

全国重点名校系列

新版

# 全国硕士研究生招生考试 考研专业课精品资料

【电子书】2024年北京大学

812语言学专业知识之语言学教程考研精品资料

策划：辅导资料编写组

真题汇编 直击考点  
考研笔记 突破难点  
核心题库 强化训练  
模拟试题 查漏补缺

高分子长学姐推荐



**【初试】2024 年北京大学考研 812 语言学专业知识之语言学教程精品资料**

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外国语学院：外国语言学及应用语言学

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An Introduction to Linguistics 《语言学入门》外语教学与研究出版社

General Linguistics, Fourth Edition. (《普通语言学概论》) 北京：外语教学与研究出版社

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专业：外国语言学与应用语言学  
语言学专业知识（919）

1. 为什么瑞士语言学家索绪尔是现代语言学之父？请讨论至少他对语言学作出的三个贡献。
2. 你认为能给“word”下一个很满意的定义吗？为什么？bloomfield 的对“word”的定义是“the minimum free form”，请讨论这个定义的优点以及问题。
3. 我们对同一句话会有不同的理解，比如“the shooting of the hunter”可以理解成“the hunter shoot something” or “someone shoot the hunter”，请对下面两句话进行结构分析，可以是词性分析：如动词、名词等，也可以分析它在句子的成分，如主语、宾语等。通过分析请让(a)句产生意义，让(b)句产生一个与它最明显意义不相同的意义。
  - (a) We eat what we can. We can't, we can.
  - (b) John said Mary is a fool.
4. 有人说没有真正的近义词，你同意这个说法吗？为什么？
- 5.

## 2024 年北京大学 812 语言学专业知识之语言学教程考研核心笔记

## 《语言学教程》考研核心笔记

## Chapter 1 Invitations to Linguistics

**1. Why study language?**

- (1) Language is very essential to human beings.
- (2) In language there are many things we should know.
- (3) For further understanding, we need to study language scientifically.

**2. What is language?**

Language is a means of verbal communication. It is a system of arbitrary vocal symbols used for human communication.

**3. Design features of language**

The features that define our human languages can be called design features which can distinguish human language from any animal system of communication.

**(1) Arbitrariness**

Arbitrariness refers to the fact that the forms of linguistic signs bear no natural relationship to their meanings.

**(2) Duality**

Duality refers to the property of having two levels of structures, such that units of the primary level are composed of elements of the secondary level and each of the two levels has its own principles of organization.

**(3) Creativity**

Creativity means that language is resourceful because of its duality and its recursiveness. Recursiveness refers to the rule which can be applied repeatedly without any definite limit. The recursive nature of language provides a theoretical basis for the possibility of creating endless sentences.

**(4) Displacement**

Displacement means that human languages enable their users to symbolize objects, events and concepts which are not present (in time and space) at the moment of conversation.

**4. Origin of language****(1) The bow-wow theory**

In primitive times people imitated the sounds of the animal calls in the wild environment they lived and speech developed from that.

**(2) The pooh-pooh theory**

In the hard life of our primitive ancestors, they utter instinctive sounds of pains, anger and joy which gradually developed into language.

**(3) The “yo-he-ho” theory**

As primitive people worked together, they produced some rhythmic grunts which gradually developed into chants and then into language.

**5. Functions of language**

As is proposed by Jacobson, language has six functions:

- ①Referential: to convey message and information;
- ②Poetic: to indulge in language for its own sake;
- ③Emotive: to express attitudes, feelings and emotions;
- ④Conative: to persuade and influence others through commands and entreaties;
- ⑤Phatic: to establish communion with others;
- ⑥Metalingual: to clear up intentions, words and meanings.

Halliday (1994) proposes a theory of metafunctions of language. It means that language has three metafunctions:

- ①Ideational function: to convey new information, to communicate a content that is unknown to the hearer;
- ②Interpersonal function: embodying all use of language to express social and personal relationships;
- ③Textual function: referring to the fact that language has mechanisms to make any stretch of spoken and written discourse into a coherent and unified text and make a living passage different from a random list of sentences.

According to Hu Zhuanglin, language has at least seven functions:

(1) Informative

The informative function means language is the instrument of thought and people often use it to communicate new information.

(2) Interpersonal function

The interpersonal function means people can use language to establish and maintain their status in a society.

(3) Performative

The performative function of language is primarily to change the social status of persons, as in marriage ceremonies, the sentencing of criminals, the blessing of children, the naming of a ship at a launching ceremony, and the cursing of enemies.

(4) Emotive function

The emotive function is one of the most powerful uses of language because it is so crucial in changing the emotional status of an audience for or against someone or something.

(5) Phatic communion

The phatic communion means people always use some small, seemingly meaningless expressions such as Good morning, God bless you, Nice day, etc., to maintain a comfortable relationship between people without any factual content.

