普通高等教育“十一五”国家级规划教材

Introducing Applied Linguistics

应用语言学导论

卢 植 编著

高等教育出版社
HIGHER EDUCATION PRESS

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总　序

随着全球化进程的加速发展，文化全球化和经济全球化的深入推进，高等教育，特别是英语专业教育在新的历史转型期的文化交融层面肩负着日益重要的社会责任。因此，为了培养具有扎实的英语基本功、相关的专业知识和文化知识、较强的英语综合应用能力和创新思维的人才，为不断深入的大学英语教学改革培养和提供师资，而且立足于中国语境，用全球化的理念和视角进行教材设计，我们策划了“高等院校英语专业立体化系列教材”。

实现这一具有时代意义的战略任务需要广大英语专业教师树立执着的敬业精神，制订科学的、高水平的、切合实际的英语专业教学大纲，编写出版能充分体现大纲要求的有关课程（必修和选修）的配套教材，以及开发为课堂教学和学生自主学习服务的、与新型电子化教学仪器设备配套的教学软件系统。由高等教育出版社策划并陆续出版的“高等院校英语专业立体化系列教材”作为“普通高等教育‘十一五’国家级规划教材”，就是为实现英语专业教学改革这一历史任务服务的。

为实现以上目的和任务，本系列教材注重以下方面：

1. 注重培养学生的跨文化交际能力和文化鉴赏与批判能力。在教材设计时体现“全球视野，中国视角”的理念。这就是说，本系列教材在保持各门课程的思想性和批判性的优良传统外，既向学生提供西方文化背景知识，也引导学生鉴赏和学习我国的优秀文化传统。要让学生在多元文化的背景下，熟悉掌握中外文化的共同点和差异。在这个基础上，培养学生的鉴别和比较能力，启发和诱导学生进行创新思维。

2. 科学安排，系统设计。经过多年来对教学模式改革的探讨，我国英语专业教学已总结出良性的教学规律，一般将4年的教学过程分为两个阶段，即：基础阶段(一年级和二年级)和高年级阶段(三年级和四年级)。按照此教学规律，本系列教材分为基础阶段教材和高年级阶段教材，同时悉心设计基础阶段和高年级阶段的衔接。基础阶段教材的主要任务是传授英语基础知识，对学生进行全面的、严格的基本技能训练，培养学生实际运用语言的能力、良好的学风和正确的学习方法，为进入高年级学习打下扎实的专业基础。高年级阶段教材的主要任务是在继续打好语言基础的同时，学习英语专业知识和相关专业知识，进一步扩大知识面，增强对文化差异的敏感性，提高综合运用英语进行交际的能力。同时，根据《高等学校英语专业英语教学大纲》的课程设置，本系列教材将课程分为英语专业技能课、英语专业知识课和相关专业知识课三种类型。全面培养学生的语言能力、思维能力、终生学习能力，拓宽学生的知识面，同时帮助学生树立正确的人生观和价值观。

3. 时代性。这不仅表现在选材方面能反映当代人民的生活内容，更主要的在于对它

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的“立体化”要求。21世纪的教材不再拘泥于传统的纸质教材，而是能培养学生多元识读能力(multiliteracy)的基于多媒体(multimedia)的多模态(multimodality)教材。本系列教材在建设传统纸质教材的同时启动建设一个开放性、超文本化的网络系列课程，构建全国英语专业英语自主学习体系，使优秀教学资源共享，充分体现“以人为本”的教学理念。这一举措也反映了由于当前英语专业招生人数的不断扩大，英语专业的传统教学模式已不能满足当前专业教学的需要。本系列教材采用立体化配套，将各种多媒体手段运用到教学中来，这是英语专业教学发展的需要，也将为我国英语专业教学改革和发展作出重大贡献。

4. 可教性。在编写过程中，反复强调教材的可教性。在选材上，讲究趣味性，让学生喜欢学。在内容安排上，力争让学生在较少的课时内学到该学的内容，从而体现当代先进的模块化教学思想。在习题设计上，做到有针对性、形式丰富，便于教师和学生课内课外操作。充分体现教学过程以学生为中心的教学理念，通过教师与学生互动、学生之间互动的教学活动，把语言、文学、文化、翻译等方面的教学内容转化成为学生能掌握的技能和知识，着力培养学生分析问题和解决问题的能力，传授基本研究方法，增强学生的研究意识和问题意识，同时提高学生的学术素养，提升学生综合素质。

