

# 國立花蓮教育大學國民教育研究所博士班九十七學年度招生考試試題

## 考試科目：英文教育名著

注意事項：

- (一) 試卷共 2 頁 4 題，每題 25 分，合計 100 分。
- (二) 請用橫式作答，不必抄題。
- (三) 答案請依序寫在答案卷上，並於題號欄中標明題號。
- (四) 試題隨同答案卷一併繳回。

請先以中文摘要說明整篇文章的文意，再從你/妳的經驗跟文本進行對話。

I.

“As we have listened for centuries to the voices of men and the theories of development that their experience informs, so we have come more recently to notice not only the silence of women but the difficulty in hearing what they say when they speak. Yet in the different voice of women lies the truth of an ethic of care, the tie between relationship and responsibility, and the origins of aggression in the failure of connection. The failure to see the different reality of women’s lives and to hear the differences in their voices stems in part from the assumption that there is a single mode of social experience and interpretation. By positing instead two different modes, we arrive at a more complex rendition of human experience which sees the truth of separation and attachment in the lives of women and men and recognizes how these truths are carried by different modes of language and thought.

To understand how the tension between responsibilities and rights sustains the dialectic of human development is to see the integrity of two disparate modes of experience that are in the end connected. While an ethic of justice proceeds from the premise of equality—that everyone should be treated the same—an ethics of care rests on the premise of nonviolence—that no one should be hurt. In the representation of maturity, both perspectives converge in the realization that just as inequality adversely affects both parties in an unequal relationship, so too violence is destructive for everyone involved. This dialogue between fairness and care not only provides a better understanding of relations between the sexes but also gives rise to a more comprehensive portrayal of adult work and family relationships.

As Freud and Piaget call our attention to the differences in children’s feelings and thought, enabling us to respond to children with greater care and respect, so a recognition of the differences in women’s experience and understanding expands our vision of maturity and points to the contextual nature of developmental truths. Through this expansion in perspective, we can begin to envision how a marriage between adult development as it is currently portrayed and women’s development as it begins to be seen could lead to a changed understanding of human development and a more generative view of human life.” *From Carol Gilligan (1993). In a different voice. Harvard University Press. pp. 173-174.*

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## II

“There are two equally important reasons for teachers to value a diverse array of narrative styles and voices. One is that it encourages children to build more textured and deeply felt ways of telling what they want to say and builds a richer repertoire of styles, thus developing narrative literacy. The second reason is that the students probably come from diverse home lives and communities. They may be learning very different narrative values at home. By overlooking these in teaching mainstream school narrative values, you may squelch their narrative impulse altogether. The child who is not encouraged to use his family’s narrative style at school may, as a result, have trouble learning the school narrative style. Like a person who immigrates to a new country, he may abandon his native language while never fully learning the language of his adopted country, and thus become a person without a language of his own. If storytelling is as central to thinking and communicating as it appears to be, imagine the effect on the child who has no strong vibrant narrative style.”

*From Susan Engel (1995). The stories children tell. Making sense of the narratives of childhood. W.H. Freeman and Company.*

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## III

By telling indigenous stories, the teacher can again, in narrative form, spark an otherwise unknown interest in her students. Storytelling sparks an interest that, in turn, lights a fire. Once the fire sets ablaze, it is hard to stop. At this point, students may be given the opportunity to find stories for themselves from periods or characters of interest to them as well as an opportunity to tell those stories to their classmates. This process of the student becoming the storyteller has profound implications for all aspects of learning no matter what the subject area.

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## IV

In the wake of 1980s, instructional efficiency was emphasized in pursuit of the educational quality. Traditionally the instructional process involved teachers, learners, and the textbooks. Therefore, the challenge was: how to combine these three elements for the best educational productivity? Systems approach was considered as a method that could bring about effective interactions among the instructor, the learners, and the instructional materials. As an integrated teaching process, systematic design concerned the step-by-step procedures with considerations of curriculum design, development, implementation, and evaluation. The step-by-step components of the approach might vary with the different system experts, nevertheless the value of the systems design maintained the same as to promote the instructional effectiveness.

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