

渤海大学

2021 年硕士研究生入学考试自命题科目考试大纲

科目代码：905

科目名称：英语语言与教学

考纲说明：攻读教育硕士专业学位入学考试英语语言与教学科目考试内容包括英语课程与教学论、语言学导论两门专业课程，要求考生系统掌握相关学科的基本知识、基础理论和基本方法，并能运用相关理论和方法分析、解决实际问题。

英语课程与教学论

考查目标

1. 全面掌握英语教育领域的基本知识和基本理论，重点理解交际语言教学和任务型语言教学的意义。
2. 熟练掌握英语语音、语法、词汇、听、说、读、写技能的教学方法，掌握教案设计的基本原则和撰写教案的方法，掌握英语教学评价的方法和技巧。
3. 正确理解课堂教学管理的含义，熟练掌握基本的课堂管理方法和技巧。

考查范围

Unit 1 Language and Language Learning

1.2 Views on language

1.3 Views on language learning and learning in general

Unit 2 Communicative Principles and Task-based Language Teaching

2.1 Language use in real life vs. traditional pedagogy

2.2 What is communicative competence?

- 2.3 Implications for teaching and learning
- 2.4 Principles of Communicative Language Teaching (CLT)
- 2.5 CLT and the teaching of language skills
- 2.6 Main features of communicative activities
- 2.7 Task-based Language Teaching (TBLT)
- 2.8 PPP and Task-based Language Teaching

Unit4 Lesson Planning

- 4.1 Why is lesson planning important?
- 4.2 Principles for good lesson planning
- 4.3 Macro planning vs. micro planning
- 4.4 Components of a lesson plan

Unit5 Classroom Management

- 5.1 The role of the teacher
- 5.2 Classroom instructions
- 5.3 Student grouping
- 5.4 Discipline in the language classroom
- 5.5 Questioning in the classroom
- 5.6 Dealing with errors

Unit6 Teaching Pronunciation

- 6.1 The role of pronunciation
- 6.2 The goal of teaching pronunciation
- 6.3 Aspects of pronunciation
- 6.4 Practising sounds
- 6.5 Practising stress and intonation

Unit7 Teaching Grammar

- 7.1 The role of grammar in language learning
- 7.2 Grammar presentation
- 7.3 Grammar practice

Unit 8 Teaching Vocabulary

- 8.1 Understanding vocabulary and vocabulary learning

- 8.2 What does knowing a word involve?
- 8.3 Ways of presenting vocabulary
- 8.4 Ways of consolidating vocabulary
- 8.5 Developing vocabulary learning strategies

Unit 9 Teaching listening

- 9.1 Why does listening seem so difficult?
- 9.3 Characteristics of the listening process
- 9.4 Principles and models for teaching listening
- 9.5 Pre-listening activities
- 9.6 While-listening activities
- 9.7 Post-listening activities

Unit 10 Teaching Speaking

- 10.1 Differences between spoken and written language
- 10.2 Principles for teaching speaking
- 10.3 Designing speaking tasks
- 10.4 Types of speaking tasks
- 10.5 Organising speaking tasks

Unit 11 Teaching Reading

- 11.4 Strategies involved in reading comprehension
- 11.5 The role of vocabulary in reading
- 11.6 Principles and models for teaching reading
- 11.7 Pre-reading activities
- 11.8 While-reading activities
- 11.9 Post-reading activities

Unit 12 Teaching Writing

- 12.2 A communicative approach to writing
- 12.3 Problems in writing tasks
- 12.4 A process approach to writing
- 12.5 Motivating students to write
- 12.6 Designing writing tasks

