

國立中正大學外國語文學系 99 學年度英語教學碩士班甄試

考試科目：應用語言學（含英語教學）

**I. Give the IPA symbol corresponding to each of the following sounds. (10 points)**

- a. *voiced, velar, nasal, stop* \_\_\_\_\_
- b. *voiced, alveolar, fricative* \_\_\_\_\_
- c. *voiceless, labiodental, fricative* \_\_\_\_\_
- d. *front, low, lax, unrounded, vowel* \_\_\_\_\_
- e. *back, high, tense, rounded, vowel* \_\_\_\_\_

**II. Explain or exemplify the following terms. (50 points)**

1. diachronic vs. synchronic
2. anaphor vs. antecedent
3. internal reconstruction
4. consonant mutation
5. subcategorization
6. complementary pairs
7. presupposition
8. adjacency pair
9. intrinsic vs. extrinsic motivation
10. manipulative vs. communicative techniques

**III. Essay questions. (40 points)**

1. What does WTC (Willingness To Communicate) mean in second language acquisition? What strategies can be used to increase students' WTC in the classroom? (20 points)
2. Discuss CLT (Communicative Language Teaching) and its criticism. (20 points)

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Answer in **English** each of the following questions. 80 minutes.

1. How can the relative lack of success of most L2 learners (in comparison to L1 learners) be explained? (15%)
2. Many sociolinguists have reported the use by women of more standard (as opposed to vernacular) variants than men. What are some of the explanations advanced for this finding? (15%)
3. What is the major distinction between cohesion and coherence? What are some ways of achieving coherence in writing? (15%)
4. What is a corpus? How can corpus linguistics findings be applied to language teaching? (15%)
5. What distinguishes proficiency from achievement testing? What are the characteristics of a good test? (20%)
6. Explicate the distinction between implicit and explicit knowledge. What role does a learner's explicit L2 knowledge play in the acquisition of implicit knowledge? (20%)

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1. Describe the following English consonants in terms of places of articulation, manner of articulation and voicing. /ŋ/, /f/, /dʒ/, /ʌ/, /h/ (5%)

2. Observe the following data from Scottish English:

Are the vowels [i, e, a, o, u, ʌ, ɪ] and the vowels [i:, e:, a:, o:, u:, ʌ:, æ] in complementary or overlapping distribution? Explain why. (5%)

writh	[raeð]	mile	[mɪl]
nine	[nɪn]	beige	[be:ʒ]
tease	[ti:z]	road	[rod]
love	[lʌ:v]	car	[ka:r]
Leith	[liθ]	home	[hom]
peace	[pi:s]	food	[fud]
mail	[meɪ]	rash	[raʃ]
boar	[bo:r]	life	[laɪf]

3. In French, many of the adjectives which appear before masculine nouns have two forms, one of which ends in a consonant, the other in a vowel. Use the following example to write down the rule that is used for C-deletion. (10%)

Example:

<b>Underlying form</b>	# pətɪt # garsɔ #	"little boy"	# pətɪt # ami #	"little friend"
<b>C deletion</b>	# pəti # garsɔ #		_____	
<b>Derived form</b>	pəti garsɔ		pətɪt ami	

4. What are sonorants and obstruents? Explain and illustrate with examples. (10%)

5. Tongan, Samoan, and Rarotongan are Polynesian languages of the Austronesian family. Consider the following data taken from Crowley (1997) and establish regular sound correspondences, based on the limited data. Assume that all the sound changes occur irrespective of phonetic context. (1) Reconstruct the proto-sound for each correspondence set. (2) Explain why alternative possibilities are ruled out. (15%)

	<b>Tongan</b>	<b>Samoan</b>	<b>Rarotongan</b>	<b>gloss</b>
A	tapu	tapu	tapu	'forbidden'
	taŋata	taŋata	taŋata	'man'
	aka	aʔa	aka	'root'
	vaka	vaʔa	vaka	'canoe'
	taʔe	tae	tae	'feces'
	ʔufi	ufi	uʔi	'yam'
	nofo	nofo	noʔo	'sit'
	afi	afi	aʔi	'fire'
	faa	faa	ʔaa	'four'
B	tahi	tai	tai	'sea'
	hake	aʔe	ake	'up'
	ʔahu	au	au	'gall'
	kalo	ʔalo	karo	'dodge'
	ʔulu	ulu	uru	'head'
	ŋalu	ŋalu	ŋaru	'wave'
	lohu	lou	rou	'fruit-picking pole'

Crowley (1997)

6. Is illocutionary force a matter of speaker intention or hearer interpretation? Discuss and compare Searle's version of speech act theory with Austin's. (10%)

7. Language teaching has been under a great deal of change. A lot of innovative language teaching methods that were very popular in the 1970s no longer attract the interest of both students and teachers in the post methods era. Compare the language teaching methods then and now and discuss the change. (45%)