

國立嘉義大學九十七學年度
國民教育研究所碩士班招生考試試題

科目：專業英文（作答時請標明題號）

Caution—Praise Can Be Dangerous (Adapted from an article by Carol S. Dweck)

The self-esteem movement, which was flourishing a few years ago, is in a state of decline. Although many educators believed that boosting students' self-esteem would enhance their academic achievement, this did not happen. But the failure of the self-esteem movement does not mean that we should stop being concerned with what students think of themselves and just concentrate on improving their achievement. Every time teachers give feedback to students, they convey messages that affect students' opinion of themselves, their motivation, and their achievement. And I believe that teachers can and should help students become high achievers who also feel good about themselves. But how, exactly, should teachers go about doing this?

In fact, those who advocated the self-esteem movement were on to something extremely important. Praise, the chief weapon in their memory, is a powerful tool. Used correctly, it can help students become adults who delight in intellectual challenge, understand the value of effort, and are able to deal with setbacks. Praise can help students make the most of the gifts they have. But if praise is not handled properly, it can become a negative force, a kind of drug that, rather than strengthening students, makes them passive and dependent on the opinion of others. What teachers need is a framework that enables them to use praise wisely and well.

Where Did Things Go Wrong?

I believe the self-esteem movement failed because of the way in which educators tried to instill self-esteem. Many people assume that giving students many opportunities to experience success and then praise them for their successes will indicate to them that they are intelligent. If they feel good about their intelligence, they will achieve. They will love learning and be confident and successful learners.

Much research now shows that this idea is wrong. Giving students easy tasks and praising their success tells students that you think they're dumb. It is not hard to see why. Imagine being lavishly praised for something you think is pretty easy. Wouldn't you think that the person thought you weren't capable of more and was trying to make you feel good about your limited ability?

一、Vocabulary Test: True or False 20% (若正確以 T 回答，若錯誤以 F 回答)

1. _____ Self-esteem means how one feels about oneself.
2. _____ When something declines, it becomes more in quantity or importance.
3. _____ To enhance something means to improve its quality or value.

4. _____ Academic is used to describe things related to schools.
5. _____ To concentrate on something means to be interested in something.
6. _____ One's motivation for doing something is what causes the person to want to do it.
7. _____ To advocate for something means to support or recommend it publicly.
8. _____ When you praise someone, you express disapproval for their achievement.
9. _____ Setbacks refer to progresses or improvements.
10. _____ When you instill an idea into someone's mind, you try to make him or her feel it.

二、Please translate these sentences into Chinese. 40% (將下列句子翻譯成中文)

1. Although many educators believed that boosting students' self-esteem would enhance their academic achievement, this did not happen.
2. Using praise correctly can help students become adults who delight in intellectual challenge, understand the value of effort, and are able to deal with setbacks.
3. If praise is not handled properly, it can become a negative force, a kind of drug that, rather than strengthening students, makes them passive and dependent on the opinion of others.
4. Many people assume that giving students many opportunities to experience success and then praise them for their successes will indicate to them that they are intelligent.
5. Giving students easy tasks and praising their success tell students that you think they're dumb.

三、Please answer these questions in Chinese. 40% (以中文回答下列問題)

1. What was the self-esteem movement? According to the author, why did the movement fail?
2. As a teacher, do you think it is more important to praise students and to create as many opportunities for students to experience success as possible or do you think it is more important for teachers to honestly evaluate and report students' achievement so that students can learn to deal with failures and to make real progress?