

<<第二语言习得研究的社会学转向>>

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内容概要

《第二语言习得研究的社会学转向/西方语言学与应用语言学视野》编著者David Block。

《第二语言习得研究的社会学转向/西方语言学与应用语言学视野》内容提要：本书主要讲述在第二语言习得领域中社会学转向的前景，对二语习得的主要概念和假设作了全面的点评，特别指出“输入—互动—输出”

(IIO)模式忽略了社会语言学视角的研究。

在书中，作者博引应用社会学理论的最新研究成果来研究二语习得的著作，试图从社会学的视角来研究和解释语言运用和语言教学，并提出一个更加跨学科和社会性的二语习得研究方法。

本书适合从事应用语言学和二语习得研究的研究者、学习者及语言教师阅读，其中文献索引广博，更是二语习得研究入门的必备用书。

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作者简介

David Block, 是英国伦敦大学教育学院的教授, 主要研究兴趣有: 全球化及其对社会、社会语言学及教育的影响; 新自由主义 (neoliberalism) 与应用语言学; 身份特征与语言学习、语言使用的相互关系等。

他最近出版的著作还有: *Neoliberalism and Applied Linguistics* (Routledge, 2012) (与J.Gray & M. Holborow合著), 以及多篇语言教育与全球化相关的论文。

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书籍目录

- 《西方应用语言学视野》总序
- 《第二语言习得前沿书系》序
- 《第二语言习得研究的社会学转向》导读
- 原书目录
- 前言
- 致谢
- 第一章 前言
- 1. 应用语言学的社会学转向：循踪社会语言学前沿研究
- 2. “二语习得”(SLA)的社会学转向
- 3. 关于本书
- 4. 几点说明
- 第二章 第二语言习得研究简史
- 1. 简介
- 2. 研究基础
- 3. 有计划的无历史性?
- 4. 早期研究
- 5. 20世纪60年代和70年代的研究
- 6. 20世纪80年代及之后的研究
- 7. 输入—互动—输出(IIO)模式
- 第三章 第二语言习得中“第二”的含义
- 1. 简介
- 2. “二语习得”研究中的单一语言主义
- 3. 情境
- 4. 讨论
- 第四章 第二语言习得中“语言”的含义
- 1. 简介：从语言能力到交际能力
- 2. 输入—互动—输出模式：从交际能力到意义协商
- 3. 任务
- 4. 意义协商
- 5. 二语习得中对语言的批评
- 6. 在社会情境下进行SLA研究
- 7. 小结
- 第五章 第二语言习得中“习得”的含义
- 1. 简介
- 2. Krashen与习得/学习的区分
- 3. 输入—互动—输出框架中习得即是信息处理
- 4. 对信息处理的批评
- 5. 费斯(Firth)和瓦格纳(Wagner)1997年引发的辩论
- 6. 社会文化理论
- 7. 活动理论
- 8. “拿来”理论
- 9. 习得概念的拓展
- 10. 习得即是(能动性的)活动
- 11. 小结
- 第六章 第二语言习得研究的未来

<<第二语言习得研究的社会学转向>>

1. 简介
 2. 二语习得研究文本的预测
 3. 二语习得研究文献综述的预测
 4. 在已编辑文献中的总结篇章
 5. 二语习得研究中的文化转向
 6. 语用学
 7. 学习者身份与其语言学习经验的价值
 8. Tarone和Liu的研究
 9. Teutsch—Dwyer的著作
 10. 小结
- 参考文献
术语索引

章节摘录

The second phenomenon was the development of a strong theory of language, which has come to be known as American structuralist linguistics. According to this school of linguistics, the linguist first gathered language data in naturalistic settings and then, working inductively, wrote the rules of the language. The goal, as Hakuta and Cancino put it, 'was to characterize the syntactic structure of sentences in terms of their grammatical categories and surface arrangements' (Hakuta and Cancino 1977: 295). There was no attempt to provide explanations as to why languages worked as they did (this was considered to be outside the remit of the linguist, whose job it was to describe, not explain), although there was a theory of how languages were learned. This brings us to the third phenomenon that contributed to the early development of SLA as a field of research: behaviourism.

Behaviourism is based on the belief that all human behaviour is the product of conditioning. Conditioning excludes any consideration of thoughts, feelings, intentions, or internal mental processes in general, and is concerned exclusively with observable, mind-external causes of behaviour. These strong beliefs led early behaviourists such as John B. Watson (1919) to argue that a complex and thorough understanding of human behaviour could be reached if psychologists modelled their research methodology on that of animal psychologists studying the behaviour of rats in laboratory experiences. However, despite the association of human beings with rats in laboratories (which is perhaps the most famous legacy of this branch of psychology), it was not Watson's stated intention to confine psychology to the laboratory. Indeed, he explicitly stated in his 1919 book *Psychology from the Stand-point of a Behaviorist*, that, psychology should have practical application for day-to-day activities, such as work, leisure and sex. One application of Watson's ideas to the real world occurs in the work of Bloomfield. In 1933, Bloomfield published his classic *Language* which, according to Gass and Selinker, 'provides the most elaborate description of the behaviourist position with regard to language' (Gass and Selinker 1994: 56). In this book, Bloomfield argues that children learn their first language via a sequence of events that involves the association of uttered sounds with positive and negative responses which lead to reinforcement or a change in behaviour. Loyal to his structuralist linguistic roots, Bloomfield believed the study of language and language learning to be exclusively about observable behaviour. The result of these three phenomena coming together (i.e. the sudden increase in interest in foreign language teaching and learning, structuralist linguistics and behaviourism) was not the beginning of SLA as we know it today, but it did lay its foundations. There certainly was a clear idea of what the three words, 'second', 'language' and 'acquisition', meant: there was a theory of language, there was a theory of learning or acquisition and there was an idea that the 'second' in the formula referred to language learning in a formal (classroom) context. There was also a tangible result of this new interest in how individuals learned second languages. First, there was the publication in 1945 of Charles Fries's *Teaching and Learning English as a Foreign Language*, in which the author laid out a research programme which consisted of (1) the detailed description of the morphology, phonology and syntax of languages, and (2) the comparison of languages so described. The goal was to demarcate common ground and differences so that predictions might be made about language-learning behaviour, in particular difficulties that learners would experience when learning a particular language as well as the areas which they would find easy as a result of similarities with their mother tongue. The second tangible result of the new interest in language learning was the founding, in 1948, of the first international journal to publish articles which were expositions of early SLA theory, *Language Learning*. The journal was published at Fries's research centre at the University of Michigan, the English Language Institute, itself founded several years earlier, in 1941.

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