

國立台中教育大學 96 學年度教育學系博士班招生考試

英文教育名著試題

(共四大題，每題 25 分)

I. Cloze : 25%

The classroom's 1 environment, including the amount of space and type of equipment, can 2 the structure of the group and the 3 among its members. Generally, the more the classroom reflects the world outside, the 4 opportunity there is to learn. Further, the placement and 5 of instructional materials can send a strong message to students. Students who find it difficult to 6 necessary instructional materials, such as textbooks, papers, craft materials, are less likely to enjoy and complete 7, and may feel they have little 8 over their learning. Placement of furniture also has its meaning. Rows of rigidly 9 desks suggest a very different learning 10 than that suggested by small groups of desks turned toward one another.

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|-----------------|-------------|-----------------|-------------------|
| 1. (A) physical | (B) social | (C) inside | (D) educational |
| 2. (A) enhance | (B) change | (C) influence | (D) improve |
| 3. (A) peace | (B) friend | (C) performance | (C) relationships |
| 4. (A) higher | (B) lower | (C) less | (D) more |
| 5. (A) storage | (B) show | (C) sell | (D) plan |
| 6. (A) take | (B) sell | (C) order | (D) obtain |
| 7. (A) learning | (B) grade | (C) assignments | (D) job |
| 8. (A) money | (B) control | (C) time | (D) interest |
| 9. (A) large | (B) old | (C) spaced | (D) clean |
| 10. (A) place | (B) climate | (C) method | (D) way |

II. Read the following paragraphs, choose the best answer and summarize each paragraph in Chinese. (25%)

Why does one particular student fail whereas another succeeds? One possible explanation is that a student's decisions and behavior depend, basically, on the costs and benefits that student perceives. Students who find that hard work and good behavior bring them rewards that they value, including parental approval or respect and status from their peers, will behave in one way. Students who find that they get praise and grades even when they do little work will respond accordingly. Students whose peer admires and rewards rebels, who do not see academic rewards as something they can attain, or who believe their school to be so bad that what it offers is not worth acquiring will respond rationally to these very different signals.

It is also possible, while retaining an emphasis on students' daily experiences, to focus not on rational choice but on the interaction between teachers and students. Teachers may misinterpret such things as students' accents or styles of speech, responding, for example, with a "don't talk to me like that" when they hear what seems to them insubordinate. They may react to behavior that is symbolic to them of a student unlikely to do well in school. Conversely, students may interpret teachers' behavior as evidence that they do or do not take their job seriously, or do or don't care about whether any particular student learns or succeeds. If both sides behave to each other on this basis, both their general relationship and the students' school careers will be influenced accordingly.

Finally, there is yet another way of explaining a particular student's failure or success. One can go beyond looking at how people generally interpret aspects of each other's behavior to look at the minute details of speech and conversation – at how students understand particular questions and problems. Here the emphasis is on the fact that teachers' statements or items on a test do not have a single, shared, and self-evident meaning, even though not be a result of ignorance or stupidity. Instead, the child may understand a question in a perfectly coherent but 'wrong' way. Similarly, to grasp fully why another child is a "success," we must see how the teacher understands the question and the way the child's answers fit with the teacher's assumptions and preconceptions.

一、 Choose the **best** answer (第二大題占6分) :

If rational choice theory, symbolic interactionism, and phenomenology offer different but complementary answers to the question: Why does one particular student fail whereas another succeeds?

() 1. the first paragraph may the statement of the

- (1) rational choice theorists
- (2) symbolic interactionists
- (3) phenomenological sociologists.

() 2. the second paragraph may the account of the

- (1) rational choice theorists
- (2) symbolic interactionists
- (3) phenomenological sociologists.

() 3. the third paragraph may the explanation of the

- (1) rational choice theorists
- (2) symbolic interactionists
- (3) phenomenological sociologists.

二. Summarize each paragraph in Chinese (第二大題占19分)

1. The first paragraph (no more than 50 Chinese characters)
2. The second paragraph (no more than 50 Chinese characters)
3. The last paragraph (no more than 50 Chinese characters)

III. Please read the paragraphs, and answer the following questions in English **only**: (25%)

Once the objectives or goals are specified for a given curriculum or course, it is desirable next to identify major course units, each of which may require several weeks of study. Under each such unit, one may next identify specific objectives to be reached by the end of the unit, or by the end of the course. These specific objectives are then grouped together into lessons, which in turn may require the identification of several enabling objectives.

