

國立臺中教育大學九十七學年度研究所博士班招生考試

英文教育名著

適用學系:教育學系

I. Translation 25%

(一) 請將以下文句翻譯成英文(15%)

本研究以量表針對樣本數 987 人的國小教師及 675 人的國中教師施測，研究教師的信念與教師效能的關係，研究結果顯示兩者之間有正相關。

(二) 請將以下英文翻譯成中文 (10%)

The environment of the school is the context in which the principal will lead the staff, students, and parents. Is the student enrollment growing or declining? Is new housing being developed? Will the demographic make-up of the student body be altered through different patterns of resident characteristics? Will the fields and recreational areas require modification?Identifying these possibilities enhances the principal's ability to allocate appropriate human and financial resources to meet the needs or to grasp special opportunities.

II. Please read the following passages and then answer the given questions in Chinese or English:

(一) 35%

A curriculum is an operational plan for instruction that details what mathematics students need to know and what teachers are to do to help students develop their mathematical knowledge (NCTM, 1989). Crosscultural studies showed a relatively wide consensus that the observed performance differences among students in different countries could be attributed to, at least in part, the variations in mathematical curricula (e.g., Westbury, 1992). For example, the Third International Mathematics and Science Study (TIMSS) clearly showed that across countries, students' learning is highly correlated with curricular treatment of related topics (Schmidt et al., 2002). As revealed in the study of the textbook use in Chinese classrooms, Fan, J. Chen, Zhu, Qiu, and Hu (2004) found that intended and implemented curricula in Chinese classroom settings are quite

consistent. Thus, to understand Chinese learners, it is quite natural and important to look into the intended curriculum.

Analyses of intended curriculum showed that for Chinese learners, curriculum generally supports effectively their acquisition of basic knowledge and basic skills, including pre-identified mathematics concepts, facts, algorithms, procedures, and formulas. Such acquisition is planned in the curriculum structure to be achieved through providing students with experience and exposure so they can gain more memorization of, more familiarity with, and more practice on the so-called basic knowledge and skills. The evidence is consistently shown that mathematics curricula across Mainland China, Taiwan, and Hong Kong promote students' acquisition of basic knowledge and skills (Cai, Lo, & Watanabe, 2002; H. M. E. Huang, 2004; Wong, 2004; Zhang, S. Li, & Tang, 2004). For example, in a recent study, Cai et al. (2002) analyzed the intended treatment of arithmetic average in US and Asian school mathematics. Two US Standards-based and two Chinese curricula were included in the analysis (Division of Elementary Mathematics, 1996; Elementary School Teacher Training Center in Taiwan, 1997; Lappan, Fey, Fitzgerald, Friel, & Phillips, 1998; National Center for Research in Mathematical Sciences Education and Freudenthal Institute, 1997- 1998). It was revealed that the Chinese curricula focus more on understanding the concept of arithmetic average as a computational algorithm than on understanding the concept of arithmetic average as a representative of a data set; however, the two US Standards-based curricula focus more on the latter exposition of the concept.

In addition, a number of curriculum and textbook analyses conducted in this area have consistently found that Chinese curricula placed more emphasis on ② applying basic knowledge and routine procedures, on abstract reasoning, and on solving non-contextualized and conventional problems, but less on investigation, on intuitive thinking and visual representation, and on solving contextualized and non-traditional tasks (Bao, 2002; Fan, 1999; Y. Li, 1999; Zhu, 2003). In solving traditional types of tasks, the Chinese curricula provide more challenge for learners (Zhu, 2003). In addition, Chinese mathematics curricula offer a relatively narrow scope of content, but the coverage is often deeper. A larger percentage of content is repeated in US curricula than in Chinese curricula. Flanders (1987) examined the percentage of new content introduced at each grade level (K-8) in three US mathematics textbook series. He reported that the average percentage of new content in the three series ranged from about 40% to 65% at each grade level and much of the new content is introduced at the end of the year. Using the

Flanders' coding method, however, Cai (1995) reported that over 95% of the content is new at each grade level (grades 1-6) in the Chinese textbook series published by the People's Education Press and the old content is primarily found in the review section at the end of each textbook.

The curricula in China are usually designed to support individual learning, but not for cooperative learning. For example, Zhu (2003) examined two seventh and eighth grade mathematics textbooks widely used in China and revealed that almost all problems provided in the textbooks are those that support individual learning, whereas many problems in the US books are designed for group work, which supports cooperative learning. Less opportunity is provided in the Chinese textbooks for students to write and present their ideas.

【Questions】:

1. According to these passages, what are the major differences between Chinese and US mathematics curricula? (15%)
2. What is 'intended curriculum'? What is 'implemented curriculum'? Why is it important to examine the intended and implemented mathematics curricula in classroom settings? (10%)
3. Please translate the underlined sentences above into Chinese. (10%)

(二) 40%

Consider the following facts: reading for pleasure, which is closely linked to reading achievement, declines in the U.S. every year. Boys fall 1-1/2 years behind girls in reading between grades 8 and 12. Less than one-third of U.S. students in grades 4, 8, and 12-and only 31 percent of college graduates-test at the proficient level. Though a high percentage of U.S. students perform at the proficient reading level on statewide exams, a low percentage perform at that level on the more valid and accurate National Assessment of Educational Progress (NAEP). Reduce the worst reading practices and increase the best, in order for students to achieve high reading gains and become lifelong readers, reading comprehension (the goal of all reading instruction) and reading enjoyment must be the top two goals. Many students, especially at-risk readers, have strong learning needs and preferences that do not match traditional classroom environments (e.g., formal seating and bright lights), or traditional methods of teaching (e.g., standardized texts, teacher lectures, and extensive, independent seatwork).

