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Part I. Read the passage and answer the following questions :

In the constantly evolving landscape of higher education, global apprehension regarding the downsizing and closure of humanities and social science departments, as exemplified by the educational developments in Japan, continues to resonate. The directive from the Japanese government, urging universities to adopt a "more practical, vocational education," underscores this transformative moment, eliciting profound concerns among academics worldwide. The situation in Japan reverberates globally, reflecting ongoing debates on the intrinsic value of humanities. Comparable discussions about the significance of humanities versus practical subjects are unfolding in various countries, including the USA, EU, and UK.

Over 50 Japanese universities undertook the closure or downsizing of their humanities departments after the 2015 directive from Education Minister Hakuban Shimomura. This directive urged higher education institutions to provide a "more practical, vocational education" aligned with societal needs. The ensuing ripple effect has impacted higher education institutions worldwide, with numerous universities witnessing the downsizing and closure of humanities departments. Institutions such as Northumbria University, Ulster University, the University of Nottingham, and the University of Surrey have grappled with challenges, leading to the closure or significant reduction of departments due to budgetary constraints. Simultaneously, higher education funding mechanisms in the UK have been accused of exhibiting bias against the humanities, diminishing the importance of esoteric research. This crisis has also permeated the United States, as evidenced by West Virginia University's decision in 2023 to discontinue 28 majors, including French and Russian, along with graduate majors in Education. This move, involving a 12% reduction in professors, is attributed to budgetary shortfalls, declining enrollment, waning student interest in humanities courses, and parental pressure for career-oriented majors. Similar reductions are anticipated across the United States, particularly in rural areas where budget constraints and declining enrollments are more prevalent. Critics argue that these shifts may sap states of intellectual prowess, resulting in fewer well-rounded leaders and citizens. Other state universities, particularly those in rural areas, are making analogous choices, as exemplified by Missouri Western State University eliminating numerous majors and minors, and the State University of New York at Potsdam cutting degree programs, including art history, dance, French, Spanish, and theater.

Student preferences also appear to be shifting away from the humanities. Data from the U.S. Department of Education's National Center for Education Statistics reveals a decline in the percentage of bachelor's degrees conferred in the humanities by four-year institutions, dropping from 16.8% in the 2010-11 school year to 12.8% in 2020-2021. Prestigious institutions like Harvard University have not been immune to these trends. Harvard experienced a notable decline in humanities concentrators, particularly among incoming freshmen, with the number falling 9 percentage points in the previous decade. Despite debates on the future of the humanities, the number of humanities concentrators at Harvard has stabilized, while concentrations in Computer Science have surged. However, the proportion of freshmen intending to concentrate in the humanities at Harvard remains lower

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than in previous years. In the 2019-2020 academic cycle, 13.5% of students graduated with a degree in the arts and humanities, compared to 21.1% in the 2010-2011 academic cycle. The Crimson freshman survey for the class of 2025 reported only 7.1% anticipating a concentration in the humanities, with 49.1% intending to pursue sciences or engineering.

This shift has prompted serious concerns among multiple colleges about their humanities departments, fearing a loss of humanity value and crucial critical thinking skills imparted by humanities education. This transformation raises fundamental questions about the university's mission, whether it should respond to market forces and popular preferences and base educational decisions on supply and demand. Many educators oppose a shift towards viewing higher education solely as a cost-benefit calculation, emphasizing the potential loss of arts and humanity values that have been integral to university education since ancient Greece. As Professor Di Bartolomeo of West Virginia contends, cutting departments that bring diversity of opinion, cultural background, and experience to university education risks undermining the fundamental values of education.

1. Discuss the impact of the downsizing and closure of humanities departments, as highlighted by developments in Japan. How has this trend affected higher education of Taiwan, and what are the implications for academia? Please elaborate your reflection or insights to write a paragraph of 200 words. (25%)
2. What is your opinion on whether universities should respond to market forces and popular preferences, and base educational decisions on supply and demand? (25%)
3. Please write a 500-word essay arguing that Humanities are indispensable. You are encouraged to reference information from the provided reading or incorporate additional evidence to support your arguments. (50%)

備

註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

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I. English Literature (60%)

Please answer **two** of the following questions. Please use specific English literary works to elaborate and illustrate your arguments.

