第一图书网, tushu007.com

<<第二语言习得>>

图书基本信息

书名：<<第二语言习得>>

13位ISBN编号：9787040206661

10位ISBN编号：7040206668

出版时间：2007-2

出版时间：高等教育出版社

作者：林立

页数：315

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：http://www.tushu007.com

第一图书网, tushu007.com

前言

Second language acquisition （SLA）， a still young research field， has gone through its early days of growth， toward more maturity， harvested many fruitful research results： clear framework for a research agenda; plethora of theories， models， and discoveries， insights and understanding. Over the past 40 years or so of development， how a second language is acquired is much better understood. To encapsulate fully this exciting and fast-developing field is not an easy job. Try to render it to the Chinese graduate and undergraduate students of linguistics and applied linguistics in a span of a semester is even more daunting. But as yet， there are many efforts have already been made to introduce the field， particularly in the form of introductory books， which serve as references for the present course book. The purpose of this text does not mean to duplicate in full many of similar works， nor does it try to be thorough in coverage. It is highly selective with the Chinese context and Chinese students in mind. The language used in this text conforms to simple， clear， academic readings with questions after the major text， including rev/ew questions， critical thinking questions， and discussion questions for both classroom use and individual reflection. The text contains nine parts， each part two chapters.

Part I is an overview of second language acquisition as a whole. The field is defined and described， and the purpose and the structure of the field are presented. Part II is an overview of second language learner language. Learner language is both data for SLA research itself and pedagogical concerns.

第一图书网, tushu007.com

<<第二语言习得>>

内容概要

《第二语言习得：理论与实践》填补了高师院校学法教法类系列教材的空白，具有一定的理论意义和较强的实用价值。
《第二语言习得：理论与实践》具有如下几个特点：理论联系实际，针对性强；语言简明精炼，通俗易懂；体例设计新颖，特色鲜明等。

第一图书网, tushu007.com

<<第二语言习得>>

书籍目录

Part Ⅰ An Overview of Second Language Learning Chapter 1 Second Language Acquisition Chapter 2 Second Language Learner Language Part Ⅱ An Overview of Second Language Learning Chapter 3 Errors in Second Language Learning Chapter 4 Developmental Patterns Part Ⅲ Independent Language System Chapter 5 Behaviorist and Mentalist View Chapter 6 Interlanguage Part Ⅳ Social Aspects of Interlanguage Chapter 7 Social Factors and Contexts of Interlanguage Chapter 8 Social Models and Social Learning Strategies Part Ⅴ Psycholinguistic Aspects of Interlanguage Chapter 9 L1 Transfer Chapter 10 Communication Strategies Part Ⅵ Discourse Aspects of Interlanguage Chapter 11 Input and Interaction Chapter 12 Output Part Ⅶ Learner Differences Chapter 13 Psychological Differences Chapter 14 Learning Strategies Part Ⅷ Theories of Second Language Acquisition Chapter 15 Krashens Monitor Model Chapter 16 Other Theories Part Ⅸ Research Methods in Second Language Acquisition Chapter 17 Research Design Chapter 18 Qualitative and Quantitative Study Glossary

第一图书网, tushu007.com

章节摘录

The typical introvert, on the other hand, is a quiet, retiring sort of person, introspective, fond of books rather than people； he is reserved and distant, except with intimate friends. He tends to plan ahead and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. Traditionally, it has often been assumed that learners who are extroverts will be better and faster L2 learners. Extroverts are generally more sociable and gregarious. They enjoy change and excitement. As such, it is thought that extroverts will be more willing to use the L2 in the class and, in ESL contexts outside it, to ask and answer questions, without worrying too much about whether they make mistakes or look foolish. Especially if they are learning in the L2 environment and their language proficiency, both in and outside the classroom is developing by what Krashen would regard as a natural acquisition. Extroverts will be more actively involved with language than their introvert classmates. They will be more responsive to the input they get, be keener to try producing their own L2 utterances and so have more opportunity to build up and best hypotheses about the language structure. The result should be that their overall proficiency should develop more quickly and to a higher level than that of their less active classmates. In an EFL environment where the classroom focus is more on the structure of the language, one might expect the extroverts to continue to take the opportunities that are offered to use the language, and thus develop their fluency. The more introverted, bookish, reserved learners, in this context, might however, through being willing to spend more time studying and practicing the forms of the language, develop a fuller and more accurate understanding of the language structure, than the extroverts.

第一图书网, tushu007.com

<<第二语言习得>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:http://www.tushu007.com