

Third Edition

LONGMAN DICTIONARY *of* LANGUAGE TEACHING AND APPLIED LINGUISTICS

第3版英汉双解

朗文

语言教学与应用语言学词典

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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朗文 语言教学与应用语言学词典

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发 音 表

CONSONANTS 辅音		
Symbol 音标	KEY WORD 范例	
b	back	
d	day	
ð	then	
dʒ	jump	
f	few	
g	gay	
h	hot	
j	yet	
k	key	
l	led	
m	sum	
n	sun	
ŋ	sung	
p	pen	
r	red	
s	soon	
f	fishing	
t	tea	
tʃ	cheer	
θ	thing	
v	view	
w	wet	
z	zero	
ʒ	pleasure	

VOWELS 元音		
Symbol 音标	KEY WORD 范例	
æ	had	
ɑ:	calm	
ɒ	pot	<i>British English</i>
aɪ	bite	
aʊ	now	
aɪə	tire	
aʊə	tower	
i:	sheep	
ɔ:	caught	
ɪ	ship	
i	pretty	
ɪ	acid	
e	bed	
ʊ	put	
u	actuality	
u:	boot	
ʌ	cut	
ɜ:	bird	
ə	about	
eɪ	make	
əʊ	note	
ɔɪ	boy	
ɪə	here	
iə	alien	
eə	there	
ʊə	poor	
eɪə	player	
əʊə	lower	
ɔɪə	employer	

/ˈ/ 表示主重音

/ɪ/ 表示次重音

/r/ 在词尾表示美国式英语中/r/通常发音,在英式英语中如果后接的词以元音开始也要发音

/ɜ:/ 表示有些人以/ɪ/发音,有些人以/ə/发音

/ɝ/ 表示有些人以/ʊ/发音,有些人以/ə/发音

/u/ 表示一个介于/ʊ/和/ɜ:/之间的音

/i/ 表示很多美国人以/i:/发音,而很多英国人以/ɪ/发音

/ə/ 表示/ə/可发音可不发音

/ˌ/ 表示重音转移

如何使用本词典

中文对应词 相关的词 词性

aphasia *n* 失语症 aphasic *adj* 失语的
also 亦作 *dysphasia n*

较少使用的可替换术语

loss of the ability to use and understand language, usually caused by damage to the brain. The loss may be total or partial, and may affect spoken and/or written language ability. 因大脑受损而造成丧失运用和理解语言的能力。语言能力的丧失可能是部分的,也可能是全部的,它可能会影响说话和/或书写能力。

There are different types of aphasia: **agraphia is difficulty in writing**; **alexia is difficulty in reading**; **anomia** is difficulty in using proper nouns; and **agrammatism** is difficulty in using grammatical words like prepositions, articles, etc. 失语症有好几种: **失写症是指书写困难**; **失读症指阅读困难**; **忘名症指运用专有名词有困难**; **语法缺失指运用语法词,如介词、冠词等有困难**。

Aphasia can be studied in order to discover how the brain processes language. 通过研究失语症可以揭示大脑是如何处理语言的。

see also 另见 **BRAIN, NEUROLINGUISTICS**

在词条中作出解释的术语

其他可参考的词条

computer assisted language learning *n* 计算机辅助语言学习, 电脑辅助语言学习

also 亦作 **CALL**

术语的缩写形式

the use of a computer in the teaching or learning of a second or foreign language. CALL may take the form of 利用计算机进行第二语言或外语的教或学, 可以有以下形式

a activities which parallel learning through other media but which use the facilities of the computer (e. g. using the computer to present a reading text) 使用计算机设备(如利用计算机引入阅读材料)与通过其他方法的学习同步进行

b activities which are extensions or adaptations of print-based or classroom based activities (e. g. computer programs that teach writing skills by helping the student develop a topic and **THESIS STATEMENT** and by checking a composition for vocabulary, grammar, and topic development), and 对书面材料或课堂为基础的活动进行延展或改编(计算机教学写作技能, 其方法是帮助学生扩展一个主题和主题陈述, 并检查用词、语法及主题扩展), 及

c activities which are unique to CALL. CALL 的特有活动

see also 另见 **INTERACTIVE VIDEO**

有专条解释的术语

较少使用的
的词条

dysphasia *n* 失语症
another term for 另一术语为 APHASIA

缩写形式
的词条

CALL *n* 计算机辅助语言学习
an abbreviation for 缩写自 COMPUTER-ASSISTED LANGUAGE
LEARNING

在其他词
条中解释
的词条

agrammatism *n* 语法缺失, 语法失能症
see 见 APHASIA

导 言

读者对象

本辞典是为以下人士编写的：

- 修读语言教学或应用语言学课程的大学生或研究生，特别是打算从事外语教学工作或把英语作为第二语言或外语的教学工作的学生
- 修读在职培训课程或职前培训课程的语言教师
- 学习语言学及相关学科入门课程的学生
- 对于语言研究的实际应用感兴趣的教师或其他人士

