國立高雄師範大學 103 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）

※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. 答案卷限用藍、黑色鋼筆或原子筆清晰繕寫，不得潦草，以鉛筆或其他顏色作答之部分，該題不予計分。

1. What is "intertextuality"? Who is/are the main proponent(s) in contemporary literary and cultural theories to examine the notion? How is "intertextuality" practiced in English/American literature? What are the functions, significance and implied agenda for its application? Please address the above questions by writing an essay. Your discussion should draw on at least **FIVE** texts from English/American literature to support your arguments. (50%)

2. Examining the history of politics and culture all over the world, it seems that the history was built around violence and war. As Ralph W. Emerson observed, "[t]hat the project of peace should appear visionary to great numbers of sensible men; should appear laughable, even, to numbers; should appear to the grave and good-natured to be embarrassed with extreme practical difficulties, —is very natural." Moreover, nonviolent ends are often justified by violent means; we "fight" for justice and peace. Even the word "nonviolence"—like utopia—is defined by a lack; and likewise charged with idealism or wishful thinking. It is the time that we should re-consider the notion of violence and nonviolence. How do we fight for justice and peace? Is violence necessary? Choose **ONE** of the following texts and comment on it. (50%)
   ※　Henry David Thoreau, "Civil Disobedience"
   ※　Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*
   ※　George Orwell, *Animal Farm*
   ※　Aldous Huxley, *Brave New World*
   ※　Margaret Atwood, *Handmaid's Tale*

國立高雄師範大學 103 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）

※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. 答案卷限用藍、黑色鋼筆或原子筆清晰繕寫，不得潦草，以鉛筆或其他顏色作答之部分，該題不予計分。

1.　Write a well-organized essay to discuss the theme of love in English literature including the 14th century Middle English Geoffrey Chaucer's *The Canterbury Tales*, William Shakespeare's *Romeo and Juliet*, Sir Philip Sidney's *Astrophel and Stella*, Mary Shelley's *Frankenstein*, Jane Austen's *Sense and Sensibility*, *Pride and Prejudice*, Charlotte Brontë's *Jane Eyre*, Emily Brontë's *Wuthering Heights*, Thomas Hardy's *Tess of the d'Urbervilles*, D. H. Lawrence's *Lady Chatterley's Lover*, Virginia Woolf's *Mrs Dalloway*, John Fowles's *The French Lieutenant's Woman*, and Kazuo Ishiguro's *Never Let Me Go*, etc.　(50%)

2.　Please write a response to <u>two</u> of the following five questions. <u>Each response is worth 25 points.</u>　(50%)

　　I.　Discuss the unique character of the American novel of the 19th and 20th centuries in terms of its difference with English novels of the same period.

　　II.　Who is the best American poet of the 19th or 20th centuries in your estimation and why do you believe this?

　　III.　Discuss the effect of American Puritanism on the literature of 19th century America?

　　IV.　Discuss the differences of class, setting, and theme in the fiction of F. Scott Fitzgerald and Ernest Hemingway.

　　V.　Identify what you consider to be the best novel written by an African American and give your reasons for this particular choice.

國立高雄師範大學 103 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）

1. Successful learners have achieved their goals through conscious, systematic application of a battery of strategies. (25%)

   (1) As a teacher, how do you prepare your students to "receive" the language?

   (2) Who are good language learners?

   (3) How do you teach strategies in your listening or speaking class.

2. Listening is a major component in language learning and teaching. (25%)

   (1) Describe an interactive model of listening comprehension.

   (2) What makes listening difficult?

   (3) What are some major principles for designing listening techniques?

3. In Stephen D. Krashen's natural order theory, "the acquisition of grammatical structures proceeds in a predictable order" (Richards & Rodgers, 1986, p.132) Accordingly, there is a sequent development of grammatical structures in language acquisition. Please <u>exemplify five English grammar structures and explain</u> why they will be acquired <u>in a natural order</u> in English acquisition. (25%)

4. How to keep the balance between whole language teaching and natural phonic teaching? Please propose <u>three principles at least</u> and then approve them with <u>three examples</u>. (25%)

國立高雄師範大學 103 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）

1. There are several different types of bilingual education program models (e.g. transitional bilingual education, Two-Way or Dual Language Immersion Bilingual Education). Make comments on two of them. (25%)

2. There are many factors affecting second language acquisition. Krashen (1981) took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second-language acquisition. Krashen pointed to studies showing that the length of time a person stays in a foreign country is closely linked with his level of language acquisition. Further evidence for input comes from studies on reading: large amounts of free voluntary reading have a significant positive effect on learners' vocabulary, grammar, and writing. While input is of vital importance, Krashen's assertion that *only* input matters in second-language acquisition has been contradicted by more recent research. Comment on Krashen's Input Hypothesis. (25%)

3. Norwegians and Danes can communicate with each other in their own languages with little effort. However, a Cantonese may not understand the one who speaks Beijing dialect. Norwegian and Danish are regarded as distinctive languages while Cantonese and Beijing dialect are grouped as dialects of the same language—Chinese. How are languages and dialects defined? Please identify the distinction between languages and dialects. (25%)

4. The influence from L1 can be found in almost every aspect of language structure in the process of L2 learning.   Please provide examples of errors (phonological, morphological, and syntactic) made by Taiwanese learners when they are learning English. Are these errors rule-governed? Please give possible explanation to these errors. (25%)

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系所別：英語學系

科　目：理論語言學（全一頁）

1. What is θ-criterion in Theta Theory? Use the θ-criterion to explain why the (a) sentence is grammatical but (b) sentence is ungrammatical, though they are pretty much alike in structure. Another synonymous sentence of sentence (a) is sentence (c). Please also utilize θ-criterion to examine if sentence (c) is grammatical. (25%)

    (a) Mary seems to have solved the problem.

    (b) *Mary believes to have solved the problem.

    (c) It seems that Mary has solved the problem.

2. The grammar which characterizes the innate predisposition to learn language is called Universal Grammar (UG). Many linguists believe in this UG concept. State the possible reasons why they believe in UG by giving clear logic reasoning between the hypothesis and the linguistic phenomena you observed. Next, state the possible content in UG. Use Chinese and English examples to illustrate your understanding of the UG. (25%)

3. Syntactic operations are argued to be restricted by locality conditions. Provide an appropriate analysis to account for the following grammatical contrast. How in (3) is extracted from the embedded clause? (25%)

    (1)　a. Could you have done such a thing?

    　　　b. *Have you could done such a thing?

    (2)　a. John seems to be likely to win.

    　　　b. *John seems that it is likely to win.

    (3)　a. How do you think that John could solve this problem?

    　　　b. *How do you think what John could solve?

4. The two noun phrases with the same index in each of the following sentences are interpreted as coreferential. Provide an analysis to account for how the pronoun in each of the following sentences is related to its antecedent, and how it is interpreted? (25%)

    (1)　A man$_i$ walked in. He$_i$ was cute.

    (2)　Every man$_i$ loves his$_i$ mother.

    (3)　*Every man$_i$ loves their$_i$ mother.

    (4)　*Every congressman$_i$ came to the party, and he$_i$ had a marvelous time.

    (5)　Every congressman$_i$ came to the party, and they$_i$ had a marvelous time.

    (6)　No congressmen$_i$ admire only the people they$_i$ know.

    (7)　*No congressmen$_i$ admire Kennedy, and they$_i$ are very junior.