

2012학년도 중등교사신규임용후보자선정경쟁시험

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2차 시험	2교시	2문항 50점	시험 시간 120분
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수험생 유의 사항

1. 문제지(초안 작성 용지 포함)와 답안지의 전체 면 수와 인쇄 상태를 확인하시오. **답안지는 문항당 2쪽(교시당 4쪽), 초안 작성 용지는 교시당 4쪽입니다. 답안은 문항당 2쪽 이내로만 작성하시오.**
2. 답안지 모든 면의 상단에 **컴퓨터용 사인펜을 사용**하여 성명과 수험 번호를 기재하고, 수험 번호, 문항별 답안지 쪽 번호를 해당란에 '●'로 표기하시오. '●'로 표기한 부분을 수정하고자 할 경우에는 반드시 수정 테이프를 사용하시오.

	1번 문항, 1번째 답안지 표기		1번 문항, 2번째 답안지 표기	
예시	문항 1 전용 답안지	쪽 번호 표기란	문항 1 전용 답안지	쪽 번호 표기란
		● ②		① ●

3. 답안은 **지워지거나 번지지 않는 동일한 종류의 검정색 펜**을 사용하여 작성하시오(연필이나 사인펜 종류는 사용할 수 없음.).
4. 수학, 과학 과목 등 필요한 경우 답안지 가운데 선을 그어 좌우의 2단으로 나누어 답안을 작성해도 됩니다.
5. 답안지에는 문항 내용을 일절 옮겨 적지 마시오. 단, 하위 문항이 있을 경우, 하위 문항의 번호(1-1, 1-2)를 답안지 앞부분에 쓰고 답안을 작성하시오.
6. 각 문항 답안 작성 후 **마지막 문장 뒤에는 반드시 '끝' 자를 쓰시오**(하위 문항이 있는 경우 각 하위 문항에도 '끝' 자를 쓰시오.).
7. 답안 초안 작성은 문제지의 맨 뒷부분에 있는 초안 작성 용지를 활용하시오.
8. 답안 수정 시 삭제하고자 하는 부분에 두 줄(=)을 그으시오.
9. **다음에 해당하는 답안은 채점하지 않으니 유의하시오.**
 - 문항당 답안지 2쪽을 초과하여 작성한 부분
 - 답안란 이외에(뒷면 등) 작성한 부분
 - 지워지거나 번지는 등 식별이 불가능한 부분
 - 수정 테이프나 수정액을 사용하여 수정한 부분
 - 개인 정보를 노출한 답안지 전체
 - 개인 정보를 암시하는 표시가 있는 답안지 전체
10. 시험 종료 전까지 답안 작성을 완료해야 합니다. 시험 종료 후 답안 작성은 부정 행위로 간주됩니다.
11. **답안을 작성하지 않은 빈 답안지도 성명, 수험 번호, 문항별 답안지 쪽 번호를 기재·표기한 후, 4쪽 모두 제출하시오.**

※ Write all answers in English.

3. Read and follow the directions. 【35 points】

A third-grade high school English teacher, Ms. Park, wanted to diagnose students' speaking ability and decided to use picture description as a performance assessment in her class. Ms. Park developed a scoring rubric and rating scales to evaluate students' performances. Then students were given a series of pictures and asked to describe them for three minutes as fully as possible. However, her head teacher, Ms. Yoon, commented on the initial scoring rubric and Ms. Park revised it. The following are pictures, transcripts of two students' picture descriptions, and Ms. Park's initial and revised scoring rubrics in tables.

<Pictures>



<Speech Transcripts>

<Jitae>

A family of three, uh, playing badminton.. erm.. on beautiful sunny day. It also look like, uh, they have set up, set up a tent and picnic in mountains. Wh.. Whi.. While they are away playing badminton, a e:r the:: dog, maybe a st.. st.. stray:: dog find their picnic and steal some food. The dog, dog runs away with a (0.8) sandwich in mouth. As soon as they come back to the camp site::, the family shocked to see the picnic, well, you know, ruined. He is:: hmm.. they obviously had, hmm, no idea what is going on. Then, after (1.2) packing up, I think, they head home? or motel, I mean, a place to stay. You can see people have, like, depressing:: erm depressed faces. To make things:: worse, it is getting dark. Th.. The.. Their car is still in the mountains.