编写目的

语言教学和应用语言学有自己的核心研究领域，也吸收了许多不同学科的研究成果。核心研究领域包括：二语习得、方法学、测试学以及大纲设计；吸收的其他学科的研究成果包括以语言为基础的学科，如语言学、社会语言学和心理语言学，和以教育为基础的一些学科，如课程开发、师范教育以及评估。所以学习语言教学和应用语言学课程的学生会遇到大量的专业术语，这些术语经常在文章、书籍和课堂里出现。本辞典设法解释清楚这些术语的意思和用法。

应用范围

本辞典是为没有语言教学或语言学知识或这方面基础较差的人士编写的。我们特别注意英语，辞典中大多数例子都用英语。但对其他语言感兴趣的人士，本辞典也是有帮助的。尽管本辞典不是为那些在语言教学或应用语言学方面有过专门训练的人士而编写的，但对于他们并不十分熟悉的地方，本辞典可以作为参考使用。本书对于一般的读者也会有帮助，可以使他们对语言教学和应用语言学方面出现的这些术语有进一步的了解。

语言教学和应用语言学

本辞典包含了语言教学和应用语言学的核心词汇。语言教学涉及语言课程的编制、教学法、材料编制、二语习得理论、测试、教师培训及其他相关领域。本辞典收录的语言教学学术语有下列各方面：

- 语言教学中的教学法
- 课程编制和教学大纲设计
- 二语习得
- 听、说、读、写的教学
- 计算机辅助语言教学
- 语言教学方面的师资培训
- 英语语法及发音
- 语言测试、研究方法及基本的统计学

本辞典还包括了应用语言学方面的术语。在本书中，“应用语言学”是指语言学和语言理论的实际应用，其中的术语包括以下几个方面：

- 语言学入门，包括音系学、语音学、句法学、语义学和形态学
- 话语分析
- 社会语言学，包括语言的社会学研究和交际能力
- 心理语言学，包括学习理论

辞典内容

本辞典有 2800 个词条，用尽量简练而精确的语言解释了上文所列各学科最常出现的一些术语。这些术语多数在本词典的第二版中已经收录，但是本辞典这次版本还收录了 800 多条第二版没有包含的术语，另外还对第二版中的很多词条作了修订。收录术语的原则是基于它在某一领域中的重要性，说明该术语在该领域中有特定的含义，其他辞典不太会列出这样的释义。

本辞典的目的是要令释义的文字浅白易懂，用非技术语言清楚展现术语的最重要的基本意义。每个词条尽可能自成一体，但是有些也附有交叉参考，可查看该词条与其他的术语和概念之间的关系。

A

AAE *n* 黑人英语

another term for 缩写自 AFRICAN AMERICAN ENGLISH

AAVE *n* 黑人英语

an abbreviation for 缩写自 AFRICAN AMERICAN VERNACULAR ENGLISH

see 见 AFRICAN AMERICAN ENGLISH

ability grouping *n* 能力组别

in teaching, the placement of students in groups or classes according to their ability in a skill or subject, e. g. based on their language proficiency. Groups containing students of different ability levels are known as *mixed ability groups* or *heterogeneous groups*, while groups composed of students with similar abilities, achievement, etc., are known as *homogeneous groups*. 教学中, 根据学生在某项技能或者科目的能力, 例如根据他们的语言水平, 把学生分成不同的小组或者班级。由不同能力水平学生组成的组叫“混合能力组”或者“异质组”, 而由能力、水平等相似的学生组成的组叫“同质组”。See 见 GROUPING

ablaut *n* 元音变换

a process by which an inflected form of a word is formed by changes in the vowel of the stem. For example, the past tense of *sing* is *sang* and the plural of *goose* is *geese*. 单词的某个屈折形式由词根的元音变化而形成的过程。例如, 单词 *sing* 的过去式 *sang*, *goose* 的复数形式 *geese*。

absolute *n* 绝对形式

an adjective or adverb that cannot have a comparative or superlative form. For example *perfectly* and *unique* already express the idea of “to a maximum degree” and cannot therefore be used with comparative forms as in *most *perfectly*, or *more *unique*. 不能用比较级或最高级形式表示的形容词或副词。例如, *perfectly* 和 *unique* 两词均含有“最大限度”之意, 故不能再以比较级形式表示, 即不能说成 most *perfectly* 或 more *unique*。

absolute clause (phrase, construction) *n* 独立从句(短语, 结构)

a non-finite adverbial clause or other adverbial construction that is not

linked syntactically to the main clause, e.g. 没有与主句在句法上相连的非限定状语从句或者其他状语结构,如:

