# 國立高雄師範大學 115 學年度碩士班招生考試試題

系所別：英語學系

科　目：英語教材教法

※注意：**1.**一律使用英文作答。

　　　　**2.**作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。

　　　　**3.**答案卷限用藍、黑色筆作答，以其他顏色作答之部分，該題不予計分。

Part A. Multiple Choice Questions [30% 每題 1.5 分]

1. Which teaching approach emphasizes meaningful interaction as both the means and the goal of language learning?
   A. Audio-Lingual Method
   B. Grammar Translation Method
   C. Communicative Language Teaching
   D. Total Physical Response

2. According to Krashen, which hypothesis emphasizes the importance of exposure slightly above learners' current level?
   A. Affective Filter Hypothesis
   B. Input Hypothesis
   C. Monitor Hypothesis
   D. Natural Order Hypothesis

3. Which of the following best defines a "task" in Task-Based Language Teaching (TBLT)?
   A. Any classroom activity involving grammar practice
   B. An activity with a primary focus on meaning and a communicative outcome
   C. A teacher-led explanation of language forms
   D. A drill designed to prevent learner errors

4. Which syllabus type organizes content around functions such as requesting or apologizing?
   A. Structural syllabus
   B. Lexical syllabus
   C. Functional-notional syllabus
   D. Content-based syllabus

（背面尚有試題）

5. In materials evaluation, "authenticity" refers to:

    A. Materials created by native speakers only

    B. Materials that reflect real-world language use

    C. Materials aligned with grammar syllabi

    D. Materials designed for examination practice

6. Which method is most closely associated with pattern drills and mimicry?

    A. Communicative Language Teaching

    B. Audio-Lingual Method

    C. Natural Approach

    D. Lexical Approach

7. What is the primary role of the teacher in learner-centered instruction?

    A. Knowledge transmitter

    B. Error corrector

    C. Facilitator of learning

    D. Authority figure

8. Which concept refers to learners' ability to use language appropriately in social contexts?

    A. Linguistic competence

    B. Strategic competence

    C. Communicative competence

    D. Grammatical accuracy

9. Which of the following best characterizes Content-Based Instruction (CBI)?

    A. Language is taught through subject matter content

    B. Grammar is sequenced explicitly

    C. Vocabulary is taught through frequency lists

    D. Translation is the main classroom activity

10. Which type of feedback provides the correct form explicitly?

    A. Recast

    B. Clarification request

    C. Metalinguistic feedback

    D. Explicit correction

11. Washback refers to the effect of testing on:
    A. Learner motivation only
    B. Teaching and learning
    C. Curriculum design only
    D. Test reliability

12. Which of the following best reflects Vygotsky's Zone of Proximal Development (ZPD)?
    A. Teaching grammatical rules before communicative practice
    B. Designing tasks learners can complete only independently
    C. Providing guided support slightly beyond learners' current ability
    D. Avoiding peer interaction

13. In the PPP model, which activity best represents the Production stage?
    A. Grammar explanation
    B. Controlled practice
    C. Role-play in a communicative context
    D. Choral repetition

14. Which theory most strongly supports collaborative learning?
    A. Behaviorism
    B. Information Processing
    C. Sociocultural Theory
    D. Structural Linguistics

15. Learners understand listening but struggle with speaking. What is the best pedagogical response?
    A. Increase translation exercises
    B. Add output-focused speaking tasks
    C. Reduce listening input
    D. Delay speaking practice

16. Which statement best represents the Lexical Approach?
    A. Grammar precedes vocabulary
    B. Language consists largely of lexical chunks
    C. Vocabulary should be incidental only
    D. Sentence structure is primary

17. Which classroom practice best exemplifies formative assessment?
    A. Standardized final exam
    B. Weekly graded quizzes only
    C. Feedback on drafts during writing
    D. Placement test

18. Simplifying a reading text mainly affects:
    A. Authenticity
    B. Reliability
    C. Validity
    D. Washback

19. Which feedback type encourages self-repair?
    A. Explicit correction
    B. Recast
    C. Clarification request
    D. Translation

20. Which criterion is essential for defining a task in TBLT?
    A. Target grammar focus
    B. Clear non-linguistic outcome
    C. Teacher control
    D. Accuracy scoring

Part B. Short Answer Questions (Questions 21–25)　[20% 每題 4 分]

(Answers should be concise and specific.)

21. Define "communicative competence."

22. What is the main difference between focus on form and focus on forms?

23. Define interlanguage.

24. Name one criticism of the Grammar Translation Method.

25. What does validity mean in language assessment?

Part C. Integrated Scenario-Based Questions [50% 每題 10 分]

Teaching Context

> *You will be teaching English at a public senior high school in Taiwan.　Your students are Grade 10 EFL learners whose overall proficiency ranges from CEFR A2 to B1.　Most students have learned English for several years and possess basic grammatical knowledge and reading skills.　However, many students demonstrate low motivation and limited confidence in speaking, and their English learning experience has been largely focused on exams.　The school adopts a commercially published senior high school English textbook approved by the Ministry of Education. The textbook emphasizes reading passages, vocabulary, and grammar instruction, and it is supplemented with a digital learning platform (e.g., videos, quizzes, and listening exercises).　You are encouraged to adapt the materials to better meet students' learning needs while still aligning with curriculum guidelines and assessment requirements.*

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** Note: Please Answer Each Sub-question with about 100 Words. **

Question 1: Teaching Approach and Theoretical Rationale

Which English teaching approach (e.g., Communicative Language Teaching, Task-Based Language Teaching, Presentation–Practice–Production, post-method pedagogy) would you primarily adopt for this senior high school English class?　Also, explain the theoretical rationale for your choice and justify its suitability for senior high school students in the Taiwanese EFL context.

Question 2: Materials Evaluation

Propose THREE concrete criteria you would use to evaluate the suitability of the textbook for your students.　Explain why each criterion is important.

Question 3: Materials Adaptation and Activity Design

Assume that one unit of the textbook is titled "Global Issues and Sustainable Living."　Design ONE classroom activity or task suitable for senior high school students.　Describe the activity procedure and expected student output.　Also, explain how this activity supplements the original textbook and promotes meaningful language use beyond test preparation.

Question 4: Integration of Technology or Multimodal Materials

The school encourages the use of technology-enhanced and multimodal teaching materials (e.g., videos, online platforms, mobile apps, AI-assisted tools).　Identify ONE technological or multimodal resource you would integrate into this unit and explain how it would be used in class.

Question 5: Assessment and Instructional Feedback

Design ONE form of formative assessment appropriate for senior high school English learners and explain its purpose.