○ 문제지 전체 면수가 맞는지 확인하시오.
○ 모든 문항에는 배점이 표시되어 있습니다.

※ **Write all answers in English and use neat handwriting.**

1. Read the teacher log and follow the directions. 【2 points】

Teacher Log

Skill-integration is considered more and more important in modern language learning, but I found that at any one time I was almost always teaching just one skill in isolation. As part of my development as a teacher, I wanted to integrate multiple language skills and pursue a more real-life style of communication. To do this, I first investigated my own class practices. I video-recorded eight lessons. After reviewing the video files, I found that in six lessons I taught only one skill. In the other two, I was only able to integrate listening and speaking but never reading or writing. I drew up a plan to integrate language skills more often. What I did was implement the project-based learning approach so that students could collaborate in groups to advance their projects. I conducted the experiments over the second half of the semester and gathered the data. Then, I video-recorded another eight lessons toward the end of the semester to test the effectiveness of the measure I had implemented. After I analyzed the videos and the data, the results were as follows: two of the lessons showed the integration of speaking and reading skills, two other lessons integrated reading and writing skills, and one lesson integrated all four skills! Based on these results, I feel the approach really improved my teaching practice and my ability to teach students with the four skills in an integrated fashion.

Fill in the blank with the TWO most appropriate words.

The log above describes how the teacher addresses a problem in the classroom and resolves it through a systematic process of inquiry. Sometimes referred to as teacher research or classroom research, _____ is considered an important part of self-reflective teacher development. It usually involves four steps: planning, acting, observing, and reflecting. Its major goal is to improve both student learning and teaching effectiveness.

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2. Read the passages in <A> and <B>, and follow the directions. 【2 points】

<A>

Traditionally the parts of speech such as adjective, adverb, noun, preposition, or verb have been defined under semantic criteria. For example, nouns are defined as words that denote people, things, animals, and places. In many cases, the traditional definition works well as *teachers, tables, cats*, and *schools* are all categorized as nouns. However, there are many other cases in which the definition does not work. For instance, *sincerity, love,* and *destruction* are all nouns but they denote a personality trait, an emotional state, and a process, respectively.

As an alternative, syntacticians categorize the parts of speech under distributional criteria. They group words that can fit in the syntactic context and then name the category. In the distributional context in (1), for example, words such as *dog, child, analysis,* or *love* can fill in the blank, but other words like *in, eliminate,* or *sadly* can't; in other words, no part of speech other than a noun can occur in the blank.
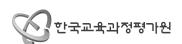
(1) His _____ is great.

Bearing the description above in mind, consider the following examples in (2) - (5) that show the distributions of *there* and *fast*.

(2) a. They repaired the car right there.
b. *They repaired the car right fast.
c. They repaired the car right in that building.
(3) a. They repaired the car very fast.
b. *They repaired the car very there.
c. They repaired the car fast enough.
d. *They repaired the car there enough.
(4) a. The people there are very cheerful.
b. *The people fast are very cheerful.
c. The people at work are very cheerful.
(5) a. The place he drove his car to is in the center.
b. *The place he drove his car to is fast.
c. The place he drove his car to is there.

Note: '*' indicates the ungrammaticality of the sentence.

<B>

Under distributional criteria, we can draw a conclusion that *there* should be counted as a(n) ①_____ functioning as the head of its own phrase and *fast* as a(n) ②_____ functioning as the head of its own phrase.

Fill in the blanks ① and ② in <B> each with ONE word from <A>, in the correct order.

3. Read the excerpt from a play and follow the directions.

【4 points】

OSCAR: They were hiring part-time temps* to replace some of the locked-out workers.** I can pick up a couple of hours in the mornings, and maybe get a full shift.

STAN : Be careful.

OSCAR: Why?

STAN : Why?! Emotions are running high. That's why.

OSCAR: Yeah, well, they're offering eleven dollars an hour.

STAN : I know. Looks good from where you're standing, but that eleven dollars is gonna come outta of the pockets of a lot of good people. And they ain't gonna like it.