12.7 Using the Internet to promote process writing

Unit 13 Integrated Skills

13.1 Why should we integrate the four skills?

13.2 How can we integrate the four skills?

13.3 What are the implications for teaching?

13.4 What are the limitations of integrating the four skills?

Unit 14 Moral Learning

14.1 Moral learning and English

14.2 Activities for moral learning

14.3 The roles of the teacher

14.4 The roles of the school

Unit 15 Assessment in Language Teaching

15.1 Understanding assessment

15.2 Assessment purposes

15.3 Methods for assessment

15.4 Criteria for assessment

15.5 Assessment principles

15.6 Tests in assessment

Unit 16 Learner Differences and Learner Training

16.1 Understanding learner differences

16.2 Learner training in language teaching

Unit 17 Using and Creating Resources

17.1 What resources are available for teaching?

17.2 Exploring hidden resources

Unit 18 Evaluating and Adapting Textbooks

18.3 Evaluating textbooks

18.4 Selecting textbooks

18.5 Adapting textbooks

语言学导论

考查目标

1. 系统掌握语言学的基础知识、基本理论和语言学研究的基本方法。
2. 能初步运用语言学的基础知识、基本理论和基本方法分析和判断与语言相关的理论问题和实际问题。

考查范围

Chapter 1 Invitations to Linguistics

- 1.1 Why Study Language?
- 1.2 What Is Language?
- 1.3 Design Features of Language
 - 1.3.1 Arbitrariness
 - 1.3.2 Duality
 - 1.3.3 Creativity
 - 1.3.4 Displacement
- 1.4 Origin of Language
- 1.5 Functions of Language
 - 1.5.1 Informative
 - 1.5.2 Interpersonal Function
 - 1.5.3 Performative
 - 1.5.4 Emotive Function
 - 1.5.5 Phatic Communion
 - 1.5.6 Recreational Function
 - 1.5.7 Metalingual Function
- 1.6 What Is Linguistics?
- 1.7 Main Branches of Linguistics

- 1.7.1 Phonetics
- 1.7.2 Phonology .
- 1.7.3 Morphology
- 1.7.4 Syntax
- 1.7.5 Semantics
- 1.7.6 Pragmatics
- 1.8 Macrolinguistics
- 1.8.3 Anthropological Linguistics
- 1.8.4 Computational Linguistics
- 1.9 Important Distinctions in Linguistics
- 1.9.1 Descriptive vs. Prescriptive
- 1.9.2 Synchronic vs. Diachronic
- 1.9.3 Langue and Parole
- 1.9.4 Competence and Performance

Chapter 2 Speech Sounds

- 2.1 How Speech Sounds Are Made?
- 2.1.1 Speech Organs
- 2.1.2 The IPA
- 2.2 Consonants and Vowels
- 2.2.1 Consonants
- 2.2.2 Vowels
- 2.2.3 The Sounds of English
- 2.3 From Phonetics to Phonology
- 2.3.1 Coarticulation and Phonetic Transcriptions
- 2.3.2 Phonemes
- 2.3.3 Allophones
- 2.4 Phonological Processes, Phonological Rules and Distinctive Features
- 2.4.1 Assimilation
- 2.4.2 Epenthesis, Rule Ordering and the Elsewhere Condition
- 2.4.3 Distinctive Features

