

國立高雄師範大學 101 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

- ※注意：1. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。
2. 請以藍、黑色鋼筆或原子筆作答，以鉛筆或其他顏色作答之部份，該題不予計分。

1. John Guillory, Professor of English at the Johns Hopkins University says of “canon”:

‘Canon descends from an ancient Greek word, *kanon*, meaning a ‘reed’ or ‘rod’ used as an instrument of measurement. In later times *kanon* developed the secondary sense of ‘rule’ or ‘law,’ and this sense descends as its primary meaning into modern European languages. The sense of the word important [The word’s importance] to literary critics first appeared in the fourth century A.D., when ‘canon’ was used to signify a list of texts or authors, specifically the books of the Bible and of the early theologians of Christianity. In this context ‘canon’ suggested to its users a principle of selection by which some authors or texts were deemed worthier of preservation than others.’

Based on your study of British literature, how was the British “canon” formed? Moreover, how have the revisions of British “canon” changed the worthiness of literary works? Use concrete examples to support your discussion. (50%)

2. Instructions: Sections I and II both offer two possible questions for your response. **Please answer only one question under Section I and one question under Section II.** (50%)

Section I :

- (1) R. W. B. Lewis in *The American Adam* talks at great length of the tradition of the “American Adam” which figures in the works of such authors as James Fennimore Cooper, Hawthorne, and Twain, and other critics have since included the works by such late novelists as F. Scott Fitzgerald, Ernest Hemingway and Norman Mailer. What are the characteristics of the “American Adam” and discuss some well known American works that illustrate this character?
- (2) How did American Puritanism influence the use of themes and characters in the works of Nathaniel Hawthorne?

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Section II:

- (1) Discuss the use of “race” as a theme in the works of a great American writer such as Mark Twain, Flannery O’Connor, James Baldwin or Alice Walker.
- (2) Discuss in some detail your favorite American poet, and in doing so be sure to make reference both to important themes in his works and poems that illustrate these themes.

國立高雄師範大學 101 學年度博士班招生考試試題

系所別：英語學系

科 目：文學批評與文本分析（全一頁）

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1. How do contemporary literary theories and approaches deal with the trope of “nostalgia”? Please illustrate your opinions. Your discussion should address the main concerns of these theories and criticisms with reference to at least two theorists to support your argument. (50%)
2. Henri Lefebvre, the most prolific critic of French Marxist intellectuals, claims that in our everyday life, we are influenced by the media, and thus we shape our ideologies. What are the ideologies of identities, sexualities, and multiculturalism that you hear from the media, and reflect them in literary texts? Write a well-organized essay to discuss the above-mentioned ideologies in the texts. (50%)

國立高雄師範大學 101 學年度博士班招生考試試題

系所別：英語學系

科 目：英語教學（全一頁）

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1. What are Stephen Krashen's five hypotheses about second language acquisition?
Please describe each hypothesis with three features respectively. (25%)
2. State three reasons for breaking down expected classroom structures in the English conversation class. Then design two conversation activities: one for pairs of students and a second activity for small groups. (25%)
3. Define “portfolio assessment” and discuss in detail its advantages and difficulties in implementation. (25%)
4. If you were the Minister of Education, what would you do to enhance the quality of English education in Taiwan? (25%)

國立高雄師範大學 101 學年度博士班招生考試試題

系所別：英語學系

科 目：應用語言學（全一頁）

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1. Contrastive Analysis, Error Analysis, and Interlanguage Theory are all used extensively in the field of Second Language Acquisition (SLA)/ applied linguistics. Specify the relationship among them and point out their advantages and limitations. (25%)
2. In daily conversation, people do not solely communicate to provide clear information but also to maintain social relationships which involve politeness. Since politeness has become an independent subject area and a specific branch of research in modern socio- and pragmalinguistics, a number of linguists have attempted to establish a theoretical approach under which linguistic politeness could be subsumed, e.g. Leech (1983) and Brown and Levinson (1978/1987). Make a comparison between Leech's Politeness Principle and Brown and Levinson's Theory of Politeness. (25%)
3. Code-switching and borrowing are two of the linguistic phenomena in the context of language contact. What are the differences between them? Why do speakers switch the code? Why do people borrow words from other languages? Please explain the motivations behind the linguistic behaviors. (25%)
4. The act of comprehending and producing languages is a complicated psychological process. In order to describe the linguistic information processing system, different models have been proposed. Please state and comment on at least three of the models. (25%)

國立高雄師範大學 101 學年度博士班招生考試試題

系所別：英語學系

科 目：理論語言學

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1. Examine the data from a Slavic language. Consider the phonological alternations that occur in the paradigms of (1). Write a phonological rule to predict the location of stress. Then, there is an alternation between the liquid [l] and the back vowel [o] in (2). State a rule describing this change. Next, consider the alternation displayed in (3), and write a rule to predict the change. Finally, order the three rules you have had based on the data in (1-4), and illustrate your analysis by providing the derivations of the words in (4). (25%)

(1)	<u>masc.</u>	<u>fem.</u>	<u>neut.</u>	<u>pl.</u>	<u>gloss</u>
	mlád	mladá	mladó	mladí	'young'
	púst	pustá	pustó	pustí	'empty'
	zelén	zelená	zelenó	zelení	'green'
	čést	čestá	čestó	čestí	'frequent'

