

1. Provide an antonym for each of the following words. Then identify the type of antonym demonstrated by each pair (complementary, gradable, or relational opposites). (8%)
 - a. above
 - b. hot
 - c. true
 - d. absent

2. Correct the following transcriptions using IPA symbols. (8%)
 - a. roamed /roməd/
 - b. speak /spek/
 - c. sign /saɪgn/
 - d. angel /edʒəl/

3. The following phrase is structurally ambiguous. Draw a labeled tree diagram for each meaning. Provide a paraphrase that indicates the meaning associated with each tree structure. (8%)

a Chinese teacher

4. Explain why the following sentence is ill-formed. (6%)

**Could you put on the coat and out the fire?*

5. Suppose *taxability* is derived from the noun *tax*. (8%)
 - a. Draw a tree to show the internal morphological structure of *taxability*. Remember to provide labels such as noun, suffix, etc. in the tree.
 - b. What processes are involved in the derivation?

6. Consider the following past tense forms of English: *kept*, *wept*, *slept*. Which kinds of operation have been used for deriving these verbal forms from their base forms? Explain your answer with examples. (6%)

7. Specify the semantic relationship between the two constituents of the following English compounds: *horse doctor*, *tree doctor*, *hospital doctor*, *woman doctor*. (8%)

8. Although *to ride* is a verb with the irregular past tense form *rode*, the past tense of *to joyride* is *joyrided*. Try to explain this. (6%)

9. Consider the following exchange and then answer the questions that follow. (7%)

A: Do you like my new car?

B: Well, its color is lovely.

- a. Which conversational maxim(s) did speaker B flout?
- b. What conversational implicature can be drawn from speaker B's answer?
- c. Why did speaker B flout the maxim(s)?

10. Define the following terms and illustrate them with examples. (35%)

- a. teaching grammar
- b. alphabetic writing
- c. slip of the tongue
- d. phonotactic constraints
- e. cognate
- f. rime in a syllable
- g. collocation

I. Choose the best answer. (30%)

1. Which of the following statements about language teaching is incorrect?
 - A. Learners are expected to develop independence, autonomy, and responsibility in the Silent Way.
 - B. In Communicative Language Teaching, the focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation.
 - C. Imperative drills are the major classroom activity in Total Physical Response.
 - D. Music and musical rhythm are central to learning in the Suggestopedia Method.
2. Which of the following statements concerning the Grammar-Translation Method is incorrect?
 - A. It is important for students to learn about the form of the target language.
 - B. Grammar is taught inductively.
 - C. The goal of foreign language study is to learn a language in order to read its literature.
 - D. Reading and writing are the major focus.
3. Which of the following statements concerning classroom-based assessment is incorrect?
 - A. Final achievement tests are a form of summative assessment.
 - B. Observation is an important part of summative assessment, the purpose of which is to inform and improve the learning process.
 - C. A valid assessment is one which provides information on the ability we want to assess and nothing else.
 - D. A placement test is used to sort learners into groups of similar proficiency level.
4. In the teaching of writing, _____ errors usually impede meaning and must be attended to earlier in the process of writing.
 - A. interlingual
 - B. developmental
 - C. grammatical
 - D. global
5. Language which not only is understandable to learners but also contains some new words and structures is called _____.
 - A. babbling
 - B. comprehensible input
 - C. target language
 - D. creative construction
6. Modified interaction may be necessary for language acquisition. Which of the following is not a feature of modified interaction?
 - A. Provision of additional contextual cues.
 - B. Slower speech rate.
 - C. Gesture.
 - D. Lowering of affective filter.
7. _____ is a metaphor for innate knowledge of the universal principles common to all human language. The presence of this knowledge permits children to discover the

- structure of a given language on the basis of a relatively small amount of input.
- A. Interaction
 - B. Uptake
 - C. Language acquisition device
 - D. Zone of proximal development
8. Which of the following statements about language policy and politics is incorrect?
- A. A central issue in the linguistic imperialism debate is the devaluing of native languages through the colonial spread of English.
 - B. In the “world Englishes” framework, Singapore is one of the “outer circle” countries.
 - C. In the United States English was declared the official language about two decades ago.
 - D. EIL stands for English as an International Language.
9. Which of the following statements is not true about communicative language teaching?
- A. The teacher roles include: facilitator, needs analyst, and group process manager.
 - B. One of the first syllabus models proposed was a notional syllabus.
 - C. One of the central tenets is: Activities that involve real communication promote learning.
 - D. Learners become members of a community and learn through interacting with the community.
10. The _____ Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure.
- A. Whole Language
 - B. Multiple Intelligences
 - C. Lexical
 - D. Competency-Based

