

考 試 科 目	英文寫作	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 1 節
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**Read the passage carefully and answer the following questions.**

The “Decolonial Turn,” proposed by scholars in Latin America (e.g., Mignolo, 2012) and developed by many others (e.g., Santos, 2014) seeks to understand, make visible and (where possible) undo lingering “unequal power, knowledge, race relations and resources, controlled and reproduced in the name of development” (Menezes de Souza, 2013). This involves fighting or resisting “Global Designs” (Mignolo, 2012) whereby local (European/Anglophone) histories, epistemologies, ontologies, and cosmogonies for understanding the world are universalized and globalized. While coloniality is not inherently tied to English, it manifests in the gaze and epistemologies through which we study and teach it. The idealized models of Anglophone native English speakers (NES), prevalent in the teaching of English, can be viewed as one such “Global Design.” These Anglophone Englishes are typically associated, both linguistically and culturally, with the US and UK (Jenkins et al., 2018). English teaching continues to center on Anglophone monolingual models of language and culture as “standard.” This essentialist correlation between English and Anglophone “natives” represents a form of colonialism by reproducing a linguistic and educational ideology that places most “non-native” English users in a deficit position, restricting and marginalizing their multilingual and multicultural use of English (Jordao, 2019). Furthermore, access to this native “standard” is often limited to elite (and expensive) education and networks, creating significant barriers for most English learners and leaving them at a disadvantage (Darvin, 2017; Tupas, 2019).

In contrast, a growing number of scholars and teachers work on more empowering and inclusive teaching models that have the potential to challenge colonial, Anglophone ideologies. The core features of “decolonial” teaching include de-centering the NES and essentialist Anglophone norms, challenging the hierarchization of languages and modes of interaction, and valuing non-native students’ communicative resources, locally relevant knowledge and pedagogies, and addressing power imbalances and unequal opportunities in education and language use. Such teaching methods recognize the agency that multilingual and multicultural users have in adapting English and other semiotic resources (e.g. their mother tongues) to their communicative needs. The aim is to provide a potentially more empowering approach to English teaching and learning for both students and teachers in which both their use of English and other languages/resources are valued and their role in shaping English acknowledged. Yet, the extent to which these approaches truly “empower” students—whether by enabling participation in neoliberal globalization or by equipping them to challenge colonialism and neoliberalism-- remains debatable (Kubota & Takeda, 2021). Additionally, whether these perspectives and aims are being successfully applied to everyday English classroom practices is still an empirical question. Previous research suggests a mixed role for English and English teaching in marginalized communities. For example, the studies collected in Erling illustrate how English teaching can contribute to security, stability, and peace in conflict situations around the world, while also recognizing that it is not a “panacea for poverty and skills development” (2017, p. 11). However, Kumaravadivelu (2016) is less optimistic concerning the ability of the

考 試 科 目	英文寫作	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 1 節
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majority “subaltern” practitioners to remove themselves from colonial Anglophone orientations, given the continued central role of NES “standards” and “norms;” a view supported by studies of teachers’ attitudes to English language and speakers (e.g., Llorca, 2018). Canagarajah (2023) is more hopeful that with time and reflection, teachers can decolonialize their practices in ways that better represent their settings and students. Both Sayer (2015) and Kubota and Takeda (2021) argue that plurilingual approaches to English have the potential to enable students and teachers to appropriate the language in ways that challenge dominant neoliberal, colonial discourses, but at present policies in education and business strongly orientate to an expansion of English for neoliberal goals. Furthermore, Gimenez (2024) cautions that policymakers’ attempts to construct less Anglophone, more Global Englishes-orientated curricula can result in both decolonial opportunities and simultaneously unintended reproductions of colonial ideologies by curtailing the study of other languages (adapted from Baker, et al., 2024, TESOL Quarterly).

