

國立彰化師範大學 101 學年度碩士班招生考試試題

系所： 兒童英語研究所

科目： 語言學概論(含兒童語言習得)

☆☆請在答案卷上作答☆☆

共 2 頁，第 1 頁

I. Discuss the similarities and differences between the following phonics teaching sequences.(20%)

Sequence A	Sequence B
1. 26 letters	1. 26 letters
2. letter-name and letter-sound correspondences	2. letter-name and letter-sound correspondences
3. short vowels	3. long vowel-short vowel contrast
4. consonant digraphs in initial position (eg. <u>ph</u> oto)	4. r-colored vowels (eg. <u>ar</u> tist)
5. consonant clusters in initial position	5. diphthongs
6. consonant digraphs in ending position	6. vowel digraphs (eg. <u>ea</u> t)
7. consonant clusters in ending position	7. consonant clusters
8. suffixes endings (-ing, -ly, -er, -es, -ed)	8. consonant digraphs
9. long vowels, diphthongs, vowels digraphs, r-colored vowels, vowel teams (eg. <u>kin</u> d)	9. soft c and soft g (eg. <u>ce</u> nt, magic)
10. CCC- in initial position	10. silent consonant letters (eg. <u>kn</u> ow)
11. silent consonant letters, soft c and soft g	

II. Based on the above data, discuss which sequence might be more appropriate to be used for teaching English speaking children and which sequence might be more appropriate to be used for teaching Chinese EFL young learners. Why? (20%)

III. Define the following terms. (15%)

1. morpheme acquisition studies
2. child-directed speech
3. focus on form

IV. What part or parts of speech should the underlined words in the following examples be? Give arguments to support your claim. (15%)

1. the leather couch
2. the water spout

Now consider more data given below. What do the following facts tell us about the part or parts of speech of *leather* and *water*?

3. the leather
4. the water
5. ?the very leather couch (cf. the very red couch)
6. ?the very water spout (cf. the very big spout)
7. *The more leather couch / *The leatherer couch (cf. the bigger couch)

國立彰化師範大學 101 學年度碩士班招生考試試題

系所：兒童英語研究所

科目：語言學概論(含兒童語言習得)

☆☆請在答案卷上作答☆☆

共 2 頁，第 2 頁

- V. Compare and contrast the following pair of terms with appropriate examples. (15%)
1. diglossia vs. polyglossia
 2. corpus planning vs. acquisition planning
 3. pidgin vs. creole
- VI. In the following short exchange, identify and explain the type of speech acts performed by each speaker. Then, analyze Sue's utterance in terms of locutionary act, illocutionary act, and perlocutionary act. (15%)
- Sue: You've interrupted me again!
Terry: I'm sorry.