As far as I can tell, she is not having any problems with the course. (就我所知,她的功课没有遇到什么问题。)

abstract noun *n* 抽象名词

see 见 CONCRETE NOUN

ABX discrimination *n* ABX 辨别

in PSYCHOLINGUISTICS, a task in which three stimuli are presented in a trial. A and B are different (for example, the words *ramp* and *lamp*) and the subject's task is to choose which of them is matched by the final stimulus. 心理语言学实验中的一种任务。在每个实验中呈现三个刺激,其中 A 刺激和 B 刺激是不同的(例如, *ramp* 和 *lamp*),被试的任务是选择其中的一个与最后呈现的第三个刺激相匹配。

academic language *n* 学术语言

the special registers and genres of language used in the learning of academic subject matter in formal schooling contexts. Mastery of academic language is associated with literacy and academic achievement and involves learning specific terms, text types, discourse features and speech registers in different fields of study (e.g. history, maths). Learning academic language is essential for **mainstreaming** for second language learners and for students studying **English for Academic Purposes**. 在正式学校教育中学习学术科目的专门语域和语言体裁。学术语言的掌握影响读写能力和学术成绩。它包括学习不同科目(如历史、数学)的专门术语、篇章类型、话语特征和言语语域。学术语言的学习对学习第二语言的学生和学术英语的学生转入正规班级是很重要的。

academic vocabulary *n* 学术词汇

the most frequently occurring vocabulary in academic texts. In English a core academic vocabulary of some 600 words (e.g. words such as *evidence*, *estimate*, *feature*, *impact*, *method*, *release*) is common to a wide range of academic fields and accounts for around 10% of the words in any academic text. Students need to be familiar with this vocabulary if they are to complete academic courses successfully. The teaching of academic vocabulary is an aspect of **English for Academic Purposes**. Academic vocabulary is determined from analysis of a corpus of academic English. Academic Vocabulary may be compared with Technical Vocabulary, which refers to words specific to a particular topic, field or discipline. 在学术文本中最常出现的词汇。英语中,核心学术词汇约 600 个单词(例如 *evidence*, *estimate*, *feature*, *impact*, *method*, *release*)。它们是很多学术领域的共同词汇,占任一学术文本中单词总数的 10% 左右。如果学生要成功地完成他

们的学术课程学习,他们需要熟悉这些词汇。学术词汇的教学是学术英语教学的一部分。学术词汇是通过分析学术英语语料库而确定的。与学术词汇相比较,技术词汇指出现在某一专门话题、领域或者学科的单词。

accent¹ *n* 重音

greater emphasis on a syllable so that it stands out from the other syllables in a word. For example, in English the noun *'import* has the accent on the first syllable *im-* while the verb *im'port* has the accent on the second syllable *-port*: 重读一个音节,使之突出于同一词中其他音节。例如,英语名词 *'import* 的重音落在第一个音节 *im-* 上,而动词 *im'port* 的重音落在第二个音节 *-port* 上:

This car is a foreign import. (这汽车是进口货。)

We import all our coffee. (我们所有的咖啡都是进口的。)

see also 另见 PROMINENCE, STRESS

accent² *n* 音符

in the written form of some languages, particularly in French, a mark which is placed over a vowel. An accent may show: 有些语言,特别是法语,其书写形式中,划在元音字母上的标记。音符可以表示:

a a difference in pronunciation (see DIACRITIC). For example, in the French word *prés* “meadows”, the **acute accent** on the *e* indicates a different vowel sound from that in *près* “near” with a **grave accent**. 发音区别(见 DIACRITIC)。例如,法语单词 *prés* “草坪”,*e* 的上方标有尖音符,表示元音发音不同于标有沉音符的 *près* “邻近于”中的 *e*。

b a difference in meaning without any change in pronunciation, e. g. French *ou* “or” and *où* “where”. 同音异义,如法语中 *ou* “或者”和 *où* “哪里”。

accent³ *n* 口音

a particular way of speaking which tells the listener something about the speaker's background. 能说明说话者背景的一种特殊的说话方式。