5. 适用性。本系列教材集中全国著名大学的一批专家编写，凝聚了他们多年教学经验的精华，体现了我国英语专业教学的最新理念和先进水平。入选系列教材的初稿均在不同重点高校教学中使用过至少三轮以上，深受学生喜爱，能够真正反映当前英语专业教学改革的思路和教学的实际情况。

综上所述，本系列教材反映了当代新的教学理念。为此，编委会也做出了大量努力。一方面，编写工作中强调协同性：在编写策划层面，出版社与编委会之间、编委会与编写者之间反复协商，制订计划，讨论样章；在使用者层面，充分考虑到师生之间以及学生之间的互动和协作。另一方面，教材致力于构建良好的英语学习平台，为学生的自主性学习、独立思考和创新思维创造条件，同时向作为教学各个环节的咨询者、组织者、监督者的教师提供指导。

多年以来英语专业教材，特别是专业高年级教材的出版比较零散，一直缺乏相对配套完整的系列教材。我们深信本系列教材的出版对于推动英语专业的教学改革和建设，对于进一步提高英语专业人才的培养质量将起到积极的作用。同时，我们衷心希望听取广大师生的意见和建议，使本系列教材的出版日臻完善。

“高等学校英语专业立体化系列教材”编委会

2007年10月

前 言

本教材《应用语言学导论》（*Introducing Applied Linguistics*）为普通高等院校英语本科高年级学生编写，适合英语专业三年级或四年级学生学习使用。随着英语专业课程建设和教学改革的发展，各高校英语专业把改革课程设置、更新课程素材、加强专业素养培养放在优先考虑的重要位置。《应用语言学导论》以满足英语专业的语言学课程建设之需求为出发点，以期在英语专业语言学相关课程的建设中居于核心地位、发挥重要作用。

应用语言学是产生于20世纪50年代的跨门类综合性学科，是一门独立的、且无其他任何学科可以替代的新兴学科，有狭义和广义之分。语言学家们对应用语言学的学科性质及广义和狭义的区分已经达成了共识；但是，在应用语言学的研究范围、理论建构等其他许多方面，还是众说纷纭。应用语言学的研究面广、涉及的问题多，它既研究理论的应用，又研究理论自身的建构。本教材主要致力于狭义应用语言学，即语言/外语教学的学科体系介绍。编者在全面分析了国内外有关教材特点、特色的基础上设计了本教材的体系结构，教材充分吸纳本领域最新的研究成果，反映了应用语言学在国内外尤其是国外学术界的研究动态。课程中所设置的诸多内容，充分吸收了认知科学、社会语言学、计算语言学/语料库语言学、语篇分析、文本语言学等新兴学科的内容，力求新颖并具前沿性特点。

作为跨门类的新兴学科的应用语言学对英语专业学生提出了更新、更高的要求，即学生要在坚实地打下外语听、说、读、写、译等语言基本功基础的同时还必须具备阅读理解和初步把握应用语言实证研究论文的能力。本教材体现了应用语言学的综合性特点和学科要求，有利于培养英语专业学生的应用语言学研究素养，为进一步从事应用语言学的学习和研究奠定基础。

本教材共设12章，每章均围绕与应用语言学有关的某一个主题展开。为了帮助老师和学生全面地把握章节的内容，每章均设有内容提要，以方便学生对核心内容的识记、理解。为了培养学生对应用语言学相关领域的研究兴趣，促进他们对某个主题的深入研读，各章后面设立了“拓展阅读”，该部分列出了与章节主要内容有关的阅读书目便于同学们在课后进行深度阅读和研习，巩固课堂所学内容，拓宽应用语言学的学术视野，丰富应用语言学的专业知识。为了检验和检查学生的学习效果，每章配有“实践练习”，练习基本分为两种类型——术语解释和问题简答，以帮助学生在课后练习、复习和巩固课文主体部分的内容。