Intellectual skills objectives are usually the starting point for consideration of the sequencing of instruction. This is primarily due to the importance we

place on intellectual skills as components of the curriculum, but also because more is known about the sequencing relationships among intellectual skills than about other types of learned capabilities. Objectives from other domains of learned capabilities are then woven into the intellectual skills structure insofar as they support the learning of the intellectual skills. This procedure assumes that intellectual skill objectives are the principal target objectives. However, if the terminal objective is not an intellectual skill, but instead an attitude, then the intellectual skills that are supportive of it must be identified. The integration of objectives from different domains may be expressed in the form of instructional maps. Ultimately, individual lessons are planned to integrate related skills into an overall curriculum of lessons to accomplish the purposes of the course.

Questions:

- 1. Give an example of an attitude objective and identify the intellectual skills that underpin it.**
- 2. According to the relationship among the objectives and curriculum, course units, and lessons identified in first paragraph, please specify the major steps that you will take to design the lessons based on the guidelines in Grade 1-9 Curriculum.**

IV. 請先以英文摘述下文之要旨（答題時，請勿直接抄錄原始文句，應於閱讀後寫出該文之要旨），再以中文闡述個人對於文中所論述議題的看法。(25%)

The major current theories of natural language understanding assume that even the simplest language exchange requires the listener to supply some of the information necessary to make the message sensible. Understanding a message is a matter of using the message to construct for oneself a representation of the situation to which the message refers, and perhaps also of the speaker's or writer's intentions and emotions in producing the message. According to these theories, the representation that one builds in understanding a communication is simultaneously selective and elaborative with respect to the communication itself. The skillful listener or reader adds to the representation elements that are necessary to make it coherent and sensible and omits elements

that do not seem central to its main argument. All natural communications are incomplete in that they do not explicitly state everything that is necessary for building a fully coherent representation. The speaker or writer relies on the natural tendency and ability of listeners and readers to supply some of these elements. In building a coherent representation, the listener or reader uses knowledge of the rules of the language and the topic of the communication to infer the main arguments and to supply the missing proportions.

Information-processing research on skill acquisition also supports the view that human learning involves individual construction of knowledge. This research suggests that even when all that is apparently happening is rehearsal and practice of a performance, people are actually engaged in a process of transforming their knowledge. Skilled performers do not do exactly what they have been taught. Instead they construct new procedural forms in the course of practicing.

There are plenty of examples suggesting that invention and construction are pervasive both in human cognition and in current cognitive science theory. This, however, is not to argue that all inventions and constructions are equivalent and to be celebrated equally by those of us interested in improving the quality of human thought. One of the negative legacies of the long period in which the various psychological theories were arrayed against each other has been a tendency among some educators and psychologists to argue that construction and invention necessarily lead to understanding, while direct instruction and drill necessarily produce 'mindlessness' and failure to understand. Echoing and exaggerating debated among psychologists, educational theory often poses sharp dichotomies: construction versus recording of knowledge, understanding versus rule-following, discovery versus drill-and-practice. It is supposed that when people construct their knowledge they understand it and that discovery-oriented methods of teaching promote this construction and understanding. By contrast, it is imagined that knowledge that is taken in verbatim produces rule-following and that drill-oriented forms of instruction foster this kind of learning.

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教育學試題

(共五題，每題 20 分)

一、教育體系 (education system) 發展至今，已成為一種非常龐大的社會體系。

1. 請分別從功能論 (functionalism) 與衝突論 (conflict theory) 的觀點解釋之。
2. 您認為以上的兩套說法，何者較為正確？請說明理由。

二、目前許多中小學的段考成績單，仍只列舉「各科考試成績、全班學生的分數與排名」，請從心理學的角度來探討其可能導致的利弊得失，並提出改進的方式與理由。

三、從財經的角度來看，一般將財貨 (goods) 區分成公共財、準公共財 (或準私有財) 及私有財；請問，教育是屬於哪一種性質的財貨，為什麼？又，近年來，不論英國、美國或澳大利亞的教育改革都強調依循「市場機制」的原則，要求教育人員負起績效責任，以現場本位管理的作法，要求對學生的學習成效負責任，我國課程改革理念中亦有此種觀點；請問，依照您上述對教育財貨性質的判斷，達成國民教育績效責任目標之運作過程中，如何始能在政府介入與市場機制兩方面有適切的作為，並在兩者之間取得平衡？

四、教育部最近推出「十二年國民基本教育」計畫，並指出其政策目標之二為實現社會公平正義和引導學生適性發展。請您分析此一計畫與達成此二項目標的關連性為何？

五、教育行政理論的發展往往受行政理論的啟迪，新近教育行政議題中亦多見源自企業管理的理論或概念。請從教育行政理論演進發展的觀點，評論此種依附或轉借對教育行政理論建立與實務應用的意義、影響與因應之道。