2.5 Suprasegmentals

2.5.1 The Syllable Structure

2.5.2 Stress

2.5.3 Intonation

2.5.4 Tone

Chapter 3 From Morpheme to Phrase

3.1 What Is Morpheme?

3.1.1 Morpheme and Morphology

3.1.2 Types of Morphemes

3.1.3 Morphological Change and Allomorph

3.2 What is word?

3.2.1 Word and Lexical Items

3.2.2 Classification of Words

3.3 Word Formation (1): From Morpheme to Word

3.3.1 The Inflectional Way of Formation

3.3.2 The Derivational Way of Formation

3.4 Word Formation (2): Lexical Change

3.5 Word Group and Phrase ..

Chapter 4 From Word to Text

4.1 Syntactic Relations

4.1.1 Positional Relation

4.1.2 Relation of Substitutability

4.1.3 Relation of Co-occurrence

4.2 Grammatical Construction and Its Constituents

4.2.1 Grammatical Construction

4.2.2 Immediate Constituents

4.2.3 Endocentric and Exocentric Constructions

4.2.4 Coordination and Subordination

4.3 Syntactic Function

4.3.1 Subject

- 4.3.2 Predicate
- 4.3.3 Object
- 4.3.4 The Relation between Classes and Functions
- 4.4 Category
 - 4.4.1 Number
 - 4.4.2 Gender
 - 4.4.3 Case
 - 4.4.4 Agreement
- 4.5 Phrase, Clause and Sentence
 - 4.5.1 Phrase
 - 4.5.2 Clause
 - 4.5.3 Sentence
- 4.6 Recursiveness
 - 4.6.1 Conjoining
 - 4.6.2 Embedding
- 4.7 Beyond the Sentence
 - 4.7.1 Sentential Connection
 - 4.7.2 Cohesion

Chapter 5 Meaning

- 5.1 Meanings of "MEANING"
- 5.2 The Referential Theory
- 5.3 Sense Relations
 - 5.3.1 Synonymy
 - 5.3.2 Antonymy
 - 5.3.3 Hyponymy
- 5.4 Componential Analysis
- 5.5 Sentence Meaning
 - 5.5.1 An Integrated Theory
 - 5.5.2 Logical Semantics

Chapter 8 Language in Use

- 8.1 Speech Act Theory
- 8.2.1 The Cooperative Principle .
- 8.2.2 Violation of the Maxims
- 8.2.3 Characteristics of Implicature
- 8.3 Post-Gricean Developments
- 8.3.1 Relevance Theory
- 8.3.2 The Q- and R principles
- 8.3.3 The Q-, I- and M-principles

Chapter 11 Linguistics and Foreign Language Teaching

- 11.1 The Relation between Linguistics and Language Teaching
- 11.2 Linguistics and Language Learning
 - 11.2.1 Grammar and Language Learning
 - 11.2.2 Input and Language Learning
 - 11.2.3 Interlanguage in Language Learning
- 11.3 Linguistics and Language Teaching
 - 11.3.1 The Discourse-based View of Language Teaching
 - 11.3.2 The Universal Grammar and Language Teaching
- 11.4 Linguistics and Syllabus Design
 - 11.4.1 A Clarification of Terms: *Syllabus* and *Curriculum*
 - 11.4.2 Theoretical Views behind Syllabus Design
 - 11.4.3 Types of Syllabus
 - 11.4.4 Components of Syllabus
 - 11.4.5 Current Trends in Syllabus Design
- 11.5 Contrastive Analysis and Error Analysis
 - 11.5.1 Contrastive Analysis (CA)
 - 11.5.2 Error Analysis (EA)
- 11.6 Corpus Linguistics and Language Teaching
 - 11.6.1 Types of Corpora
 - 11.6.2 What Uses Can We Make of Corpora?
- 11.7 Summary

Chapter 12 Theories and Schools of Modern Linguistics

12.0 Introduction

12.1 The Prague School

12.1.1 Introduction

12.1.2 Phonology and Phonological Oppositions

12.1.3 Functional Sentence Perspective (FSP)

12.2 The London School

12.2.1 Malinowski's Theories

12.2.2 Firth's Theories

12.2.3 Halliday and Systemic Functional Grammar

12.3 American Structuralism

12.3.1 Early Period: Boas and Sapir

12.3.2 Bloomfield's Theory

12.3.3 Post-Bloomfieldian Linguistics

12.4 Transformational-Generative Grammar

12.4.1 The Innateness Hypothesis

12.4.2 What Is a Generative Grammar?

12.4.3 The Classical Theory

12.4.4 The Standard Theory

12.4.5 The Extended Standard Theory

12.4.6 The Government and Binding Theory

12.4.7 The Minimalist Program and After

12.4.8 Chomsky's Fundamental Contribution

12.5 Revisionists or Rebels?

12.5.1 Case Grammar

12.5.2 Generative Semantics

主要参考书目（所列参考书目仅供参考）

1. 王蔷主编：《英语教学法教程》（第二版），高等教育出版社，2006年版。

2. 胡壮麟主编：《语言学教程》（第四版），北京大学出版社，2011年版。