**Questions:**

1. Based on the passage, explain the concept of "Global Designs" as discussed by Mignolo (2012). How do these designs manifest in the teaching and learning of English in Taiwan, and what are the associated implications for linguistic and cultural diversity? Provide examples to support your explanation. (25%)
2. What are the core features of decolonial approaches, and how do they address power imbalances? What challenges may arise in implementing these approaches in Taiwan’s English classroom practices? Why? (30%)
3. Please reflect on the arguments of Kubota and Takeda (2021) and Gimenez (2024), and critically evaluate Taiwan's current bilingual education policy in approximately 300 words. (45%)

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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考 試 科 目	英美文學	系 所 別	英國語文學系	考 試 時 間	2 月 11 日(二) 第 3 節
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### I. English Literature (60%)

- Choose ONE of the following terms and explain how it is defined differently in two different literary movements or cultural contexts. Illustrate the differences with two literary works, and explain how such differences help explain different cultural values of the times. (30%)
  - Romance/romantic
  - Art
  - utopia
- Explain the definitions of poetry in Sidney's and Wordsworth's poetics, illustrate them with one literary work before the 18<sup>th</sup> century and one after the 19<sup>th</sup> century, and show how such different poetics helped address different problems the authors faced. (30%)

### II. American Literature (40%)

- The First World War and the Second World War had profound impacts on global affairs. In the context of American literature, the two wars also inspired numerous literary movements and works that deeply reflected on the nature of war. Please select two works from American literature and analyze in detail how the authors used their literary expressions to reflect on the political and social impacts of the two wars and their repercussions on the United States. (20%)
- Since the colonial period, white supremacy has been a dominant ideology in American society. However, from the period before and after the Civil War, through Reconstruction, and into the Black Civil Rights Movement of the 1950s and 1960s, waves of reflection and challenges to white supremacy have emerged. Please select two works from American literature and discuss in detail how they reinforce, echo, or, conversely, critique the ideology of white supremacy. (20%)

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- 作答於試題上者，不予計分。
- 試題請隨卷繳交。

考試科目	文學作品分析	系所別	英文系	考試時間	2月11日(二)第4節
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**Part I. (50%)** Write a short essay in English comparing and contrasting the views on love, locations, and memory in two of the following four poems.

1. **[What lips my lips have kissed, and where, and why]**

by Edna St. Vincent Millay

What lips my lips have kissed, and where, and why,  
 I have forgotten, and what arms have lain  
 Under my head till morning; but the rain  
 Is full of ghosts tonight, that tap and sigh  
 Upon the glass and listen for reply,  
 And in my heart there stirs a quiet pain  
 For unremembered lads that not again  
 Will turn to me at midnight with a cry.  
 Thus in the winter stands the lonely tree,  
 Nor knows what birds have vanished one by one,  
 Yet knows its boughs more silent than before:  
 I cannot say what loves have come and gone,  
 I only know that summer sang in me  
 A little while, that in me sings no more.

2.

**II.**

by Marilyn Hacker

You rang me up this morning from Marseilles  
 echoing other lines and other lives.  
 The best-intentioned women sound like wives  
 sometimes: why couldn't I find something to say  
 but "When will you be back?" Above the play-  
 ground, like a capsuled world, a plane  
 heads, fortunately, north. Fresh after rain  
 the sky is innocently blue. Away  
 from frisking kids, including mine, I write  
 stretched on a handkerchief of pungent dry  
 grass, wishing I could take off my shirt.  
 I word old wounds. As usual, they hurt  
 less. Iva's giving someone's bike a try.  
 We could be on a plane tomorrow night.

考試科目	文學作品分析	系所別	英文系	考試時間	2 月 11 日(二) 第 4 節
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3.

**Insomnia**

by Elizabeth Bishop

The moon in the bureau mirror  
looks out a million miles  
(and perhaps with pride, at herself,  
but she never, never smiles)  
far and away beyond sleep, or  
perhaps she's a daytime sleeper.

By the Universe deserted,  
*she'd* tell it to go to hell,  
and *she'd* find a body of water,  
or a mirror, on which to dwell.  
So wrap up care in a cobweb  
and drop it down the well

into that world inverted  
where left is always right,  
where the shadows are really the body,  
where we stay awake all night,  
where the heavens are shallow as the sea  
is now deep, and you love me.

4.

**Why I Will Not Get Out of Bed**

by James Tate

My muscles unravel  
like spools of ribbon:  
there is not a shadow

of pain. I will pose  
like this for the rest  
of the afternoon,

for the remainder  
of all noons. The rain  
is making a valley

of my dim features.  
I am in Albania.  
I am on the Rhine.