(6) Recreational function

The recreational function means people use language for the sheer joy of using it, such as a baby's babbling or a chanter's chanting.

(7) Metalingual function

The metalingual function means people can use language to talk about itself. E.g. I can use the word "book" to talk about a book, and I can also use the expression "the word book" to talk about the sign "b-o-o-k" itself.

## 6. What is linguistics?

Linguistics is the scientific study of language. It studies not just one language of any one community, but the language of all human beings.

## 7. Main branches of linguistics

(1) Phonetics

Phonetics is the study of speech sounds, it includes three main areas: articulatory phonetics, acoustic phonetics, and auditory phonetics.

(2) Phonology

Phonology studies the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables.

(3) Morphology

Morphology studies the minimal units of meaning – morphemes and word-formation processes.

(4) Syntax

Syntax refers to the rules governing the way words are combined to form sentences in a language, or simply, the study of the formation of sentences.

(5) Semantics

Semantics examines how meaning is encoded in a language.

(6) Pragmatics

Pragmatics is the study of meaning in context.

## 8. Macrolinguistics

Macrolinguistics is the study of language in all aspects, distinct from microlinguistics, which dealt solely with the formal aspect of language system.

(1) Psycholinguistics

Psycholinguistics investigates the interrelation of language and mind, in processing and producing utterances and in language acquisition for example.

(2) Sociolinguistics

Sociolinguistics is a term which covers a variety of different interests in language and society, including the language and the social characteristics of its users.

(3) Anthropological linguistics

Anthropological linguistics studies the relationship between language and culture in a community.

(4) Computational linguistics

Computational linguistics is an interdisciplinary field which centers around the use of computers to process or produce human language.

## 9. Important distinctions in linguistics

(1) Descriptive vs. prescriptive

To say that linguistics is a descriptive science is to say that the linguist tries to discover and record the rules to which the members of a language-community actually conform and does not seek to impose upon them other rules, or norms, of correctness.

Prescriptive linguistics aims to lay down rules for the correct use of language and settle the disputes over usage once and for all.

For example, “Don’t say X.” is a prescriptive command; “People don’t say X.” is a descriptive statement. The distinction lies in prescribing how things ought to be and describing how things are. In the 18th century, all the main European languages were studied prescriptively. However, modern linguistics is mostly descriptive because the nature of linguistics as a science determines its preoccupation with description instead of prescription.

(2) Synchronic vs. diachronic

A synchronic study takes a fixed instant (usually at present) as its point of observation. Saussure’s diachronic description is the study of a language through the course of its history. E.g. a study of the features of the English used in Shakespeare’s time would be synchronic, and a study of the changes English has undergone since then would be a diachronic study. In modern linguistics, synchronic study seems to enjoy priority over diachronic study. The reason is that unless the various state of a language are successfully studied it would be difficult to describe the changes that have taken place in its historical development.

(3) Langue & parole

Saussure distinguished the linguistic competence of the speaker and the actual phenomena or data of linguistics as *langue* and *parole*. *Langue* is relative stable and systematic, *parole* is subject to personal and situational constraints; *langue* is not spoken by an individual, *parole* is always a naturally occurring event. What a linguist should do, according to Saussure, is to draw rules from a mass of confused facts, i.e. to discover the regularities governing all instances of *parole* and make them the subject of linguistics.

#### (4) Competence and performance

According to Chomsky, a language user's underlying knowledge about the system of rules is called the linguistic competence, and the actual use of language in concrete situations is called performance. Competence enables a speaker to produce and understand an indefinite number of sentences and to recognize grammatical mistakes and ambiguities. A speaker's competence is stable while his performance is often influenced by psychological and social factors. So a speaker's performance does not always match his supposed competence. Chomsky believes that linguists ought to study competence, rather than performance. Chomsky's competence-performance distinction is not exactly the same as, though similar to, Saussure's *langue-parole* distinction. *Langue* is a social product and a set of conventions of a community, while competence is deemed as a property of mind of each individual. Saussure looks at language more from a sociological or sociolinguistic point of view than Chomsky since the latter deals with his issues psychologically or psycholinguistically.

#### (5) Etic vs. emic

[These two terms are still very vague to me. After I read Ji Daohong's book, I can understand them better, but because they are vaguely mentioned in Hu's book, it seems very difficult for me to understand them fully. – icywarmtea]

Being etic means researchers' making far too many, as well as behaviorally and inconsequential, differentiations, just as often the case with phonetics vs. phonemics analysis in linguistics proper.


An emic set of speech acts and events must be one that is validated as meaningful via final resource to the native members of a speech community rather than via appeal to the investigator's ingenuity or intuition alone.

