# 國立高雄師範大學 113 學年度碩士班招生考試試題

系所別：特殊教育學系聽力學與語言治療碩士班

科　目：語言病理學（全一頁）

一、解釋名詞（每題 2 分，共 20 分）

1. Speech therapy
2. Harmonic to noise ratio（HNR）
3. Speech sound disorders
4. Phonological process
5. Communication needs

6. Cleft palate speech
7. Speech discrimination vs. identification
8. Hypernasality
9. Apraxia of speech
10. Picture exchange communication system

二、問答題（每題 6 分，共 30 分）

1. 溝通能力的成分有哪些？ 一個溝通障礙者可能有哪些方面能力的缺陷或異常？
2. 如何評估說話者的嗓音問題？
3. MPT 是什麼？ 可以檢測什麼功能？
4. 把「火車」說成「我哥」是什麼問題？
5. 吶吃是什麼系統出了問題？ 症狀為何？

三、問答題：請詳細論述說話鏈（Speech Chain）中各個歷程，並舉例說明每個歷程若有損傷時，會對溝通造成的影響為何。　（25 分）

四、問答題：請分別詳細介紹後天性言語失用症與失語症，接著論述兩者之異同。（15 分）

五、問答題：下列為一篇研究摘要的部分內容，請推論並寫出此研究題目、研究主要目的、結論和臨床上的意涵。　（10 分）

" Much research has found disrupted executive functioning (EF) in deaf and hard-of-hearing (DHH) children; while some theories emphasize the role of auditory deprivation, others posit delayed language experience as the primary cause.　This study investigated the role of language and auditory experience in parent-reported EF for 123 preschool-aged children (Mage = 60.1 months, 53.7% female, 84.6% White).　Comparisons between DHH and typically hearing children exposed to language from birth (spoken or signed) showed no significant differences in EF despite drastic differences in auditory input.　Linear models demonstrated that earlier language exposure predicted better EF ($\beta$ = .061 – .341), while earlier auditory exposure did not.　Few participants exhibited clinically significant executive dysfunction. "