II. Term definition (30%)

1. child-directed speech
2. Critical Period Hypothesis
3. interlanguage
4. display question
5. task-based instruction

III. Essay questions (40%)

1. Should the first language be used in foreign language classrooms? Elaborate on your views. (20%)
2. Many researchers emphasize the use of authentic materials in language learning/teaching. In your view, what kind of authentic materials might be beneficial to high school students? Give at least two examples and explain how they can be used in learning what kind of skills or knowledge. (20%)

Based upon the following article "Stereotypes and the Female Student," write an essay with 350-500 words. Your essay needs to present your agreements and disagreements to the writer's statements.

Don't forget to give a title to your writing. (100%)

Language use 30% Contents 30% Structures and Organizations 30% Title 10%

Stereotypes and the Female Student

written by Monir Shirazi

(1) Do women and men receive an equal education? Although women go to the same lectures, listen to the same professors, take the same notes, and study the same texts as men, their education is inferior. This educational inequality stems from a number of factors, some of which are related to stereotypes.

(2) Adrienne Rich, a well-known author and advocate for women's rights, suggests that "the content of education itself validates men even as it invalidates women."¹ Rich believes that education teaches students that "men have been the shapers and thinkers of the world and that this is only natural." Education is biased, she believes, and this bias is white, male, racist and sexist.

(3) I think of my own classes. In my English literature survey course, only one or two female authors were presented. In my philosophy class, men, and men alone, were presented as the great philosophers. No one questioned why there was no female author's work worthy of being in the curriculum. No one questioned why there were no female philosophers discussed in the class.

(4) By focusing almost exclusively on men, the educational system is perpetuating stereotypes. Men are doers. Men are the thinkers. Men are rational. Men produce masterpieces. Men are capable of genius. Men achieve great goals. What messages do the female students receive? Women are not doers. Women are not thinkers. And so on. How can female students receive an equal education if they are receiving those messages? What do those messages do to a female student who has dreams of success or achievement?

(5) Stereotypes begin affecting the female student long before she reaches higher education. A girl is told (from a young age) that relationships are more important than work, that how she dresses is more important than how well she does in school, that she will not get married if she is too intelligent, that the most important job she can do is serve her husband and children, that women should be quiet and unassertive. A female student, thus, feels many conflicts about speaking up in class, excelling in class, taking time away from others to pursue her selfish goals. With all of these messages built up inside of her over the years, how can she receive an equal education?

(6) Rich asks her readers to watch male and female behavior:

Look at a classroom: look at the many kinds of women's faces, postures, expressions. Listen to the women's voices. Listen to the silences, the unasked questions, the blanks. Listen to the small, soft voices, often courageously trying to speak up, voices of women taught early that tones of confidence, challenge, anger, or assertiveness are unfeminine. Listen to voices of the women and the men. Observe the space men allow themselves, physically and verbally, the male assumption that people will listen, even when the majority of the group is female. Look at the faces of the silent and of those who speak. (Rich 1979, p. 241.)

(7) I asked earlier whether males and females receive an equal education. Women may sit in the same classrooms as men, but the education that they receive is inferior because of the stereotypes women face. As long as stereotypes of men and women perpetuate educational inequality and men and women fail to question these stereotypes, inequality of education will persist.

國立中正大學 100 學年度碩士班甄試考試試題

系所別：英語教學碩士班

考試科目：應用語言學(含英語教學)

1. Explain the differences between first language and second language acquisition (20%)
 2. Explain the differences between EFL and EIL. (20%)
 3. Compare and contrast Chinese and English in terms of places and manners of articulation. (20%)
 4. Define the terms of **corpus** and **concordancer**. Explain how corpus linguistics can be applied to language teaching. (20%)
 5. Explain the important elements of language assessment and describe some innovative approaches to language assessment. (20%)
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