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<<第二语言语用能力的发展>>

图书基本信息

书名：<<第二语言语用能力的发展>>

13位ISBN编号：9787313059543

10位ISBN编号：731305954X

出版时间：2009-11

出版时间：上海交通大学出版社

作者：孙晓曦 著

页数：245

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前言

在语言发展的早期，语用系统占有重要的地位。
语言技能中的语言运用因素也是全面了解语言系统发展过程全貌的一个重要因素。
这一点在语言学界早已达成共识。
但尽管如此，有关语用能力（pragmatic competence）习得方面的研究工作极少，尤其在我国，现有文献中针对英语初学者第二语言语用能力发展的研究还很缺乏。
为弥补这一缺憾，本研究描述和探索了母语为汉语的小学生英语语用能力的发展过程。
本书研究的具体问题为：　　（1）母语为汉语的小学生英语语用能力呈现出怎样的发展趋势？
（2）母语为汉语的小学生英语语用能力的发展呈现哪些特点？
（3）母语为汉语的小学生英语语用能力的发展受何种因素影响？
这些因素又是如何影响学生英语语用能力发展的？
全书分为八个章节。
第一章为导论，阐述了第二语言语用能力研究的背景、目的和意义。
第二章为理论背景，介绍了第二语言语用能力研究的历史，语用能力、交际行为的定义，交际行为评价表——精简版（INCA－A）的理论依据及特点，语用能力发展的其他指标，如交际策略、程式化语言，影响第二语言语用能力发展的因素等。
第三章介绍了本研究所采用的方法，即数据收集和分析的过程。
第四章是定量研究，即根据不同年级小学生的交际行为频率变化，揭示其第二语言语用能力发展过程的特点。
第五章是定性研究，即通过实例分析，描述不同年级小学生交际行为的特点及模式，进而探讨其第二语言语用能力发展。

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内容概要

本书以“交际行为评价表（精简版）”为框架，在社会交际层面、言语行为层面和社会交际-言语行为结合层面观察了母语为汉语的小学生在交际中英语的使用情况，并分析描述了他们第二语言语用能力的发展特点和模式。
本书进一步分析了母语为汉语的小学生交际策略、程式化语言的使用特点及第二语言语法能力对语用能力发展的影响，较全面地揭示了母语为汉语的小学生第二语言语用能力的发展，同时证明了儿童母语语用能力发展研究中广泛使用的分析框架交际行为评价表-精简版（INCA-A）在第二语言语用能力发展研究中的可行性。

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从事应用语言学研究，主要方向为二语习得、大纲设计等，并长期从事教材编写，近十年出版《多维英语——探索》、《多维英语——熟谙》、《新视角研究生英语读说写》等教材30余本：发表论文20余篇。

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章节摘录

In order to work on the development of pragmatic competence in children, Rose (2000) conducted a study of pragmatic development in production of request, apology and compliment response by three different proficiency groups of ESL students in a primary school. By adopting a cartoon-based, oral-production tasks, Rose provided the evidence that the high-proficiency learners tended to use more indirect request strategies, more supportive moves in apologizing, more apology adjuncts and more compliment-response adjuncts. Developmental studies of pragmatic comprehension in L2 Compared to the studies on pragmatic production , there are fewer studies on the development of ESL or EFL learners ability to comprehend the communicative meaning. A series of longitudinal studies of this kind were conducted by Bouton (1988, 1989, 1992, 1994) who took four and a half years to track how his participants (who were NNSs of English) gradually developed the ability to understand implicature in English. The data from the studies informed him that there was a developmental sequence in the interpreting of implicature. One of the earlier cross-sectional studies on development of pragmatic comprehension was conducted by Carrell (1981). In order to find a possible degree of difficulty in understanding indirect requests, Carrell chose learners at four proficiency levels——low-intermediate, intermediate, high-intermediate, and advanced, and asked them to interpret a single request which was expressed in different forms varying from the positive to negative and to the ones with complex syntactic structures. It seemed that all of the four groups could interpret the requests in simple positive or negative forms, but the lower proficiency level did have difficulty in understanding the requests in syntactically complex forms, which indicated a hierarchy of difficulty.

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