

八十六學年度 外國語文學系 系(所) 乙 組碩士班研究生入學考試
 科目 英文閱讀與寫作 科號 4903 共三頁第一頁 *請在試卷【答案卷】內作答

Read the passage below and then write on the answer sheet a response to each of the following questions. Be sure to use your own words in your writing.

Passage

My main concern in this chapter is with the syllabus as the formulation of pedagogic goals. But it is important to recognize that the syllabus is also an instrument of educational policy. The goals are formulated not only in reference to pedagogic effectiveness but also in accordance with ideological positions concerning the nature of education in general, what Clark refers to as "educational value systems" (1987).

Formal education can be defined as a superimposed second-order culture which consists of schemes of conceptual organization and behaviour designed to supplement the first-order processes of the primary socialization of family upbringing. As such its purpose is to give ideas, attitudes, actions, beliefs, and so on, a shape which they would not otherwise have, so as to prepare learners to participate in areas of social life beyond their immediate environment and to extend the range of their individual experience.

The relative weighting which is given to each of these general educational provisions, for future social role on the one hand and for personal development on the other, will depend on how different policies interpret the general purposes of education. Some, for example, will focus attention on future social role, define this in specific occupational terms, and seek to direct the curriculum towards the satisfaction of projected manpower needs. In this case, syllabuses will be designed to be accountable to measures of utility and will be, to use the terms borrowed from Bernstein, "position-oriented". Syllabuses to meet the needs of English (or any other language) for specific purposes would be of this kind. Other policies will be more favourably disposed towards the individual, allow for a greater degree of divergence and self-realization and incline to "person-orientation".

The syllabus realizes educational policy and at the same time is realized by pedagogic methodology. What happens when the two are incompatible? Consider, for example, a case where educational policy is designed to prepare pupils to fit into an established social order. Such a position-oriented policy would set a high premium on conformity, and this would be incompatible with a methodology which was person-oriented and encouraged independent initiatives in learning. Conversely, one might have good reason to suppose that a person-oriented methodology with an emphasis on task-based discovery is to be favoured on the grounds that it is more effective in the promotion of learning. But this might run counter to a prevailing position-oriented educational policy which called for conformity and submission to teacher control.

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As I argue later in this chapter, the teacher is not bound to interpret the syllabus in line with its intentions: methodology can always find some room for manoeuvre. Nevertheless the influence of policy is powerful and cannot be disregarded, particularly, of course, because examinations assess the syllabus which embodies it, and not the methodology. Furthermore, to the extent that policy is informed by an established educational orthodoxy, it is likely to reflect prevailing expectations and attitudes on the part of both teachers and learners, not only in respect of the language subject but also in respect of other subjects on the curriculum. One cannot expect that learners will take readily to modes of behaviour in the language class which are at variance with those which are promoted in their other lessons.

The general point to be made relates to the discussion in the second chapter of this book: it is that pedagogic proposals have always to be referred to socio-cultural factors in particular educational settings. Whatever good reasons there may be for adopting a pedagogy of person-orientation, one has to recognize that there are societies, and educational systems which serve them, for which this is a dangerous doctrine. The design of a syllabus and its implementation by means of methodology can never be simply a pedagogic matter.

Questions

1. According to the author, what is a *syllabus*? (15%)
2. The author defines *formal education* as a "superimposed second-order culture which consists of schemes of conceptual organization and behaviour designed to supplement the first-order processes of the primary socialization of family upbringing." Explain what he means in this sentence and provide an example of how this concept may apply in daily life. (15%)
3. Does the author appear to favor either a *person-oriented* or a *position-oriented* syllabus? Explain your answer. (15%)
4. Write a paragraph or two to conclude this passage. (15%)
5. Suggest a title for this passage and then explain your choice. (10%)

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翻譯：

A. 將下列中文譯成英文 15%

在過去幾年裡，英語教學界有二項發展很明顯。其中之一就是我們逐漸關心英語的實際使用，特別注意到大學部或研究所學生因需要使用英文從事專業研究而面臨的一些問題。其次就是我們體認到要用些方法幫助學生培養使用該語言為溝通工具，這種能力未必在學生學了語言的形式結構之後就會自然出現，而是要經過有意識的學習。

B. 將下列英文譯成中文 15%

When you divide a large group into categories whose members share common characteristics, there will be some members that do not fit perfectly into a category. For instance, you might classify politicians as liberals or conservatives, but since some politicians may be liberal concerning some issues and conservative on others, it would be wise to admit any variations or complications in the classification. It is also a good idea to note what the primary characteristics of the members are. For instance, do these politicians vote conservative most of the time? If so, then placing them in the conservative category and mentioning that they vote liberally on some issues could be justified.