

國立嘉義大學99學年度

外國語言學系碩士班（乙組）招生考試試題

科目：英語教學

1. Second language learning theories almost fall under three broad categories: behaviorism, cognitivism, and social-constructivism. Briefly explain each of them and discuss their impact on teaching of English as a second language. Please cite supporting literature where relevant to your discussion. (25%)
2. Many factors have been found to influence second language acquisition, such as age, motivation, teaching styles and so on. Please discuss three key factors you would want to be certain to consider as you teach English in Taiwan. Please cite supporting literature where relevant to your discussion. (25%)
3. David Paul (2003:83) pointed out that academics, teachers, and government officials in Asia hold a common view that Asian EFL learners should focus on listening and speaking skills more than reading and writing skills. David Paul claimed, “Children need to be able to read and write in order to speak beyond a basic level”. (25%)
 - (A) Explain what David Paul seems to suggest for EFL curricula for young learners. Include in your explanation what rationale his claim might be based on.
 - (B) Do you agree with David Paul? (Respond to either (a) or (b).)
 - (a) If you do not agree, explain why. In your explanation, please include the rationale for your disagreement.
 - (b) If you do agree, discuss how you, as a primary school teacher in EFL, would design your curriculum and classroom activities? Give reasons for your design.
4. The term ‘communicative,’ has been used to characterize much of current ESL methodology. (25%)
 - (A) How do you define this term?
 - (B) Which of the following do you consider ‘communicative?’ Give reasons for your answer.
 - (a) an assignment requiring students to write a composition on a subject of their own choice
 - (b) a notional syllabus
 - (c) a class discussion on “how do you celebrate Chinese New Year”