

Direction: Each of the following essays allows approximately 1,000 words. Word count, however, is not a major criterion in evaluation. Please provide your analysis in a highly-structured manner with clarity and conciseness.

1. Before a written assignment is given to your students, you have to first decide on the writing plans of different types of essays, including the content and structure. This also means that the instruction and practice of the necessary framework for each type of writings is what paves the road for students' writing success from drafting an outline to completion. What follows is a suggestion of three major rhetorical purposes to direct the common types of writings many English teachers use in their classrooms. Please first explain the respective nature as well as distinct features of these three types of writings and the most recommended structure and writing sequence for each. In addition, for each type of writing, please also formulate a topic in order to illustrate a possible outline accordingly. The aforementioned types of writings, with different rhetorical purposes are: descriptive writing, expository writing and argument writing. (40%)

2. Recently, a rather unconventional instructional method known as flip learning or flipped classroom has received substantial discussions, with support and skepticism. The objective of flipping is to allow more in-class interaction between students and teachers by reversing the traditional roles assumed by classroom teachers and students. It is generally believed that flip teaching facilitates learning by enhancing students' learning autonomy and independent learning to further encourage students' own pursuit of knowledge and problem solutions. Flip learning, however, is still in its infancy, with much experimentation to see how it can be done right. Discuss the essential and significant features of such instruction, and evaluate the feasibility. In addition, if you are required to blend the method of flip learning in your English classroom, what do you plan to do? (30%)

3. Read the following excerpt and discuss the five factors in regard to English teaching and learning in Taiwan and beyond. (30%)

*"Variability in language-learner language is the result not only of contextual factors. It also occurs because of individual differences in the way learners learn a L2 and the way they use their L2 knowledge. It is probably accurate to say that no two learners learn a L2 in exactly the same way. The learner factors that can influence the course of development are potentially infinite and very difficult to classify in a reliable manner. SLA research has examined five general factors that contribute to individual learning differences in some depth. These are age, aptitude, cognitive style, motivation and personality. " (Ellis, *Understanding Second Language Acquisition*, p.10)*