Following the suffix formations of (phon)etics vs (phon)emics, these terms were introduced into the social sciences by Kenneth Pike (1967) to denote the distinction between the material and functional study of language: phonetics studies the acoustically measurable and articulatorily definable immediate sound utterances, whereas phonemics analyzes the specific selection each language makes from that universal catalogue from a functional aspect.

End of Chapter 1

## 2024 年北京大学 812 语言学专业知识之语言学教程考研辅导课件

## 《语言学教程》考研辅导课件

<h2 style="text-align: center;">Chapter One</h2> <h3 style="text-align: center;">Invitations to Linguistics</h3>	<h3 style="text-align: center;">1. Why Study Language?</h3> 
<h4>1.1 Some myths about language</h4> <ul style="list-style-type: none"> <li>• Language is only a means of communication.</li> <li>• Language has a form-meaning correspondence.</li> <li>• The function of language is to exchange information.</li> <li>• English is more difficult to learn than Chinese.</li> <li>• Black English is not standard and should be reformed.</li> </ul>	<h4>1.2 Some fundamental views about L</h4> <ul style="list-style-type: none"> <li>• Children learn their native language swiftly, efficiently and without instruction.</li> <li>• Language operates by rules.</li> <li>• All languages have three major components: a sound system, a system of lexicogrammar and a system of semantics.</li> <li>• Everyone speaks a dialect.</li> <li>• Language slowly changes.</li> </ul>
<ul style="list-style-type: none"> <li>• Speakers of all languages employ a range of styles and a set of jargons.</li> <li>• Languages are intimately related to the societies and individuals who use them.</li> <li>• Writing is derivative of speech.</li> </ul>	<h4>2. What is Language?</h4> <p>Language "is not to be confused with human speech, of which it is only a definite part, though certainly an essential one. It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty".</p> <p>—Ferdinand de Saussure (1857-1913): <i>Course In General Linguistics</i> (1916)</p>
<p>"Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."</p> <p>—Edward Sapir (1884-1939): <i>Language: An Introduction to the Study of Speech</i> (1921)</p>	<p>"A language is a system of arbitrary vocal symbols by means of which a social group co-operates."</p> <p>—Bernard Bloch (1907-1965) &amp; George Trager (1906-1992): <i>Outline of Linguistic Analysis</i> (1942)</p> <p>"A language is a system of arbitrary vocal symbols by means of which the members of a society interact in terms of their total culture."</p> <p>—George Trager: <i>The Field of Linguistics</i> (1949)</p>

“From now on I will consider language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.”

–Noam Chomsky (1928- ): *Syntactic Structures* (1957)



Language is “the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.”

–Robert A. Hall (1911-1997): *Introductory Linguistics* (1964)

“Language is a system of arbitrary vocal symbols used for human communication.”

–Ronald Wardhaugh: *Introduction to Linguistics* (1977)

“The question ‘What is language?’ is comparable with – and, some would say, hardly less profound than – ‘What is life?’, the presuppositions of which circumscribe and unify the biological sciences... It is not so much the question itself as the particular interpretation that the biologist puts upon it and the unravelling of its more detailed implications within some currently accepted theoretical framework that nourish the biologist’s day-to-day speculations and research. So it is for the linguist in relation to the question ‘What is language?’”

–John Lyons (1932- ): *Language and Linguistics* (1981)

“... in a sense all definitions [of language] are, by themselves, inadequate, since, if they are to be more than trivial and uninformative, they must presuppose ... some general theory of language and of linguistic analysis.”

–R. H. Robins (1921-2000): *General Linguistics* (1989)



“Language is a form of human communication by means of a system of symbols principally transmitted by vocal sounds.”

–Stuart C. Poole: *An Introduction to Linguistics* (1999)



“Language is a means of verbal communication.”

- It is instrumental in that communicating by speaking or writing is a purposeful act.
- It is social and conventional in that language is a social semiotic and communication can only take place effectively if all the users share a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and socio-cultural roles.

– Our textbook (2006)



### 3. Design Features of Language



- Language distinguishes human beings from animals in that it is far more sophisticated than any animal communication system.

