

# 國立臺灣師範大學 109 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. 請用英文作答，否則不予計分。

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1. (a) Interpret the following statement using what you know about the theory of Second Language Acquisition (SLA): Based on the framework of sociocultural theory, cognition is deemed as socially mediated and the internalized result of social interaction from the higher mental functions from L2 learners' participation of sociocultural activities **(15 points)**.  
(b) Exemplify and contextualize Vygotsky's sociocultural theory regarding social interaction and sociocultural activities for L2 learning from your teaching and learning experiences **(10 points)**.
2. Translanguaging has gradually gained ground in the field for the past decade. It refers to all the language repertoire that can be used by multilinguals to achieve multiple discourse purposes.  
(a) Define and elaborate on the notion of translanguaging in SLA and how it can be conceptualized in language classrooms as far as you know **(15 points)**.  
(b) Exemplify and contextualize translanguaging in Taiwan's EFL education and how it can be operationalized effectively for effective L2 teaching and learning **(10 points)**.
3. There are several types of text adjunct used by EFL textbook designers to support readers' meaning-making, among them, annotations, questions, and visuals. Two types of visuals often adopted are pictures and graphic organizers. Please discuss the respective features of these two types of visual adjunct **(6 points)**, their different functions in supporting the reading process **(8 points)**, and the different reading outcomes they may generate **(6 points)**.
4. Please identify and compare two recent approaches to language teaching. There should be a similarity and compatibility between the two approaches you choose to compare, but there are also differences. Please discuss the similarity and difference/s in terms of (a) the theories in second language acquisition or in learning that the two approaches are based on **(10 points)**, (b) the potential or actual benefits in implementing the approaches in the local context **(10 points)**, and (c) the problems or challenging conditions that are relevant to teaching EFL in the local setting **(10 points)**.