

本試題是否可以使用計算機：可使用，不可使用（請命題老師勾選）

1. Followings are two pieces of transcription of a taped reading lesson. Transcription A and B are taken from a high- and a low-proficiency group, respectively. Compare the students-students and teacher-students interaction of the two groups and state the differences in their language uses and interaction styles with your comments.  
50%

T=Teacher

C, M, Ce= individual student

Ss=class

**Transcription A (high-proficiency group)**

1. C: Joan I have your boat/said Liza and
2. T: \_\_\_\_\_ and
3. C: and I have a fly for your frog too//
4. T: what's she mean by that
5. C: for the frog to eat//
6. T: okay//
7. L: but...I... but
8. T: wait a minute till she gets through//
9. L: but \_\_\_\_\_ but
10. T: watch your books watch your books
11. C: but you can't ... have your boat/or the fly/if I can't come in// John looked at his frog/ and he looked at Liza
12. T: \_\_\_\_\_ what did he say//
13. C: come in
14. T: how did he say it//
15. C: come in Li—
16. T: \_\_\_\_\_ did he say come in Liza come in// or did he say...
17. C: come in \_\_\_\_\_ Liza / come in//
18. T: \_\_\_\_\_ come in/ Liza

**Transcription B (low-proficiency group)**

1. M: here he/...ran/...out/...of/...
2. T: her
3. M: the house ... wuh— with his things//
4. T: \_\_\_\_\_ with
5. M: and then ... he...
6. T: \_\_\_\_\_ sound it out/ threw
7. M: bu—boat/... into the... gahbag can//
8. T: \_\_\_\_\_ guh..
9. T: garbage//say garbage//
10. M: gahbage
11. T: don't say gahbage//look at me/say garbage/gar/say it//everybody say it
12. Ss: garbage
13. T: Celena/ say it
14. Ce: garbage

(背面仍有題目,請繼續作答)

編號: 19 系所: 外國語文學系乙組

科目: 語言分析

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- 15 T: right/ Marion/ Liza  
 16 M: Liza... was... there and she was  
 17 T: where are we Sherrie there  
 18 T: what  
 19 M: she was saw what  
 20 T: no// ssss... how does -j- sound//  
 21 M: juh//  
 22 T: what's the boy's name// ...John  
 23 M: John... said  
 24 T: did //she saw what John did// Marion/ what did he do//  
 25 T: she was what he did//how what did he do//  
 26 M: he threw his things in the gahbage  
 27 T: garbage/right/ go on

2. Followings are data taken from an on-line chatroom discussion. The participants, a group of university students, were asked by their teacher to discuss the strength and weakness of including English as a required subject from the first grade at elementary school in Taiwan. Discuss the similarities and differences between natural face-to-face group discussions in the classroom with what you have observed from this on-line discussion. 50%

aluwanda: hello:)

singsing: hello

aluwanda: i think the elementary school should offer suchmother tongue

mushroom: me too...

win: ^^

aluwanda: now we always speak chinese

win: y ??

mushroom: That is because not every parents can teach their children nother tounge

aluwanda: somethimes we will forget how to speak our mother tongue fluent

win: how the different places?? i mean come form the other country

aluwanda: so we should learn it all the time

mushroom: yeah.....I seldom say it right now.

mushroom: In school, I don't have that opportunity

aluwanda: i can't speak it fluently now

aluwanda: what a pity!!

aluwanda:

mushroom: so sad....I like Taiwanese though

win: yap ~ maybe we're pareant they don't teach us or speaking to us in our child.

aluwanda: yes because everyone speaks chinese

mushroom: But who do you think the school teach mother tongue?

mushroom: It is not easy to do...

win: but, in my family my parants want us to learn our mother language at home.

mushroom: I cannot imagine the teachers teach me Tiawanese.

aluwanda: in this way we will have more chance to speak our mother tongue