

<<盖苏珊应用语言学自选集-上>>

图书基本信息

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前言

“世界应用语言学名家自选集”丛书收录世界知名应用语言学家的学术论文和专著章节，结集成书，共10部。

本丛书的出版可填补两方面的空白：1.以世界知名应用语言学家为主线的自选集；2.以应用语言学学科为主题的系列丛书。

应用语言学有狭义和广义之分，狭义的应用语言学指跟语言教学密切相关的学科，如二语习得、教学法、语言测试等；广义的应用语言学则指利用语言学的理论解决社会生活的实际问题的边缘学科，如社会语言学、翻译学、词典学、文体学等。

本丛书除有些学者的研究集中于狭义的应用语言学概念之外，一般采用广义应用语言学的概念。

本丛书选用的文章多散见于国外学术期刊、论文集和专著，时间跨度较大，读者不易觅得。

这些文章汇集成自选集，充分展示了诸位名家对应用语言学各分支学科的研究脉络，是应用语言学研究领域不可多得的材料，可作为英语教师、英语专业研究生、师范院校英语本科生等从事科研、撰写论文的参考文献。

丛书编写体例如下：一、收录发表于学术期刊、论文集集中的学术论文以及学术演讲，文章字数无严格限制。

专著中的章节酌情收录。

二、所收论文的语言仅限英语。

三、所收论文的内容须与应用语言学有关，纯语言学理论、文学研究、国情研究类论文不收录。

四、所收论文大多为原已发表过的文章，基本保持原貌以尊重历史的真实。

文章一般注明论文发表的时间和发表刊物的名称（或论文集、专著书名）和期号（或出版社名）。

文章格式也基本保持发表时的原貌。

未在刊物上发表过的文章，如演讲等，则注明对外发布（成稿）的时间、地点和场合。

五、作者可将新的观点以尾注的方式放在相应论文的后面，表明作者目前的观点与当时有所不同。

六、每部选集作者撰写自序，详细地记录作者求学、教学、治学的经历和感悟。

书后附有作者主要学术著述的目录。

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内容概要

《盖苏珊应用语言学自选集(上)》收录了世界知名应用语言学家的学术论文，是国内首次以国际著名应用语言学家为主线的自选集。

入选文章多散见于国际学术期刊，且时间跨度很大，读者不易寻得。

自选集展示了作者在教育语言学方面的研究脉络，汇集成丛书，是应用语言学研究不可多得的资料。

本丛书读者对象为英语教师、英语专业研究生、本科生等，可作为其从事科研、撰写论文的参考文献。

《盖苏珊应用语言学自选集(上)》为美国密歇根州立大学语言及语言学系教授盖苏珊(susanGass)有关第二语言习得等方面的研究论文的精选。

《盖苏珊应用语言学自选集(上)》凝聚了她从教四十余年的治学心得，体现了她在应用语言学领域所作出的卓越贡献。

作者简介

Susan Gass is University Distinguished Professor in the Department of Linguistics and Languages at Michigan State University where she serves as Director of the English Language Center and Co-Director of the Center for Language Education and Research. She is the winner of numerous awards including the Distinguished Faculty Award at Michigan State University and the Distinguished Scholarship and Service Award of the American Association of Applied Linguistics. She served as President of the American Association of Applied Linguistics and as President of the International Association of Applied Linguistics. She has published widely in the area of second language acquisition. Her recent books are: *Second Language Acquisition: An Introductory Course* (with Larry Selinker) , *Input, Interaction and the Second Language Learner*, and *Second Language Research: Methodology and Design* (with Alison Mackey) .

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章节摘录

What they have done in effect is to equate essential linguistic universals with a priori constraints on first language acquisition. In general the thesis that language universals result from constraints on first language acquisition has been accepted more on faith than on demonstrable evidence. One type of relationship between first language acquisition and language universals is obvious. Whatever cannot be acquired cannot be a part of a human language, so if one could conclusively demonstrate that something is unacquirable its uniform absence from human languages would then clearly be a language universal. This may not be a practical concern, since it is not clear how it could ever be conclusively demonstrated that any non-trivial pattern could not be acquired. If a pattern were not acquired in fifty experiments, then perhaps it could be in 150. Furthermore it is possible that something in the experimental design would have prevented acquisition. Indeed, it is difficult to imagine any experimental situation that would exactly parallel normal language acquisition. For this reason, the controversy may be moot; one may have to find a natural language with the pattern in question (thereby contradicting the hypothesis) in order to properly test the hypothesis. Even more difficult to prove is the converse. If some structure is uniformly absent in human languages and if this absence is non-accidental, then by Chomsky's hypothesis the structure in question should be impossible to learn. It is of course necessary to prove that such patterns cannot be acquired in order to show that constraints on learning are the sole explanation for non-accidental language universals.

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