

考 試 科 目	英語教學理論與實務 A6111	系 所 別	英國語文學系英語教學碩士在職專班	考 試 時 間	2月19日(日)第3節
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Answer the following questions in English. The score you earn for each question is based on how you show a clear understanding of the issue and develop your answer in a logical way.

- Portfolio assessment is one type of non-test assessment commonly used in the language classroom. Please define portfolio assessment and explain why learner portfolios can be used to assess learning (10%). Discuss the advantages and disadvantages of portfolio assessment and/or, more broadly, alternative assessment when it is compared to more traditional pencil-and-paper tests (15%).
- How is a learner's schema, or background knowledge, related to his/her listening comprehension (10%)? Please design a pre-listening classroom activity to activate learners' schema and explain your rationale for the design. In order to justify your plan, you need to identify a specific group of learners and select appropriate listening materials for them first (15%).
- Phonics instruction has been widely used at elementary level to teach young learners the correspondence between English letters and sounds, and to help them develop English reading skills. To your knowledge, how can Taiwanese elementary students benefit from the phonics instruction? Would you suggest phonics be taught systemically by following a pre-decided sequence of units, or incidentally by teaching letter-sound patterns when they appear in textbooks? Explain why. (25%)
- Language comprehension process can be described through both top-down and bottom-up approaches. Define and give examples to illustrate how the two approaches operate. Then explain the pedagogical implications in teaching listening. (25%)

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- 作答於試題上者，不予計分。
- 試題請隨卷繳交。

考 試 科 目	英文能力測驗與寫作 A6112	系 所 別	英國語文學系英語教學碩士在職專班	考 試 時 間	2 月 19 日(日) 第 4 節
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1. Please use your own words to paraphrase and summarize the following passage within 200 words. When using more than five consecutive words from the passage, please avoid plagiarism by placing those words within quotation marks. (15%)

Biliteracy refers to multilingual speakers' ability to function literately in more than one language community. This concept draws attention to the fact that multilingual students and scholars typically need to read and write across two or more languages as they move between national contexts and between audiences of various linguistic backgrounds. Biliteracy effectively leads us away from treating the teaching of English literacy as solely within the realm of English, and it calls our attention to English's intimate connection with literacy in other languages. Anglophone research on Biliteracy thus far has focused on individuals who shuttle between academic contexts defined by nation or language. These studies underscore the fact that different national and linguistic contexts entail different values, expectations, and challenges for scholarly writing.

Building on the existing work, we can consider another fact about biliteracy: that multilingual writers typically don't work within a single linguistic system, a single modality, a single national culture, or a single community. Although on many occasions these writers produce texts in a single linguistic symbol system, the process of generating texts goes beyond that system. In fact, Hornberger and Skilton-Sylvester (2003) define biliteracy essentially as "any and all instances in which communication occurs in two (or more) languages in and around writing," where "instances" can refer to "an individual actor, interaction, practice, program, situation, or society" (p.35). When writing is viewed as a situated communication, the multilingual writer draws from sources of a multilinguistic and multicultural nature in the composing process (Chew, 2005; Engelson, 2011...).... Therefore, instead of viewing biliteracy as the endgame when nurturing students' English for specific purposes, we should view both the writing process and product as integral to a local communication, to a practice in which writers engage multiple interlocutors and objects in order to collect, consolidate, synthesize, and organize information for better communicative effective.

(Source information: You, X. (2016). *Cosmopolitan English and Transliteracy*. Southern Illinois University Press.)

2. Based on the content of the passage given above, write an essay 500 words to argue for or against the author's point. Try to use theories of TESOL and personal experience to support your points. (35%)

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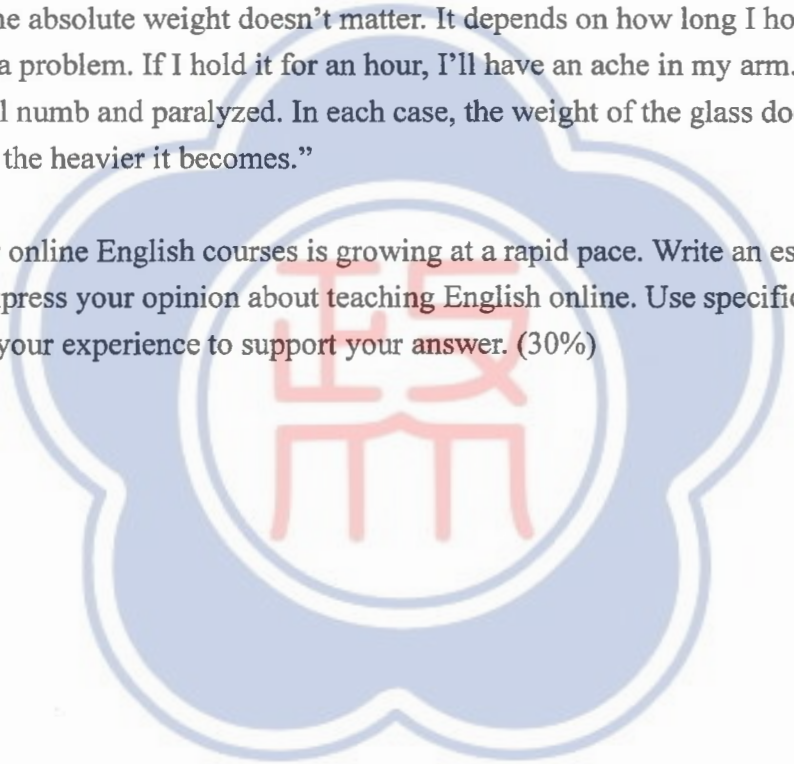
3. Read the following text and write approximately 100 words to complete the story. Be sure to provide a title as well a moral for the story in your writing. (5% for the title; 15% for the story including moral)

A psychologist walked around a room while teaching stress management to an audience. As she raised a glass of water, everyone expected they'd be asked the "half empty or half full" question. Instead, with a smile on her face, she inquired: "How heavy is this glass of water?"

Answer called out ranged from 8 oz. to 20 oz.

She replied, "The absolute weight doesn't matter. It depends on how long I hold it. If I hold it for a minute, it's not a problem. If I hold it for an hour, I'll have an ache in my arm. If I hold it for a day, my arm will feel numb and paralyzed. In each case, the weight of the glass doesn't change, but the longer I hold it, the heavier it becomes."

4. The demand for online English courses is growing at a rapid pace. Write an essay of approximately 300 words to express your opinion about teaching English online. Use specific reasons and examples from your experience to support your answer. (30%)



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- 一、作答於試題上者，不予計分。  
二、試題請隨卷繳交。