

臺北市立師範學院
九十三學年度博士班研究生入學考試試題

所 別：國民教育研究所
科 目：英文教育名著
考試時間：一百分鐘
總 分：100 分

注意：一、不必抄題，作答時請將試題題號及答案依照順序寫在
答卷上。（於本試題紙上作答者，不予計分）

一、

Normalization becomes one of the great instruments of power at the end of the classical age. For the marks that once indicated status, privilege and affiliation were increasingly replaced- or at least supplemented- by a whole range of degrees of normality indicating membership of a homogeneous social body but also playing a part in classification, hierarchization and the distribution of rank. In a sense, the power of normalization imposes homogeneity; but it individualizes by making it possible to measure gaps, to determine levels, to fix specialities and to render the differences useful by fitting them one to another. It is easy to understand how the power of the norm functions within a system of formal equality, since within a homogeneity that is the rule the norm introduces, as a useful imperative and as a result of measurement, all the shading of individual differences.

（原文摘自：Michel Foucault (1975). The Means of Correct Training. From *Discipline and Punish*. Georges Borchardt, Inc.）（25%）

二、

The internalization of cultural forms of behavior involves the reconstruction of psychological processes on the basis of sign operations. Psychological processes as they appear in animals actually cease to exist; they are incorporated into this system of behavior and are culturally reconstituted and developed to form a new psychological entity. The use of external signs is also radically reconstructed. The developmental changes in sign operations are akin to those that occur in language. Aspects of external or communicative speech as well as egocentric speech turn “inward” to become the basis of inner speech.

The internalization of socially rooted and historically developed activities is the distinguishing feature of human psychology, the basis of the qualitative leap from animal to human psychology. As yet, the barest outline of this process is known.

(原文摘自： Mind in Society, 1978) (25%)

三、請以中文說明下列短文的要旨，並申論您對該文的看法。

School can have a devastating impact on the lives of students who are struggling with the learning process. For example, teachers, psychologists, and guidance counselors sometimes give students negative labels. They may tell parents that their children need remediation or must be left back. Students are “subjected to fifteen thousand negative statements during twelve years of schooling” (Reasoner, 1989). According to the Quest Foundation, students report a lowering of self-esteem from a high of 80 percent who feel good about themselves in kindergarten to only 12 percent who feel good about themselves six years later (Reasoner, 1989). These struggling students have multiple problems: the initial obstacle that derailed the learning process; powerful fears that inhibit learning; negative feelings about themselves; negative labels; and relentless reprimanding, nagging, and punishments.

Brain research supports the importance of self-concept to learning. The brain receives 40,000 bits of data per second. It’s hard to believe, but that is what Sousa (1995) maintains. The brain has a filtering device, the perceptual register, that blocks out unwanted or unimportant stimuli. If the child has a history of failure, “then the self-concept signals the perceptual register to block incoming data” (p.20). The teacher is doomed to failure when she tries to teach information to a child who lacks confidence.

(原文摘自： Totally positive teaching： A five-stage approach to energizing students and teachers, 2004.) (25%)

四、

Thus the central core activity of the school—instruction—is viewed as being loosely coupled to the extent that it is not directly controlled under the authority of administrators. Although administrators bear general responsibility for the instructional programs of schools, their authority to control the instructional behavior of teachers is rather limited and, since the advent of collective bargaining, appears to be declining. For example, Meyer and Rowan reported that only 12 percent of the principals they studied indicated that they have real decision power over the methods

that teachers use, and a mere 4 percent said that they are extremely influential in determining the instructional methods used by teachers. Administrators, however, do have access to bureaucratic means by which to structure the work of teachers and, thereby, have indirect means of influencing the instructional behavior in the school.

(原文摘自 :Owens, R. G. (2000). Organizational behavior in education (6th ed.). Boston: Allyn and Bacon) (25%)