1. What role do emotions play in literary works?
2. What is the importance of the natural environment in literary works?
3. Why does a writer wish to discuss the issue of memory in his/her works?
4. In what ways can the representation of family relationships in a literary work reflect or respond to wider social concerns?

II. American Literature (40%)

Choose **ANY TWO** of the following topics. For each chosen topic, select **ONE** pertinent work from American Literature and discuss in detail how the author navigates through the complexities of the issues in question.

1. Racial injustice
2. Gender inequality
3. Individual freedom and human rights
4. Westward Movement and the clash of civilizations
5. Duality of culture and nature
6. Social stratification and its consequences
7. War trauma

備

註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

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Part I. (50%) Write a short essay in English explaining the continuities and discontinuities that the following four poems show with the literary tradition(s) to which they belong. Be sure to name the tradition(s) specifically and explain the relevant literary history.

(1)

Thou art not lovelier than lilacs,—no,
 Nor honeysuckle; thou art not more fair
 Than small white single poppies,—I can bear
 Thy beauty; though I bend before thee, though
 From left to right, not knowing where to go,
 I turn my troubled eyes, nor here nor there
 Find any refuge from thee, yet I swear
 So has it been with mist, —with moonlight so.
 Like him who day by day unto his draught
 Of delicate poison adds him one drop more
 Till he may drink unharmed the death of ten,
 Even so, inured to beauty, who have quaffed
 Each hour more deeply than the hour before,
 I drink—and live—what has destroyed some men.

—Edna St. Vincent Millay

(2)

Epithalamion of a Peach

She was round, full, ripe, a maid immaculate,
 Saving her cheeks. Now Paul the bridegroom
 Acclaims his treasure, his hand has led her home;
 Nor did he pull her gently through the gate
 As would a lover more dainty and delicate:
 The two-and-thirty cut-throats doing his will
 Tore off her robes and stripped her down until

vocabulary

epithalamion: a poem celebrating a marriage

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He looked upon her bare. Then turned and ate.

Shame on him. Juice is drooling from his tongue
 Where he has absorbed the admirable peach
 Who nested high but not beyond his reach!
 It was unlovely work, and brought the wry
 To squeamish Abbot's face; not noted by
 The oblivious gelding stamping in his dung.

—John Crowe Ransom

(3)

A strife is grown between Virtue and Love,
 While each pretends that Stella must be his:
 Her eyes, her lips, her all, saith Love, do this
 Since they do wear his badge, most firmly prove.
 But Virtue thus that title doth disprove:
 That Stella (oh dear name) that Stella is
 That virtuous soul, sure heir of heav'nly bliss,
 Not this fair outside, which our hearts doth move;
 And therefore, though her beauty and her grace
 Be Love's indeed, in Stella's self he may
 By no pretense claim any manner place.
 Well, Love, since this demur our suit will stay,
 Let Virtue have that Stella's self; yet thus
 That Virtue but that body grant to us.

—Sir Philip Sidney

(4)

One master, aged, as I am, thirty-two,
 all summer sonneted adulterous
 love: cocktails and woods, fortuitous

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meetings, public words that no one knew
 were private. This playground is an odd land-
 scape for longings in an afternoon
 splashed with babies' bright clothes. Near six now. Soon,
 grown tired of high adventure in the sand-
 pit, we will head for home and food.
 We—you and I—don't have a thing to hide.
 Yet there's no common space for meeting in,
 and secrets fence me in on every side.
 This week is taking longer than it should.

—Marilyn Hacker

Part II. (50%) What are the main themes of the following story? Write a short essay in English explaining your interpretation of the story; use examples from the story to support your interpretation.

Chablis

My wife wants a dog. She already has a baby. The baby's almost two. My wife says that the baby wants the dog.

My wife has been wanting the dog for a long time. I have had to be the one to tell her that she couldn't have it. But now the baby wants the dog, my wife says. This may be true. The baby is very close to my wife. They go around together all the time, clutching each other tightly. I ask the baby, who is a girl, "Whose girl are you? Are you Daddy's girl?" The baby says, "Momma," and she doesn't just say it once, she says it repeatedly, "Momma momma momma." I don't see why I should buy a hundred-dollar dog for that damn baby.

