

國立臺灣師範大學 100 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. Before 2002, there was only one English textbook for all junior high school students in Taiwan. The Joint Senior High School Exams in Taiwan used to assess students' mastery of what was covered in the textbook. And the entrance exam was a typical achievement test. Today, there are many different English textbooks for students' choice. The Basic Competence Test (BCT, 國中基測) is NOT made based on the content of any particular textbook. Yet, it is still claimed to be an achievement test. Why? Provide theoretical underpinnings behind such a claim. (You may want to refer to such terms as "syllabus-content approach" and "objectives approach" in your discussion. If so, make sure you clearly define these terms first.) (25 points)
2. The new Curriculum Guidelines for Senior High School English took effect in 2010. One important feature of the Guidelines is the development of thinking skills and creativity. Please complete the following tasks.
 - (1) Should thinking skills and creativity be incorporated into a foreign language curriculum? List as many arguments as you can to support your position. (10 points)
 - (2) Explicate with concrete examples how development of thinking skills and creativity might be possible in a senior high school English class in Taiwan. (15 points)
3. I. S. P. Nation and Paul Meara argue that English is a special language because it requires a much larger vocabulary than many other languages. Hence, it seems quite unlikely that instructors can teach all the English vocabulary in the classroom. Regarding this unique lexical property, please discuss the implications that textbooks writers (8 points), English teachers (8 points), and learners (9 points) should be aware of.
4. Motivation has been widely embraced as a critical determinant of success in language learning (Brown, 2000). More than three decades of L2 motivation research has, however, unanimously indicated that motivation proper is a complex and composite construct and can be approached and addressed via different lines of inquiry.
 - (1) Please discuss the way in which the term motivation can be conceptualized based upon different schools of thought in second language learning. (10 points)
 - (2) Please, based on a particular motivational theory, outline a 20-minute English teaching plan about how to motivate your students (You may target at junior high or senior high school level). (15 points)