OSCAR: Well, I'm sorry about that. But it ain't my problem. I been trying to get into that union for two years. And each time I asked any of 'em, I get nothing but pushback. So now, I'm willing to be a little flexible and they ain't.

STAN : You want my opinion?

OSCAR: Do I have a choice?

STAN : Don't do it.

OSCAR: That's your opinion [. . .] They're offering me three dollars more per hour than I make here. Three dollars. What they're offering is better than anything I've touched since I got outta high school. So yo, I ain't afraid to cross the line. Let 'em puff up their chest, but it don't scare me no more than walking through my 'hood. I know rough. I ain't afraid to roll in the dirt.

STAN : Fine tough guy. But, trust me, you're gonna make some real enemies. Couple of folks you know.

OSCAR: They ain't my friends. They don't come into my house and water my plants.

STAN : [. . .] Six months, watch, they're gonna get another set of guys like you who'll cross the line, and guess what? They'll offer them ten dollars. Watch. Then you'll be outta a job, wanting someone to stand by you. But ain't nobody gonna do it [. . .]

OSCAR: Why are you coming at me that way? I'm not disrespectin' you. I'm just trying to get paid, that's all. For three years I've been carrying nothing but crates. I've got twenty-dollar bills taped to my wall, and a drawer full of motivational tapes. Got a jar of buena suerte from the botanica, and a candle that I keep lit 24/7. I keep asking for some good fortune. That's it. A little bit of money. That's it. My father, he swept up the floor in a factory like Olstead's— [they] wouldn't even give him a union card. But he woke up every morning at four A.M. because he wanted a job in the steel factory, it was the American way, so he swept [. . .] floors thinking, "One day they'll let me in." I know how he feels, people come in here every day. They brush by me without seeing me, No: "Hello, Oscar." If they don't see me, I don't need to see them.

STAN : I hear ya. But, c'mon, really? Look elsewhere, not Olstead's. You don't wanna do this.

*temps: temporary workers
**locked-out workers: employees whose workplace has been temporarily closed by the employer

Lynn Nottage, *Sweat*

Complete the commentary below by filling in the blank with the ONE most appropriate word from the excerpt. Then, explain what the underlined part means.

<Commentary>

Oscar and his father share the same experience. They tried to join a(n) _____, which could have helped them to get full-time employment, but they were rejected. Therefore, when Oscar discovers the lockout, he considers quitting his current position in order to secure a higher salary at Olstead's and realize his American dream. Stan, however, tries to dissuade Oscar by warning him of the dangers that await him.

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4. Read the passages in <A> and <B>, and follow the directions. 【4 points】

─────────<A>─────────

Many derivational suffixes in English share the same phonological forms, but serve different morphological functions. One example of this is the derivational suffix *-al*. Consider the following words ending in *-al* in (1). Some *-al* words are adjectives and others are nouns.

(1)

-al adjectives	*-al* nouns
annual	dismissal
natural	betrayal
gradual	reversal
federal	survival
floral	renewal
legal	referral

The noun-forming suffix *-al* imposes a morphological and a phonological requirement on the stems to which it attaches. From the morphological perspective, the noun-forming suffix *-al* must attach to a verb, as shown in *dismiss+al*, *betray+al*, *reverse+al*, etc. Not all verbs, however, can take the noun-forming suffix *-al*. Impossible *-al* nouns are shown in (2).

(2) *abandonal *fidgetal *investigatal *promisal *qualifial

English verbs and nouns exhibit a wide range of stress patterns. These are represented by the ultimate, penultimate, or antepenultimate stress, or by the trochaic or iambic foot structure, etc. The phonological requirement, in relation to stress and foot structure, for the noun-forming suffix *-al* can explain why the suffix sometimes creates unattested nouns. The attested *-al* nouns in (1) and the unattested ones in (2) differ markedly in their stress and foot patterns. The stress pattern shared in common among the attested *-al* nouns is also found in many underived nouns, as illustrated in (3).

(3) appendix Chicago   veranda   avocado
    consensus hiatus   Minnesota arena

Note: '*' indicates an unattested word.