### Human language is ‘unique’

- Arbitrariness
- Duality



- Creativity

- Displacement



### 3.1 Arbitrariness

- **Saussure: the forms of linguistic signs bear no natural relationship to their meaning**
- **Arbitrary relationship between the sound of a morpheme and its meaning, even with onomatopoeic words:**
  - **The dog barks wow wow in English but “汪汪汪” in Chinese.**



- **Arbitrariness at the syntactic level: language is not arbitrary at the syntactic level.**
  - **He came in and sat down.**
  - **He sat down and came in.**
  - **He sat down after he came in.**
- **The link between a linguistic sign and its meaning is a matter of convention.**

### 3.2 Duality

- **The property of having two levels of structures, such that units of the primary level are composed of elements of the secondary level and each of the two levels has its own principles of organization:**
  - **Primary units ‘words’ (meaningful) consist of secondary units ‘sounds’ (meaningless).**

- **Hierarchy of language: stratification as ‘the infinite use of finite means’.**
  - **Sounds > syllables > morphemes > words > phrases > clauses > sentences/utterances > texts/discourses**

### 3.3 Creativity

- **Language is resourceful because of its duality and its recursiveness. We can use it to create new meanings.**
- **Words can be used in new ways to mean new things, and can be instantly understood by people who have never come across that usage before.**

- **Birds, bees, crabs, spiders, and most other creatures communicate in some way, but the information imparted is severely limited and confined to a small set of messages.**
- **Because of duality the human speaker is able to combine the basic linguistic units to form an infinite set of sentences, most of which are never before produced or heard.**

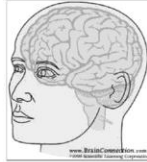
- **The recursive nature of language provides a potential to create an infinite number of sentences. For instance:**
  - **He bought a book which was written by a teacher who taught in a school which was known for its graduates who ...**

### 3.4 Displacement

- **Human languages enable their users to symbolize objects, events and concepts which are not present (in time and space) at the moment of communication.**
  - **Thus, we can refer to Confucius, or the North Pole, even though the first has been dead for over 2550 years and the second is situated far away from us.**



- **Animal communication is normally under “immediate stimulus control”. For instance, a warning cry of a bird instantly announces danger.**
- **Human language is stimulus-free. What we are talking about need not be triggered by any external stimulus in the world or any internal state.**



- **The honeybee's dance exhibits displacement a little bit: he can refer to a source of food, which is remote in time and space when he reports on it.**
- **A dog cannot tell people that its master will be home in a few days.**
- **Our language enables us to communicate about things that do not exist or do not yet exist.**



- **Displacement benefits human beings by giving us the power to handle generalizations and abstractions. Once we can talk about physically distant things, we acquire the ability to understand concepts which denote “non-things”, such as truth and beauty.**

#### 4. Origin of language

- **The ‘Divine’ origin:**
  - **“In the beginning was the Word, and the Word was with God, and the Word was God.”**  
(Gospel, John 1: 1)



- **“And the Lord said, Behold, the people is one, and they have all one language; and this they begin to do; and now nothing will be restrained from them, which they have imagined to do.”**  
(Genesis, 11: 6)



#### 4.1 The “bow-wow” theory

- **In primitive times people imitated the sounds of the animal calls in the wild environment they lived and speech developed from that.**
  - **Onomatopoeic words seem to be a convenient evidence for this theory. But they are very different in the degree of resemblance they express with the natural sounds.**
- **This theory lacks supportive evidence.**

#### 4.2 The “pooh-pooh” theory

- **In the hard life of our primitive ancestors, they utter instinctive sounds of pain, anger and joy. As for evidence, we can only cite the universal use of sounds as interjections.**
  - **What makes the theory problematic is that there is only a limited number of interjections in almost all languages.**
  - **Besides, interjections such as *Oh, Ah, Oops* bear little relationship with the sound system of a language and therefore are not good evidence.**

#### 4.3 The “yo-he-ho” theory

- **As primitive people worked together, they produced some rhythmic grunts which gradually developed into chants and then into language.**
  - **We do have prosodic use of rhythms in languages, but rhythmic grunts are far different from language in its present sense. The theory is again at most a speculation.**



## 2024 年北京大学 812 语言学专业知识之语言学教程考研复习提纲

## 《语言学教程》考研复习提纲

## 语言学教程复习重点提纲

## 第一章 Invitation to Linguistics

1) Language 的定义: Language is a system of arbitrary vocal symbols used for human communication. It is instrumental, social and conventional.

## 2) Design Features of Language

**Design Features** 的定义: It refers to the defining/distinctive properties of human language that distinguish it from any animal system of communication.

Design Features of Language: ①Arbitrariness ②Duality

③Creativity ④Displacement

① **Arbitrariness**: There is no logical connection between sound and meaning.

For onomatopoeia, arbitrary and non-arbitrary effects work at the same time. However, it can not change the nature of language, because: i. Onomatopoeia takes a small number of every language. ii. Different language use different words to describe the same sound.

Arbitrariness makes language potentially creative, and conventionality makes language learning laborious. In fact, conventionality is more worth noticing than arbitrariness.

② **Duality**: It means language has two levels structure, the primary level and the secondary level. At the secondary level are elements which have no meaning but which combine to form units at primary which do have meaning. Secondary level is made up of meaningless sounds and primary level of meaningful words.

那么思考一个问题: Do animal languages have duality?

