I. (1) Define "content-based" instruction in terms of the goals of the teachers, and characteristics of the teaching and learning process.

(2) State the rationale for using "content-based" instruction in terms of its contribution.

(3) State the caution we need to have in applying "content-based" instruction to young learners. (25%)

II. Compare norm-referenced and criterion-referenced testing by (1) giving individual definitions, (2) giving examples, and (3) stating individual backwash in EFL teaching and learning. (25%)

III. L2 teachers spare no effort to give L2 learners corrective feedback, hoping that the feedback can help them improve the grammatical accuracy of their writings. What different kinds of corrective feedback can be provided to L2 learners? How effective are these various kinds of corrective feedback in helping the learners improve their writings? Cite specific studies to support your points. (25%)

IV. Researchers have different views on how L2 learners progress in the process of second language acquisition. As cited in Shintani (2013) in the journal *TESOL Quarterly*, DeKeyser (2007) argues that it is best described as a process of transforming declarative knowledge into procedural knowledge through intensive practice.

(1) What is declarative knowledge? What is procedural knowledge?

(2) How does "intensive practice" facilitate the transformation of declarative knowledge into procedural knowledge? What are some arguments for and against this view of the process of L2 acquisition?

(3) What instructional interventions other than "intensive practice" can teachers provide L2 learners to facilitate this transformation?

Cite specific studies to support your points. (25%)