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The above data show that both attested *-al* nouns in (1) and underived nouns in (3) have the primary stress on the ①_____ syllable, creating a(n) ②_____ foot at the end.

Fill in the blanks ① and ② in <B> each with ONE word from <A>, in the correct order. Then, state the phonological generalization that determines which verb stem the noun-forming suffix *-al* can attach to.

5. Read the passage in <A> and the examples in <B>, and follow the directions. 【4 points】

─────────<A>─────────

Coordination by *and*, *but*, and *or* can be divided into clausal and phrasal coordination types, as demonstrated in (1a) and (1b), respectively.

(1) a. [Jim speaks Spanish poorly] but [he got good scores on the Spanish exam].
    b. Jim speaks [French or German] poorly.

In many cases, a phrasal coordination can be expanded into a logically equivalent clausal one. Compare sentence (2a) with (2b). If (2a) is true, then (2b) is true, and vice versa. The two sentences are logically equivalent and they can also be said to share the same truth conditions.

(2) a. Alice$_i$ introduced me to her$_i$ [mother and father].
    b. [Alice$_i$ introduced me to her$_i$ mother] and [she$_i$ introduced me to her$_i$ father].
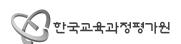
There are, however, some pairs of coordination sentences that do not share the same truth conditions. Consider the examples in (3), for instance. Under the condition where Sue had coffee but not tea, (3b) is true but (3a) is false. Sentence (3a) is true when it denotes that Sue had neither coffee nor tea.

(3) a. Sue didn't have any [coffee or tea].
    b. [Sue$_i$ didn't have any coffee] or [she$_i$ didn't have any tea].

Note: The subscript '*i*' indicates coreferentiality.

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(4) a. Your car keys are [in your purse or on the dresser].
    b. The [last and most telling] objection concerned the cost.
    c. Fred [noticed but didn't mention] Bill's inconsistencies.
    d. [Two perfect and four slightly damaged] copies were found.

Based on the description in <A>, first, identify the ONE phrasal coordination in the sentences in <B> that shows different truth conditions from the clausal coordination, and then change it into an appropriate clausal coordination. Second, explain how the phrasal coordination you chose and the clausal coordination you created differ in their truth conditions.

6. Read the passage in <A> and the email in <B>, and follow the directions. 【4 points】
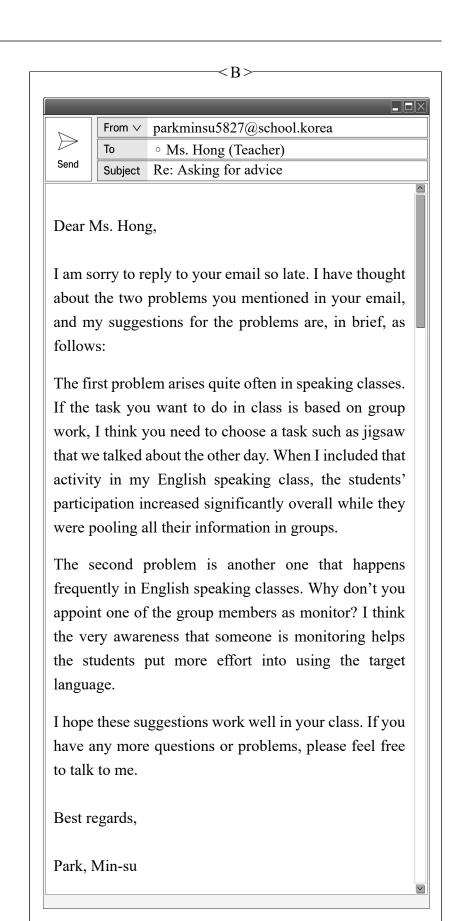
―――――――< A >―――――――

Ms. Hong, a new English teacher, had a hard time getting her students to talk in her English speaking class. She investigated the issue and found a checklist related to the problems that hinder the students' active engagement in speaking. The checklist consisted of seven categories with descriptions: no preparation time, uneven participation, poor listening ability, lack of speaking strategy use, mother-tongue use, nothing to say, and inhibition. Based on her observations, she evaluated how often her students struggled with the problems in the checklist during her English speaking class.

