

Tunghai University Master's Program Entrance Examination, 2015
Department of Foreign Languages and Literature
Specialized Subject: TEFL Methodology

Expository Essays 100% (25 points each)

Instructions: Choose and answer **FOUR** out of the five questions.

1. With the intensified intersection of globalization and communication technologies, some scholars advocate the paradigm shift from teaching English as foreign language to teaching English as an international language (EIL). What are the applications and implications for English language teachers in Taiwan if they adhere to the framework of EIL?
2. Group work has been used frequently in EFL classrooms to increase the opportunity for learners to speak in the target language. However, it is equally important for teachers to take individual learner needs into account while designing language learning activities. In your opinion, what are the strengths and limitations of utilizing group work in an EFL classroom? How can you use group work in such a way that individual learner needs are not overlooked?
3. Co-teaching between the Native English Speaking Teacher (NEST) and the Non-native English Speaking Teacher (NNEST) has been practiced for a couple of years in some primary and secondary schools in Taiwan. In your own words, define co-teaching. What are some of the benefits and the obstacles associated with co-teaching? In your opinion, which co-teaching mode is the ideal collaboration between the NEST and the NNEST? Provide rationales to support your answer.
4. What are the characteristics of "Whole Language" to language teaching? Do you think that the Whole Language approach can be successfully implemented in mainstream English classrooms at elementary and secondary schools in Taiwan? Why or why not?
5. It is often said that culture and language are inseparable. A good grasp of English language also requires some understandings of English-related culture. In your opinion, is it desirable to teach culture while teaching the language, English? What are some practical ways English language teachers can integrate culture understanding into their regular language teaching?