

<<第二语言习得概论>>

图书基本信息

书名：<<第二语言习得概论>>

13位ISBN编号：9787566802132

10位ISBN编号：7566802135

出版时间：2012-9

出版时间：暨南大学出版社

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页数：137

字数：220000

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内容概要

In recent twenty years , there has been a rapid development in the study of second language acquisition (SLA) both at home and abroad , which is partially the result of globalization , and , above all , the outcome of an increasing number of a second language learners. In line with this trend , China has incorporated a growing number of research centers and faculties engaged in the research of second language acquisition , and has also imported a large number of academic books on applied linguistics. However , these academic books do not seem to cater to the “ mass market ” of the universities of China , especially the largest population of undergraduate students majoring in foreign languages. A random survey may yield the possible answers : these books are too difficult in light of both concept and language. Students are daunted even when they start reading the first page. It is true that most of these books are written for researchers; I thus they are mainly intended for careful perusal , but unsuitable for classroom instruction.

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Chapter One Understanding Second Language Acquisition When you turn to this page , you are approaching the field of second language acquisition. In this opening chapter , you will get an overall understanding of what second language acquisition (SLA) is and what the objectives of second language acquisition (SLA) are. And you will also gain knowledge of those basic terms in the field of second language acquisition.

1.1 What is second language acquisition? A second language can be defined as any language that is learned after the acquisition of the mother tongue. In this context , learning a second language refers to the learning of a third , a fourth or even a fifth language. A second language is commonly called a target language. The study of second language acquisition focuses on the developing knowledge and use of the second language being learned. The scope of SLA includes informal L2 learning taking place in naturalistic contexts , formal L2 learning taking place in classrooms , and L2 learning that involves a mixture of these settings and circumstances. To put it simply , SLA is the study of how a second language is learned , that is , the acquisition of a language beyond the native language. It is a study of how learners create a new language system with limited exposure to a second language. It is the study of what is learned of a second language and what is not learned. It is a study of why some learners achieve more than others do. What's more , SLA also deals with the learners' hypotheses about the rules of a second language. Considering how the rules are constructed in the learner' s mind , the study of second language acquisition is closely related to other areas of study such as linguistics , psychology , psycholinguistics , sociology , sociolinguistics , discourse analysis , conversational analysis , education , and so forth. This field of SLA research has both theoretical and practical importance. The theoretical importance is associated with our understanding of how language is represented in mind and whether or not there is a difference between the way language is acquired and processed and the way other kinds of information are acquired and processed. It is assumed that understanding how languages are learned will lead to more effective teaching practices. Broadly speaking , a knowledge of SLA may help educational policy makers set more realistic goals for programs for both foreign language courses and the learning of the majority language by minority language children and adults (Spada & Lightbown , 2008)

1.2 What are the objectives of SLA research ?

Second language acquisition research covers not only the study of those people who are learning an L2 , but also the process of learning that language. In trying to probe into the process of learning a second language , researchers are seeking to answer the following three fundamental questions :

(1) What does the L2 learners come to know ?

(2) How does the learners acquire the knowledge ?

(3) Why are some learners more successful than other learners ?

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