Duality implicates that language is hierarchical: the lowest level consists of many meaningless sounds which occur in chumps that we call syllables. A syllable is the smallest unit that is normally spoken by itself. Scores of syllables become the carriers of hundreds of meaningful segments of words that we call morphemes, with thousands of words we associate millions of meanings, which make up of possible sentences and discourses. Duality has the greatest productive power.

③ **Creativity:** We can produce and understand sentences which we have not heard before. By creativity, we know language is resourceful because of its duality and its recursiveness.

思考一个问题: 动物的语言具有 duality 的特性吗?

④ **Displacement:** It means that we can communicate things, concepts which are not present at the right time or place of communication.

Displacement 的作用:

\*Displacement enables us to talk about a wide range of things

\*Displacement gives us the power to handle generalizations and abstractions

Most animals communicate by some stimulus, which indicates something are happening at the right time. But human language is unlike animal communication systems, stimulus free. Our language enables us to communicate about things that don't exist or don't yet exist.

### 3) Functions of Language

Jacobson 指出了 6 个话语事件里的角色: speaker, addressee, context, message, code, contact.

Halliday 提出了语言的元功能: ideational, interpersonal, textual

最后总结出语言的七大功能: informative, interpersonal, performative, emotive/expressive, phatic, recreational, metalingual

- ① Informative: It is used to offer information about facts and to tell what the speaker believes.
- ② ②Interpersonal: It embodies the use of language to express, establish and maintain social relations. By far, this is the most important sociological use of language.
- ③ Performative: It means that language is also used to “do things” to perform actions. This concept originates from Austin & Searle, whose theory now performs the backbone of pragmatics. This function of language is primarily to change the social status of persons, or the state of a thing.
- ④ Emotive: It is the use of language to reveal some feelings and attitudes of the speaker.

在这里区分一下 Emotive function vs Informative function

Language is used for the informative function to pass judgments on the truth or falsehood of statements; Language used for the expressive function evaluates, appraises or asserts the speaker's own attitudes.

- ⑤ Phatic: It is used for maintaining social contact rather than exchanging information or ideas
- ⑥ Recreational: It refers to the use of language for the sheer joy of it.
- ⑦ Metalingual: It is used to clarify meanings or what other person has said.

4) What is Linguistics?

Linguistics is the scientific study of language.

What are main branches of Linguistics?

Phonetics, phonology, morphology, syntax, semantics, pragmatics.

5) 弄清楚几个概念: macrolinguistics, psycholinguistics, sociolinguistics, anthropological linguistics, computational linguistics

6) Important distinctions in linguistics:

① Descriptive vs Prescriptive

A linguistic study is descriptive if it describes and analyses facts observed; it is prescriptive if it tries to lay down rules for correct language behavior.

② Synchronic vs Diachronic

The description of a language at any one time is a synchronic study; the description of a language as it changes through time is a diachronic study.

③ Langue vs Parole

Langue refers to the abstract linguistic system shared by all the members of a speech community; Parole, refers to the realization of langue. Saussure distinguished langue and parole, he looked at language from a sociological point of view.

What we know (langue) → abstract knowledge → essential

What we say (parole) → actual speech → incidental

## 2024 年北京大学 812 语言学专业知识之语言学教程考研题库[仿真+强化+冲刺]

## 北京大学 812 语言学专业知识之语言学教程考研仿真五套模拟题

## 2024 年语言学教程五套仿真模拟题及详细答案解析（一）

## 一、名词解释

1. **Articulatory phonetics**

【答案】 the study of production of speech sounds.

2. **communicative competence**

【答案】 a speaker's knowledge of the total set of rules, conventions, etc. governing the skilled use of language in a society. Distinguished by D.Hymes in the late 1960s from Chomsky's concept of competence, in the restricted sense of knowledge of a grammar.

3. **Synonymy**

【答案】 Synonymy refers to the sameness or close similarity of meaning.

4. **frequency effect**

【答案】 describes the additional ease with which a word is accessed due to its more frequent usage in language.

5. **CD-ROM**

【答案】 computer disk-read only memory allows huge amount of information to be stored on one disk with quick access to the information. Students and teachers can access information quickly and efficiently for use in and out of the classroom.

6. **syllabus**

【答案】 the planning of course of instruction. It is a description of the course content, teaching procedures and learning experiences.

7. **pragmatics**

【答案】 Pragmatics can be defined as the study of how speakers of a language use sentences to effect successful communication.

8. **Prefix**

【答案】 Prefixes occur at the beginning of a word. Prefixes modify the meaning of the stem, but they usually do not change the part of speech of the original word.

