

<<在语境中教语言>>

图书基本信息

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### 内容概要

当前,我国外语教育领域正在进行着全面而深入的改革。

改革的内容涉及到外语教育的方针政策、基本理念、基本原则、教育文化、教育实施、教育评价等各个方面,也关系到新世纪亿万学生的成长和可持续发展。

随着课改新理念、语言新方针和教育新策略的确定及课改的逐步推开,教师培训工作的重要作用和关键作用变得越来越突出。

从某种意义上说,课改能否最终获得成功,取决于广大教师对课改的认识、取决于他们的语言理论水平和实际工作能力。

对英语教师来说,新一轮的课改提出了许多新的理念和原则:强调学习者的个性发展的“以人为本”的教育思想;强调语言学习与人的可持续发展的关系;强调语言目标的新内涵:知识、技能、策略、文化和情感等;强调语境教学与综合全面评价理论的引进。

所有这些具有丰富内涵的理念,都需要广大教师学习和了解。

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## 章节摘录

There has been a good deal of interest among scholars interested in interlanguage in documenting the reactions of native speakers to the language use of non-natives in an effort to understand what constitutes successful and unsuccessful communication. Although linguistic considerations have been central to many of the studies, affective reactions to learners themselves have also been subject to inquiry. One important variable to be considered in assessing the results of a given re-search effort is the nature of the interlanguage sample used to elicit reactions. The speech samples and / or writing samples provided to native-speaker judges essentially define interlanguage operationally for that study. In the studies examined here, the samples have ranged from artificially created sentence pairs, presented out of context, to audiovisual tapes of connected discourse, obtained in naturalistic interview situations. Given that the samples vary considerably, the studies are not directly comparable (Ludwig 1982), and results cannot be as clearly interpreted, therefore, as one might like. The studies reviewed in this chapter are a sampling of the research that has been done to assess native-speaker reactions to learner language in the past 25 years. Ludwig (1982) provides a useful review and synthesis of 12 such studies, some of which are summarized briefly in Table 6.1 (P.264). A number of more recent studies are also included in the present overview. Readers should consult Ludwig (1982), as well as the original reports of the studies cited here, for additional information and analysis of the data. In general, much of the research on native-speaker reactions indicates that many of the grammatical errors made by non-native speakers do not seriously interfere with the comprehensibility of their speech, although there are some types of errors (such as some vocabulary problems, verb forms, and tense usage) that can confuse native speakers and lead to a communication breakdown. It may also be the case that there are cultural differences in error tolerance (see, for example, Ngame 1992, comparing native speaker reactions in French and Swahili), as well as differences in reaction to error between teachers of language and native speakers who are not teachers (Ervin 1977; cited in Ludwig 1982; Galloway 1980);

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### 编辑推荐

丛书选题涵盖外语教学理论、语言教学技能和实践、学法指导、课程设计、语言测试与评估、外语教学科研方法、师资发展、语境和文化教学以及教学法等诸多领域，能够满足日前英语教师适应新课改的迫切需要。

本丛书既可作为英语教师专业化教育与发展和英语专业硕士研究生教育的教材，同时也是语言教育研究者必备的参考书。

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