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<<英语语言学概论>>

图书基本信息

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前言

《高等学校英语专业教学大纲》明确地把英语语言学列入高等院校英语专业必须开设的专业知识课程之一。
这门课程对于提高英语专业学生的英文修养及专业水平至关重要。
随着英语专业学生人数的不断增加，越来越多的本科生有想继续攻读硕士的愿望，而语言学的内容也属于必考的范围。
我国一些著名学者编写和出版了几种语言学教材，但针对本科学生来说，这些教材有的过于偏重理论，有的过于晦涩难懂。
其中大部分教材都用英文编写，内容多，知识点分散，学生接触、掌握、吸收起来比较困难。
为了满足广大学生要扩大自己知识面及认识深度的需求，使其能系统地掌握语言学知识，我们特编写了这本《英语语言学概论》。

《英语语言学概论》汲取了语言学重要的研究成果，以国内高等学校的英语专业本科生为教授对象，内容针对性强，按照简化学习程序，特别是将知识点提炼出来，结合其他同类教材进行综合、整理的原则，利用联想的方式加深理解记忆，帮助学生更容易、系统地了解语言学知识。
书后提供了语言学主要术语英汉和汉英对照表及参考书目，以方便读者在阅读教材或其他语言学著作碰到生词时翻阅查找。
因此，《英语语言学概论》具有很强的可操作性。

全书共分两部分。
第一部分有十二章，既包括传统的内容：如语音学，音位学，形态学，语义学，语用学，语言与社会和文化，又对一些新兴的学科作了扼要的介绍，如语言习得、语篇分析等。
为了方便读者学习，在每节后配有练习题。
第二部分内容与第一部分各章相对应，除用汉语给出本章的概述外，还针对学习内容进行了要点分析，并配有课后练习题答案。
这样编排有利于学生对语言学知识了解得更加透彻。

《英语语言学概论》第一、三、五、七、九章由高阳完成，第二、四、六、八章由李郁完成，第十、十一和十二章由周澍完成，最终由李郁定稿。
由于编者水平有限，书中难免有不妥之处，恳请读者不吝赐教，便于以后修订提高。

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内容概要

《英语语言学概论》汲取了语言学重要的研究成果，以国内高等学校的英语专业本科生为教授对象，内容针对性强，按照简化学习程序，特别是将知识点提炼出来，结合其他同类教材进行综合、整理的原则，利用联想的方式加深理解记忆，帮助学生更容易、系统地了解语言学知识。
书后提供了语言学主要术语英汉和汉英对照表及参考书目，以方便读者在阅读教材或其他语言学著作碰到生词时翻阅查找。
因此，《英语语言学概论》具有很强的可操作性。

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答案第四章 形态学——单词的结构本章概述要点分析名词解释参考答案第五章 句法学——句子的模式本章概述要点分析名词解释参考答案第六章 话语分析本章概述要点分析名词解释参考答案第七章 语义学本章概述要点分析名词解释参考答案第八章 语用学本章概述要点分析名词解释参考答案第九章 语言、文化与社会本章概述要点分析名词解释参考答案第十章 第一语言习得本章概述要点分析名词解释参考答案第十一章 第二语言习得本章概述要点分析名词解释参考答案第十二章 现代语言学流派与理论本章概述要点分析GIossary语言学主要术语英汉对照表语言学主要术语汉英对照表References

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章节摘录

The term input is used to describe the language that the learner is exposed to. To bebeneficial for L2 learning, input has to be comprehensible. It can be madecomprehensible by being simpler in structure and vocabulary, as in the variety of speechknown as foreigner talk. Native speakers of English may try to ask an international student"How are yougetting on in your studies?""But,if not understood, can switch to English class, youlike it?"Foreigner talk of this type may be beneficial, not only for immediatecommunicative Success, but also for providing the beginning learner with clearerexamples of the basic structure of the L2 as input. As the learner ' S interlanguage develops, however, there is a need for moreinteraction and the kind of negotiated input that arises in conversation. Negotiatedinput is L2 material that the learner can acquire in interaction through requests for clarification and active attention being focused on what is said. In the followinginteraction, notice how the learner, a non-native speaker of English, and the English native speaker negotiate meaning together.

The comprehensible input(e. g. the meaning of the word triangle)is provided ata point where the learner needs it and is paying attention to the meaning in context. In interaction, the learner experiences the benefits of both receiving input and producing output. The opportunity to produce comprehensible output in meaningfulinteraction seems to be a crucial factor in the learner ' S development of L2 abilities, yetit is the most difficult to provide in large foreign language classrooms. One solution has been to create different types of tasks and activities in which thelearners have to interact with each other. 11. 3. 3 Contrastive analysis

Influenced by the behaviorism view that second language learning was seen as the development of a new set of habits, the native language took on great significance for it was regarded as the major cause for lack of Success in learning a second language or foreign language. And a distinction was made between positive transfer and negative transfer, which the former would facilitate target language learning, the later would interfere

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