

考試科目	英語教學理論與實務	系所別	英國語文學系	考試時間	2月5日(五)第3節
<p>1. Vocabulary knowledge is said to be one of the key elements of communicative competence and language acquisition. There have been numerous approaches to teaching vocabulary focusing on different perspectives of vocabulary. Based on the methods you have noted, give <b>PRINCIPLES</b> you would follow in teaching vocabulary to students of elementary school, junior high school (Grades 7-9), and senior high school (Grades 10-12). (25%)</p> <p>2. Recently, a pedagogical approach being discussed enthusiastically in Taiwan is English as a medium of instruction (EMI), which advocates using English in teaching and learning content or academic subjects. However, due to global mobility and migration, Taiwan has many multilingual populations. Another approach then arises to support multilingual classrooms that draws on students' home language and culture as resources for learning and teaching. What are your comments on the two approaches toward classroom language to be implemented in Taiwan high schools? (25%)</p> <p>3. It has been proven a myth that L2 learning basically involves the overcoming of the differences between the native and target languages. Please explain. (25%)</p> <p>4. Compensatory strategies are a common set of communication devices. Because L1 learners will usually acquire how to employ these strategies in speech, some people may thus suggest that it be not necessary to teach L2 learners these strategies. Illustrate what compensatory strategies are by providing 3 examples, and discuss in some detail whether foreign language teachers should teach L2 learners these strategies. (25%)</p>					
備註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。				