

淡江大學九十三年學年度博士班招生考試試題

27

系別：英文學系B組

科目：英語教材教學法

准帶項目請打「○」否則打「×」	
X	簡單型計算機

本試題共 / 頁

1. Describe your own personal approach to EFL teaching and learning. Critique a few aspects of your approach with a balanced discussion of both its strengths and weaknesses. What have you observed in your teaching or language learning that allows you to substantiate your claims? What research in SLA (second language acquisition) or in other areas of TESOL supports your approach? What research does not? (25%)
2. Identify and expand upon five key principles you would take into consideration in developing classroom materials for the following groups of EFL learners: elementary, secondary, adult non-academic, and university/tertiary English classes. Be sure to include in your discussion substantive references to major theories and research in the field. (25%)
3. Discuss metacognitive, cognitive and socio-affective learning strategies and explain how you would teach each one. Provide specific examples of each type. (25%)
4. Read the following excerpt about teaching reading. Explain to the best of your knowledge the author's views on the subject in detail. Write your reaction to the ideas proposed and discuss possible implications they have for student learning, classroom instruction, and teacher education in the EFL context in Taiwan. (25%)

Teachers sometimes try to resolve problems the hard way, for example in expecting poor readers to improve while they are doing less reading than better readers. When children have trouble understanding text they may be given isolated word drills, while problems with word identification may provoke attention to letter identification and sound blends. But letters (and their phonic interrelations) are recognized and learned best when they are parts of words, and words are recognized and learned more easily when they are in meaningful sequences. Good readers tend to be good at letter and word identification and at phonic drills, but these more specific skills are a consequence, not a cause of good reading... Practice with definitions does not make readers. Knowledge of specialized words is necessary only if they are made a focal part of the instruction, if it is necessary for children to understand the words in order to be allowed to get on with the business of learning to read and write. It is not an essential prerequisite for literacy (Frank Smith, 1994).