

<<对比语言学>>

图书基本信息

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作者：刘美岩

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前言

The book is mainly concerned with the contrastive study between English and Chinese at different linguistic levels, from the lower ones such as phonology, lexicology, syntax to higher ones such as text and stylistics based on modern linguistic and psychological theories. The book starts with a brief introduction to Contrastive Analysis and Error Analysis to facilitate the application of the study results to practical foreign language teaching and research. Then effort is made to find out the similarities and discrepancies between English and Chinese at different levels systematically to shed light on foreign language teaching and translation. One feature of the book lies in its rich examples in illustrating each important point. The bilingual examples can fully demonstrate the contrasts between the two languages in a clear way. After pointing out the differences for each point, the author also suggests learning difficulties and translation strategies. The book is intended not only for English-major post-graduates, foreign language teachers, and other advanced Chinese learners of English, but also for English learners of Chinese, translators and other language researchers.

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内容概要

The book is mainly concerned with the contrastive study between English and Chinese at different linguistic levels , from the lower ones such as phonology, lexicology, syntax to higher ones such as text and stylistics based on modern linguistic and psychological theories. The book starts with a brief introduction to Contrastive Analysis and Error Analysis to facilitate the application of the study results to practical foreign language teaching and research. Then effort is made to find out the similarities and discrepancies between English and Chinese at different levels systematically to shed light on foreign language teaching and translation. One feature of the book lies in its rich examples in illustrating each important point. The bilingual examples can fully demonstrate the contrasts between the two languages in a clear way. After pointing out the differences for each point, the author also suggests learning difficulties and translation strategies.

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this task is to ask students to describe some sort of real-life situation. The stimulus for such a descriptive task should meet the following four criteria : 1) Represent a realistic communicative task. 2) Provide students with the opportunity to improvise and to use whatever command of the language they may have at their disposal, at their particular level of proficiency. 3) Provide opportunity for generating a variety of errors in sufficient quantity for error analysis. To meet these criteria, the teacher can use a picture story stimulus that portrays people carrying out recognizable activities in familiar places. Picture stories provide several additional advantages apart from their use as elicitation stimuli. First, students seem to enjoy describing picture stories, especially when the stories are imaginative and humorous, and offer challenge to students to use their powers of creativity in a novel way. Second, picture stories provide a specific amount or substantive information that students are expected to convey to their listener or reader. Students who have not yet acquired a high level of language proficiency in a foreign language need and welcome the guidance and security that stories provide. Third, the visual information of picture serves as a frame of reference when teacher evaluate the quantity and quality of information in the students communicative task in order to obtain a sample of the students writing proficiency, the teacher gives the students a picture story and asks them to describe it as fully as possible in the target language. Since the goal is to obtain a sample of the students current mastery of the language, the use of dictionaries or textbooks should not be permitted, nor should students talk to each other while writing picture story composition.

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