A person's pronunciation may show: 发音可以显示出:

a the region or country they come from, e. g. 说话者来自哪个国家或地区,如:

a northern accent (北方口音)

an American accent (美国口音)

b what social class they belong to, e. g. 说话者的社会阶层,如:

a lower middle class accent (中产阶级下层的口音)

c whether or not the speaker is a native speaker of the language, e. g. 该语言是否为说话者的本族语,如:

She speaks English with an accent/with a German accent. (她的英语带有口音/德国口音。)

see also 另见 DIALECT, SOCIOLECT

accent⁴ *n* 重读

another term for 另一术语为 STRESS

accent discrimination *n* 口音歧视

discrimination or bias against speakers with foreign, regional, or social class ACCENTS³, for example in employment or in legal proceedings. 在求职、司法程序等过程中,对说话带外国口音、地方口音或者社会阶级口音的人的歧视或者偏见。

see also 另见 FORENSIC LINGUISTICS

accent reduction *n* 口音消除

programmes designed to help second language speakers speak a second or foreign language without showing evidence of a foreign accent. Such programmes reflect the fact that many second language speakers experience discrimination based on their accent. There is no evidence however that reduction in a foreign accent necessarily entails an increase in intelligibility. Hence many educators argue for a greater tolerance of foreign accents. 为帮助二语学习者说第二语言或者外语的时候不带外来口音而设计的课程。这些课程反映了这样一个事实:很多说第二语言的人遭受了口音歧视。然而,没有证据表明消除外来口音必然会导致口语理解性的增加。因此很多教育家建议我们对外来口音应该更宽容。

See also 另见 English as an International Language

acceptable *adj* 可接受的

(in linguistics) the judgement by the native speakers/users of a speech variety that a certain linguistic item is possible in their variety. The linguistic item could be a written sentence, a spoken utterance, a particular syntactic structure, a word or a way of pronouncing a certain sound. The speech community where such an item is considered acceptable could be all the speakers of a particular region or social class or, alternatively, just the members of an in-group, for example teenagers belonging to a rock club who have created their own in-language. A linguistic item which is acceptable to one group or variety need not be acceptable to another, for example, speakers of some varieties of English accept such expressions as: (语言学中)以某一语言变体为母语的人判断某一语言项在该变体中存在的可能性。该语言项可以是一个句子、一句话、一个特殊的句法结构、一个单词或某个音的发音方式。决定该语言项是否可以接受的语言群体并不一定很大,它可以是某一特定地区或社会阶层的全体成员,也可以是某一小群体的内部成员,如摇滚俱乐部的青少年创造了属于他们自己的时髦语。语言项在一个群体或语言变体中是可接受的,在另一群体或变体内则并不一定是可接受的,例如说某些英语变体的人可以接受下列表达方式:

I want for him to come. (我要他来。)

and 和



We were visiting with (meaning “calling on”) *Aunt Lizzie*. (我们正拜访莉齐姑姑。)

but speakers of other varieties would not accept these expressions and use instead; 但说其他变体的人就不能接受这些表达方式, 而说成:

I want him to come. (我要他来。)

and 和

We were visiting Aunt Lizzie. (我们正拜访莉齐姑姑。)

Sometimes linguistic items are acceptable in certain situations and not in others. For example a teenager may tell a friend: 有时语言项在某些场合可接受, 但在其他场合却不可接受, 如一个十来岁小姑娘会对她朋友说:

I nearly freaked out when I saw that jerk. (看到那蠢人我简直晕过去了。)

and in that situation it would be acceptable. It would usually be unacceptable if the utterance was used in a formal address at a special function (except, of course, if it was said jokingly). 这时这句话是可以接受的。但如果在重要的聚会中正式发言时说这话, 一般来说就不可接受了 (除非开玩笑地说)。

The terms acceptable and unacceptable are different from *grammatical* (see GRAMMATICAL¹) as they cover a wider range of linguistic units and situations. And because they do not have prescriptive overtones (see PRESCRIPTIVE GRAMMAR) they are also preferred to expressions such as CORRECT/INCORRECT, SUBSTANDARD, right/wrong. 可接受和不可接受这个两术语, 不同于“合乎语法的”(见 GRAMMATICAL¹), 因为前二者包含更广的语言单位和语言情景。又因为它们不带规定性含义 (见 PRESCRIPTIVE GRAMMAR), 因而比正确/不正确、次标准及对/错的表达方式更为可取。

