

國立交通大學 100 學年度碩士班考試入學試題

科目：英語教學概論(6091)

考試日期：100 年 2 月 18 日 第 3 節

系所班別：英語教學研究所

組別：英教所

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【不可使用計算機】*作答前請先核對試題、答案卷(試卷)與准考證之所組別與考科是否相符!!

I. Definition of terms. Please limit your answer for each term to 50 words. (20%)

1. Metalinguistic awareness (5%)
2. Action research (5%)
3. Enculturation (5%)
4. Lingua franca (5%)

II. Essay Questions. (80%)

1. A number of studies have been conducted into the influence of schema knowledge on the comprehension processes of second language readers. What are *schemata* and *schema theory*? (5%) What is the influence of *schema theory* on reading practice? (5%) Based on *schema theory*, how can computer technology be applied to develop second language students' reading comprehension? Please situate your discussion in a specific context, for example, teaching English reading in a junior high school in Taiwan (10%).
2. There are two prevailing approaches to writing instruction: process-oriented approach and product-oriented approach. In what ways do process-oriented views of writing contrast with product-oriented views? (10%) What factors should an English teacher consider when using process-oriented or product-oriented approach in writing instruction? Please situate your discussion in a specific context, for example, teaching English writing in a senior high school in Taiwan (10%).
3. In recent years, a team-teaching approach involving a native English-speaking teacher and a non-native English-speaking teacher has been introduced and practiced at many schools in Taiwan. First, please discuss the theoretical foundation(s) to support the team-teaching approach (7%). Second, situate yourself as a non-native EFL teacher in a team-teaching pedagogy (please specify the teaching level in your discussion). Please discuss in what ways you may contribute to the overall teaching and to your students' learning (7%) and what teaching strategies should be taken into account to ensure an effective and successful team-teaching (6%).
4. Here is an English teaching scenario.

In a senior high school located in a big city in Taiwan, an English teacher was enthusiastically introducing an American holiday—Thanksgiving. A student timidly raised his hand and asked the teacher, "Are Halloween and Thanksgiving the same holiday?" Most of the class members seemed to be stunned by the student's question.

From a pedagogical perspective, what issues can you, as an English teacher, observe from this phenomenon? (5%) What pedagogical instructions will you adopt to deal with these issues? (5%) From a research perspective, what research questions will you, as a researcher, address based on the phenomenon or issues? (5%) What types of research methods will you use to investigate the phenomenon or the issues? (5%)