

國立臺灣師範大學九十七學年度碩士班考試入學招生試題

英語教學 科試題 (英語學系用 , 本試題共 2 頁)

英語教育組

注意： 1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。

1. As a teacher, you may want to assess your student's spoken production in class. Please answer the following questions regarding classroom assessment of your students' oral production in English. You need to comment first on the goal of your test and the background of your students.
 - a. What factors should be considered when assessing your students?
(10 points)
 - b. What methods can be used to assess your students? (10 points)

2. Describe how you would teach listening using the following approaches:
 - a. community language learning approach (10 points)
 - b. communicative approach (10 points)
 - c. audio-lingual method (10 points)For each of the approaches, please be sure to include a discussion on the following items.
 - i. the rationale of the approach for teaching listening
 - ii an example of a listening activity using such an approach

3. a. What is contrastive rhetoric? How many contrastive rhetoric contribute to second language writing instruction? (10 points)
- b. Explicate (by offering concrete examples) how contrastive rhetoric can be applied to an EFL writing class that comprises learners of the same L1 background. (10 points)

4. a. Compare the major arguments in Krashen's Input Hypothesis and VanPatten's theory of Input Processing. (10 points)
- b. Discuss the implications of each of the two theories to grammar instruction in second language. (10 points)
- c. Discuss the feasibility of adopting the two theories in English curriculum design at two educational levels in Taiwan: primary school level vs. high school level. (10 points)