

國立高雄應用科技大學
100 學年度碩士班招生考試
英語專業溝通與教學科技研究所

准考證號碼 (考生必須填寫)

語言學概論

試題 共 2 頁，第 1 頁

- 注意：a. 本試題共 3 題，每題 分，共 100 分。
b. 作答時不必抄題。
c. 考生作答前請詳閱答案卷之考生注意事項。

Question 1. (30%)

The particle 啊 is commonly observed in expressions such as 吃啊！喝啊！是啊！去啊！ in Mandarin Chinese. However, the variants of the particle 啊 include 哇 (as in 好哇！), 呀 (as in 對呀！), and 哪 (as in 看哪！). Explain the following variations of 啊 with a plausible phonological rule.

Variants	Examples
哇	好哇！投哇！走哇！湊哇！
呀	對呀！累呀！睡呀！沒呀！
哪	看哪！搬哪！笨哪！恨哪！

Question 2. (30%)

Draw tree diagrams of the following sentence with two possible readings. Explain how the internal structure of the tree diagrams lead to the two possible readings.

Sentence: The bandit attacked the hunter with a knife.

Question 3. (40%)

The table below shows the principal orientations to L2 writing instruction. Suppose you are an English writing teacher. Which orientation would you adopt? Why? What are the main advantages and disadvantages of the orientation of your choice? How would you maximize the advantages and minimize the disadvantages? Begin your analysis with a brief description of your class or imaginary class, including the class size as well as students' age and English proficiency level.

Summary of the principal orientations to L2 writing instruction

Orientation	Emphasis	Goals	Main pedagogic techniques
Structural orientation	Language form	<ul style="list-style-type: none"> ● Grammatical accuracy ● Vocabulary building ● L2 proficiency 	Controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns
Functional orientation	Language use	<ul style="list-style-type: none"> ● Paragraph and text ● Organization and patterns 	Free writing, reordering, gap-fill, imitation of parallel texts, writing from tables and graphs
Expressive orientation	Writer	<ul style="list-style-type: none"> ● Individual creativity ● Self-discovery 	Reading, pre-writing, journal writing, multiple drafting, and peer critiques
Process orientation	Writer	Control of technique	Brain-storming, planning, multiple drafting, peer collaboration, delayed editing, portfolio assessment
Content orientation	Subject matter	Writing through relevant content and reading	Extensive and intensive reading, group research projects, process or structure emphasis
Genre	Text and context	Control of rhetorical structure of specific text-types	<ul style="list-style-type: none"> ● Modeling-negotiation-construction cycle ● Rhetorical consciousness-raising

(Hyland, 2003)