The kind of dog the baby wants, my wife says, is a Cairn terrier. This kind of dog, my wife says, is a Presbyterian like herself and the baby. Last year the baby was a Baptist—that is, she went to the Mother's Day Out program at the First Baptist twice a week. This year she is a Presbyterian because the Presbyterians have better swings and slides and things. I think that's pretty shameless and I have said so. My wife is a legitimate lifelong Presbyterian and says that makes it O.K.; way back when she was a child she used to go to the First Presbyterian in Evansville, Illinois. I didn't go to church because I was a black sheep. There were five children in my family, and the males rotated the position of black sheep among us, the oldest one being the black sheep for a while while he was in his DWI period or whatever and then

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getting grayer as he maybe got a job or was in the service and then finally becoming a white sheep when he got married and had a grandchild. My sister was never a black sheep because she was a girl.

Our baby is a pretty fine baby. I told my wife for many ears that she couldn't have a baby because it was too expensive. But they wear you down. They are just wonderful at wearing you down, even if it takes years, as it did in this case. Now I hang around the baby every chance I get. Her name is Joanna. She wears Oshkosh overalls and says "no," "bottle," "out," and "Momma." She looks most lovable when she's wet.

This dog thing is getting to be a big issue. I said to my wife, "Well, you've got the baby, do we have to have the damned dog, too?" The dog will probably bite somebody, or get lost. I can see myself walking all over our subdivision asking people, "Have you seen this brown dog?" "What's it's name?" they'll say to me, and I'll stare at them coldly and say, "Michael." That's what she wants to call it, Michael. That's a silly name for a dog and I'll have to go looking for this possibly rabid animal and say to people, "Have you seen this brown dog? Michael?" It's enough to make you think about divorce.

What's the baby going to do with that dog that it can't do with me? Romp? I can romp. I took her to the playground at the school. It was a Sunday and there was nobody there, and we romped. I ran, and she tottered after me at a good pace. I held her as she slid down the slide. She groped her way through a length of big pipe they have there set in concrete. She picked up a feather and looked at it for a long time. I was worried that it might be a diseased feather but she didn't put it in her mouth. Then we ran some more over the parched bare softball field and through the arcade that connects the temporary wooden classrooms, which are losing their yellow paint, to the main building. Joanna will go to this school some day, if I stay in the same job.

I looked at some dogs in Pets-A-Plenty, which has birds, rodents, reptiles, and dogs, all in top condition. They showed me the Cairn terriers. "Do they have their prayer books?" I asked. This woman clerk didn't know what I was talking about. The Cairn terriers ran about two ninety-five per, with their papers. I started to ask if they had any illegitimate children at lower prices but I could see that it would be useless and the woman already didn't like me, I could tell.

What is wrong with me? Why am I not a more natural person, like my wife wants me to be? I sit up, in the early morning, at my desk on the second floor of our house. The desk faces the street. At five-thirty in the morning, the runners are already out, individually or in pairs, running toward rude red health. I'm sipping Gallo Chablis with an ice cube in it, smoking, worrying. I worry that the baby may jam a kitchen knife in an electrical outlet while she's wet. I've put those little plastic plugs into all the electrical outlets but she's learned how to pop them out. I've checked the Crayolas. They've made the Crayolas safe to eat—I called the head office in Pennsylvania. She can eat a whole box of Crayolas and nothing will happen to her. If I don't get the new tires for the car I can buy the dog.

I remember the time, thirty years ago, when I put Herman's mother's Buick into a cornfield, on the Beaumont highway. There was another car in my lane, and I didn't hit it, and it didn't hit me. I remember

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veering to the right and down into the ditch and up through the fence and coming to rest in the cornfield and then getting out to wake Herman and the two of us going to see what the happy drunks in the other car had come to, in the ditch on the other side of the road. That was when I was a black sheep, years and years ago. That was skillfully done, I think. I get up, congratulate myself in memory, and go in to look at the baby.