Class Observation Checklist

Descriptions	Scale		
	1	2	3
1. Students need some quiet time before they are engaged in a speaking activity.		✓	
2. In group activities, some of the students free-ride without contributing to the discussion.		✓	
3. Students have listening difficulties when engaged in speaking activities.	✓		
4. Students are not aware of speaking strategies and need to develop their own.			✓
5. When students speak the same mother tongue, they tend to use it in group work, especially when the teacher is far away.			✓
6. Students complain that they cannot think of anything to say.		✓	
7. Students are often inhibited from trying to say things in English in the speaking class.			✓

Note: 1 = seldom, 2 = sometimes, 3 = often

Ms. Hong gave careful thought to six, out of the seven problems, that she checked as "sometimes" or "often" in the checklist. She came up with satisfactory solutions to four of the problems; but for the other two, she decided to ask for help. She sent an email about the two problems to Mr. Park, a head teacher, in order to seek some advice. He replied as in <B>.

―――――――< B >―――――――

	From ∨	parkminsu5827@school.korea
Send	To	○ Ms. Hong (Teacher)
	Subject	Re: Asking for advice

Dear Ms. Hong,

I am sorry to reply to your email so late. I have thought about the two problems you mentioned in your email, and my suggestions for the problems are, in brief, as follows:

The first problem arises quite often in speaking classes. If the task you want to do in class is based on group work, I think you need to choose a task such as jigsaw that we talked about the other day. When I included that activity in my English speaking class, the students' participation increased significantly overall while they were pooling all their information in groups.

The second problem is another one that happens frequently in English speaking classes. Why don't you appoint one of the group members as monitor? I think the very awareness that someone is monitoring helps the students put more effort into using the target language.

I hope these suggestions work well in your class. If you have any more questions or problems, please feel free to talk to me.

Best regards,

Park, Min-su

Based on <A> and <B>, identify the TWO problems Ms. Hong asked for Mr. Park's advice about. Then, explain why he made the suggestions for her two problems, respectively. Do NOT copy more than FOUR consecutive words from <A> and <B>.

7. Read the conversation in <A> and the two writing drafts in <B>, and follow the directions. 【4 points】

───────────────<A>───────────────

(Mr. Min, a middle school English teacher, is talking with his student, Jinhee, about her writing.)

T: Jinhee, I think you put a lot of effort into this first draft.

S: Yeah. But I think I made many mistakes.

T: Don't worry. I'll give you some comments on the categories you need to improve so that you can revise your draft. Can you do that?

S: Yes.

T: Great. Let's begin with content. I like your story, but it'll be better if you add more details here. Do you remember that we discussed how to use supporting details last week?

S: Yes, I do.

T: Good. I also saw that you had problems with organization.

S: You're right. Many events are popping up in my mind, but I can't put them logically.

T: One way to solve the problem is to use linking words such as *and, so, but, however, then, thus,* and so on, in order to show a logical sequence of events.

S: I see.

T: Two more categories are vocabulary and grammar. These two expressions here need to be changed. Look up the appropriate expressions in a dictionary. In addition, *swimed* here and *very not much* here are not correct. Think about how you can correct them.

S: Okay.

T: If you have any questions, just let me know. I'm looking forward to reading your second draft.

S: Thank you.

Note: T = teacher, S = student

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<First draft>

> I went to a game park with my family last weekend. When we arrived, we ate delicious snacks. I swimed in the pool. My father did not swim. My mother did it very not much. We went on the rides. It was very funny and smily. We were very tired. We took a taxi to come home.

<Second draft>

> I went to a game park with my family last weekend. When we arrived, we ate delicious snacks. Both my brother and I love sweets. My brother got three cups of ice cream and I got strawberry cake. I swimed in the pool, but my father did not swim. My mother did it very not much. Then, we went on the rides. It was very funny and smily. We were very tired, so we took a taxi to come home.

Identify the TWO categories Jinhee revised in the second draft based on Mr. Min's comments in <A>. Then, explain how she revised the categories, respectively, with evidence from <B>.