这些“实践练习”的答案可在课文正文中找到，也可以从“拓展阅读”所推荐的书目或文献中获得扩展性的解答。建议教师在每课结束后向学生布置练习任务，在下一课开始之前作为课堂讨论或学生展示的任务由同学们在课堂上完成，以便于学生对相关内容的识记、理解、巩固和应用。鉴于应用语言学的应用性质和特点，教师可要求学生灵活地运用课堂内容分析自己外语学习过程中的现象，争取做到“理论联系实际”。

从教学时间安排上看，以一学期16个教学周计，建议在学完1—4章后的第5周安排一次课外活动，即1—4章为第一模块；在5—8章后的第10周安排第二次课外活动，把5—8章作为第二模块，布置学生就这四章内容进行实践活动；最后，把9—12章作为第三模块在第14周进行一次课外实践；第15周、16周为复习周。这样，把本教材作为一学期教学内容安排既满足课堂教学的使用，又最大限度地给学生以实践机会，有利于培养学生的自主学习意识和自主创新能力。

本教材在编写过程中，参照和参考了诸多国内外学者的研究成果，我们都依照学术著作的编著规范进行了标示，本人对这些作者表示衷心的感谢和诚挚的敬意。囿于编者的学术水平和学术视野，难免对有些成果漏作标示，尚祈包涵批评；同时书中有些观点和要点也还值得推敲和商榷，尚希大家不吝赐教。教材编写过程中得到诸多人士帮助：澳大利亚堪培拉大学应用语言学和二语习得教授、博士生导师张燕吟女士审读了初稿，我的博士生黄若妤教授协助校订第二稿，我的硕士生李曼钰、张茜、和慧娟和刘芡男等协助整理了初稿，尤其是我的恩师桂诗春教授给我提出了建设性建议并对我颇多嘉勉；高等教育出版社的编辑对教材的编写工作也给予了悉心指导和帮助，对书稿的完善颇多辛劳。本书付梓之际，一并表示诚挚的谢意。

卢植

2011.2.18

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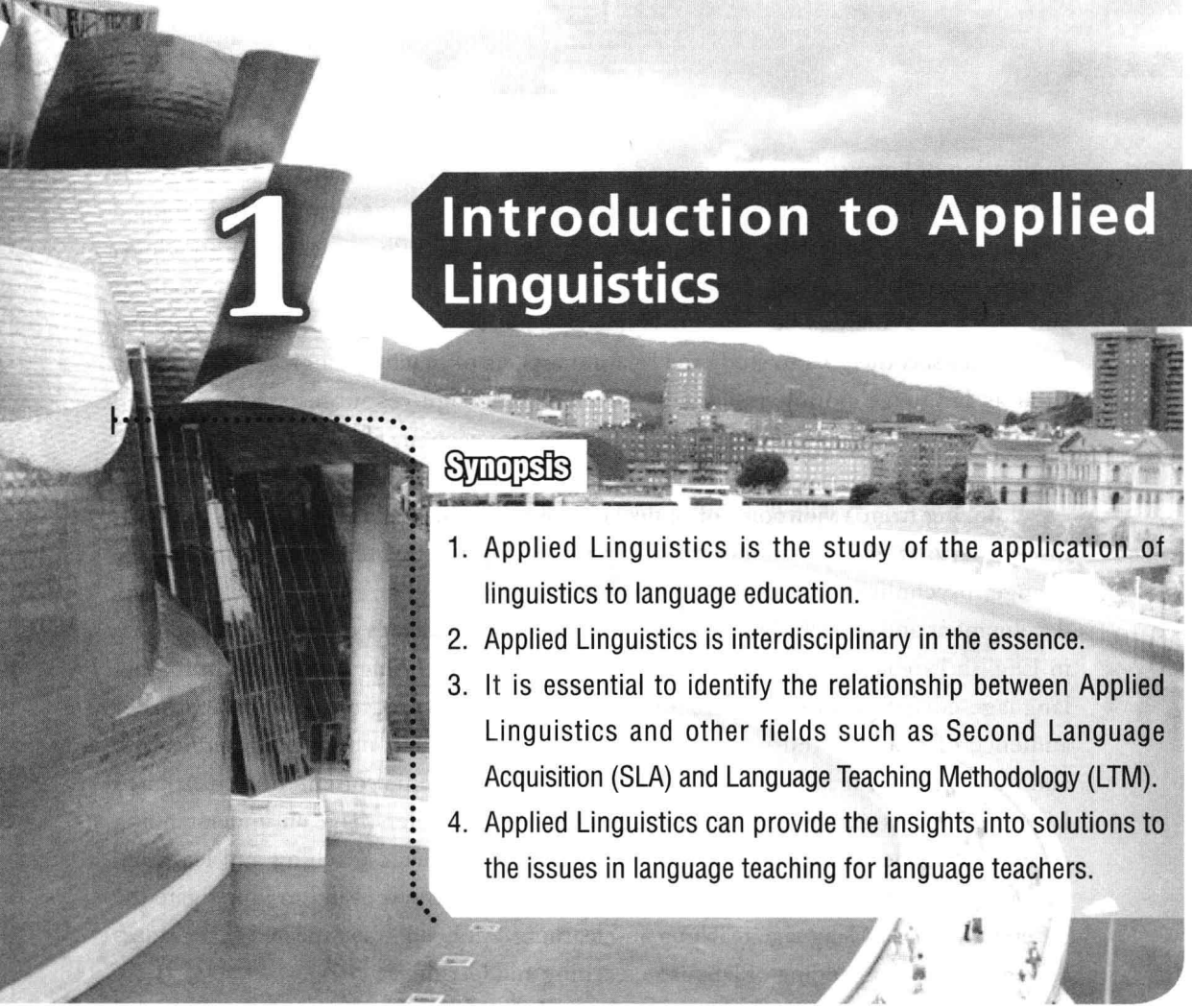

