

國立高雄師範大學九十四學年度博士班招生考試試題

系所別：英語學系

科 目：英美文學史（全一頁）

- 一、To demonstrate that you, as a student of literature, constantly try to keep yourself informed of the development of American Literature, please name **two** well-known American writers who died in the past two decades and then discuss their major works as well as their contributions and impacts. (30%)
- 二、Discuss the concepts of the “American Adam,” using at least **three** early American literary works to illustrate your arguments. (20%)
- 三、Define three kindred terms—imperialism, colonization and postcolonialism. Then illustrate their complicities in British or/and new English literatures. (25%)
- 四、What do you perceive to be the dominant characteristics of the historical development of British literature as distinct and different from American literature? (25%)

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科 目：文學批評（全一頁）

- 一、 Matthew Arnold has called literature the study of the best that is known and thought in the world. But, in fact, literature is so full of violence and betrayal that it would be difficult to find a major work of literature, other than one in the light-comic mode, that is without it. Do you agree with Arnold's statement? Explain your answer. (25%)
- 二、 Literature has made important contributions to the culture of mankind but let's face it: it has outlived its usefulness. To learn about ourselves, we have so many other fields that can teach us better, whether history, philosophy, psychology, anthropology. Why do we need literature anymore? In fact, we don't. Studying it, whether in the form of novels, poetry or drama involves time better spent reading more informative and more enlightening material in other disciplines. Discuss them. (25%)
- 三、 Examine the links between the natural bodies and cultural identities. What is the docile body? What is the grotesque body? In what ways is the body a material basis for the construction of social, cultural, and historical differences? (25%)
- 四、 "As the white man's symptom, as that which is externalized in relation the white-man-as-subject, the space occupied by the native is essentially objective, the space of the object" (Rey Chow, "Where Have All the Natives Gones?"). Do you agree or disagree with Rey Chow? Why? (25%)

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科 目：英語教學理論與方法（共 2 頁，第 1 頁）

- 一、 Understanding spoken language is essentially an inferential process based on an auditory perception of cues. In addition to auditory perception, what are inferential processes involved in listening comprehension? Please also discuss the inferential processes. After that, state some strategies for helping your students develop enabling skills and enacting skills in listening. (25%)
- 二、 How to promote your students' oral communication abilities **and** how to evaluate their effectiveness? Please elaborate them in terms of 1) goals, 2) linguistically structured activities, 3) performance activities, 4) participation activities, and 5) observation activities. (25%)
- 三、 Vacca (1981) classified three levels of reading comprehension, including reading
 - 1) Reading the line (Literal reading),
 - 2) Reading between the lines (Interpretive reading), and
 - 3) Reading beyond the line (Applied reading).

Please interpret each level of reading comprehension and design three reading activities for promoting the reading comprehension levels on the basis of the following text. (25%)

I HAVE A DREAM (by MARTIN L. KING)

AUGUST 28, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation....

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.....

