

國立彰化師範大學 98 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)

☆☆請在答案紙上作答☆☆

共 2 頁, 第 1 頁

- I. Compare and contrast the following pairs of apparently similar sentences. Draw tree diagrams to show the differences between the sentences in each pair. (10%)
- a. John is eager to please.
b. John is easy to please.
 - a. John ran up the hill.
b. John ran up the bill.
- II. Consider the following speech samples taken from Yule (1996) by children at three different stages in the acquisition process. (20%)
- Child X: You want eat?
I can't see my book
Why you waking me up?
- Child Y: Where those dogs goed?
You didn't eat supper
Does lions walk?
- Child Z: No picture in there
Where momma boot?
Have some?
- Identify the most likely order (from least to most advanced) of these three samples. What features in each child's utterances give you evidence to support your ordering?
 - Will similar phenomena manifest themselves in the speech of children learning English as a second/foreign language? Why or why not?
- III. Define each of the following terms with appropriate examples. (12%)
- Speech convergence
 - Metaphorical switching
 - Adjacency pairs
 - Uniplex network
- IV. Use the dialogue provided below to discuss:
- the appropriate context and the possible illocutionary act performed by each speaker. (8%)

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(2) the concepts of “maxims of conversation” and “conversational implicature.” (10%)

Husband: The phone is ringing.

Wife: I'm in the kitchen.

V. Based on Bears et al. (2008), the following raw data show the spelling patterns of a 4th grader. Discuss the types of spelling errors of this typical child. (20%)

| Adult form | Child form | Adult form | Child form |
|-------------|-------------|----------------|----------------|
| 1. bed | 1. bed | 14. carries | 14. caryes |
| 2. ship | 2. ship | 15. marched | 15. martched |
| 3. when | 3. when | 16. shower | 16. showers |
| 4. lump | 4. lump | 17. bottle | 17. botel |
| 5. float | 5. float | 18. favor | 18. fayvor |
| 6. train | 6. train | 19. ripen | 19. rippin |
| 7. place | 7. place | 20. cellar | 20. selar |
| 8. drive | 9. drive | 21. pleasure | 21. pleascher |
| 9. bright | 9. brite | 22. fortunate | 22. forchunate |
| 10. throat | 10. throte | 23. confident | 23. confdant |
| 11. spoil | 11. spoyle | 24. civilize | 24. sivulise |
| 12. serving | 12. serving | 25. opposition | 25. opozishun |
| 13. chewed | 13. choed | | |

VI. Recent studies (Cutler, 1984; Benrabah, 1997; Murphy, 2004; Field, 2005; Altmann, 2006) have claimed that incorrect placement of primary stress in L2 words may lead to miscommunication. Provide examples to show the potential factors which may affect the perception and production of English word stress. (20%)