English Reading Comprehension (5 x 20% = 100%)

The study of education in other cultures and the study of other cultures in education seem to be very separate areas of educational research, with the former approach seeking descriptions of worldviews, cultural patterns of socialization, and development in non-Western cultures and societies, and the latter approach more concerned with issues of diversity, pluralism, and multiculturalism in Western societies.

Question 1: What is the main point of this sentence?

[ ] A. Western societies should embrace multiculturalism.
[ ] B. The study of education requires understanding different worldviews.
[ ] C. Learning about diversity is different from studying how other cultures learn.
[ ] D. Non-Western cultures require different educational research methods.

From a mainstream educational perspective and from any survey of educational research that concerns Indigenous and ethnic minorities, the overwhelming educational concern is underachievement in public schooling systems. The problem of educational underachievement has been studied from different disciplinary and theoretical perspectives and seems now to be more frequently defined as being about the quality of teaching and learning. Questions of Indigenous knowledge, language, and culture have usually been viewed as potential solutions to make classrooms, the curricula, and teachers more responsive and inclusive, with the students more engaged in schooling and therefore more likely to achieve. Although the research generally asks deep questions of structure, of systems and policies, an underlying assumption of much research is that schooling is inherently good for Indigenous children and their communities and the greater challenge is about how to get the best match, how to make it work better—how to fit students, parents, the curriculum, and teacher practices into a system that will work for all.

Question 2: What is the author describing in this paragraph?

[ ] A. Indigenous educational policies.
[ ] B. The effectiveness of teacher training practices.
[ ] C. The focus of research on indigenous education.

Question 3: What is the main assumption of the mainstream educational perspective?

[ ] A. Indigenous students don't care about school.
[ ] B. Schooling is beneficial to Indigenous students.
[ ] C. Curriculum reform requires more responsive teachers.
[ ] D. Students and parents need to work together to improve education.
Indigenous communities often have a quite different set of questions that frames the key educational issue as being primarily about epistemic self-determination that includes language and culture and the challenges of generating schooling approaches from a different epistemological basis. These are at least two quite different ways to think about Indigenous education and the agenda for educational research. In my view, both approaches and indeed other approaches need to be conducted simultaneously because we are not dealing with a unitary, simple, or static set of conditions.

Question 4: Which statement best describes the opinion of the author?

[ ] A. Mainstream educational research will answer the questions posed by indigenous communities.
[ ] B. Indigenous communities can do better research than mainstream educational researchers.
[ ] C. Two different research agendas need to be pursued at the same time.
[ ] D. Preserving indigenous language and culture is more important than traditional measures of school success.

Kura Kaupapa Maori [毛利族] began in the mid-1980s with a very explicit vision of building a schooling option grounded in Maori philosophies and taught through Maori language immersion. Kura Kaupapa Maori have always resisted labels that described them as simply Maori-language schools or bilingual schools because the philosophy was integral to the conception of education. As one example of a difference that has emerged, Maori children in Kura Kaupapa Maori are said to have more “positive attitudes” toward some curriculum subjects than Maori children in the mainstream schools.

Question 5: What makes the Kura Kaupapa Maori schools special?

[ ] A. Bilingual education in English and Maori.
[ ] B. The integration of Maori philosophy into the curriculum.
[ ] C. They are the same as mainstream schools, except for the students.
[ ] D. A curriculum that encourages the students to spend more time outdoors.