(2)	<u>masc.</u>	<u>fem.</u>	<u>neut.</u>	<u>pl.</u>	<u>gloss</u>
	debéo	debelá	debeló	debelí	'fat'
	mío	milá	miló	milí	'dear'
	céo	celá	celó	celí	'whole'

(3)	<u>masc.</u>	<u>fem.</u>	<u>neut.</u>	<u>pl.</u>	<u>gloss</u>
	dóbar	dobrá	dobró	dobří	'good'
	jásan	jasná	jasnó	jasní	'clear'
	sítan	sitná	sitnó	sitní	'tiny'
	mókar	mokrá	mokró	mokří	'wet'

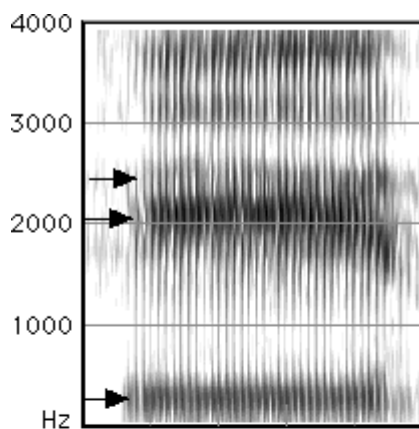
(4)	<u>masc.</u>	<u>fem.</u>	<u>neut.</u>	<u>pl.</u>	<u>gloss</u>
	nágao	naglá	nagló	naglí	'abrupt'
	okrúgao	okruglá	okrugló	okruglí	'round'

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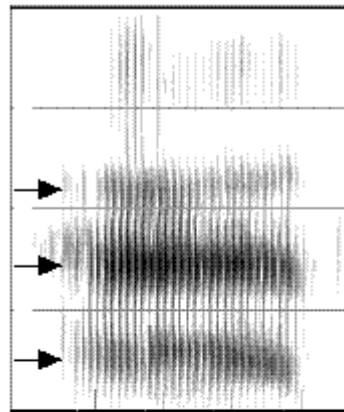
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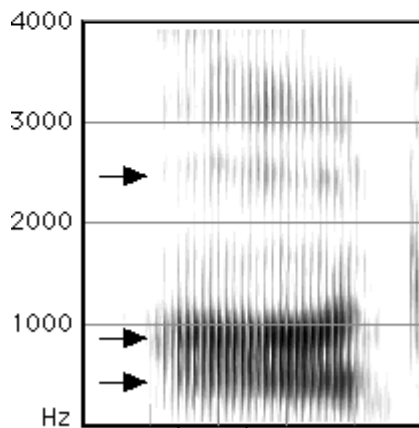
2. This spectrogram shows four cardinal vowels of English spoken by a male speaker (in the accent of American English). The vowels [i], [u], [æ] and [ɑ] are drawn from the environment [h__d]. The locations of the first three formants are shown by arrows. Decide the match between spectrogram (1-4) and sound ([i], [u], [æ], [ɑ]), and explain why it is so. (25%)



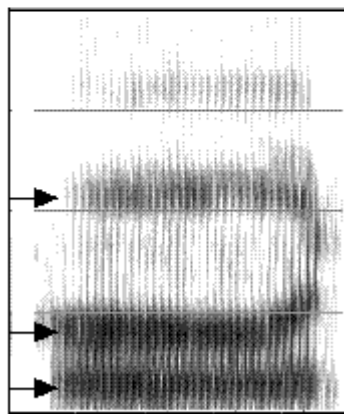
[1]



[2]



[3]



[4]

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3. According to the following contrast, provide an analysis to account for the distribution and interpretation of English reflexives *himself*, *herself*, If possible, you can provide additional examples to support your analysis. (25%)

- (1) Poirot_i hurt himself_i.
- (2) *Poirot_i hurt herself_i.
- (3) *Poirot_i hurt themselves_i.
- (4) *Poirot_i thinks that Miss Marple has hurt himself_i.
- (5) Miss Marple thinks that Poirot_i has hurt himself_i.
- (6) *Poirot_i believes that himself_i is the best.
- (7) Poirot_i believes himself_i to be the best.
- (8) Poirot_i believes any description of himself_i.
- (9) *Poirot_i believes Miss Marple's description of himself_i.
- (10) Poirot_i believes that a picture of himself_i will be on show at the exhibition.

4. In (1), the pronoun *his* can refer to *John*, since the sentence can mean that John loves John's mother. However, this is not all there is to its meaning. Because of *only*, the sentence also tells us something about who doesn't love whom. The sentence is ambiguous. It can imply that nobody else loves John's mother, or that nobody else loves his or her own mother.

- (1) Only John_i loves his_i mother.

On the first reading, *his* remains simple; it just refers to John:

- (2) John loves his (=John's) mother, but
Mary doesn't love his (=John's) mother, and
Bob doesn't love his (=John's) mother, and ...

On the second reading, the reference of *his* seems to shift as we consider who doesn't love whom:

- (3) John loves his (=John's) mother, but
Frank doesn't love his (=Frank's) mother, and
Bob doesn't love his (=Bob's) mother, and ...

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However, it cannot mean that John loves John's mother, Frank doesn't love Frank's mother, Bob doesn't love John's mother, Moreover, sentence (4) doesn't mean that "Only John_i loves his_i mother and has a bad father."

(4) Only John_i loves his_i mother. His_i father is bad.

According to the above contrast, provide an analysis to account for why sentence (1) is ambiguous, and why the second occurrence of *his* in (4) cannot be bound by *only John*. If possible, you can also provide other examples to argue for your analysis. (25%)