

<<第二语言习得导论>>

图书基本信息

书名：<<第二语言习得导论>>

13位ISBN编号：9787301171356

10位ISBN编号：7301171358

出版时间：2010-6

出版时间：北京大学出版社

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页数：229

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前言

北京大学出版社自2005年以来已出版《语言与应用语言学知识系列读本》多种，为了配合第十一个五年计划，现又策划陆续出版《21世纪英语专业系列教材》。

这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师，最让人揪心的莫过于听人说英语不是一个专业，只是一个工具。

说这些话的领导和教师的用心是好的，为英语专业的毕业生将来找工作着想，因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。

但事与愿违，英语专业的教师们很快发现，学生投入英语学习的时间少了，掌握英语专业课程知识甚微，即使对四个技能的掌握也并不比大学英语学生高明多少，而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方？

有没有其他路可走？

这是需要我们英语专业教师思索的问题。

中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神，让我们在层层迷雾中找到了航向。

显然，培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标，使英语专业的人才更能适应21世纪的需要，迎接21世纪的挑战。

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内容概要

本教材以章节的形式论述国外“第二语言习得”领域近半个世纪以来的研究历程。全书既全面、详细地介绍语言习得的理论创建与发展、儿童母语习得过程、二语/外语学习理论以及二语课堂教学研究等方面的成果，又综合、客观地反映认知学、心理学、社会文化学等领域对第二语言习得与发展的不同视角与观点。

本教材适合高等院校英语专业本科生、研究生以及中小学英语教师学习和使用。

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The term SLA here is employed for referring to second language acquisition (SLA) and FLA because it is assumed that the underlying process is essentially similar. Wherever necessary, this coursebook will make use of the distinction between these two fields.

1.7.2 Acquisition versus Learning

The second tricky but also controversial distinction is the one between Acquisition and Learning. Krashen and Terrell (1983) define "acquisition" as the product of a "subconscious" process, similar to that of children in learning their L1, and learning as the product of formal teaching, which results in conscious knowledge about the language, but the distinction cannot be as simple as that. Schmidt (1990) considers the term "subconscious" as an unlikely proposition, misleading in consciousness research, where it would imply totally without any awareness. In a non-technical sense, the term could mean "not being aware of having noticed something," which would be related to a way of learning that takes place while listening to a tape while sleeping. Apparently, some evidence shows that people may subconsciously pick up what they already know, but there is no evidence that new information may be picked up in such a manner. It is commonly accepted that some level of attention is required to notice something, and that noticing is crucial in obtaining new information. Krashen claimed that learning the rules could not lead to an automatic use of language as in acquisition. Probably, Krashen used the term "subconscious" in a non-technical sense, as the inability to explain what one knows. In other words, learners may use language forms correctly without being able to explain the forms.

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