

考試科目	英美文學	所別	英國語文學系	考試時間	5月12日(天) 第一節
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## English Literature

1. Shakespeare's plays often start with optimism and then undergo some deep disillusionment and bitterness. An examination of power, pain and evil follows, to eventually conclude in the acceptance of the self-inflicted blindness of men and of the necessity to awaken into a realization of their fundamental nature. Use two or three plays from his different periods to offer a detailed analysis, focusing on the evolution of character and theme. (25%)
2. The novel centrally revolves around a conflict, usually between an individual and society, wherein the individual's aspirations are constrained by surrounding social conditions. Comment on why the 19<sup>th</sup> century novel is a fertile site for novels about women's struggles for self-realization, often penned by women writers and consumed by a largely female readership. Name two or three works, focusing on theme, context, authorship and readership. (25%)

## American Literature

1. In "Universal letter-writers," Elizabeth Hewitt observes that "American authors in the first half-century of nationhood so often turn to the epistolary form as a means by which to theorize the kinds of social intercourse necessary to the articulation of a national identity." Please take three authors' works to comment on Hewitt's observation. (The letters of John and Abigail Adams (1774-1776) and John de Crèvecoeur's "Letters from an American Farmer" (1782) can be two cases in point). (24%)
2. Cross-cultural hybridity has been one of the major themes in American Literature. Please take one nineteenth-century and one twentieth-century American novel to discuss
  - (A) the treatment of the theme in each of the two novels;
  - (B) in what ways each of the two novels reflects the social/political/cultural phenomenon of its era while carrying on a dialogue with each other. (26%)

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註 試題隨卷繳交

考 試 科 目	西洋文學理論	所 別	英國語文學系	考 試 時 間	5 月 12 日(六)第二節
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1. Since the nineteenth century, Africa, India, or the Middle East has provided European authors background as an exotic world of color, romance, and adventure. Awareness of a colonial past has never died. Please choose one literary text to explore concepts of the racism of imperialism, and post-/neo-/colonialism. (25%)
2. The development and revelation of science and technology have provided new ways of seeing the world. Science, no less than religion, inhabits and is embedded in literary works, in the form of language, metaphor, structure, or even as strategies for addressing the subject of epistemology. Please choose one literary text as an example of the marriage of science and religion to develop your argument. (25%)
3. Choose ANY TWO of the following critical terms. For each term, you are asked to write an effective ONE-PARAGRAPH ESSAY, discussing briefly how it is defined, applied, expanded upon, and contested by the critics who are concerned with it. (20%)
  - (a) the unconscious
  - (b) hermeneutic circle
  - (c) defamiliarization
  - (d) hybridity
  - (e) the Ideological State Apparatus
  - (f) chora
  - (g) deterritorialization
  - (h) alterity
  - (i) symbol and allegory
  - (j) singularity
4. It is commonly held that post-structuralism gained much of its credibility from the general reaction of disbelief toward Marxism since the arguable failure of May '68. The emerging yet trenchant critique of the "grand narrative" won much more favor in the wake of that political debacle, so much so that it nearly spelt doom for the Marxian hope and aspirations for human emancipation. However, it is by no means a foregone conclusion that post-structuralism has settled accounts with Marxism. Many of the critics cite Jacques Derrida's *Specters of Marx* (1993) to contend that post-structuralism and Marxism are in fact not as far apart as they seem. In their sight, Derrida is a classic example of those post-structuralists who still carry the torch of freedom and liberation passed to them by the retired Marxism. All in all, the question whether post-structuralism is an inheritor or an antagonist of Marxism is still open to debate. Mobilize what you know about post-structuralism and Marxism and discuss the intricate relationship between them in a substantial essay. (30%)



考 試 科 目	英語教學	所 別	英國語文 (英教組)	考 試 時 間	5 月 12 日 (六) 第 1 節
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Answer in English the following questions within the time limit. You will be graded based on how knowledgeable you are and how fully you address each question.