It is autumn,  
I smell the rain,  
I see children running

through columbine.  
I am honey.  
I am several winds.

考 試 科 目	文學作品分析	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 4 節
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My nerves dissolve.

My limbs wither—

I don't love you.

I don't love you.

**Part II.** Answer these two questions separately in well-formed paragraphs in English.

1) What happens at the end of this story: does the man get a new name, or does the narrator get a new man?

Explain your interpretation of the ending; use details from the story to support your interpretation. (25%)

2) What are the two views of names in the story? Explain both, using details from the story to support your answer. (25%)

### I Get Smart

by Pamela Painter

I tell him I'm thinking about getting a new cat.

"No way," he says, like this is not negotiable. As if I haven't paid half the rent since grad school, and all the cat costs, including the spiffy new cat door installed next to the fridge.

I say I've been to the Animal Rescue League and they have seventeen adorable kittens—all colors. "You get to pick the color," I say.

"Hold it," he says. He lines up his sharp accountant's pencil across the top of his crossword, cracks the knuckles of his right hand. "I do not want another cat. What's wrong with the three we've got?"

The three we've got hear our voices rising and pad into the kitchen to see what's going on. The Persian, Jeanette, threads back and forth through my legs, her long air flying, while gray-striped Fitzhugh leaps onto the fridge and blinks down at us. Sweetpeach, the calico, jumps into my lap and kneads my chenille stomach. Not a cat goes near Roy.

"There's nothing wrong with the three we've got," I say.

"So forget a new cat," he says, and turns back to his crossword.

I scratch behind Sweetpeach's ears to make her purr, and finish my Sunday morning pot of real coffee. I've already finished a Xerox of Roy's crossword and I know just which word will hang him up.

Next Sunday during crosswords and coffee I make the introductions. I say, "Well, we now have three new cats."

Roy gets macho, points his pencil at me. "Where the hell—I told you..."

I tell him, calm down, don't get all riled up before you meet them. But his voice rises in spite of my attempts to keep the peace. So my voice rises, too, as in any proper duet, and sure enough the cats come by.

"This is Savannah," I say as Sweetpeach appears, her tail whipping the air, weighing my distress.

Roy snorts and I try to remember if he ever called the cats by name.

"And that is Joe Namath." I point to Fitzhugh eyeing us from the top of the fridge where he is poised in a three-point stance. "He never acted like a Fitzhugh," I say. Parents should change their kids' names every few years for just that reason. Or give them nicknames."

考 試 科 目	文學作品分析	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 4 節
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"It's the other way around," Roy says. Kids names Moonbeam, Taj Mahal, and Free are now calling themselves Susie, Pat, and Jim."

"You see," I say.

"No," he says. "I don't." His eyes refuse to focus on me or on the cats. He lets his coffee get cold.

Jeanette springs onto the counter and highsteps over the stove to the window where she watches the action at our veggie neighbor's high-tech cat-proof birdfeeder. I tell Roy he'll be sure to remember her name. "You're always saying 'what a pill.' So that's pillow."

"Don't do this," he says.

"So we have not one but three new cats," I say, burying my nose in Savannah's spotted fur. She's as limp as her new name and warm. Her cat's eyes seem to remember hot African grasslands and prey ten times larger than she is.

"We have three cats—period," Roy says. He has a way of making syntax dull.

"Three new cats," I say.

"Bull!" Roy's pencil bounces high like a cat toy.

Joe Namath jumps from the fridge onto the table and skids into Roy's crossword. Roy's tackle is rough and Joe Namath spits as Roy tosses him into the dining room. Pillow, the bird-watcher, cantilevers one ear around to hear when to abandon her post. Roy scoops his pencil from the floor and taps it on his crossword in disgust. Three words earlier he went wrong, but he won't know this until I tell him. I shiver Savannah off my lap and leave to shower.

During the next two weeks, Roy gets mad every time I call the cats by their new names. But he is more mad that Savannah, Joe Namath, and Pillow take to their names so quickly. It's all in the tone of voice, I tell him.

I get happy with my new cats.

After a couple of months I get smart. Come Sunday breakfast it isn't Roy filling in the crossword; it's a new man—better with words and cats—named Ralph.

