

國立屏科實驗高級中等學校113學年度第4次專任教師甄選

小學部 英語專長教師 初試試題

- ※ 考試時間：10：00～12：00，共 120 分鐘。
- ※ 本試題為申論題，共 2 頁，滿分100分。英文題目以英文答題，中文題目以中文答題。
- ※ 答案卷共 5 頁，請務必清楚標示題號以供評閱。交卷時，請連同本試題卷一併繳回。

- 一、 As education increasingly prioritizes international mobility, cultivating students' proficiency in this realm has become paramount. To establish a structured framework, our school is considering the implementation of "teaching English through English" as part of our future curriculum attempts. Drawing upon your wealth of teaching experience and familiarity with our institution, we kindly request your input on the following inquiries:
- (1) What are the four primary components of "teaching English through English"? (4%)
 - (2) What obstacles do you foresee in transitioning to "teaching English through English," and what strategies do you propose to overcome them? (8%)
 - (3) How do you intend to integrate "teaching English through English" into your classroom practices? (8%)
 - (4) What methodologies will you employ to assess students' development and language proficiency within a "teaching English through English" setting? (6%)
 - (5) In what ways do you anticipate this shift impacting students' overall language competence and global mobility? (4%)
- 二、 As dedicated educators, it's crucial for us to commit to ongoing professional development and personal growth. While AI tools offer a wealth of knowledge, we're interested in your insights regarding the following scenarios:
- (1) How do you integrate AI into teaching while ensuring students use it responsibly and avoid excessive reliance? (5%)
 - (2) What effects do you foresee the rapid expansion of AI having on education? What proactive steps will you take to mitigate them? (5%)
- 三、 In response to the trends of globalization and internationalization, the '2030 Bilingual Nation Policy Development Blueprint' was proposed to enhance Taiwan's national English proficiency and increase its international competitiveness. Recently, bilingual education has aroused strong enthusiasm among educators, students, and parents.
- (1) What is your understanding of the difference between English teaching and bilingual teaching? (8%)
 - (2) Content and Language Integrated Learning (CLIL) methodology has almost become synonymous with bilingual teaching. Please briefly explain how to apply CLIL in bilingual teaching. (10%)
 - (3) Currently, it seems that many teachers in Taiwan are somewhat hesitant to attempt bilingual teaching. What could be some possible reasons and solutions for this? (7%)

四、 Task-Based Learning (TBL) is frequently employed as a method of language teaching. In your opinion, is it suitable for elementary school English classrooms in Taiwan? Please briefly explain the teaching steps, as well as its pros and cons. (15%)

五、融合教育是現今特殊教育的主流教育方式，是一項強調「關懷、接納、付諸行動」的教育實踐，讓特殊生與其他學生共同學習成長，進而融入學校與社會。因此，照顧身心障礙或有特殊需求的學生將是教師的工作要項之一。

開學前，您接獲學校提供以下由他校轉入的學生轉銜資料，請依據下述資料回答問題。

年級	三年級(三年級由他校轉入)
性別	男
醫生診斷	1. 注意力不足過動症 2. 對立反抗症
家庭概況	1. 家中獨生子，雙薪家庭父母工作時間長，由祖父母代為教養。 2. 祖父母為安頓學生避免吵鬧，常是長時間讓學生使用手機。
認知能力	認知能力中等，在記憶、理解、推理等方面與同儕相仿。
行為方面	1. 難以無法安靜地坐在位置上，會扭動身體製造聲響，上課期間會站立走動。 2. 常不遵守規則，常與老師持相反意見，老師說1，他就會做2。 3. 被糾正時，常是情緒激動地否認，或是怪罪他人。
人際關係	樂於親近同儕，但因常不顧慮他人感受而與班上同學發生衝突。

(一) 若您未來擔任該生的級任老師，請問就上述轉銜資料，您想更進一步了解哪些資訊？以利於您對該生實施教學與輔導。(6%)

(二) 承上題，請整合校內外各項資源，具體說明您的班級經營及該生之教學、輔導策略？(14%)