

國立臺灣師範大學 104 學年度碩士班招生考試試題

科目：英語教學

適用系所：英語學系

注意：1.本試題共 1 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則不予計分。

1. Define the following pairs of terms in language assessment. Compare and contrast the two approaches in each pair, and discuss which one would work better than the other in classroom-based assessment of EFL learning.
 - (1) discrete-point testing vs. integrative testing (10 points)
 - (2) formative assessment vs. summative assessment (10 points)
 - (3) norm-referenced testing vs. criterion-referenced testing (10 points)

2. High school students in Taiwan display a wide range of proficiency levels in English. What can a teacher do to cope with such learner variability in a large multilevel English class with respect to curriculum design, instruction, and assessment? Provide theoretical underpinnings for the principles/ strategies you suggest in your discussion. (20 points)

3. Word knowledge is multifaceted in nature. One classic way to approach it is to take a bi-polar view to decompose the construct into the breadth and depth dimension. Please define the two terms with no more than three sentences (8 points) and discuss critically the validity and usefulness of this dyadic operation of word knowledge. (17 points)

4. Morphological awareness is pivotal to the acquisition of word meanings. However, its effects on facilitating reading comprehension are still inconclusive. Please define morphological awareness with no more than two sentences (5 points), and reason whether such a causal relationship exists between morphological awareness and reading comprehension. (20 points)