

2017학년도 중등학교교사 임용후보자 선정경쟁시험

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제1차 시험	3 교시 전공 B	8문항 40점	시험 시간 90분
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- 문제지 전체 면수가 맞는지 확인하십시오.
- 모든 문항에는 배점이 표시되어 있습니다.

1. Read the passages and the teaching journals, and follow the directions. **【4 points】**

<A>

Form-focused instruction (FFI) can be split into two types: focus on form^S and focus on form. According to R. Ellis (2001), FFI “includes both traditional approaches to teaching forms based on structural syllabi and more communicative approaches, where attention to form arises out of activities that are primarily meaning-focused” (p. 2).

[Mr. Song]

My students often tell me that they feel overwhelmed by the number of grammatical structures they have to learn. While thinking about ways to help students develop grammatical competence, I decided to teach grammar explicitly in class. Today I spent most of the class time on explaining grammatical rules using meta-linguistic terms. Although some of the students initially showed some interest in learning about the rules, many of them got bored, with some dozing off after ten minutes or so.

[Miss Oh]

Most of my students find grammatical rules difficult and boring. So I decided to implement a new approach. For this approach, I typed up the reading passage in the textbook and deliberately italicized the target structures, hoping that this would help my students notice how the target structures function. After I passed out the reconstructed reading passage, I had my students read it by themselves and then work together in groups, cross-checking their understanding.

Referring to the terms in <A>, identify the type of form-focused instruction exemplified in each of the teachers’ teaching journals, and explain with supporting evidence from . Do NOT copy more than FOUR consecutive words from the passage.

2. Read the passages and follow the directions. **[4 points]**

<A>

Materials can be adapted for many reasons, for example, to localize, to modernize, or to personalize. We can localize materials to make them more applicable to our local context. We can modernize materials when they are outdated in terms of English usage or content. We can also personalize materials by making them more relevant to learner needs and interests. Materials adaptation can be carried out by using a number of different techniques, as shown in the figure.

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graph TD
    MA[Materials Adaptation] --> R[Reasons]
    R --> L[to localize]
    R --> M[to modernize]
    R --> P[to personalize]
    L --> T[Techniques]
    M --> T
    P --> T
    T --> A[adding]
    T --> D[deleting]
    T --> S[simplifying]
    T --> R2[reordering]
    
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Mr. Lee is teaching first-year middle school students whose proficiency levels are very low. After conducting a needs analysis, he has learned that the students find the writing sections of the textbook difficult and that they are interested in sports. While he is planning a writing lesson for next week, he realizes that there is only one pre-writing activity in Unit 1 of the textbook. He thinks that one activity is not enough for his students to develop ideas for writing. Thus, he is going to increase the number of the pre-writing activities from one to three. In addition, thinking that the reading passage on sports in Unit 3 will better suit learner interests than the reading text in Unit 1, he decides to switch the two reading texts. He believes that this change will help his students become better prepared for writing and more engaged in English language learning.

Referring to the terms in <A>, explain the reason why Mr. Lee wants to adapt the materials, and identify which techniques he is going to use for materials adaptation. Do NOT copy more than FOUR consecutive words from the passage.

3. Read the passage and follow the directions. **[4 points]**

The schwa vowel /ə/, which is a reduced or weak vowel in English, can be deleted in fast speech, as exemplified in (1).

(1) Schwa Deletion

	Careful Speech	Fast Speech
camera	[ˈkæməɪə]	[ˈkæmɪə]
veteran	[ˈvetəɪən]	[ˈvetɪən]

However, schwa deletion is not observed in fast speech for the following words.

(2) No Schwa Deletion

	Careful Speech	Fast Speech
facilitate	[fəˈsɪləteɪt]	[fəˈsɪləteɪt] * [fəˈsɪlteɪt]
famous	[ˈfeɪməs]	[ˈfeɪməs] * [ˈfeɪms]

In the following examples of morphologically related words, schwa deletion may or may not be observed.

(3)

	Careful Speech	Fast Speech
a. principal	[ˈprɪnsəpəl]	[ˈprɪnspəl]
principality	[ˈprɪnsəˈpæləti]	[ˈprɪnsəˈpæləti] * [ˈprɪnˈspæləti]
b. imaginative	[ɪˈmædʒənətɪv]	[ɪˈmædʒnətɪv]
imagination	[ɪmædʒəˈneɪʃən]	[ɪmædʒəˈneɪʃən] * [ɪmædʒˈneɪʃən]

Note: * indicates a non-permissible form.

In the data given in (1) and (3), schwa deletion occurs in fast speech under two conditions related to a preceding and a following phonetic environment. State the two phonetic conditions for schwa deletion.

4. Read the passages and follow the directions. 【4 points】

<A>

Meaning-negotiation strategies such as comprehension checks, clarification requests, and confirmation checks may aid comprehension during conversational interaction. First, comprehension checks are defined as the moves by which one interlocutor seeks to make sure that the other has understood correctly. Second, clarification requests are the moves by which one interlocutor requests assistance in understanding the other's preceding utterance. Finally, confirmation checks refer to the moves used by one interlocutor to confirm whether he or she correctly has understood what the other has said.