1 Introduction to Applied Linguistics

Synopsis

1. Applied Linguistics is the study of the application of linguistics to language education.
2. Applied Linguistics is interdisciplinary in the essence.
3. It is essential to identify the relationship between Applied Linguistics and other fields such as Second Language Acquisition (SLA) and Language Teaching Methodology (LTM).
4. Applied Linguistics can provide the insights into solutions to the issues in language teaching for language teachers.

1.1 Introduction

Every scientific discipline has its objects and scope that define and set the nature, feature, structure and boundary of it. To investigate the issues of Applied Linguistics, the basic questions as follows should be brought up: How do we define Applied Linguistics? Is Applied Linguistics an interdisciplinary field? Why or why not? How do we understand the nature and feature of Applied Linguistics? How to identify the relationship between Applied Linguistics and other fields such as Second Language Acquisition and Language Teaching Methodology? Why should we study Applied Linguistics as students of English Programs? Can Applied Linguistics provide the insights for language teachers or can it provide the solutions for them?

As one discipline of the linguistic sciences, Applied Linguistics is the study of the

application of linguistics to language education in a narrow sense and the social aspects of language practice in a broad sense. In its narrow sense, the main goal of Applied Linguistics is to study how can linguistic knowledge like Phonetics and Phonology, Morphology and Lexicon, Syntax, Semantics, Pragmatics, Conversation Analysis and Discourse Analysis be used for language education; in the broad sense, Applied Linguistics sets the goal to study the relevant aspects of practical language phenomena such as language policy and language plan, language resources, socio-cultural transmission of language, artificial processing of language, machine translation, and so on.

Looking from a viewpoint of philosophy of sciences, Applied Linguistics is multi-disciplinary; it draws evidence from language acquisition, text analysis, language change, psycholinguistic experimentation, brain imaging, and other sources for its development and growth. Since this book is for undergraduates following first degrees in English language programs, for graduate students embarking on courses in foreign language education of linguistics and applied linguistic program and for a broader audience of teachers and professionals concerned with second language education and development, it is to provide a general and fundamental orientation in Applied Linguistics in its narrow sense. It aims at helping the readers have an understanding of central themes of Applied Linguistics related to language teaching and learning, and in the meantime, it shall give the exposure to the methods useful to investigate the different aspects of language teaching and learning. All in all, it is expected that readers have a good understanding of language teaching and learning.

With this goal in mind, the definition of Applied Linguistics shall be discussed first; then the nature of Applied Linguistics is going to be discussed by analyzing its multidisciplinary or interdisciplinary nature. And, the related fields of Applied Linguistics such as Second Language Acquisition and Language Teaching Methodology which are always considered as its synonymies shall also be presented and discussed.

