

<<成人二语习得中的僵化现象>>

图书基本信息

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前言

As a multilingual speaker , a second language educator and a researcher , I have always been fascinated by the notion of fossilization (Selinker , 1972) , that is , cessation of learning in spite of rich exposure to input , adequate motivation to learn , and abundant opportunity for communicative practice. Yet it was not until after I became a student of Larry Selinker at the University of London that I began research in this area. The longitudinal study (Han , 1998) I performed then not only convinced me of the reality of fossilization , but kindled in me an even greater interest in seeking an understanding of its etiology. Why is it that learners suffer fossilization differentially? Why do L2 learners wind up with differential success in learning the L2 under seemingly identical learning conditions? What does the existing constellation of explanations tell us about lack of learning , and about the general understanding of adult second language acquisition (SLA)? Can instruction salvage learners from fossilization? These are some of the issues that have appealed to my attention and that I have tried to address in this book. With no pretense of offering an exhaustive account of fossilization , the book synthesizes the major research on the topic , provides a conceptual framework for interpreting various manifestations of lack of learning , and explores the relationship between instruction and fossilization , an issue of extensive interest to second language researchers and educators. In the preparation for this book , I have benefited , in no small measure , from discussions on various issues with the following individuals (in alphabetical order) : David Birdsong , William Davies , Robert DeKeyser , Lynn Eubank , Susan Foster-Cohen , Gillies Houghton , Jan Hulstijn , Scott Jarvis , Eric Kellerman , Donna Lardiere , Diane Larsen-Freeman , Mike Long , Brian MacWhinney , Terry Odlin , Bonnie Schwartz , Tom Scovel , Larry Selinker , Mike Sharwood Smith , Rex Sprouse , and Paul Wiita , though I should point out that none of them is responsible for any of the ideas presented in this book.

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内容概要

本书所谓僵化，是指在语言学习过程中，不正确的语言特征永久性地留在学习者的中介语中，成为学习者理解或产出语言的一种方式。

它是二语习得中的一种常见现象。

作者审视了30多年来的僵化研究，论述了有关僵化的基本理论，搜集和评价了大量的实证研究成果，提出应在宏观和微观两个层面上，以第二语言习得为背景研究僵化，是为数不多的全面论述僵化现象的专著。

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作者简介

韩照红，毕业于华中师范大学，先后获得英国爱丁堡大学语言教学硕士和伦敦大学语言学博士学位，现为美国哥伦比亚大学教师学院副教授。

相信中国的语言教师和语言学习者能和她产生共鸣，并从其著述中得到启发。

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