<Mina>

I, er, I see happy family. hmm.. Father? Son? Some people:: people are playing (3.1) outside, at ground. Two e:r children:: playing with something like b.. ball. Big guy look at a boy and girl:: He is sitting on the chair. Oh, there is animal, one animal (2.4) a (2.0) dog or? (3.8) A big tent is open. It come in the mountain, oh from:: the mountain? and run to the home. And dog try, tries to get some food and e:r eating that later. They are very (3.2) su.. sur.. surprised. Girl is angry. They? are angry. They have nothing to eat (2.9) no sandwiches or kimbab for the camping? He want to go home soon. It is dark e:r outside. (0.5) They take the.. the.. their car and are:: going back.

* Transcription Convention

(0.8) - Interval between utterances (in seconds)

e:r, the:: - Lengthening of the preceding sound

<Table 1> Ms. Park's Initial Scoring Rubric

	Jitae			Mina		
	Excellent	Good to Fair	Needs Work	Excellent	Good to Fair	Needs Work
Pronunciation	○			○		
Grammatical Accuracy		○			○	

<Table 2> Ms. Park's Revised Scoring Rubric

	Jitae			Mina		
	Excellent	Good to Fair	Needs Work	Excellent	Good to Fair	Needs Work
Pronunciation	○			○		
Grammatical Accuracy		○			○	
Fluency					○	
Cohesion	○					
Vocabulary	○				○	

3-1. Answer the following questions.

First, Ms. Park's initial scoring rubric in <Table 1> has a big problem regarding the principle of validity. Among content, construct, criterion, and face validity, select the one that is under the greatest threat; explain why it has a problem in terms of the definition of the validity concerned; and explain why using the test results from <Table 1> would be problematic in one paragraph. Second, two ratings are missing in <Table 2> ("Fluency" for Jitae and "Cohesion" for Mina). In another paragraph, write your ratings of their performances based on the transcripts along with a rationale for your ratings with a specific example from each transcript. **[17 points]**

3-2. Read the following context and answer the questions.

<Context>

Ms. Park recognized Jitae's problem regarding the third-person singular subject-verb agreement after reviewing his speech sample from the performance assessment. Then Ms. Park had a conference with Jitae. She found that, in the first grade of middle school, Jitae was explicitly taught how to put *-s* at the end of verb stems and then practiced the subject-verb agreement through transformation exercises (e.g., *run* → *runs*). Since then, Jitae has been exposed to the grammatical morpheme through reading materials but has not been given chances to use the form in conversation. After checking up on Jitae's knowledge, Ms. Park was convinced that he still retained the grammatical knowledge about the rule. In the classroom, however, Ms. Park has observed Jitae making the same errors frequently in conversation.

First, in terms of both the cognitive and the sociocultural approach of second language learning, in one paragraph, describe a problem associated with the teaching method through which Jitae learned the third-person singular subject-verb agreement. Second, in another paragraph, discuss how to apply one technique/task for the cognitive approach and one for the sociocultural approach in the classroom, explaining why the technique/task selected for each approach would help Jitae correctly use the target grammatical morpheme in conversation. **[18 points]**

4. Read the following and write an essay. 【15 points】

[Situation]

School A in a local city has been requiring its students to participate in supervised night self-study. A neighboring school, School B, is also considering implementing the same program. School A's administration conducted a survey of its students to compile a list of pros and cons about the supervised night self-study. School A then passed on the survey's results to School B. School B's principal will ask teachers to consider the results of the student survey and decide whether or not the new policy of supervised night self-study will be beneficial to the students. As a teacher working at School B, take a position for or against the policy by considering the following pros and cons gathered from the survey.

* supervised night self-study: the program in which under a teacher's supervision students study by themselves in the classroom until late at night

—<KEY EXPRESSIONS>—

<Pros>

1. Motivating study environment
2. More effective use of study hours
3. Less money being spent on private education

<Cons>

1. Less free time with friends and family
2. Increased anxiety due to feeling of "have-to-study"
3. Limitation of students' rights to autonomous learning

Compose a well-structured essay indicating your position according to these guidelines:

- Write four paragraphs from 20 to 25 lines.
- Do not copy more than 7 consecutive words from the description of the situation above.
- Include the following:
 - A thesis statement in the introductory paragraph
 - Two key expressions of pros or cons
 - A topic sentence for each body paragraph
 - A supporting example for each key expression in each body paragraph
 - A concluding sentence in the final paragraph

수고하셨습니다