---

8. Read the passage and follow the directions. 【4 points】

Tunnel vision is an experience common to almost everyone. While experiencing tunnel vision, the world seems to shrink and the field of vision narrows, as if the person is looking through a tube or pipe. Attention focuses on one or two small details, context is lost, and understanding becomes very difficult. This is the consequence of the brain's limited ability to process visual stimuli. Tunnel vision occurs when your mind receives too many bits of visual information that do not make sense as part of a larger system. There are two main causes of tunnel vision as follows.

A general lack of background and/or contextual knowledge is the first major cause of tunnel vision. Learners with a weakness in art or physical education might suffer from tunnel vision when they attempt to paint or remember the rules of baseball. Their lack of background knowledge in painting and baseball might cause them to lose track of the larger flow of a game or piece of art, even if they are otherwise effective learners.
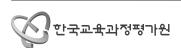
Poor reading habits are the second major cause of tunnel vision. Slow reading is one such bad habit. Many people read slowly because they are afraid they will not comprehend everything if they speed up. Reading too slowly encourages the brain to obsess over each little feature of a text and creates a perfect situation for tunnel vision to arise. It clogs up the visual system with too many individual letters and words.

As mentioned above, tunnel vision is most likely to occur due to a general lack of background information and/or poor reading habits. If there is a lack of contextual knowledge, then the learner must seek elsewhere to acquire it. When you struggle as a reader, speeding up might cure your tunnel vision.

Write a summary following the guidelines below.

<Guidelines>

• Summarize the above passage in one paragraph.
• Provide a topic sentence, two supporting ideas, and a concluding sentence based on the passage.
• Do NOT copy more than FIVE consecutive words from the passage.

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9. Read the passage and follow the directions. 【4 points】

Automation fundamentally alters the way we behave or think. When we work with computers, we often fall victim to two cognitive ailments—complacency and bias—that can make us error-prone. Automation complacency occurs when a computer lulls us into a delusion of security. Confident that the machine will work flawlessly and handle any problem that crops up, we become inattentive. We become disengaged from our work, and the things going on around us fade into the background. Automation bias occurs when we place too much faith in the accuracy of the information coming through our monitors. Our trust in the software becomes so strong that we ignore or discount other information sources, including our own eyes and ears. When a computer provides incorrect or insufficient data, we remain oblivious to the error. Indeed, automation turns us from actors into observers. That shift may make our lives easier, but it can also inhibit the development of _____.

In the small island of Igloolik located in northern Canada, Inuit hunters have for some 4,000 years ventured out from their homes and traveled across miles of ice and tundra to search for game. The hunters have navigated vast stretches of the barren Arctic terrain, where landmarks are few, snow formations are in constant flux, and trails disappear overnight. The extraordinary way the Inuit can discover the best paths is born of their prolonged struggles with winds, snowdrift patterns, stars, and tides. Inuit culture, however, is changing now. The Igloolik hunters have begun to rely on computer-generated maps to get around, but reports of serious accidents during hunts have spread. A hunter who hasn't developed an independent means of finding his way can easily become lost, particularly if his GPS receiver fails. The routes so meticulously plotted on satellite maps can also lead them onto thin ice or into other hazards a skilled navigator would avoid. The GPS has already brought a deterioration in how they intuitively adjust for changing conditions.

To know demands action: each time we collide with the real, we deepen our knowledge of the world and become more fully part of it. While we're wrestling with a difficult task, we may be motivated by an anticipation of the ends of our labors, but it's the work itself—the means—that makes us who we are. Computer automation severs the ends from the means. It makes getting what we want easier, but it divorces us from the very struggles that make our desires meaningful. As we transform ourselves into creatures who <u>watch the screen rather than manipulate the yoke</u>, we face an existential question: Does our essence still lie in what we know, or are we now content to be defined by what we want? If we don't grapple with that question ourselves, our gadgets will be happy to answer it for us.

Fill in the blank with the ONE most appropriate word from the passage. Then, explain what the underlined part means. Do NOT copy more than FOUR consecutive words from the passage.