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- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考 試 科 目	英語教學理論與實務	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 3 節
<p>1. List three characteristics of communities of practice (CoP) that have been posited in the literature. By what means can teachers specifically promote these qualities in their teaching? (25%)</p> <p>2. Example 1. Americans: What an unusual necklace. It's beautiful! Samoan: Please take it. Example 2. American teacher: Would you like to read? Russian student: No, I would not. Use these two examples to illustrate the vital importance of teaching sociopragmatic rules in your English class. (25%)</p> <p>3. Define "learning-oriented assessment" and explain how it differs from traditional forms of assessment. Provide examples of how you might implement learning-oriented assessment in an English language classroom. (25%)</p> <p>4. Design a research study to investigate the use of generative AI tools (e.g., Copilot, Gemini, and ChatGPT) in a teaching context familiar to you. Outline your research design by addressing the following points: (25%)</p> <p>(1). Identify a focused issue or topic of using a generative AI tool and explain its implications for teaching English as a Second/Foreign Language (ESL/EFL) in the Taiwanese context.</p> <p>(2). Formulate a clear and researchable question that reflects the topic's relevance and aligns with current issues in TESOL and educational technology.</p> <p>(3). Explain a conceptual or theoretical framework that will guide your research. Justify why this framework is appropriate for examining your chosen topic.</p>					
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>				

考試科目	語言學概論	系所別	英國語文學系	考試時間	2 月 11 日(二) 第四節
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Read the following interaction and answer all questions.

1. In the following sentence, (a) identify the morphological units of the word 'survivability' and characterize the morphological status of every unit. (b) Explain the formation of 'human survivability' (20%)

Heat is testing the limits of human survivability.

2. Explain the grammaticality of the following sentences in terms of semantic role. (20%)

(a) Two conflicts vowed to de-escalate cyber-attacks in the two groups.

(b) Two groups in the conflict vowed to de-escalate cyber-attacks.

3. State four differences between English pronunciation and English orthography with examples. (20%)

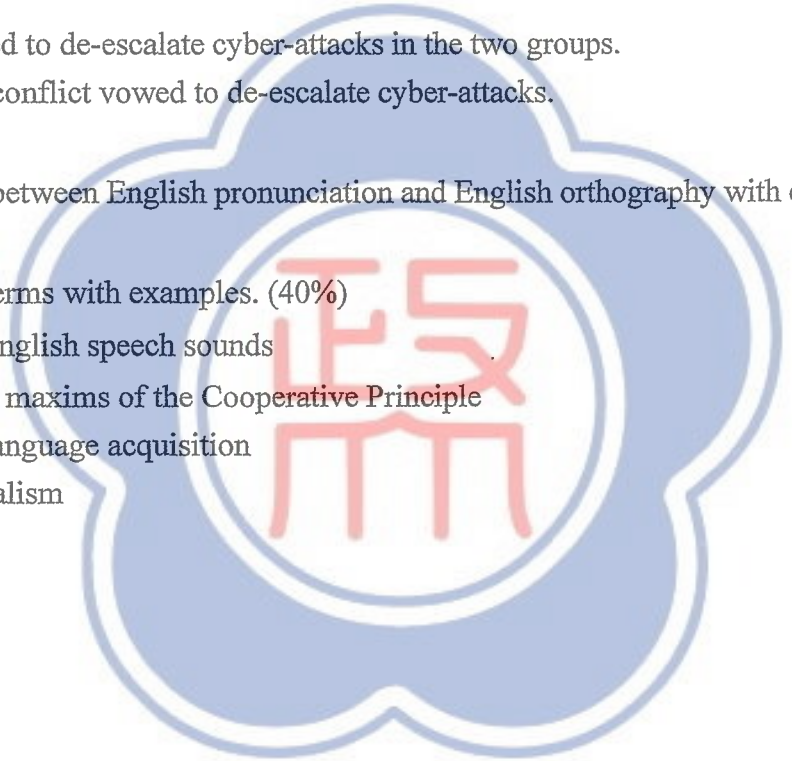
4. Define the following terms with examples. (40%)

(a) a natural class of English speech sounds

(b) two conversational maxims of the Cooperative Principle

(c) over-extension in language acquisition

(d) societal multilingualism



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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。