What are we doing to solve these problems? When students truly enjoy what they read and are deeply engaged in the reading process, their emotional memory is tapped. In other words, when students are deeply interested in what they're reading, they use more of their natural brain power to learn and remember and their reading improves rapidly. Engaged reading is not assigned reading, nor is it affected by extrinsic rewards. Engaged reading is reading that students do because they want to. Here are some strategies to transform struggling, at-risk readers into successful, lifelong readers.

Focusing on a student's reading strengths is especially important for struggling readers, who tend to be global, tactile, and kinesthetic learners. These youngsters benefit from high-interest, challenging reading materials; structured choices; powerful modeling of texts; increasingly difficult stories; hands-on skill work; opportunities for mobility; and opportunities to work in groups.

Reading programs need to be easy and engaging, with large doses of brainfriendly, fail-safe strategies that increase success, teach to students' strengths, and respect student differences. When we reduce the stress associated with reading, students become excited about reading and learning accelerates.

The practice of taking word counts focuses students on learning to read as fast as possible, not on comprehension and enjoyment. Though taking constant word counts may increase a student's reading speed, reading comprehension and enjoyment may decline-and those are our two most important goals for reading.

Modeling is a strategy in which a competent reader reads aloud a portion of a high-interest, somewhat challenging story, while the less able reader listens and looks at the words being read. After several repetitions, the less able reader reads the passage aloud. Modeling methods like paired reading, choral reading, and listening to recorded books can help beginning and at-risk readers to improve comprehension and to read more smoothly and effortlessly. Modeling methods help struggling readers bypass the decoding process, read fluently, and concentrate on meaning. The slow pace and the repetition of just a small amount of a challenging, high-interest story enables students to follow along easily and remember the words. As students continue to work with the recordings, sight words such as "am," "then," and "but" are repeated often within the context and are learned easily. And as they learn a sufficient number of words, students automatically begin to decode unfamiliar words.

Young children-and at-risk readers in particular-tend to be global, tactile, and kinesthetic learners. These children prefer and do well in classrooms that allow for movement, have some comfortable seating and varied lighting, and enable students to work with relative ease in different groupings. Most important, research indicates that when students' environmental preferences are met, they are more likely to associate reading with pleasure, to read for longer periods, and, overall, to achieve higher scores in reading.

【Questions】:

According to the foregoing paragraphs, answer the following questions:

1. Why do the U. S. students perform differently on their reading exams at the state and NAEP levels? (10%)
2. What are the worst practices for reading improvement? (10%)
3. Why is it important for students to read aloud and to listen the recording when they read? (10%)
4. What will you do to prepare the reading materials for students to read? (10%)

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申論題，每題 25%

一、社會學理論中的衝突論，一般乃指馬克思主義者的說法在教育上的應用，該派學者間往往為使其理論具有更精準的解釋力，而對先行提出論點者有所修正，因此在該理論中又形成不同的說法。請簡要說明馬克思主義者中的幾個重要學者理論之重點，並站在各個學者的立場，來試想他們分別會怎麼看待臺灣目前「一網多本」、「一網一本」或者「一網多本選一本」的爭議。

二、學生學習需有強烈的學習動機，學習始能持久不懈，奮力朝向既定的目標努力。惟不同的心理學派對動機的看法各有不同，請說明：(一)行為主義、人文主義、認知心理學對學習動機各持什麼樣的看法？(二)評述這三個學派對學習動機的見解？(三)這三個學派對學習動機的看法在教育上有何涵義？

三、國民教育法規定：

依第九條第三項至第五項組織遴選委員會之機關、師範校院及設有教育院(系)之大學，應就所屬國民小學、國民中學校長辦學績效予以評鑑，以為應否繼續遴聘之依據。(國民教育法第 9-3 條)

唯目前許多縣市均以校務評鑑結果做為校長遴選之參考。試分析「教育評鑑」、「校務評鑑」、「校長辦學績效評鑑」在意義與內涵上有何差異或關聯。

四、比爾蓋茲(Bill Gates)在某個大學畢業典禮上演講，提出 11 項人生建議與畢業生共勉之：

- 1、人生是不公平的，習慣接受吧。
- 2、這個世界並不在乎你的自尊，只在乎你做出來的成績，然後再去強調你的感受。
- 3、你不會一離開學校就有百萬年薪、你不會馬上就是擁有公司配屬手機的副總裁，二者你都必須靠努力賺來。
- 4、如果你覺得你的老闆很兇，等你做了老闆就知道，老闆是沒有工作任期

保障的。

- 5、在速食店打工並不可恥，你的祖父母對煎漢堡有不同的看法：機會。
- 6、如果你一事無成，不是你父母的錯，所以不要對自己犯的錯發牢騷，從錯誤中去學習。
- 7、在你出生前，你的父母並不像現在這般無趣，他們變成這樣是因為忙著付你的開銷、洗你的衣服、聽你吹噓你有多了不起。所以在你拯救被父母這代人破壞的熱帶雨林前先整理一下自己的房間吧。
- 8、在學校裡可能有贏家輸家，在人生中卻還言之過早。學校會不斷給你機會找到正確答案，真實人生中卻完全不是這麼回事。
- 9、人生沒有寒暑假，人生不是學期制，沒有哪個雇主有興趣幫你尋找自我，請用自己的時間來做這件事吧。
- 10、電視上演的並非真實人生。現實生活中每人都要離開咖啡館去工作。
- 11、對書呆子好一點，你未來很可能就為其中一個工作。

請就上述 11 項建議，提出其〈1〉思想核心價值；〈2〉以黑格爾(Georg Wilhelm Friedrich Hegel)「正題、反題與整體」之辯證法，論述其在相對上屬「絕對的」整體價值核心。