

Answer the following questions in English only.

Part I.

1. “In her contribution to a volume on content-based teaching, Ann Johns (1997) discussed the relationship between ESP and content-based instruction. While she began from the position that “English for specific purposes (ESP) is a superordinate term for all good ESL/EFL teaching, and content-based instruction (CBI) is a central force in this movement” (p. 363), she went on to note that a major difference between CBI and ESP is that “CBI practitioners seem to focus almost exclusively on pedagogy” (p. 366) without the theoretical and research basis that characterises ESP” (Garner & Borg, 2005, p. 120). Within the broad domain of English for specific purposes, some scholars (Brinton, Snow, & Wesche, 1989; Kern, 2000) think that Content-Based Instruction (CBI) is the most educationally appropriate approach for English for Academic Purposes for university students (Garner & Borg, 2005).
 - a. What is CBI? (5%)
 - b. What are its assumptions about the nature of language? (5%)
 - c. What are the relevant theories of learning it draws on? (5%)
 - d. What are its advantages compared to traditional Freshmen English at the university level? (5%)
 - e. What are the expected roles for teachers and students in CBI? (5%)
2. In form-focused instruction, recasts and prompts are two techniques usually used by ESL/EFL language teachers. What is form-focused instruction? (5%) What is a recast? (2%) What is a prompt? (3%) What are the related second language acquisition theories that underlie each corrective feedback technique? (15%)

Part II.

1. What can speech errors tell us? What is spoonerism? Please provide examples. (15%)
2. How are literacy and phonological awareness closely related? Please elaborate with examples. (15%)
3. Define the following concepts: (20%)
 - Over-extension and under-extension
 - Language acquisition device (LAD)
 - Fast mapping
 - Grice's maxims