

考試科目： 英文文章摘要和評析

系所名稱： 應用英語研究所碩士班不分組

1.答案以橫式由左至右書寫。2.請依題號順序作答。

1. Children are faced with a myriad of complex areas of learning in different types of classroom. Write your summary and critique in terms of the teaching and learning in Mike's sixth grade classroom. Please elaborate on the theories supporting this type of teaching and learning. Finally, give your opinions about how Taiwanese teachers can put some insight into practice.

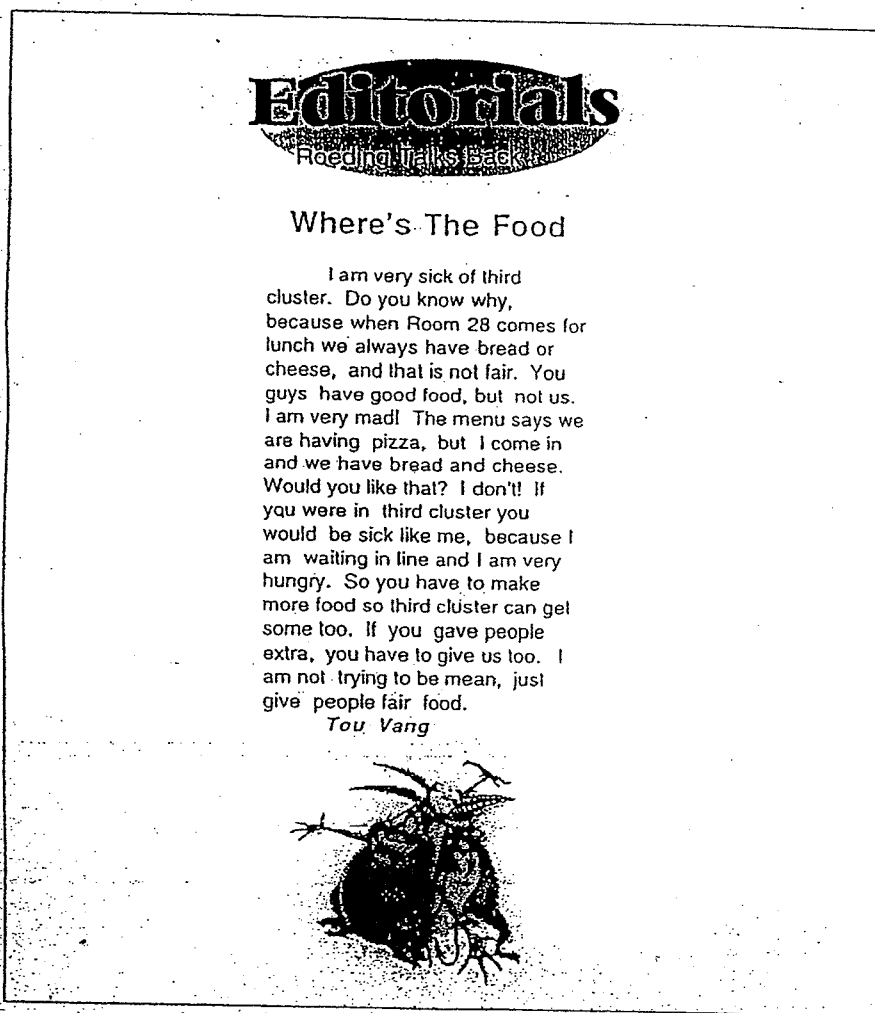


Figure 4-1. Where's the Food?

Source from *ESL/EFL Teaching: Principles for Success* by Yvonne S. Freeman and David E. Freeman (1998), published by Heinemann

This item in *28 Times* (October 1997), a newsletter published in Mike's sixth grade classroom, Room 28 at Roeding Elementary School, is an example of students writing about what is important to them and what is part of their world. The publication of this newsletter is just one of the many ways that Mike helps make the instruction for his students learner-centered.