## 二、简答题

9. **How does a sentence differ from an utterance?**

【答案】 A sentence is a grammatical concept. It usually consists of a subject and predicate. An utterance is the unit of communication. It is the smallest linguistic unit that has a communicative value. If we regard a sentence as what people actually utter in the course of communication, it becomes an utterance. Whether "Mary is beautiful." is a sentence or an utterance depends on how we look at it. If we regard it as a grammatical unit or a self-contained unit in isolation, then it is a sentence. If we look at it as something uttered in a certain situation with a certain purpose, then it is an utterance. Most utterances take the form of complete sentences, but some

utterances are not, and some cannot even be restored to complete sentences.

#### 10. What is NP movement. Illustrate it with examples.

**【答案】** NP movement involves the movement of a noun phrase. NP-movement occurs when, for example, a sentence changes from the active voice to the passive voice:

(A) The man beat the child.

(B) The child was beaten by the man.

B is the result of the movement of the noun phrases "the man" and "the child" from their original positions in (A) to new positions. That is, "the man" is postposed to the right and "the child" is preposed to the left.

Not all instances of NP-movement, however, are related to changing a sentence from the active voice to the passive voice. For example:

(C) It seems they are quite fit for the job.

(D) They seem quite fit for the job.

These sentences are identical in meaning, but different in their superficial syntactic representations. It is believed that they have the same underlying structure, but (27b) is the result of an NP movement.

#### 11. What are the major views concerning the study of meaning? How do they differ?

**【答案】** One of the oldest was the naming theory, proposed by the ancient Greek scholar Plato, who believed that the words used in a language are taken to be labels of the objects they stand for. The conceptualist view holds that there is no direct link between a linguistic form and what it refers to. The form and the meaning are linked through the mediation of concepts in the mind. Contextualism is based on the presumption that one can derive meaning from or reduce meaning to observable contexts. Two kinds of context are recognized; the situational context and the linguistic context.

For example, the meaning of the word "seal" in the sentence "The seal could not be found" can only be determined according to the context in which the sentence occurs:

The seal could not be found. The zoo keeper became worried.

(seal meaning an aquatic mammal)

The seal could not be found. The king became worried.

(seal meaning the king's stamp)

Behaviorism drew on behaviorist psychology when he tried to define the meaning of linguistic forms. Behaviorists attempted to define the meaning of a language form as "the situation in which the speaker utters it and the response it calls forth in the hearer".

#### 12. What are the four maxims under the cooperative principle?

**【答案】** (1) The maxim of quantity

① Make your contribution as informative as required (for the current purpose of the exchange) .

② Do not make your contribution more informative than is required.

(2) The maxim of quality

① Do not say what you believe to be false.

② Do not say that for which you lack adequate evidence.

(3) The maxim of relation

Be relevant.

(4) The maxim of manner

① Avoid obscurity of expression.

② Avoid ambiguity.

③ Be brief ( avoid unnecessary prolixity) .

④ Be orderly.



**13. Language is generally defined as a system of arbitrary vocal symbols used for human communication.**

**Explain it in detail.**

【答案】 First of all, language is a system, because elements of language are combined according to rules. Secondly, language is arbitrary because there is no intrinsic connection between form and meaning, or between the sign and what it stands for. Different languages have different words for the same object in the world. This fact is a good illustration of the arbitrary nature of language. This also explains the symbolic nature of language: words are just symbols; they are associated with objects, actions, ideas, etc. by convention. Thirdly, language is vocal because the primary medium is sound for all languages, no matter how well-developed their writing systems are.

The term "human" in the definition indicates that language is possessed by human beings only and is very different from the communication systems of other living creatures. The term "communication" means that language makes it possible for its users to talk to each other and fulfill their communicative needs.

**14. What is the safe conclusion from Genie's case?**

【答案】 A safe conclusion from Genie's case is that the language faculty of an average human degenerates after the critical period and consequently, most linguistic skills cannot develop.

**15. Why do we say language acquisition is primarily the acquisition of the grammatical system of language?**

【答案】 In principle, no human brain can store all the words and expressions of a language. What happens is that when processing the language they hear, children construct the grammar and make sense of the expressions according to the grammar. When producing utterances, they follow the internalized grammatical rules. Without the knowledge of the productive rules, it would be impossible for language users to produce and understand an unlimited number of sentences which they have never heard before.

**16. Why does modern linguistics regard the spoken form of language as primary, not the written?**

【答案】 First, the spoken form is prior to the written form and most writing systems are derived from the spoken form of language.

Second, the spoken form plays a greater role than writing in terms of the amount of information conveyed and it serves a wider range of purposes.

Finally, the spoken form is the medium through which we acquire our mother tongue.

### 三、论述题

**17. Discuss the contrastive analysis in detail.**

【答案】 Contrastive Analysis was developed in order to identify and predict the areas of learning difficulty. Given this approach, it was hypothesized that L2 errors were predominantly the result of negative transfer, or mother tongue interference and second language learning was believed to be a matter of overcoming the differences between L1 and L2 systems.

