

銘傳大學 98 學年度研究所碩士班招生考試

應用英語學系碩士班

第四節

英語教學試題

(第 | 頁共 | 頁) (限用答案本作答)

可使用計算機 不可使用計算機

Please keep your answer precise, and argue with specific and solid supporting details. Please also limit your answer to less than 500 words per answer. (100%)

1. Whether it is the “weak” or the “strong” versions of pedagogy, the ultimate goal for learner autonomy is to raise the awareness of student-directed learning in the second or foreign language. Students will have the attitude of responsibility for learning. It is not an easy task for our teachers here Taiwan to achieve. Most of our students rely heavily on their teachers in regard to their learning. In an English language classroom, how would you incorporate the concept of “learner autonomy” into your teaching? (25%)
2. According to E.T. Hall, Americans tend to view “time” as something fixed in nature. Their view of time is discrete, something like many compartments connected to one another. It is linear, straight like an arrow. It also entails a view of scheduling as a necessity. Time needs to be managed and scheduled. Can you utilize this concept of “time” in your teaching? (How to use it and where to use it?) If you cannot, why not? (please elaborate) (25%)
3. “Guessing” is an important strategy to master in reading. It is introduced and promoted in most of the introductory level of TEFL/TESL textbooks. We need to guess the meaning of new words, to guess a grammatical relationship; to guess a cultural reference; to guess a content message, and many more. However, our Taiwanese students are not comfortable with the “uncertainty” that guessing will bring. They spend a lot of time in checking the meaning of every new word they encounter in a reading. That seems to be one of the complaints, too many new words. The dictionary is an extremely important tool in L2 learning. What would you do to lower the frequency of using a “dictionary” in reading and to use “guessing” a little bit more? (25%)
4. All the methodologies and pedagogy in TEFL/TESL have their heyday and dark moment in the history of language teaching. However, as field teachers, we know that they all can be useful tools in our teaching depending upon the target features we are teaching, the purpose of our teaching, our student groups and many other variables. Please apply three different pedagogy and methodologies in teaching a hypothetic lesson in your classroom. Please elaborate the reasons and the connection between the methods, the rationale and the hypothetic features of teaching. (25%)

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