

開南大學 101 學年度碩士班招生考試試題卷

科目：英文 (碩士班)

用紙第 1 頁共 2 頁

請將正確答案填寫於答案卷中

一、 Definition of terms. Explain the following terms and include examples to support your answers. (20%)

1. ZPD
2. Input hypothesis
3. Interlanguage
4. Communicative Competences
5. Portfolio assessment

二、 Essay Questions (200-250 words each) (30%)

1. Please explain Krashen's five hypotheses and their implications for language teaching. (15%)
2. Task-Based Language Teaching (TBLT) has been presented as a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s. Please detail TBLT in terms of (a) theory of language learning, (b) types of learning and teaching activities, (c) teacher and student roles, (d) the role of instructional materials, and (e) the instructional procedures

三、 The aim of classroom management is to maintain a positive, productive learning environment. Effective classroom management is very important because it keeps the students focused and involved in the classroom. In your opinion, what are the basic principles of successful classroom management for teaching English to children in Taiwan? Please elaborate. (15%)

四、 The English as a foreign language classroom lends itself naturally to the integration of language and cross-cultural teaching. To learn to function in another language one must become comfortable in the culture of the new language and in face-to-face communication. What are your suggestions to incorporate culture into the foreign language curriculum, with a view to encouraging and fostering culture awareness and diversity? (15%)

五、 Here is a question that was anonymously submitted to an English Teachers' Forum on the Internet. Please write your responses to it. (20%)

"I found out today that the students have now decided to go against me and a group of them are seeing how far they can push me. I am not allowed to do letters home, or call parents (because of my sub status in this private language school) and I have learned that they do not mind if they are sent to the office or stay in for recess. I feel that the students simply do not care what I have to say or what consequences occur. I have done many positive reinforcements also, but that is not getting anywhere. What can I do to help my students who want to learn and be there not be affected by behavioral issues of others? What are some ways that I can discipline the students for talking when needed to stop, interrupting me, teasing, etc.? This is a class for students aged 9 to 12 who have elementary level of English proficiency. Any suggestions would be greatly helpful."

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請將正確答案填寫於答案卷中