

# 淡江大學九十學年度博士班招生考試試題

系別：西洋語文研究所

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科目：英語教材教學法

本試題共 / 頁

I. Answer each of the following questions thoroughly. You will be graded based on how well you address the topics and the quality of your written discourse. 60%

1. Although the need for input is generally acknowledged in L2 learning, theories of L2 differ greatly in the importance that is attached to it. Discuss the role of input from the perspectives of the following approaches: the *behaviorist*, the *innatist*, and the *interactionist*. What are some characteristics of the input the EFL learners in Taiwan typically receive? How does the input influence their learning of English? 20%

2. Discuss your reactions to the following statements on reading. Are you in complete agreement with the authors? Why or why not? What implications can be drawn for teaching reading in the EFL context? Cite sources to support your points. 20%

The point of the reading class must be reading ... not the reinforcement of oral skills, nor grammatical or discourse analysis and not the acquisition of new vocabulary. Improvement in any of these areas can make reading easier but none of them is reading and none contributes directly to the one legitimate goal of such a class... the development of genuine reading habit in the language.

(Dubin, Eskey, and Grabe: 1986: 22)

3. What does it mean to say that effective teaching is context specific? What factors are involved in defining the context of teaching and why is it important to define one's context? Illustrate your points with facts/examples. 20%

II. Explain the following terms to the best of your knowledge. Include sources/relevant literature whenever possible. 40%

1. acculturation
2. pragmatic competence
3. notional-functional syllabus
4. achievement test vs. proficiency test
5. zone of proximal development
6. negotiation of meaning
7. the Lexical Approach
8. empathy