系所：兒童英語研究所　　　　　　　　　　科目：語言學概論 (含兒童語言習得)

I.　Consider the following conversations between children and their mothers (coming originally from Brown & Bellugi (1964) and reproduced by Dale (1976) and Foster-Cohen (1999)):

a. Child:　　Baby highchair.
　 Mother:　 Baby is in the highchair.
b. Child:　　Mommy eggnog.
　 Mother:　 Mommy had her eggnog.
c. Child:　　Eve lunch.
　 Mother:　 Eve is having lunch.
d. Child:　　Mommy sandwich.
　 Mother:　 Mommy'll have a sandwich.
e. Child:　　Sat wall.
　 Mother:　 He sat on the wall.
f. Child:　　Throw daddy.
　 Mother:　 Throw it to daddy.
g. Child:　　Pick glove.
　 Mother:　 Pick the glove up.

1. What are the characteristics of these children's utterances? How do these utterances illustrate the specific stage of language development these children are at? (10%)
2. What are the characteristics of child-directed speech? What linguistic information is the mother filling in each time? How is she able to do this? (10%)
3. What can these children learn from their mothers' expansions on their utterances? (10%)

II. Explain and illustrate the locutionary, illocutionary, and perlocutionary acts of the expressions in (1) and (2). (Hint: You need to take into account the context provided.) (12%)

(1) Teacher to student:　"Time's up."
(2) Waitress to customer:　"Coffee or tea?"

III. Define borrowing, code-switching, code-mixing, and speech accommodation. Explain the relevance and differences among them with specific examples. (18%)

IV. According to Grunwell (1987) English speaking children typically used "cluster reduction" and "cluster simplification" to pronounce difficult initial consonant clusters. On the other hand, Dyson & Paden (1983) found that non-English speaking children often used "epenthesis" and "coalescence" to

pronounce the consonant clusters that they have trouble with. Define the above four terms with specific examples. (20%)

V. The following examples, taken from Jarmulowicz (2000, 2006), are typical of children at the age of 7 or 8. IPA transcriptions are provided when necessary. [ˋ] denotes primary stress.　[.] denotes a syllable boundary.　［ʔ］　denotes a glottal stop. Discuss the types of pronunciation errors of this typical child. Discuss major approaches which have been proposed to teach syllabification and different types of English suffixes. What are their advantages and disadvantages? Cite any research findings in literature to support your view points. (20%)

Adult form	Child form	Adult form	Child form
1.amaze	1.amaze	7.rotate [ˋro.tet]	7.rotate [ˋro.tet]
2.amazement	2.amazement	8.rotation [ro.ˋte.ʃən]	8.rotation [ˋro.tet.ʃən]
3.forgive	3.forgive	9.artist [ˋar.tɪst]	9.artist [ˋar.tɪst]
4.forgiveness	4.forgiveness	10.artistic [ar.ˋtɪs.tɪk]	10.artistic [ˋar.tɪst.ʔɪk]
5.power	5.power	11.active [ˋæk.tɪv]	11.active [ˋæk.tɪv]
6.powerful	6.powerful	12.activity [æk.ˋtɪ.və.tɪ]	12.actively [ˋæk.tɪv.lɪ]