

說明：第 1、2 題，以中、英文作答皆可。第 3、4 題，請以中文作答。第 5 題，請以英文作答。

1. 以下為網路上的 Wiki 對於“Taiwanese Mandarin”的最前面兩部分的内容：請看内容後，回答後面的問題：

内容：**Taiwanese Mandarin or national language of the Republic of China** is a variety of Mandarin Chinese and a national language of Taiwan. The core of its standard form is described in the dictionary *Guoyu Cidian* (國語辭典). It is based on the phonology of the Beijing dialect together with the grammar of vernacular Chinese.

Standard Taiwanese Mandarin parallels Standard Chinese, an official language of mainland China (*Pǔtōnghuà*), with the exception of their writing systems, some pronunciations, and vocabulary. However, Mandarin as spoken informally in Taiwan has some notable differences in vocabulary, grammar and pronunciation with Standard Mandarin, differences which have arisen mainly under influence from the languages of Taiwan, namely: Taiwanese Hokkien (the native variety of about 70% of the population of Taiwan), other mother tongues of Taiwan like Taiwanese Hakka (spoken natively by about 15% of Taiwanese) and Formosan languages, as well as English and Japanese from the prior Japanese period.

In 1945 when the Republic of China took over Taiwan and surrounding islands from Japan, Mandarin was introduced as the official language and made compulsory in schools. A Mandarin Promotion Council (now called National Languages Committee) was established in 1946 by Taiwan Chief Executive Chen Yi to standardize and popularize the usage of Standard Mandarin in Taiwan. The Council was led by 21 Chinese Scholars such as Wei Jianguo (魏建功), He Rong (何容), Qi Tiehen (齊鐵根), Wang Yuchuan (王玉川), Fang Shiduo (方師鐸), Zhu Zhaoxiang, Wu Shouli (吳守禮) etc. (From 1895 to 1945, Japanese was the official language and taught in schools.) Since then, Mandarin has been established as a *lingua franca* among the various groups in Taiwan: the majority Han ethnic Hoklo, the Hakka who have their own spoken variant, Mainlanders whose native tongue may be any Chinese variant from mainland China, and the Taiwanese aborigines who speak Formosan languages.

Until the 1980s the Kuomintang administration heavily promoted the use of Standard Mandarin and discouraged the use of Hokkien and other vernaculars, even portraying them as inferior. Mandarin was the only sanctioned Chinese variety for use in the media. This produced a backlash in the 1990s. Although some supporters of Taiwan independence tend to be opposed to standard Mandarin in favor of Hokkien, efforts to replace standard Mandarin either with Hokkien or with a multi-lingual standard have not been successful. Today, Mandarin is taught by immersion starting in elementary school. After the second grade, the entire educational system is in Mandarin, except for local language classes that have been taught for a few hours each week starting in the mid-1990s.

Taiwanese Mandarin (as with Singlish and many other situations of a diglossia) is spoken at different levels according to the social class and situation of the speakers. Formal occasions call for the acrolectal level of *Guoyu* (Standard Mandarin). Less formal situations often result in the basilect form, which has more uniquely Hokkien features. Bilingual speakers often code-switch between Mandarin and Hokkien, sometimes in the same sentence.

Mandarin is spoken fluently by almost the entire Taiwanese population, except for some elderly people who were educated under Japanese rule. In the capital Taipei, where there is a high concentration of Mainlanders whose native variety is not Hokkien, Mandarin is used in greater frequency and fluency than other parts of Taiwan.