- 1 Different language teaching methods have divergent views regarding the level of the language input learners receive. Some have highly controlled input, while others may have uncontrolled input. In addition, the treatments of learners' error also vary from method to method. Discuss the level of language input and the treatment of learners' errors in the Audio-Lingual Method, content-based, and participatory approaches from the perspective of second language acquisition. (25%)
- 2 Task-based learning (TBL) can be seen as an "evolution" of communicative language teaching. In what sense can it be viewed as an "evolution"? Other than its emphasis on interaction and communication, the TBL approach is also concerned with three elements--accuracy, fluency, and complexity. How can a language teacher ensure these three elements have been taken care of in the three key phases of the TBL framework? (25%)
- 3 In response to the trend of internationalization of higher education, using English as a medium of instruction in discipline-specific content courses has become popular in Expanding Circle countries where English is not the first language.
  - 3.1 Please comment on the ideology of using English as a medium of instruction in discipline-specific content courses in Taiwanese university settings. Justify your position with suitable theories and/or research findings and provide specific suggestions for policy makers. (25%)
  - 3.2 As a curriculum designer with a sociocultural (SCT) perspective, (a) define and explain "learner needs" and "teacher needs" in English-medium content courses in Taiwan. Based on your needs analysis, design some workshops for Taiwanese content teachers. In particular, (b) provide two types of effective scaffolding and (c) illustrate each type of scaffolding with specific examples and/or activities. (25%)

考 試 科 目	語言學	所 別	英國語文學系英語教學組	考 試 時 間	5 月 12 日(六) 第 二 節
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**Answer ALL of the following question.**

**Question 1:**

Examine the following examples of questions in English.

- (1) Jane teaches here, doesn't she?
- (2) \*Jane teaches here, doesn't Jane?
- (3) Bill doesn't teach here, does he?
- (4) \*John wants to go, didn't he?
- (5) John has never been to Ireland, has he?
- (6) \*Jill never laughs, doesn't she?

State generalizations (syntax, morphology and meaning) of tag question formation in English. Then explain how your generalizations can (or cannot) account for the following examples. (20%)

- (7) I suppose Jane will not come, will she?/\*don't I?
- (8) I assume Bill will come, won't he?/\*don't I?
- (9) Open the door, won't you?
- (10) Open the door, will you?

**Question 2:**

For each verb or verb phrase (V) in the following, give (a) the word which is used to mean 'someone who Vs habitually or as an occupation' and (b) the meaning of the noun of the form Ver. How do these examples illustrate the relationship between form, meaning, and formal and semantic regularity? (20%)

- |           |                    |
|-----------|--------------------|
| (1) teach | (5) clean          |
| (2) steal | (6) play the piano |
| (3) cook  | (7) spy            |
| (4) cycle | (8) pray           |



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**Question 3:**

The sequence of sounds could be divided differently at word boundaries and create apparent ambiguity, as illustrated below:

- (1) [maitren]: my train/might rain
- (2) [aiskrim]: ice cream/I scream
- (3) [laithauskipɹ]: lighthouse keeper/light housekeeper

In fact, phonetic features will disambiguate these sequences. Explain these phonetic features. (10%)

**Question 4:**

The following transcriptions are the pronunciation of a two-year-old child. Identify the phonetic processes that have been applied in these cases. (10%)

- |                  |                           |
|------------------|---------------------------|
| (1) skin [kid]   | (8) tent [det]            |
| (2) spoon [bu:n] | (9) teddy [dedi:]         |
| (3) zoo [du:]    | (10) brush [bʌt]          |
| (4) John [dan]   | (11) bump [bʌp]           |
| (5) bath [bæt]   | (12) play [pwei]          |
| (6) other [ʌðə]  | (13) breakfast [brekpəst] |
| (7) Smith [mit]  | (14) cheese [tʃi:s]       |

**Question 5:**

Sociolinguists claim that speakers possess **communicative competence**. (1) Identify the components of this underlying knowledge, (2) describe how it can be applied in face-to-face verbal interaction, and (3) explain why it should be included in second language teaching. (15%)

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**Question 6:**

Examine the sentences given below and answer the questions following them. (25%)

- a. I promise I will make you regret for what you have done to me.
- b. If I were you, I wouldn't go out.
- c. John didn't do it.

- (1) Use felicity conditions to define the underlying illocutionary act contained in sentence-a. Does the concept of "performative verb" help to identify the illocutionary act of this sentence?
- (2) Which of the sentences given above is (are) pragmatically ambiguous (i.e. with one sentence containing more than one speech act)?
- (3) Use the above sentences to explain how contextual context may help to determine the true meaning of an utterance. Use the above sentences for illustration.