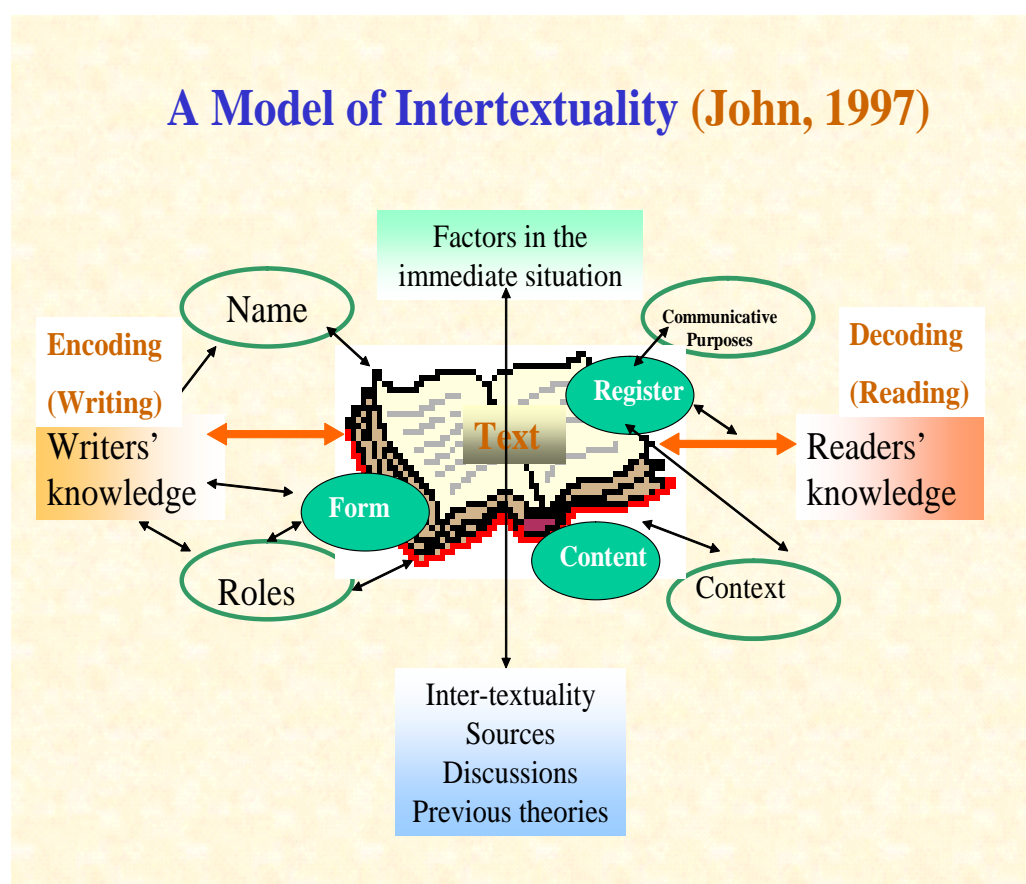
(<http://usinfo.org/Voice/IhaveaDr.html>)

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- 四、 In a model of intertextuality, both a reader and a writer share genral knowledge and situated cognition (John, 1997). Please explain five relationships between reading and writing. Then suggest three pedagogical activities to bridge the gap between reading and writing. (25%)



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系所別：英語學系

科 目：語言學（含應用語言學、語言與分析）（全一頁）

一、It is argued that Chinese morphological rules are very similar to syntactic rules in the formation of compounds. Read the following pairs of Chinese sentences and then categorize them into different types of compounds. In addition, give these compound types proper names and explain the reason why. After that, give one new compound example for each type you have categorized and analyze its compounding structure in each type. (25%)

- 1) a. 張三很眼紅。
b. 張三的眼很紅。
- 2) a. 這幅畫很值錢。
b. 這幅畫值得三萬多塊錢。
- 3) a. 小杰把花瓶摔破了。
b. 小杰把花瓶摔了，花瓶就破了。
- 4) a. 她穿了一件雪白的衣裳。
b. 她穿了一件衣裳像雪一般的潔白。
- 5) a. 你多少得讓著他一點。
b. 或多、或少，你得讓著他一點。

二、Wh-movement is a very common syntactic phenomenon in English. From the sentences 1) to 4) provided below, give a generalized description of the various contexts in which wh-movement can be observed. However, wh-movement is not applicable in any structure anywhere. There are constraints on wh-movement, as illustrated in sentences 5) to 11) below. State what these constraints are and give one more example for each type you categorize. There is no overt wh-movement in Chinese. Do the constraints you observe also exist in Chinese? If yes, in which way? If no, give examples to explain. (25%)

- 1) What will Jack choose?
- 2) We all know who John will marry.
- 3) Those who don't give up themselves are likely to succeed.
- 4) What a graceful lady she is!
- 5) *Who did you see Mary and *t* at the party yesterday?
- 6) *Who did you believe the claim that *t* should resign?
- 7) *What did John like the book which discussed *t*?
- 8) *When did you think why Jack accused his friend of theft *t*?
- 9) *What did Mary get angry when John was talking about *t*?
- 10) *What did who buy *t*? (in contrast to "Who bought what?")
- 11) *When did who propose that strange idea *t*?

三、How is applied linguistics related to English teaching in Taiwan? (25%)

四、Discuss sexism in English and its implications in English teaching in Taiwan. (25%)