hypothesis
   (E) The Affective Filter Hypothesis

5. Iko Seo is a non-native speaking English teacher. She was challenged several times by her students
for her Japanese-like pronunciation. She strongly feels her professional incompetence due to her
ethnic accent. However, she accepts the fact as well as the blame, and continuously strives for
improving her pronunciation to a “standard” and professional level. According to Hoste’s four
conceptual categories of different cultural norms, which category is this case most possibly stated? (4%)
6. Motivation is always considered a critical factor for success or failure in second language learning. Several historical schools of thoughts describe different perspectives. One particularly focuses on the individual's decisions, such as to explore possibilities, to manipulate the environment to cause change, to seek solutions to problems, and to enhance ego to be accepted by others. Which school of the thought is described above? (4%)
   (A) cognitive
   (B) behaviorist
   (C) constructivist
   (D) humanistic

Section B
A private college is recently founded by a group of alternative educators, called "Sabbatical Academy." They wish to establish a program aiming at learning to enjoy the process of learning. Through the education at this institute, it is hoped that the individual will be empowered and energized, and ready to make the most of one's journey through life. All the course activities are composed of three types: activities that focus on the nature of the self, activities that help to make meaning of life experiences, and activities that allow ones to give of oneselves. The interdisciplinary nature of the sources adds depth to students' "subject matter knowledge." Nothing is typical at Sabbatical Academy!

7. What is the goal of the curriculum? (4%)
   (A) To develop an inspiring environment
   (B) To search for the nature of self
   (C) To enjoy the process of learning
   (D) To make good use of subject matter knowledge
8. Which would be the most possible class practice appeared in a syllabus design? (4%)
   (A) subject-focused exercise
   (B) meditation
   (C) pair work
   (D) mock

9. What would be a brief sample of a lesson plan? (4%)
   (A) 1st month: Dance
       2nd month: Dramatic Improvisation
       3rd month: Hip-hop
       4th month: Multicultural education project
   (B) week 1: Dance
       week 2: Drama Improvisation
       week 3: Hip-Hop
       week 4: Multicultural education project
   (C) morning: dance
       midmorning: school service
       late morning: hip-hop
   (D) 8:00 am warm-up exercise
       8:10 am Circle drumming introduction
       8:20 am Circle drumming practice
       8:40 am circle drumming performance

Section C
10. Many "popular ideas" in Second Language Acquisition are not fully supported by research
    (Lightbown & Spada 1993). Please fill in the most appropriate vocabulary/phrases to complete the
    statements of the "popular ideas." (2 points for each answer for a total 14%)
    i. Languages are mostly learned by ___a____.
    ii. When young children make errors, their parents often ___b___.
    iii. People with ___c___ can learn language well.
    iv. The earlier ___d___, the greater ___e___.
    v. Many mistakes made by second language learners are on account of ___f___.
    vi. Language learners' mistakes ought to be corrected immediately in order to ___g____.