According to this view, the major task of second language teaching should predominantly be: first, contrast the native and the target language systems and make predictions about the language items that would cause difficulty and the errors that learners were likely to make; then use these predictions in deciding on the type of language items that needed special treatment in teaching and in material development and the type of intensive techniques that would be employed to overcome learning difficulties created by the interference.

In practice, the Contrastive Analysis is not effective because a large proportion of grammatical errors could not be explained by mother tongue interference. Errors predicted by contrastive analysis have often not occurred, whereas many actual errors, such as "goed" and "foots", come from overgeneralization instead of negative transfer.

Errors, according to the contrastive analysis approach, are negative and had to be overcome or given up. In fact, errors produced in a learner's second language utterance may very well be developmental errors and therefore, should not be looked upon simply as a failure to learn the correct form, but as an indication of the actual acquisition process in action. Developmental errors often result from the effort on the part of the learner to construct and test general rules of communication in the target language.

#### 18. What is a linguistic taboo? What effect does it have on our use of language?

**【答案】** A linguistic taboo refers to a word or expression that is prohibited by the "polite" society from general use. Obscene, profane, and swear words are all taboo words that are to be avoided entirely, or at least avoided in mixed company.

In sociolinguistics, a linguistic taboo, denotes any prohibition on the use of particular lexical items to refer to objects or acts. As language use is contextualized in particular social settings, linguistic taboo originates from social taboo. When an act is taboo, reference to this act may also become taboo. Taboo words and expressions reflect the particular social customs and views of a particular culture.

As linguistic taboo reflects social taboo, certain words are more likely to be avoided, for examples, the words related to sex, sex organs and excrement in many cultures. The avoidance of using taboo language mirrors social attitudes, emotions and value judgments, and has no linguistic basis.

The avoidance of using taboo language has led to the creation of euphemisms. A euphemism is a mild, indirect or less offensive word or expression substituted when the speaker or writer fears more direct wording might be harsh, unpleasantly direct, or offensive. For example, we say "portly" instead of "fat".

In many cultures, people avoid using direct words that pertain to death or dying because it is the subject that everyone fears and is unpleasant to talk about. In the English-speaking world, for example, people do not "die", but "pass away".

Euphemisms involve a wide range of fields. Although the use of euphemisms has the effect of removing derogatory overtones, the disassociative effect is never long-lasting. Often when the negative connotation of a word is recognized in its euphemistic form, a new euphemism will have to be sought for. However, an excessive use of euphemism may have negative effects. As a matter of fact, many euphemisms have become cliches that are to be avoided in formal speech and writing. They also tend to be wordy and to give writing a timid quality. In addition, euphemism can be evasive or even deceitful. Because they are often improperly used to obscure the intended meaning, many people find them offensive and prefer plain language.

#### 19. What is the role of imitation in first language acquisition?

**【答案】** At one time, it was widely believed that children learned language by simply imitating the speech of those around them. We now know that this cannot be true, since many utterance types produced by children do not closely resemble structures found in adult speech. If children learn their native tongue by imitating their parents, how can we account for the utterances that are typical of children's language, such as the plural form "my foots," the past tense forms of "I eated," and the negative construction of "No the sun shining"? It is impossible that children imitate these structures from adults because they are never heard in adult conversations. In addition, Children with speech impairment for neurological or physiological reasons learn the language spoken to them and understand what is said. A more reasonable explanation is that children are attempting to construct and generalize their own grammatical rules.

Some young language learners do seem to make selective use of imitation, but they do not blindly mimic adult speech in a parrot fashion, but rather exploit it in very restricted ways to improve their linguistic skills. The point is that imitation plays at best a very minor role in the child's mastery of language.

第一篇、2022 年语言学相关考研真题汇编

2022 年西南科技大学 614 语言学理论考研专业课真题

2022 年硕士研究生招生考试（初试）试题

科目代码：614

科目名称：语言学理论

- 说明：1.本试题为招生单位自命题科目。  
2.所有答案必须写在答题纸上，写在本试题单上的一律无效。  
3.考生答题时不必抄题，但必须写明题号。  
4.本试题共计 4 大题，满分 150 分。