1.2 The Definition of Applied Linguistics

Applied Linguistics relates to a range of activities which involve solving some language-related problems or addressing some language-related concerns. The essential question of Applied Linguistics is whether, how, and how far the ideas and findings that have been abstracted out of actual data by the analysis of disciplinary enquiry can be referred back to the domains whence they originally came and made relevance in practice.

Some scholars believe that Applied Linguistics means applying theoretical linguistics to actual data. To them, construction of dictionaries or "corpora" collection of millions of words of English is Applied Linguistics, as is the descriptions of social networks or of gender differences.

Some applied linguists are concerned with helping planners and legislators develop and implement a national language policy; some applied linguists are concerned with helping professional groups develop scripts, materials, and literacy programs for previously unwritten languages. Other applied linguists are concerned with developing the most effective programs possible to help adult newcomers to other countries or territories for survival and occupational purposes. Other topics of concern to applied linguists are the issue of the role of the mother tongue in the education of culturally diverse students, the language for persuasion and politics, developing effective tools and programs for interpretation and translation, language testing and evaluation, and so on.

Interestingly, some experts define Applied Linguistics as "Linguistics Applied," some as the theorizing of language learning, and, in its most accepted form, as the academic discipline concerned with investigating, describing and explaining real world problems in which language plays a central role. For example, some experts take second language learning as the central concern and explore what Applied Linguistics might have to offer. Some applied linguists address the issue of how the discipline of linguistics can provide theories and descriptions of language, at sentence and at text level. They generally consider language learning with focuses on covering the areas of interlanguage, individual differences, strategy research, and learner styles. Others take into considerations on the classroom teaching activity and teacher education, its interface with education, and on assessment and testing.

Applied linguists concern the problem of collaboration between academics and language teachers by trying to find the particular role of Applied Linguistics in evaluation rather than innovation. For instance, they are interested in finding the responsiveness across sub-areas of Applied Linguistics and setting out future research goals in understanding more about "the teaching-learning process" in language classrooms. Applied linguists themselves have many conflicting ideas about what the subject consists of, but they all agree that it necessarily has something to do with language teaching. In addition to foreign language teaching, issues considered central to Applied Linguistics today include topics such as language for special purposes, e.g. language and communication related to aviation, language disorders, law, medicine, science.

Generally, applied linguists attend organizations such as CAAL (China Association

of Applied Linguistics), they also go to more specialist conferences. Topics in the Applied Linguistics in this sense might be the import of the way this field evolved from an initial preoccupation to define itself as an appendix to linguistics — primarily concerned with applying insights from linguistic theory to a set of practices, specifically language teaching.

1.3 The Nature of Applied Linguistics

Exploring the nature of Applied Linguistics begins with the question of its being. This is to mean that the account of the position of Applied Linguistics in a larger linguistics set, as well as of the important historical landmarks in its development over the past decades.

The nature of Applied Linguistics reaches into the question of "being" itself. Applied Linguistics goes beyond pure considerations of linguistic meaning and into the real world of human language practices; it connects theory or theories with practice. It is essential to view the properties of Applied Linguistics as real entities, and in particular, the reasons and accounts to interpret Applied Linguistics.

The first nature of Applied Linguistics is that it is interdisciplinary. It is generally acknowledged that the most notable and significant feature in Applied Linguistics is its rapid growth as an interdisciplinary field. Most work in this field has incidentally involved taking note of what goes on in linguistics and disciplines other than linguistics. Applied Linguistics is an interdisciplinary field, and its existence builds by virtue of upon a kind of productive relationship with other disciplines. This to say, Applied Linguistics accommodates the concepts or procedures of other disciplines in changing and expanding the scope and manner of itself.

Its close link to linguistics is quite crucial. Applied linguists need the latest and up-to-date findings from linguistics. The importance of language description in Applied Linguistics has been highly emphasized because of the theoretical insights of descriptive linguistics are important for the practical needs of language pedagogy. In many cases, Applied Linguistics requires a prescriptive grammar recognizing that language teaching is frequently a case of teaching what should be done. At the same time, Applied Linguistics, as a pedagogy-focused discipline, has pursued language description as a central feature of its work. This is especially true of first and second language acquisition, where much work has been done on the description of learners' grammars. Moreover, language standardization and vernacular language literacy have both faced the challenges involved in bridging the gap between description and prescription and the development of pedagogical grammars from language descriptions.

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