

考試科目	專業英文	1611 所別	教育所	考試時間	3月18日 星期日	第2節
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I. 錯誤分析與更正: 30%. 下面兩篇段落各自有五個錯誤，請將錯誤挑出後並更正，舉例而言，若發現段落中某句“*She like him a lot.*”中*like*是錯誤的，作答時請先將錯誤字連同其前後各一字抄錄下來後再行更正錯誤，即寫成*she like him -- likes*。作答時，各*passage*中所挑出的錯誤可以不必按照錯誤發生的先後次序，但請務必於答案紙上註明*Passage 1*與*Passage 2*，並自行由1至5編號，如：

Passage 1: 1. 2. 3. 4. 5.

Passage 2: 1. 2. 3. 4. 5.

每挑出一個錯誤得一分，若能進一步正確更正，再得兩分。

Passage 1:

On August 28, 1963, Dr. Martin Luther King Jr. delivered one of the most famous speeches of all time to an audience of more than 200,000 civil rights supporters on the steps of the Lincoln Memorial. In his “I have a dream” speech, King addressed his encouragement of white and black people work together to achieve racial peace and harmony. He especially wanted to teach the young blacks that equality could be gained through the use of non-violence. The main reason why King used nonviolence was to create a situation so differently from the usual that it will open the door to negotiations of desegregation and equal opportunity. King also urged that African Americans never forgot their dreams and preached that in the eyes of God, blacks should be treated as equal because they are as good as any other race. The statement that stands out the most in King’s speech is, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, and by the content of their character.” In this statement, King meant that he wanted to achieve the equality of every race in a place where only the white man was welcome and accepted.

Passage 2:

It is not a pleasing thing to be a crippled teenager. Adolescent is hard enough in normal circumstances, but when you add on other struggles, it becomes a whole other world. It was as if a cow came falling from heaven and land smack on top of me. One minute I was running, catching, and having a great game, and the next minute I had doctors looking all over me. Football was an expected sport for most boys in the town I grew up in, and if you played well, you were indestructible, or so we thought. During my eighth grade year, I was having a wonderful game and I too thought I was capable of anything. It was a high pass that required a massive leap into the air. The pass was caught, but I hadn’t thought about my landing yet. But oh, I would be fine; I always was, until this landing. I came down on my arm as though it would have still broken has it been made of steel. The pop of the bone alone was enough to turn your stomach. That unfortunate day changed life as I had known it for a while.

II. 文意選填: 30%. 下篇選文有10個空格，文末提供了12個字彙，對每一個空格，請根據文意從這12個字彙中挑選一個語意最恰當的字，請注意，考生同時需決定是否所選填的字彙詞性需做適當調整。例如就“*I am _____ a good time.*”

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這句而言，假設文末提供的字彙中有‘have’，而考生決定此字最為恰當填入空格時，需填寫‘having’，每一空格三分，若選字正確但詞性錯誤，則只得一分。作答時請務必列出題號，否則不予計分。

In recent years, alternative educators and homeschooling families have 11 beyond the routines and structures of the 12 educational system to develop more open-ended, community-based, collaborative programs for lifelong learning, such as featuring introducing homeschool resource centers, democratic schools, Internet-linked distance learning programs and other 13 efforts to redesign education for the twenty-first century. Since the late 1960s and early 1970s, colleges and universities have been 14 changed by the huge influx of “non-traditional” students who have increasingly 15 campuses — women, people of color, and part-time and older students. 16 suggest students will continue to increase in diversity far into the future. After more than a decade of 17 effective reform, diverse stakeholders are coming to the same conclusion: 18 more from our schools is not enough — the system itself must be fundamentally changed. Systemic reform is proposed as an alternative to 19 and add-on programs that, critics say, will not meet the demands of business, parents, communities, and students for fundamental change and significant 20 in schools.

profound, marginal, intensive, convention, resource, pioneer, project, improve, look, tinker, demand, characterize

III & IV. 摘要寫作與讀後感: 40%. 請閱讀下列文章後，使用個人的詞句寫出一個最能表達此文章main idea的句子（佔總分10%，並請標示III），然後請針對此篇文章的main idea寫一段約200字的讀後感（佔總分30%，並請標示IV），寫出個人對該主題之想法。寫main idea的句子時請勿引述原文，否則不予計分；寫讀後感時，可以引述原文，但引用文章內容時，請務必加註雙引號“...”；每次引用原文連續7字以上且未加註雙引號者，視同抄襲，將視情節扣分處理。

For an increasing number of children whose first language is not English, learning to read — arguably one of school’s most important and most difficult lessons — can be an especially high hurdle.

New research from Harvard Graduate School of Education Assistant Professor Nonie Lesaux, however, presents an amazing finding. Lesaux’s study, published in the journal “Developmental Psychology” this month, tracked 1,000 children speaking native English and English as a second language (ESL) in mainstream English classrooms from kindergarten through second grade. With participants from across an entire school district in North Vancouver, Canada, the research is the first-ever longitudinal study to look at a population-based sample that took in a citywide sweep of social classes, immigrant populations, and native languages — 33 of them.

“The ESL group as a whole did better in grade two on a number of reading and language measures . . . than their native-speaking counterparts,” says Lesaux, adding that the achievement of the ESL students “stunned” some of her professional colleagues. The implications on the expectations of ESL students could be far-

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reaching, she says.