Miss Jeong has been instructing her students to actively utilize meaning-negotiation strategies stated in <A> during speaking activities. One day, she interviewed two of her students, Mijin and Haerim, about the strategies that they had used during previous speaking activities. The following are excerpts from the interview:

Mijin : When I didn't understand what my friends said during speaking activities, I usually said, "Could you repeat what you said?" or "I am sorry?" Sometimes I tried to check whether my friends clearly understood what I said by saying, "You know what I mean?"

Haerim : Well, during speaking activities, when I had difficulties comprehending what my friends said, I didn't say anything and pretended to understand what they said. I felt it embarrassing to show my lack of understanding to my friends. However, when I talked about something during speaking activities, I often said, "Do you understand?" in order to see if my utterances were understood well by my friends.

Based on the passage in <A>, write down all the meaning-negotiation strategies that Mijin and Haerim used respectively, along with their corresponding utterances from each student in .

5. Read the passages and follow the directions. 【4 points】

<A>

The English article system seems deceptively simple because there are only two articles: the indefinite article *a(n)* and the definite article *the*. There are, however, many situations in which a noun phrase is considered definite and thus requires the definite article. Described below are five common uses for the definite article:

- (1) second mention—when the speaker wants to refer to something that has already been mentioned, e.g., *She has a brother and a sister. The brother is a university student. The sister is still in high school.*
- (2) situational use—when the speaker wants to refer to something specific that is present in the environment and visible to the listener, e.g., *Can you pass me the salt?*
- (3) associative use—when the speaker can assume that the listener knows about the relationships that exist between certain objects and things usually associated with them, e.g., *I bought a book yesterday, and I spoke to the author today.*
- (4) post-modification—when relative clauses are used to define or specify something, making it specifically identifiable and hence definite, e.g., *She's never met the girl I dated in college.*
- (5) generic reference—when a noun refers generally to members of a species or class, e.g., *The penguin is a flightless bird.*

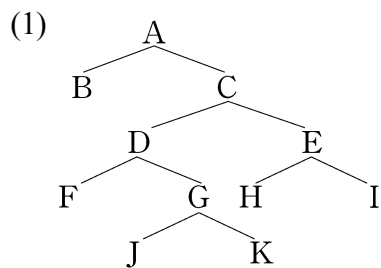
A taxi was involved in a terrible accident last night. Luckily, neither the driver nor the passengers were injured.

Identify which of the five uses of the definite article described in <A> best accounts for the use of the two definite articles in . Then explain the reason.

6. Read the passage in <A> and the sentences in , and follow the directions. **[5 points]**

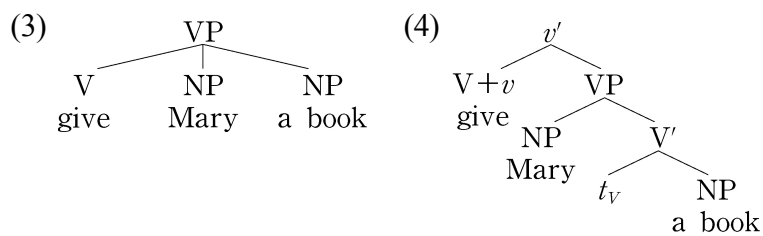
<A>

Anaphors such as *each other* have to be bound by their antecedent. An anaphor must satisfy two conditions to be bound. An anaphor can be bound if it is coindexed (i.e., coreferential) with its antecedent and is also c-commanded by that antecedent within the smallest clause or noun phrase containing the anaphor. A node c-commands its sister and all the descendants of its sister. For example, in (1), B c-commands C, D, E, F, G, H, I, J, and K; however, I c-commands only H, which is its sister. It does not c-command any other nodes.



Consider the two structures for the verb phrase in the double object construction (2). (3) is a ternary (three) branching structure, which is a kind of multiple branching structure, and (4) a binary branching structure.

(2) Tom will give Mary a book.



In (3) and (4), the direct and indirect objects have different structural relations.

(i) Mary showed the boys_i each other_i.
 (ii) *Mary showed each other_i the boys_i.
 (In the examples *the boys* and *each other* refer to the same people.)
 Note: * indicates that the sentence is ungrammatical.

Identify which VP structure, (3) or (4), can account for the ungrammaticality of sentence (ii) in . Then, explain why one, but not the other structure, can account for the ungrammaticality by using the c-command relation described in <A>.

7. Read the passage and follow the directions. **[5 points]**

Have you ever felt overwhelmed trying to do too many things at once? In modern times, hurry, bustle, and agitation have become a regular way of life for many people—so much so that we have embraced a word to describe our efforts to respond to the many pressing demands of our time: multitasking. Used for decades to describe the parallel processing abilities of computers, in the 1990s the term multitasking became shorthand for the human attempt to simultaneously do as many things as possible, as quickly as possible, and with the help of new technologies.