【本试题共计 2 页，此为第 1 页】

一、术语解释题（共 10 题，每题 5 分，共 50 分）

1. 语言符号的线性性
2. 音节
3. 语法范畴
4. 孤立语
5. 话题
6. 自源文字
7. 借词
8. 混合语
9. 语音对应关系
10. 类推

二、辨音标音：请用国际音标给下列诗句标注现代汉语普通话读音（共 1 题，每字 1 分，共 10 分）

会当凌绝顶，一览众山小。

三、简答题（共 5 题，每题 10 分，共 50 分）

1. 怎样认识理解语言和说话的关系？
2. 下面是某一种汉语方言的语流音变的四个代表性实例，简要说明它们各自的音变特点。

(1) 棉袍 mien pə → mien mə

(2) 戏台 xie tai → xie lai

(3) 米缸 mi kouŋ → mi ouŋ

(4) 清唱 ts<sup>h</sup>iŋ ts<sup>h</sup>yəŋ → ts<sup>h</sup>iŋ ʒyəŋ

3. 用义素分析法分析下面一组词。

伯父 父亲 母亲 妹妹

4. 分析说明下列句子的语义角色类型。

下午那个老人在广场上用皮鞭打陀螺。

5. 何以知道语音在演变?

#### 四、分析应用题（共 2 题，每题 20 分，共 40 分）

1. 分析下面具有语法多义的短语或句子，使其变成单义结构。

- (1) 他爬过山没有?
- (2) 牛奶面包
- (3) 五个公司的董事和经理
- (4) 我说不好
- (5) 指导青年读好书

2. 日常生活中，我们可以看到这么一种现象：汉民族的人都使用汉语，但河南人与江浙人、大学教授与农民、口头上说的与诗歌评论中写的却又有种种差别，请用语言学基本理论解释之。

2022 年南京师范大学 869 语言学学与对外汉语教学理论考研专业课真题

南京师范大学

2022 年硕士研究生入学考试初试试题 ( B 卷 )

科目代码及名称: 869 语言学学与对外汉语教学理论

满分: 150 分

注意: ①认真阅读答题纸上的注意事项; ②所有答题内容必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回, 否则按考试违纪处理。

语言学理论 (共 70 分)

一、名词解释 (每小题 5 分, 共 20 分)

1. 语言能力
2. 隐喻
3. 音位变体
4. 组合关系和聚合关系

二、简答题 (每小题 10 分, 共 20 分)

1. 简述社会方言与地域方言的关系。
2. 简述基本词汇的主要特点。

三、论述题 (每小题 15 分, 共 30 分)

1. 结合具体的语言材料, 试阐释语言发展的特点。
2. 以汉语和汉字为例, 结合具体的语言材料, 阐释语言和文字的关系。

对外汉语教学理论 (共 80 分)

四、名词解释 (每小题 5 分, 共 20 分)

1. 迁移
2. 效度
3. 母语和外语
4. 《汉语教科书》

五、简答题 (每小题 10 分, 共 30 分)

1. 简述克拉申输入假说的主要内容。
2. 简述第二语言记忆的三个阶段。
3. 简述第二语言教学“直接法”的特点。

六、论述题 (每小题 15 分, 共 30 分)

1. 从偏误来源看, 偏误的类别有哪些? 请结合具体的语言材料论述。
2. 请举例说明学习策略的类型。

## 第二篇、2021 年语言学相关考研真题汇编

## 2021 年广西民族大学 859 语言学理论考研专业课真题



## 2021 年硕士研究生招生考试试题

## 【B】卷

科目代码及名称：859 语言学理论

## 考生须知

1. 答案须写在报考点提供的答题纸上，一律使用蓝色或黑色钢笔或签字笔。
2. 考毕，请将试题和答卷放入试题袋内密封后，在封条与试卷袋骑缝处亲笔签名。

## 一、 填空题（每个空格 1 分，共 20 个空格，共 20 分）

1. ①、②、③具有悠久的历史文化遗产，是语言学的三大发源地。
2. 有的方言随着社会的分化可以变成 ④，它们之间存在着 ⑤ 对应关系。人们正是根据这种关系来确定语言亲属关系的。
3. 英语可以直接用数词修饰名词，汉语数词修饰名词一般要加上一个 ⑥ 词。
4. 语言系统中的所有符号，既可以同别的符号组合，又可以被别的符号替换，符号之间的这两种关系是 ⑦ 和 ⑧。
5. 音位变体可分 ⑨ 和 ⑩ 两类。
6. 我们可以根据语素在词中的不同作用把它分成 ⑪、⑫、⑬ 三类。
7. 语言的词汇有一个核心，这就是 ⑭，它的主要特点是：⑮、⑯、⑰。
8. 从 ⑱ 到 ⑲ 是文字造字方法发展的总趋向。⑳ 文字是语言中最简明、最方便的文字。

## 二、 名词解释（每小题 5 分，共 6 小题，共 30 分）

- |          |           |
|----------|-----------|
| 1. 语言学   | 2. 符号的任意性 |
| 3. 非音质音位 | 4. 语法手段   |
| 5. 派生义   | 6. 借词     |

## 三、 选择题（每小题 2 分，共 10 小题，共 20 分）

1. 从自然属性角度划分出来的最小语音单位是（ ）。

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