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<<对比语言学>>

图书基本信息

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前言

This work is designed as a textbook for graduate students of English who take the course of Contrastive Linguistics. It may also be used as an introductory reader of contrastive linguistics for students who have little knowledge of linguistics but are interested in the disciplines of contrastive linguistics or appliedlinguistics, in translation studies, foreign or second language teaching, Chinese as a foreign language, or other subjects of study which involve the use of a second language. The work grew out of an attempt to rethink myintroductory course offered to the graduate students specializedin linguistics, translation studies, and teaching methodology atNanjing University. It is written with a one-term course in mindal though, with the addition of some supplementary readings, itcould be used for two terms. Contrastive linguistics is a relatively new area of study.Although many universities and colleges in China and othercountries of the world have included it in their postgraduatecourses for many years, the subject of the course remainsindeterminate to some extent and many explorations made inthis field are still somewhat tentative. While preparing thiscoursebook, I kept reminding myself that a work providingmerely a general survey of the state of the art of this particularbranch of linguistics and its general, "standard" theories wouldnot be of much help to the students: contrast and comparisonare not ends in themselves.

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内容概要

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possible bases for prediction: either one can predict bygeneralization from observed instances, or, more ambitiously, onecan predict one phenomenon on the basis of observation of someother phenomenon. The error analyst chooses the first path: havingobserved errors like *I must to go, *I should to learn hegeneralizes to predict the likely occurrence of *I can to speakEnglish. The contrastivist prefers the second path: on the basis ofan analysis of two related linguistic systems he predicts learnersbehavior. In other words, error analysts employ the inductivemethod in their prediction while contrastivists resort to deductivemethod in their prediction （James, 1980:181-182）. We should make a distinction at this point concerning the"prediction of error." In fact this phrase is ambiguous: it can meaneither prediction that there will be error or prediction of the formof that error. Obviously, to claim that contrastive analyses havepredictive capacity of the second kind would, given the present"state of the art," be quite presumptuous. So, rather than riskmaking wrong predictions about the form of errors, contrastivistshave more cautiously made predictions of an either/or type:learners with a certain L1 learning this L2 will produce either x ory types of errors; for example, French speakers tend to use eitherFrench/s,/z/or/t/,/d/for L2 English/0/,/6/. There are, of course, limitations on the numbers of learnererrors that contrastive analyses can predict, limitations stemmingfrom the fact that notall errors are the reset of L1 interference;that is, are interlinguaI errors （James, 1980:146）.

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