10. Read the passage in <A> and the teaching procedures in <B>, and follow the directions. 【4 points】

<A>

The basic aspects the students need to know about a lexical item are its written and spoken forms, and its denotational meaning. However, there are additional aspects which also need to be learned, as are described in the following table.

Aspects	Descriptions
Grammar	A grammatical structure may be lexically bound, and lexical items also have grammatical features.
Collocation	Collocation refers to the way words tend to co-occur with other words or expressions.
Connotation	The connotations of a word are the emotional or positive-negative associations that it implies.
Appropriateness	Students need to know if a particular lexical item is usually used in writing or in speech; or in formal or informal discourse.
Word formation	Words can be broken down into morphemes. Exactly how these components are put together is another piece of useful information.

<B>

Teaching Procedure 1

1. Present the following expressions in the table. Ask students to choose which expressions are possible.

do my homework	(O/X)	make my homework	(O/X)
do some coffee	(O/X)	make some coffee	(O/X)
do the laundry	(O/X)	make the laundry	(O/X)

2. Ask students to find more examples using *do* and *make*, referencing an online concordancer.
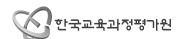
Teaching Procedure 2

1. Ask students to identify countable and uncountable nouns.

advice	employee	equipment	facility
information	money	proposal	result

2. Tell students to choose the expression of quantity that does NOT fit with the noun in each sentence.

(a) The researchers found [*a significant proportion of / some of / most of*] the results were not corroborated by other sources.

Identify ONE aspect in <A> that each teaching procedure in <B> focuses on, respectively. Then, explain your answers with evidence from <B>.

한국교육과정평가원

11. Read the passages in <A> and <B>, and follow the directions.
【4 points】

<A>

A high school English teacher, Mr. Choi, wanted to learn how to write selected-response items (e.g., multiple-choice items) more efficiently. He wrote several items before the workshop began, and found some of them were flawed according to the guidelines he learned during the workshop. The following are some of the guidelines along with examples of flawed items.

General Guidelines for Writing Selected-response Items

① Make certain that there is only one, clearly correct answer.

② State both the stem and the options as simply and directly as possible.

③ Present a single clearly formulated problem to avoid mixed content.

④ Avoid negative wording whenever possible. If it is absolutely necessary to use a negative stem, highlight the negative word.

Item 1

My forehead itches every day during the summer. Using sunscreen hasn't helped much. I think I'd better go to the _____ to get my skin checked.

    a. dentist
    b. optometrist
    c. pediatrician
→ d. dermatologist

Item 2

Where did Henry go after the party last night?

    a. Yes, he did.
    b. Because he was tired.
→ c. To Kate's place for another party.
? d. He went home around eleven o'clock.

Item 3

I never knew where _____ .

    a. had the boys gone
→ b. the boys had gone
    c. the boys have gone
    d. have the boys gone

Item 4

According to the passage, which of the following is not true?

    a. My sister likes outdoor sports.
    b. My brother is busy with his plans.
→ c. My sister and I often do everything together.
    d. My brother is more energetic and outgoing than I.

Note: '→' indicates the key; '?' indicates a possible answer.

<B>

After the workshop, to improve the quality of the items, the teacher revised some items according to the guidelines. The following are the revised items.

Item 1

I think I'd better go to the _____ to get my skin checked.

    a. dentist
    b. optometrist
    c. pediatrician
→ d. dermatologist

Item 2

Where did Henry go after the party last night?

    a. Yes, he did.
    b. Because he was tired.
    c. It was about eleven o'clock.
→ d. To Kate's place for another party.

Item 3

I never knew _____ .

    a. where had the boys gone
→ b. where the boys had gone
    c. the boys where had gone
    d. the boys had gone where

Item 4

According to the passage, which of the following is NOT true?

    a. My sister likes outdoor sports.
    b. My brother is busy with his plans.
→ c. My sister and I often do everything together.
    d. My brother is more energetic and outgoing than I.

Based on <A>, identify the ONE most appropriately revised item in <B> according to guideline ②, and the ONE most appropriately revised item according to guideline ③. Then, explain each of the items with evidence from <A> and <B>.

<수고하셨습니다.>