The success of the young readers — ESL students as well as native English speakers — turned on an intensive literacy curriculum that the school district developed in partnership with Lesaux and her co-author, University of British Columbia Professor Linda Siegel, who lent their research-based expertise to the process. “It was a very bottom-up approach, an amazing collaboration,” says Lesaux of the research-to-practice development. Dubbed “Firm Foundations,” the curriculum draws from a number of proven literacy techniques and adds constant monitoring, assessment, and intervention.

“It’s a combination of everything we know works well,” says Lesaux, “but everything happens in a really systematic way.” So while many of the literacy activities — storybook reading, work with vocabulary and the alphabet — may be at home in a kindergarten classroom, what’s unique to this program is that all students, including those who spoke no English when they entered kindergarten, are held to particular benchmarks.

“It’s a very preventive model,” says Lesaux. “For years we’ve been pulling these kids out in grade two, grade three when they’re having difficulties. Instead, the idea was, kindergarteners love to learn, they love to play around their learning, so let’s do it in the classroom and target those kids who might have difficulties down the road.”

In addition to the Firm Foundations curriculum, which guides the entire class, Lesaux and Siegel applied a more focused intervention to the children (including but not exclusively the ESL students) who demonstrated difficulties. In small groups, students received intensive training in phonological awareness, the understanding of the sound system of a language. Progressing systematically through oral language processing, they would play with how words sound: If they see a picture of a cat, and pictures of a sun, a fish, and a hat, can they identify which rhymes with cat? Do they know that the sounds in “cat” are “k” and “at”? That when you take the “b” sound off “bus,” it becomes “us”?

The study found that such intensive phonological awareness in kindergarten gave students a solid foundation on which to build reading skills in first grade. But why, by second grade, were some students who spoke no English in kindergarten achieving higher reading skills than their native English-speaking peers?

Lesaux credits what she calls a metalinguistic awareness of the bilingual kids that exists precisely because they are learning English as a second language. “They’re much more tuned into language than the other kids,” she says. “In many ways, they were doing a lot more work around language than the monolinguals, for whom language is much more unconscious.”

While Lesaux is quick to note that her model does not create biliteracy — it only teaches students to read in English, leaving literacy in their native language to instruction outside the schools — it makes a strong statement about the capacity for ESL children, whose lack of English fluency puts them at risk throughout school, to learn to read and achieve.

國立政治大學圖書館

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國立政治大學圖書館

一、請簡明回答下列三個子問題：

- 1、請根據你對於質性研究的瞭解，舉出至少五個可以用來評論一個質性研究作品良窳的判準。(5分)
- 2、請分別說明這些判準為何是判斷質性研究作品品質有效的依據？(15分)
- 3、請舉出一本以質性研究方法為主要研究方法的書籍，並用前述判準加以簡單評論。(10分)

二、有一些研究者認為，質性研究最困難的部分，乃在於資料分析。請問：

- 1、你同意這樣的看法嗎？理由為何？(10分)
- 2、一個研究者可以做哪些事情，以便讓資料分析的結果更信實可靠？(10分)

50%

以下二題，每題 25 分。

三、比較「古典測驗理論」和「現代測驗理論」在測驗編製、信效度考驗方法、與應用上的異同。

四、Taiwan has experienced a significant reform in mathematics teaching since 1993, when constructivism was officially introduced into the mathematics curriculum (Ministry of Education in Taiwan, 1993). Teachers are now encouraged by scholars and government to apply more progressive, student-centered teaching methods in their teaching practices. For instance, over the past decade there has been an increasing emphasis on diverse activities within and beyond the mathematics classroom, such as collaborative learning, computer assisted instruction, multiple assessment methods, mathematics projects and mathematics diaries. 根據上述研究背景，寫一以量化研究方法為基礎的論文計畫，包括：研究題目、研究目的、重要文獻簡述、研究假設、研究架構、研究對象、研究工具或設計、以及統計分析方法。

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- 一、請翻譯下列這段英文文字為中文；並進一步討論其內容之教育哲學蘊意。(本題佔 20%)
- 「The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.」
- 二、「精神三變」是德國哲學家 Friedrich Nietzsche 著名的哲學理念，請嘗試闡述其在「教育人類學」上的意涵；及其思想內容與二十世紀「教育學典範發展」的關聯性。(本題佔 20%)
- 三、請申論 Vygotsky 所提出的 “the zone of proximal development” 與 “scaffolding” 在教學上的應用。(15 分)
- 四、如何提高學生的學習動機是教師的責任，而使用獎賞（亦即外在誘因）來增加學生的學習意願，是最常見的方式之一。請討論：獎賞對動機的影響、獎賞適用於哪些學習活動，以及使用獎賞時應注意的事項。(15 分)
- 五、許多教育社會學研究證據都指出了一個現象：「有沒有學校教育，對於中產階級孩子的影響不大；但是，有沒有學校教育，對於低下階級孩子卻是影響深遠。」請問：
- 1、學校教育對於中產階級孩子和低下階級孩子各可能有何不同的影響？(8 分)
 - 2、學校教育對於中產階級孩子和低下階級孩子的影響程度，為何會是不同的？(10 分)
 - 3、請舉出一項我國有助於低下階級孩子在學校學習的教育政策，並簡單說明這項政策為何會有效果？(12 分)