—Donald Barthelme

vocabulary

Chablis: a type of white wine

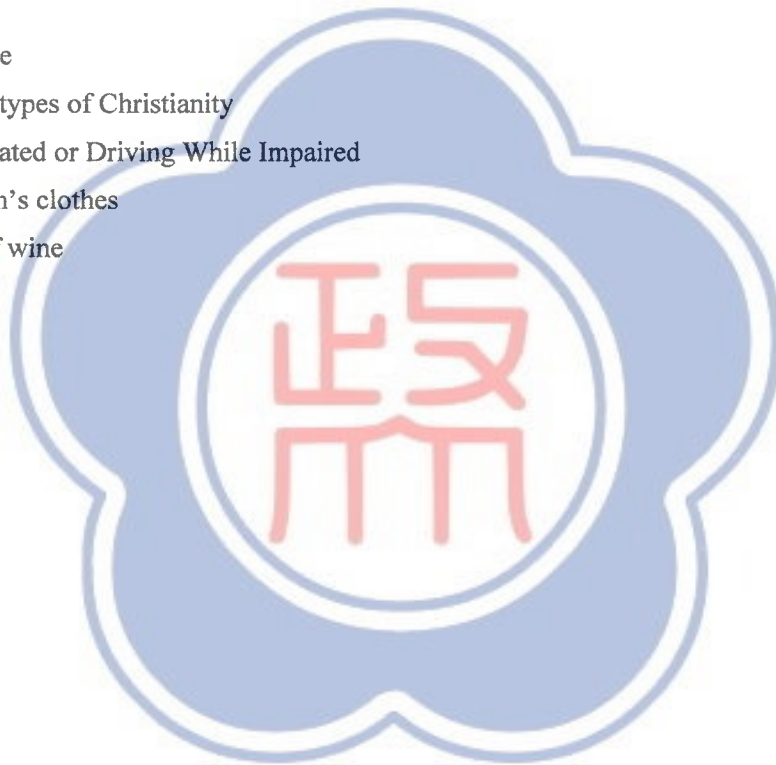
Presbyterian | Baptist: two types of Christianity

DWI: Driving While Intoxicated or Driving While Impaired

Oshkosh: a brand of children's clothes

Gallo: an American brand of wine

Crayolas: a brand of crayon



備 註	<p>一、作答於試題上者，不予計分。</p> <p>二、試題請隨卷繳交。</p>
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Please answer all the questions in English.

1. Please discuss the processes involved in reading and listening using a graph of your own creation. Be sure to explain the extent to which the two processes may be similar and how best to support learners in developing reading and listening skills. (25%)
2. Some language teaching methods in TESOL textbooks or courses are often regarded as simply inapplicable or difficult to apply in the real-world classroom context. Please name one of such methods and discuss the reasons behind the difficulty. Why then is it still necessary for teachers to study all of the methods? (25%)
3. An instructor would like to know whether students write better after a semester of using some innovative software. S/he picked a class and compared students' "after" writing performance with their "before" to see if they have changed. Comment on the appropriateness of this instructor's way to attempt to attribute changes to the treatment. (25%)
4. Many language teachers and teacher educators would like to draw analogies between L1 and L2 acquisition and justify certain teaching methods and techniques on the basis of L1 learning principles. However, it has long been contended that direct comparisons between L1 and L2 acquisition must be treated with extreme caution. Do you agree or disagree? Please explain. (25%)

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註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

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1. Read the following interaction and answer all questions. (20%)

Dad: I want to instill a strong work ethic in you, my boy, but not to the extent you grow up to be a workaholic.

Son: I won't, Pop, but is it okay if I'm a playaholic while I'm a kid?

- (a) Identify the morphemes in 'workaholic' and 'playaholic', and describe each of the morphemes.
 (b) Discuss the word formation of 'workaholic' and 'playaholic'.

2. Read the following sentence, and answer all questions. (20%)

An audacious collaboration between geneticists and conservationists plans to bring back the extinct dodo and reintroduce it to its once-native habitat in Mauritius.

- (a) Identify all the argument(s), complement(s), and adjunct(s) of the above sentence, and explain.
 (b) Define syntactic ambiguity with an example from the sentence, and discuss how it affects the meaning of the sentence.

3. What are the three basic sentence types in English? State a direct speech act and an indirect speech act for each sentence type, and explain. (20%)

4. Define the following terms with examples. (40%)

- (a) dialect continuum
 (b) conversational implicature
 (c) aspiration rule in English
 (d) The linguistic relativity hypothesis

備 註

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 二、試題請隨卷繳交。