It was originally assumed that multitasking was a useful strategy for increasing productivity. More recently, however, challenges to the presumed advantages of multitasking began to emerge. For example, numerous studies have addressed the sometimes fatal danger of driving and using cell phones or other electronic devices at the same time. As a result, several countries have now made that particular form of multitasking illegal. Researchers have also found that multitasking in the workplace can actually decrease productivity because the constant attention paid to emails, messaging apps, and phone calls temporarily impairs our ability to solve complex problems. Moreover, multitasking may negatively influence how we learn. Even if we learn while multitasking, that learning is likely to be less flexible and more fragmented, so we cannot recall the information as easily. As the research on multitasking implies, perhaps it is time to challenge the assumption that doing more is better.

Write a summary following the guidelines below.

Guidelines

- Summarize the above passage in ONE paragraph.
- Provide a topic sentence, supporting ideas from the passage, and a concluding sentence.
- Do NOT copy more than FIVE consecutive words from the passage.

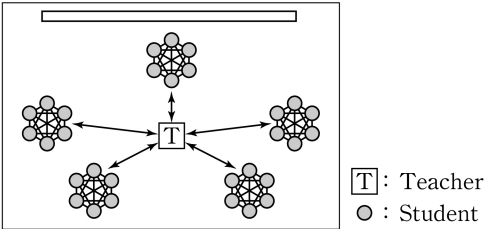
8. Read the two lesson procedures for teaching comparatives in <A> and , and follow the directions. 【10 points】

<A>

Class A
Lesson objectives: Ss will be able to discuss and present their travel experiences using comparatives.

- T tells a story about travel experiences.

Let me tell you about two trips I took, one to Singapore and the other to Bangkok. I really enjoyed my trip to Bangkok. It was more interesting than my trip to Singapore. Singapore was a little more boring than Bangkok. Although Singapore was cleaner and nicer, I thought Bangkok was a more fun city to travel in.
- T articulates the lesson objectives and asks Ss to form groups of six.



T : Teacher
○ : Student
- Ss begin a consensus building activity. During this activity, Ss compare locations according to a list of given adjectives (e.g., *safe, beautiful, historic*) on a worksheet. (T helps Ss as needed.)

	Your chosen place	Your group's agreed-upon place
safe	<i>Busan</i>	<i>Daegu</i>
beautiful	<i>Jeju</i>	<i>Jeju</i>
historic		
...		
_____ (<i>your idea</i>)		

Ss compare and discuss their ideas using comparatives. (T gives feedback. Ss correct ill-formed utterances.)

S: Busan is beautiful.
T: Beautifuler?
S: Beautiful, more beautiful.
T: More beautiful?
S: Busan is more beautiful.
T: More beautiful. OK.
- In groups, Ss discuss where the better and worse places to visit are. (T walks around the classroom to see if all the Ss are participating in the discussion. If Ss are reluctant to join in group work, T encourages them to participate.)
- Ss work on a summary together within their group. T allows Ss to choose a role within their group (e.g., leader, timekeeper, note-taker, reporter). (T monitors their work and helps out as needed.)
- Each group presents their summary to the class.
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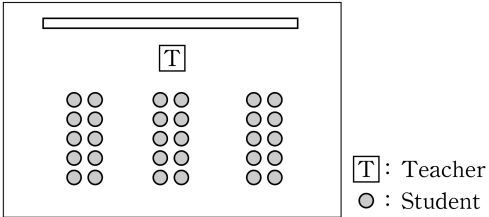
Note: T = teacher, S = student

Class B
Lesson objectives:
(1) Ss will learn comparative forms;
(2) Ss will be able to make sentences using comparatives.

- T explains the grammatical form of comparatives and writes the following chart on the board:

safe	safer
beautiful	more beautiful
cheap	cheaper
expensive	more expensive
...	...

(T stays at the front of the class the entire time, and Ss sit in orderly rows in silence.)
- T instructs Ss to pay attention to the lesson.



T : Teacher
○ : Student
- T plays a recording line-by-line, and Ss listen and repeat. (T instructs them to repeat in unison.)

Recording	Students
A: What is cheaper, taking trains or taking buses?	What is cheaper, taking trains or taking buses?
B: Taking buses is cheaper than taking trains.	Taking buses is cheaper than taking trains.
A: Which one is safer?	Which one is safer?
B: Taking trains is safer than taking buses.	Taking trains is safer than taking buses.
....
- T checks if Ss understand the comparative forms. (T asks questions, Ss answer individually, and T gives feedback.)

T: What is the comparative form of 'safe'?

S: Safer.

T: Good. What about 'beautiful'?

S: More beautiful.

T: Very good. Then what about 'cheap'?

S: More cheaper.

T: No, not 'more cheaper'. It's 'cheaper'.
- Ss do more choral repetition. (T plays the recording again, pausing it after key phrases, and Ss repeat them immediately.)
- T asks Ss to repeat key phrases individually. (T corrects Ss' errors explicitly.)
....

Note: T = teacher, S = student

Write TWO paragraphs. In the first paragraph, identify and compare the roles of the teacher in each class, and explain them with evidence from the text. In the second paragraph, explain and compare how the teacher in each class manages the classroom with evidence from the text.

<수고하셨습니다.>