

Document-ID: 英文

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Pages: 2

Printed: 01-06-10 09:56:06

Sender: NTHU-LIB

國 立 清 華 大 學 命 題 紙

九十六學年度 台灣研究教師在職專班 系(所) _____ 組入學考試

科目 英文 科號 _____ 共 2 頁 第 1 頁 *請在試卷【答案卷】內作答

- I. **Write a summary (50%):** Read the following passage and write a summary in English with less than 150 words. You should find the main ideas of the text and **express them in your own words**. **Do NOT quote portions of the English text.** Indicate the number of words at the end of your summary.

Multilingualism does not simply exist between individuals or within their cognitive systems. It is woven into the social and cultural milieu and the political environment. A nation's search for and development of a linguistic symbol of unity and national identity will reveal a great deal about that society and its state of maturation in nationalism (Gonzalez and Alberca 1991). Thus, the development of a language-in-education policy is not only an educational issue, reflecting curricular decisions or beliefs about child psychology. A multilingual approach in education embodies national beliefs concerning cultural diversity, equal opportunities and human rights (Saxena 1994). Neither the national language policy nor the educational literacy strategy can stand in isolation. A debate on the meaning of literacy for a linguistically diverse nation such as the Philippines will inform national decision-making.

The United Nations Convention on the Rights of the Child (Articles 29 and 30) promotes the right of a child to use his or her own language (Council for the Welfare of Children 1999). However, this brings organizational challenges to the process of educational policy development in a nation such as the Philippines that is economically disadvantaged and has huge diversity in language groups. Gonzalez (1998) states some of the disparities in the community that may be caused by a language policy that benefits the culturally advantaged and more affluent classes, often those living in urban areas. He admits that (Gonzalez 1998:520) "the poorer classes, owing to poor teaching and regrettable working conditions, barely attain literacy and basic interpersonal communication" in the major languages of education.

It would then appear that there needs to be resolved on the parts of all agencies concerned to determine an on-going language-in-education policy with a long-term plan for implementation, evaluation, and resource preparation. Gonzalez and Alberca (1991) consider the extent to which language rights, similar to those described in the UN Convention can be upheld in the light of financial constraints. The Asian Development Bank and the World Bank (1999) have both seen the need for new investments in elementary education targeting under-served areas and groups. Baguingan (1999) sees such investment in the indigenous languages bringing great rewards.

My vision for my country is that we could claim the status of a diversified yet unified nation which has as citizens of great originality and creativity because we have supported and saved out indigenous languages, preserving the millennium of knowledge and skills accumulated by the speakers of all our languages.

The protection and development of minority languages is a vital issue in the Philippines today. Their inclusion in the education system is a crucial factor in the attempt to ensure that education is truly for all the population, giving equal opportunities to each cultural group in the nation.

The options for education in a multilingual situation are many. It seems that for the student to learn in his mother tongue provides the best opportunity for cognitive and affective development and the retention of cultural identity. Financial and training resources need to be focused on these groups in order that this may happen. However, without a national language-in-education policy and a realization by all that true education takes place both within and outside of the school, any strategy will be short-lived and lack sustainable impact. The current UN Decade of Literacy is an ideal season in which to develop the debate on literacy and the relevance of the language component to holistic development activities.

II. Composition (50%): Write an essay in about 300 words on the following topic.

Topic: Language Education in Taiwan

It is suggested that you include the following points in your essay:

- (a) Briefly discuss what language(s) is/are taught at different levels of schools (e.g. elementary schools, junior high schools, senior high schools, etc.).
- (b) Do you think it is good to teach Taiwanese or other local languages (e.g. Hakka, Amis, Atayal, etc.) in elementary schools? [Give reasons to justify your answer.]
- (c) Do you think it is good to teach English in elementary schools? [Give reasons to justify your answer.]
- (d) Conclusion