

國立政治大學 111 學年度碩士暨碩士在職專班招生考試試題

第 1 頁，共 1 頁

考 試 科 目	英語教學理論與實務	系 所 別	英國語文學系/ 英語教學組	考 試 時 間	2 月 9 日(三)第三節
<p>1. A central concept of the communicative approach to language teaching is communicative competence, a component of which is socio-linguistic competence. Please define socio-linguistic competence and illustrate what teachers can do to increase students' socio-linguistic competence. (25%)</p> <p>2. ELF-awareness pedagogy has been a heated topic in language teaching. Please explain what ELF-awareness pedagogy is. Do you agree or disagree the incorporation of ELF-awareness pedagogy in elementary schools in Taiwan? Why or why not? (25%)</p> <p>3. Reading activities in the second language (L2) classroom usually follow a general format that includes pre-reading, during-reading, and post-reading stages. Please describe at least one possible activity for each of these stages and explains how they may help develop students' L2 reading skills. (25%)</p> <p>4. When teaching grammar structures, there has been a consensus that L2 teachers should give equal attention to form, meaning, and use. Provide one specific example of teaching English grammar to high school students in Taiwan to explain such concept. (25%)</p>					
備 註	<p>一、作答於試題上者，不予計分。 二、試題請隨卷繳交。</p>				