Because most of Mike's students are English language learners coming from a variety of first language backgrounds, it is critical that the curriculum draw on their backgrounds, their interests, and their strengths. Mike knows that reading is one key for their success (Krashen 1993). Students read and discuss poetry that catches their interest and inspires them. They enjoy books by Jane Yolen, Jean Little, Shel Silverstein, Jack Prelutsky, Gordon Korman, and Paul Fleischmann. Mike also invites his students to read fantasy and realistic fiction by imaginative authors including Louis Sachar, Jerry Spinelli, Roald Dahl, Scott O'Dell, and Gary Paulsen. To draw them into realistic accounts of United States history, they read Jean Fritz's historical biographies. To reflect on world history, they read several picture books: *Hiroshima No Pika*, *Sadako*, *The Thousand Paper Cranes* (Coerr 1979), and *Faithful Elephants* (Tsuchiya 1988). Mike taps into his students' backgrounds and interests by choosing a variety of fiction and nonfiction books that deal with universal themes and that represent different levels of reading difficulty.

He also organizes his class so that all students, including his English language learners, can show what they have learned. He does this by involving them in various projects. Students use a variety of ways to demonstrate what they learned: art, drama, models, video, and writing. In addition to the publication of the newspaper, *28 Times*, Mike's students are immersed in varied and exciting learning experiences.

The projects change from year to year. Recent projects included:

- "Eureka—A History of California" was the title of a student-created museum, which included a range of exhibits, full-sized dioramas with students acting in scenes, and student-docent led tours for parents and other students in the school.
- "T.I.M.—The Incredible Machine" was an exploratorium of simple machines that students created for first and second graders in the school to come and experience.
- "Under the Sea" was a student-created, oversized, moveable diorama with animated sea creatures. The exhibit began with a California coastal tide pool and moved out under the waves into a kelp forest and finally into the murky depths of the Pacific Ocean.
- "28 Roeding Mall" was a Christmas venture. Student entrepreneurs raised money by making and selling a variety of items including Christmas cookies and candies, ornaments, Christmas cards, and stickers. The students created business names, logos, and newspaper advertisements for *28 Times*. They included a shopping guide with full page advertisements. Besides distributing their guide throughout the school, students scripted and produced a radio commercial aired over the school intercom and a video commercial shown to the student body during the lunch hour a day before the mall opened. Two days before the Christmas break, students opened their mall and sold their products.

Each of these activities helped Mike's students learn important academic content. The projects provided students with authentic purposes for learning, multiple means to present their knowledge, and real audiences who appreciated the results. In deciding how to develop each project, Mike followed Dewey's (1929) advice that "the child is the starting point, the center, and the end" (p. 14) of all curriculum decisions. Mike's classroom exemplifies a second important principle for success—*classes* should be learner-centered rather than teacher-centered.

Y. Goodman, a leader in the field of children's language and literacy development, said that the cartoonist, Bil Keane, can summarize years of her research in one cartoon. This principle is illustrated in Keane's "Family Circus" cartoon in which Billy leads his younger sister, Dolly, into the house after school explaining to their mother, "Dolly's school would be better if they didn't have that lady up front talkin' all the time."

Mike is not "up front talkin' all the time." In fact, Mike is behind the scenes nudging, encouraging, directing, and cheerleading. He follows Wells' (1992) advice to "lead from behind." He knows that his students learn best when they take ownership of their learning. The idea of the teacher as the source of all knowledge standing "up front talkin' all the time" follows from commonsense assumptions of how schooling should be. With English language learners, the temptation to have a teacher-centered classroom arises because the perception is that the teacher has the English proficiency the students need. Therefore, all knowledge must come from the teacher. However, it is important to remember that English language learners are not deficient just because they do not speak English. They bring a rich and varied background of experiences and talent to the classroom. Teachers who follow principles for success find ways to use their students' knowledge, including their first language and culture, even when the students do not speak English.