

<<语言学教程>>

图书基本信息

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内容概要

胡壮麟主编的《语言学教程》（第四版）在第三版基础上听取广大师生意见修订而成。包括语言学理论介绍，语音，词汇，句法，语义，语言和认知，语言和社会文化，语用学，语言和文学，语言和计算机，语言学和外语教学，语言学流派等十二章。本教程作者均为国内语言学名家，畅销二十二年，堪称语言学教材经典之作。此次修订充分汲取国内外语言学研究的最新理论和成果，更为全面而系统地阐述了理论和应用语言学领域的内容，阐述方式深入浅出、脉络清晰，利于教师课上教学和学生课下自学。本书图文并茂，使读者能够在轻松的阅读过程中掌握专业知识。

本教材适合高校英语专业本科学生以及语言学相关专业和研究人员使用，另配有中文译本和练习册。

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章节摘录

(4) Digitized sound A new dimension has been added to many programs-DIGITIZED SOUND. Compact disks that use digitized sound offer quick random access to information as well as superior sound quality. For instance, a "Lingua ROM" software has a program disk and various language disks that contain the digitized speech. With such programs, students are able to hear the pronunciation of a phrase, a word, or even a syllable or sound and then record their own voice following the example. The students can then listen to the original recording as well as their own and compare the two, until they feel their pronunciation is correct or has improved. The most recent advance in CD technology is the development of the CD-I (compact disk-interactive). This technology includes digitized sound, compressed video, animation, and possibly text to create a multimedia platform for interactive programs.

(5) USB Most computers have at most two serial ports, and they are very slow in most cases. The goal of USB (Universal Serial Bus) is to end all of these headaches. Here are some of the USB features: the computer acts as the host; up to 127 devices can connect to the host, either directly or by way of USB hubs; the standard for USB version 2.0 was released in April 2000 and serves as an upgrade for USB 1.1, and with USB 2.0, the bus has a maximum data rate of 480 megabits per second; USB devices are hot-swappable, meaning you can plug them into the bus and unplug them any time. For Super speed USB (USB 3.0), connected devices can request service from host. With a USB in hand, students' learning is much more facilitated, either in retrieving or in downloading. On the whole, the "assisting" role of CALL will be gradually giving way to a more active and direct role. In all, 5 College English computerized learning systems were approved by China's Ministry of Education. This heralds a new era for foreign language education.

10.2 Machine Translation

MACHINE TRANSLATION (MT) refers to the use of machine (usually computers) to translate texts from one natural language to another. MT can be divided into two types: Unassisted MT and Assisted MT. Unassisted MT takes pieces of text and translates them into output for immediate use with no human involvement. Assisted MT uses a human translator to clean up after, and sometimes before, translation in order to get better quality results. Usually the process is improved by limiting the vocabulary through the use of a dictionary and the types of sentences grammar allowed (Napier, 2000). MT has always been a chief concern in computational linguistics for reasons of philosophy and religion, politics, and economy. Philosophically and religiously, researchers would like to verify whether "the whole earth was of one language, and of one speech" as written in the Christian Bible; politically, non-English speaking countries would not like to see their languages, identities, and cultures to be replaced by one language, say English, as people have the right to use their own languages; economically, MT could cut down the expenses for employing a legion of human translators. Statistics have shown that to produce a good translation of a difficult text a translator cannot process more than 4 -6 pages or 2,000 words per day (Cracuinescu, et al., 2004).

10.2. 1 History of Development In spite of the ups and downs in the course of MT development, the field of MT has changed remarkably little since its earliest days in the fifties (Hutchins 1995, 1999; Kay, 1995). Nevertheless, one can still witness the following stages.

(1) The independent work by MT researchers In the early 1950s, research was necessarily modest in its aims, as it was constrained by the limitations of hardware, in particular, inadequate memories and slow access to storage, and the unavailability of high-level programming languages. Apart from this, research was done independently without necessary assistance from the language experts in those fields of syntax and semantics. Consequently, the first MT researchers had to turn initially to crude dictionary based approaches, that is, predominantly word-for-word translation, and to the application of statistical methods. With such background, early researchers were aware of the fact that whatever systems they could develop would produce low quality results, so they suggested the major involvement of human translators both for the pre-editing of input texts and for the post-editing of the output. They also proposed the development of controlled languages and the restriction of systems to specific domains.

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