

銘傳大學 103 學年度研究所碩士班招生考試

應用英語學系碩士班

第二節

「英語教學」試題

(第 1 頁共 2 頁) (限用答案本作答)

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Essay questions (100 points): Please choose and write on four essay questions; keep your answers to between 250 and 300 words. Each answered question accounts for 25 points. Good luck!

1. Vocabulary is the building blocks of language. Different scholars have put forward different techniques for vocabulary learning. For instance, Nation (2001) suggested that direct vocabulary learning is useful in creating a rapid expansion of vocabulary for adult beginners of English. However, Nagy and Scott (2000) indicated that a larger proportion of students' vocabulary actually resulted from incidental learning than explicit vocabulary instruction in class. Based on your understanding of related theories and your learning/teaching experiences, please explain how you may help your students to learn vocabulary more effectively.
2. For decades, communicative language teaching (CLT) has been believed to be a better way to teach and learn a foreign language (Savignon, 2007). In the 1990s, CLT was introduced to Asian countries (Zhang & Wang 2012). Over the years, many articles have been published delineating the problems of implementing CLT in the Asian EFL context (Hu, 2010; Li, 2011). Please think about the problems concerning CLT implementation in Asia you have read in related literature and the English education in Taiwan. Do you believe CLT should benefit EFL learners in Taiwan? Why or why not?
3. "Language attitude" indicates listeners' reactions towards ways of talking or variations in language use in a speaker (Soucup, 2012). For example, much research has been done on listeners' attitudes toward accented English. In general, speakers with accented speech are perceived more negatively (Tsurutani & Selvanathan, 2013). On the other hand, great efforts have been made to promote World Englishes globally. Based on your understanding of related theories, do you foresee any difficulties in facilitating use of World Englishes while knowing that language attitude is a common phenomenon in communicating interculturally? If so, how will you help solve the problems in your capacity as an English educator?

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4. It is believed by many that only by staying in English-speaking countries will it be possible for individuals to learn and speak authentic English. The reality is most EFL learners spend the majority of their learning years in their native (non-English speaking) countries. Based on your knowledge of related research and experiences in learning/teaching, please describe how you as an EFL teacher in Taiwan might create and include more authentic language input in your teaching?
5. Much research supports the idea that use of technology makes EFL learning/teaching more enjoyable by creating an active learning environment for language learners. More inspiringly, scholars have suggested that technologically-equipped classrooms enhanced students' motivations (Stepp-Greany, 2000), which are crucial to language learning. Based on your understanding of related studies and your learning/teaching experiences, please explain how technology may or may not serve as a motivating factor in EFL classrooms in Taiwan?

本試題係兩面印刷
Exam Printed on 2 sides.

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End of exam