

<<第二语言语用习得>>

图书基本信息

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内容概要

本书在中介语语用学（Interlanguage Pragmatics）理论指导下，研究母语为汉语的学习者英语语用能力习得的特点和规律。

采取横向设计，收集不同英语水平的学习者产生的英语“请求”言语行为语篇并分别与英、汉语本族语者语料进行比较发现：不同语言水平的学习者的语用能力处于不同的发展阶段，其“请求”言语行为体现出不同的中介语特征。

除语言水平外，学习者二语语用能力的习得过程受母语语用迁移、课堂教学中的语用输入等因素的影响。

本研究的发现对语用教学的大纲制定和教学过程具有一定的指导作用。

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章节摘录

Motivated by an acquisitional approach to interlanguage re- search , the present study meets the need for developmental re- search of Interlanguage Pragmatics and the need for exploration into learners of English with different L1 backgrounds , in parti- cular , Chinese , thus enriching the bulk of research in the field of both SLA and pragmatics. Thus far , a large number of Interlan- guage Pragmatics studies have primarily focused on the compari- son of the realization patterns of requests in two languages (e.g. , Blum-Kulka Olshtain , 1986 ; Blum-Kulka , et al , 1989 ; Car- cia , 1993 ; Hill , 1997 ; Hassall , 2003 ; Byon , 2004) rather than ex- ploring the various factors influencing pragmatic development (e.g. , L1 transfer , input , instruction) .So is the case in China. For example , substantial cross-cultural studies deal with the similari- ties and differences between Chinese and English realization pat- terns of requests , the universality of politeness phenomena , the social factors influencing the performance of requests , the prag- matic failures found in inter-cultural communication (including requests) , and so on. However , few studies have explored how Chinese learners acquire English pragmatic knowledge.

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编辑推荐

《第2语言语用习得：中国学习者英语请求语言行为习得研究》是在作者的博士论文基础上修改而成的。

在中介语语用学（Interlanguage：Pragmatics）理论指导下，研究母语为汉语的学习者英语语用能力习得的特点和规律以及影响二语语用习得的因素。

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