

淡江大學八十七學年度博士班入學考試試題

系別：西洋語文研究所

科目：英語教材教學法

本試題共 / 頁

Answer each of the following questions:

1. Applied linguist Dick Allwright once postulated the question: "Why don't learners learn what teachers teach?" in reference to the mismatch between the pedagogical goals of the teacher/institution and the outcomes as demonstrated through the skills and knowledge that learners obtain from instructional encounters. In your opinion, why do you think such a gap exists between teaching and learning? Explain and support your viewpoint with relevant theories/research/literature of language learning and instruction. (20%)
2. No doubt one of the most controversial scholars in L2 learning in recent decades, Stephen Krashen has sparked a stream of vigorous debates with his acquisition theory and its application to language teaching. The amount of antagonism that Krashen's ideas have caused among his critics is one indicator of the impact he has on the practice of language teaching. Discuss the main contentions/criticisms which have become the center of much of the debate. Are these negative reactions well-justified? What is your personal view on Krashen's ideas of L2 learning/acquisition? (20%)
3. Discuss the following ideas: comprehensible input + 1, the zone of proximal development, teaching at the point of need, and holistic approaches to literacy instruction. Are these ideas similar in principle? Why or why not? What implications do they have for classroom instruction? (20%)
4. Based on your experience, how important is a knowledge of English teaching methodology for the local teachers of English? Can we evaluate methodology? How much does it depend on intangible factors such as teacher and student personalities, social conditions, and educational/administrative support? (20%)
5. Do you agree that error correction is of little value for the language students? Why or why not? How, in your opinion, should students errors be handled in the classroom? (20%)