I. Define the following terms or pairs of terms and provide examples. (20%)  
1. lexical ambiguity and structural ambiguity in Semantics  
2. direct speech acts and indirect speech acts  
3. Head Movement and Operator Movement (use one example to support both movements)  
4. Economy Principle in Syntax

II. Exercises and Applications (40%)  
1. Using the phoneme /t/ in English, explain how some of its allophones can be in complementary distribution and how some can be in free variation. Make it clear what those terms mean and provide examples to support your arguments. (8%)  

2. Following is a classic kid’s joke. Discuss the boy’s behavior in terms of Grice’s conversational maxims. (8%)  

   Salesman at the door: Is your mother at home?  
   Little Johnny: Yes.  
   Salesman: May I talk to her?  
   Little Johnny: She isn’t here.  
   Salesman: But you just said that she was at home.  
   Little Johnny: She is. This isn’t our house.

3. In the study reported by Kroll, Michael & Sankaranarayanan (1998), the researchers taught American students a limited set of Dutch words by having them associate the new words to their English translations and to pictures of the objects to which they referred. However, in this experiment, the pictures were presented as one would normally view them on only half of the trials; on the remaining trials the pictures were presented in a noncanonical orientation (see Figure 1). Which trial do you think may facilitate learning of the new Dutch word? Why? Please explain the theories in terms of bilingual’s lexical access. (12%)

![Figure 1](image-url)
4. Using frequency findings from corpus linguistics, Biber and Reppen (2002) explores the relationship between the information presented in ESL-EFL materials and what is known about actual language use based on empirical studies. The researchers examine six ESL grammar textbooks and classify the linguistic data into three categories: grammatical features to include or exclude (e.g. noun premodifiers), the order of grammatical topics (e.g. tense) and specific words to include when illustrating a grammatical feature (e.g. verbs used in the discussion of present progressive and simple present tense). The results are obtained from corpus-based analyses based on approximately 20 million words from various registers. The researchers reveal that some of the most frequent appeared linguistic features among the three categories are less commonly acknowledged in grammar textbooks; for example, the adjectival role of nouns, the most common lexical verbs (e.g. say, get, go, know, think, see, make, come, take want, give, and mean) and etc. The researchers indicates that all the 12 most common lexical verbs were disregarded by all textbooks in their survey; whereas, many textbooks include examples containing relatively rare verbs. The researchers argue that frequency should play a key role in the development of materials and in the choices that teachers make in language classrooms.

Based on your linguistic knowledge, please make your critique of this research. (12%)

III. Essay Questions (40%)

1. One of the cognitive accounts of second language acquisition is Krashen’s Monitor Model. How does the theory account for second language acquisition? What kind of evidence exists to support the hypothesis? On what grounds has this hypothesis been criticized? (20%)

2. (A) What are the differences between “Interlanguage” in English and “World Englishes”? As English is used all over the world, it has manifested differently in various locales. Therefore many sociolinguists claim that now there are many Englishes rather than just one English in the world. (B) Please explain the characteristics of World Englishes from the perspective of sociolinguistics, such as dialects/varieties, language and culture, politics of language, and etc. (C) Please discuss the dangers of a global language according to your sociolinguistic knowledge. (20%)