

<<第二语言学习与教学>>

图书基本信息

书名：<<第二语言学习与教学>>

13位ISBN编号：9787513504768

10位ISBN编号：7513504768

出版时间：2011-8

出版时间：外语教学与研究出版社

作者：库克

页数：306

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<第二语言学习与教学>>

内容概要

《第二语言学习与数学》介绍了第二语言习得研究的一些观点以及这些观点对语言教学的指导，是写给从事英语第二语言数学的教师和攻读应用语言学专业的研究生的一本专著。

《第二语言学习与数学》第一版出版后，在第二语言教学界产生了广泛的影响，现出版的第四版在内容上有很多更新和补充，重点论述了第二语言学习者的特点和第二语言在不同环境中的使用。

<<第二语言学习与教学>>

书籍目录

Acknowledgements

Note to teachers

1 Background to second language acquisition research and language teaching

1.1 The scope of this book

1.2 Common assumptions of language teaching

1.3 What is second language acquisition research?

1.4 What a teacher can expect from SLA research

1.5 Some background ideas of SLA research

Discussion topics

Further reading

Glosses on language teaching methods

2 Learning and teaching different types of grammar

2.1 What is grammar?

2.2 Structure words, morphemes and sequences of acquisition

2.3 The processability model

2.4 Principles and parameters grammar

2.5 L2 learning of grammar and L2 teaching

2.6 The role of explicit grammar in language teaching

Discussion topics

Further reading

Some grammatical terms

3 Learning and teaching vocabulary

3.1 Word frequency

3.2 Knowledge of words

3.3 One word-store or two in the L2 user's mind?

3.4 Types of meaning

3.5 Strategies for understanding and learning vocabulary

3.6 Vocabulary and teaching

Discussion topics

Further reading

Answers to Box 3.1

4 Acquiring and teaching pronunciation

4.1 Phonemes and second language acquisition

4.2 Learning syllable structure

4.3 General ideas about phonology learning

4.4 Choosing a model for teaching pronunciation

4.5 Learning and teaching pronunciation

4.6 Learning and teaching intonation

Discussion topics

Further reading

5 Acquiring and teaching a new writing system

5.1 Writing systems

5.2 Spelling

5.3 Punctuation

<<第二语言学习与教学>>

5.4 The writing system and language teaching

Discussion topics

Further reading

Answer to Box 5.1

Answer to Box 5.8

6 Strategies for communicating and learning

6.1 Communication strategies

6.2 Learning strategies: how do learners vary in their approaches to L2 learning?

Discussion topics

Further reading

Answers to Box 6.1

7 Listening and reading processes

7.1 Meaning and reading

7.2 Listening processes

Discussion topics

Further reading

8 Individual differences in L2 users and L2 learners

8.1 Motivation for L2 learning

8.2 Attitudes

8.3 Aptitude: are some people better at learning a second language than others?

8.4 Age: are young L2 learners better than old learners?

8.5 Are other personality traits important to L2 learning?

Discussion topics

Further reading

9 Classroom interaction and Conversation Analysis

9.1 Language and interaction inside the classroom

9.2 Language input and language learning

9.3 Describing conversation

Discussion topics

Further reading

10 The L2 user and the native speaker

10.1 The L2 user versus the native speaker in language teaching

10.2 Codeswitching by second language users

10.3 Using the first language in the classroom

10.4 Are native speakers better language teachers?

10.5 International languages: English as lingua franca (ELF)

Discussion topics

Further reading

11 The goals of language teaching

11.1 The different roles of second languages in people's lives

11.2 Language and groups of speakers

11.3 The goals of language teaching

Discussion topics

Further reading

12 General models of L2 learning

<<第二语言学习与教学>>

- 12.1 Universal Grammar
- 12.2 Processing models
- 12.3 The socio-educational model
- 12.4 The interaction approach
- 12.5 Sociocultural SLA theory
- 12.6 Multi-competence - the L2 user approach
- 12.7 General issues
 - Discussion topics
 - Further reading

13 Second language learning and language teaching styles

- 13.1 The academic style
- 13.2 The audio-lingual style
- 13.3 The communicative style
- 13.4 The task-based learning style
- 13.5 The mainstream EFL style
- 13.6 Other styles
- 13.7 Conclusions
 - Discussion topics
 - Further reading

List of coursebooks mentioned

References

Index

章节摘录

Teaching methods usually incorporate a view of L2 learning , whether implicitly or explicitly. Grammar-translation teaching , for example , emphasizes explanations of grammatical points because this fits in with its view that L2 learning is the acquisition of conscious knowledge. Communicative teaching methods require the students to talk to each other because they see L2 learning as growing out of the give-and-take of communication. For the most part , teaching methods have developed these ideas of learning independently from SLA research. They are not based , for example , on research into how learners use grammatical explanations or how they learn by talking to each other. More information about how learners actually learn helps the teacher to make any method more effective and can put the teacher's hunches on a firmer basis.

版权说明

本站所提供下载的PDF图书仅提供预览和简介, 请支持正版图书。

更多资源请访问:<http://www.tushu007.com>