

<<对比语言学>>

图书基本信息

书名：<<对比语言学>>

13位ISBN编号：9787810472890

10位ISBN编号：7810472895

出版时间：2008-7

出版时间：南京师范大学出版社

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页数：260

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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 applied linguistics, 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 my introductory course offered to the graduate students specialized in linguistics, translation studies, and teaching methodology at Nanjing University. It is written with a one-term course in mind though, with the addition of some supplementary readings, it could be used for two terms. Contrastive linguistics is a relatively new area of study. Although many universities and colleges in China and other countries of the world have included it in their postgraduate courses for many years, the subject of the course remains indeterminate to some extent and many explorations made in this field are still somewhat tentative. While preparing this coursebook, I kept reminding myself that a work providing merely a general survey of the state of the art of this particular branch of linguistics and its general, "standard" theories would not be of much help to the students: contrast and comparison are not ends in themselves.

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内容概要

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possible bases for prediction: either one can predict by generalization from observed instances, or, more ambitiously, one can predict one phenomenon on the basis of observation of some other phenomenon. The error analyst chooses the first path: having observed errors like \*I must to go, \*I should to learn he generalizes to predict the likely occurrence of \*I can to speak English. The contrastivist prefers the second path: on the basis of an analysis of two related linguistic systems he predicts learners' behavior. In other words, error analysts employ the inductive method in their prediction while contrastivists resort to deductive method 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 mean either prediction that there will be error or prediction of the form of that error. Obviously, to claim that contrastive analyses have predictive capacity of the second kind would, given the present "state of the art," be quite presumptuous. So, rather than risk making wrong predictions about the form of errors, contrastivists have more cautiously made predictions of an either/or type: learners with a certain L1 learning this L2 will produce either x or y types of errors; for example, French speakers tend to use either French /s, /z/ or /t, /d/ for L2 English /θ, /ð/. There are, of course, limitations on the numbers of learner errors that contrastive analyses can predict, limitations stemming from the fact that not all errors are the result of L1 interference; that is, are interlingual errors ( James, 1980:146 ).

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