- (1) 請問這個介紹有哪些地方需要修正？答案至少必須提出五點，並說明該五點内容如何修正。(15%)
- (2) 除了這些内容外，你認為如果要介紹台灣華語，至少還需要補充哪些地方，請至少舉出五點需要補充之處，並舉例說明。(15%)

見背面

- (3) 你認為台灣華語是洋涇濱化 (pidginization)，加上混雜化 (creolization) 的產物嗎？請先解釋這兩個英文字在語言社會學上的意義，然後說明是否適用於說明台灣華語的產生。(10%)

2. 挽救瀕危語言最重要的一環，是必須要將該語言文字化。台語文字化中有一種方式為漢羅並用。例如下面的文章所示。

細漢 hit 時，這種花 tī 市內少人行過 ê 所在生真 chē
 ，尤其是 ^{thiah} 拆厝了 ê 空地，無人去踏，發了上旺上 sui 。
 Tī 雞鴨母寮市仔無外遠 ê 路邊，kap 成功國校 ê 後壁，
 就有這款花，大 ^{chhok} 簇細簇，無全款 ê 彩色。開 ê 時有五
^{ban} 瓣，若是無人去 kang 伊，tī 日頭脚抑是 tī ^{ng} 影裡，攏會
 開真久。若是有人去摸，伊就放出一種奇怪 ê 味 hō 你 ^{phiⁿ} 鼻
 ，芳 ^{phang} 芳 臭臭。我有去圖書館看冊內面 ê 圖 kap 說明，
 這種花有一個名，叫做「春仔花」，但是 m 知是啥物原
 因，在地人無按呢叫，攏叫伊作「起 siāu 花」，這個古
 怪 ê 名 tī 冊裡總是無提起過。

- (1) 請問這種漢羅並用的書寫方式，與其他兩種台語文字化的方式（全漢字與全羅馬字）比較起來，具有何種優點與缺點。請闡述你的見解，並從各種可能的語言學理論提出合理論證。(10%)

3. 請閱讀以下的報導之後，回答問題：

新北「章魚哥投票所」再度發威

2020-01-12 05:30:00 自由時報

〔記者邱書昱／新北報導〕在歷次大型選舉中，新北市鶯歌區建德里的投開票所因為多次與最後的開票結果相當吻合，有「章魚哥投票所」之稱，在這次的總統大選，建德里投開票所昨天傍晚開票結果，蔡英文總統拿到二三二票、得票率約五十九·三四%；韓國瑜獲得一三八票、得票率約卅五·二九%；宋楚瑜有廿一票、得票率約五·三%，結果又與全國大選結果相當一致，三人的誤差都在三%範圍內，再次驗證「章魚哥投票所」的名號。

- (1) 相較於「章魚姊」「章魚妹」「章魚爸」「章魚媽」「章魚弟」等稱號，試討論台灣媒體廣泛使用「章魚哥」稱號的適用性與普遍性。(10%)
- (2) 請以隱喻理論討論新北「章魚哥投票所」稱呼的形成、理解以及其反映的文化意義。(10%)

4. 語言使用常常反映當代的特色。請就以下台灣當代常見的語言表現，論述

- (1) 其隱喻形成的來源域（概念框架或社會文化背景）。(10%)
- (2) 此表現是否形成構式？若是，請說明其構式以及其構式義。(10%)
 - a. LINE2.0
 - b. 臺東大學-網路學園 2.0
 - c. YouBike2.0
 - d. 小英 2.0
 - e. 長照 2.0 專區—高雄市
 - f. 推動「居住正義 2.0」
 - g. 換柱 2.0
 - h. 又發現一個地球 2.0？
 - i. 景新市場變大埔 2.0
 - j. 工業 4.0

Please answer Question 5 in English.

5. Google has announced the top 10 Google search queries of 2019 in Taiwan, as shown in the following list.

Do you have any connections with or opinions on these issues? Please pick up at least two items and give us your comments on them. (10%)

快速竄升議題

- 1) 世界 12 強棒球賽
- 2) 香港反送中
- 3) 長榮罷工
- 4) 媽祖遶境
- 5) 秋冬國民旅遊補助
- 6) 屏東燈會
- 7) 秋行軍蟲
- 8) 南方澳大橋斷裂
- 9) 京都動畫縱火案
- 10) 國民黨黨內初選

試題隨卷繳回