

國立臺灣師範大學 114 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，否則依規定扣分。
3. 請以英文作答，否則不予計分。

1. Critical literacy encourages students to analyze and question texts critically, empowering them to understand and challenge underlying messages, perspectives, and ideologies and further lead to social changes. In the context of ESL/EFL teaching reading:
 - a. Explain the principles of critical literacy and its significance in teaching reading to ESL/EFL learners. How does critical literacy differ from traditional approaches to reading instruction? Provide examples of key theories or research studies that support this approach. (10 points)
 - b. Design a classroom activity that incorporates critical literacy into an ESL/EFL reading lesson. Specify the age group, proficiency level, and a sample text. Elaborate on how this activity corresponds to the process of critical literacy instruction, including disrupting the common place, multiple perspectives, social action etc. (15 points)
2. Assessment plays a crucial role in evaluating and supporting ESL/EFL learners' writing development. In this context:
 - a. Compare formative and summative assessment in terms of purposes, benefits, and limitations in teaching writing to ESL/EFL learners. Refer to relevant theories or frameworks that inform best practices in writing assessment. (10 points)
 - b. Propose an assessment plan for an ESL/EFL writing course that integrates both formative and summative assessments. Describe specific assessment tasks, how you would provide feedback, and how you would ensure the integration of the two types of assessment align with course objectives and student needs. (15 points)
3. What differentiates listening from hearing in second language teaching and learning? (10 points) Research has also indicated the properties of consciousness and attention in the instruction of second language listening. What are some examples that illustrate their importance? (15 points)
4. What differentiates top-down processing from bottom-up processing in second language listening and speaking instruction? (10 points) How can these two constructs be integrated into your second language instruction to enhance teaching effectiveness? (15 points)