see also 另见 APPROPRIATENESS, CONVERSATIONAL RULES

acceptable alternative method *n* 合理选项法

see 见 CLOZE TEST

acceptable word method *n* 合理选词法

see 见 CLOZE TEST

acceptability judgement task *n* 可接受性判断任务

one of several types of tasks (or tests) that require subjects to judge whether particular sentences are possible or not in either their native language or a language they are learning. If the task instructions specify that subjects are to judge whether or not a sentence is acceptable, the task is called an **acceptability judgement task**; if they are asked to judge whether a particular sentence is grammatical, the task is usually called a **grammaticality judgement task** (or test). 几种不同类型的任务(或者测试)之一。要求实验对象判断某些句子在他们的母语或者所学语言中是否可能。如果任务指令指定要他们判断某个句子是否可以接受, 那么这一任务就叫“可接受性判断任务”; 如果

要他们判断某个句子是否符合语法,那么该任务就叫“语法性判断任务”(或者测试)。

access *n, v* 存取

in COMPUTER ASSISTED LANGUAGE LEARNING, locating or obtaining information or data. **Sequential access** means locating information in sequence, for example by fast forwarding an audio cassette. **Direct access** or **random access** means locating information directly, in such a way that access time is not dependent on its location. 计算机辅助语言学习中,查找或获得信息、数据。顺序存取指按次序查找信息。例如,在盒式录音带上查找信息就需要多次快进寻找位置。直接存取或随机存取都表示直接定位信息,而存取信息的时间与信息位置无关。

accidental gap *n* 偶然空缺

in WORD FORMATION, a non-occurring but possible form, for example *unsad* as an ANTONYM of *sad*. When learners produce such forms, these are considered to be examples of OVER-GENERALIZATION. 在构成单词时,某个可能出现的但是没有出现的形式。如用 *unsad* 作为 *sad* 的反义词。当学习者造出这样的形式时,这些形式被认为是由于“泛化”产生的。

accommodation¹ *n* 语言调节

a theory that seeks to explain shifts in the style of speaking people make such as when a person changes their way of speaking to make it sound more like or less like the speech of the person they are talking to. For example, a teacher may use simpler words and sentence structures when he/she is talking to a class of young children. This is called **convergence**. Alternatively a person may exaggerate their rural accent because they are annoyed by the attitude of someone from the city. This is called **divergence**. Convergence is a strategy in which people adapt to each other's speech by adjusting such things as speech rate, pauses, length of utterance, and pronunciation. Divergence involves emphasizing speech and non-verbal differences between the speaker and other interlocutors. In communication between native and nonnative speakers or between second language speakers with different levels of proficiency, accommodation may serve to promote intelligibility. 一种用来解释说话人说话方式改变的理论。说话者改变说话方式使之听起来更像或更不像听话人一方。例如,教师对一个幼儿班说话时会使用一些较简单的词和句子结构。这一现象称趋同。说话者可能由于不满城里来的人而夸大自己的乡下口音,这一现象称趋异。趋同是一种策略,人们通过调整说话的节奏、停顿、话语的长度、发音等来相互适应。趋异则强调说话者与其他交谈者之间的言语差异和非言语差异。在本族语者和非本族语者之间的交际中或者水平不同的二语说话者之间的交际中,调节可以用来提高可理解性。

see also 另见 ACCENT³

**accommodation**² *n* 适应性调节see 见 ADAPTATION²**accomplishments** *n* 完成

see 见 ASPECT

accountability *n* 责任性

the answerability of all those involved in applied linguistics for the quality of their work. For example, test developers need to be able to explain the rationale behind the assessment techniques they use and their results to test takers and test users; language programme administrators are accountable to clients who pay for special courses, as well as to students for the quality of instruction; and public school programme administrators are accountable to parents and other members of the public. Accountability includes the documentation and reporting of procedures used to develop curriculum and courses and of practices used in the hiring of teachers, selection of materials, evaluation of teachers and courses and the assessment of learners and learning outcomes. 所有牵涉到应用语言学的人为他们工作的质量负责。例如,测试开发者要能够向受试者和测试使用者解释所采用的评估技术的基本原理和评估结果;语言课程管理者应为向他们付费的客户以及学生学习的质量负责;公立学校课程管理者应该对学生家长以及其他公众成员负责。责任性包括课程、大纲开发过程的文档编写和汇报,以及在雇佣教师、选择教材、教师和课程评估、学习者和学习结果评估的文档编写和汇报。

accredited interpreter *n* 认证口译人员

see 见 INTERPRETATION

accredited translator *n* 认证笔译人员

see 见 TRANSLATION

acculturation *n* 语言、文化移入

a process in which changes in the language, culture, and system of values of a group happen through interaction with another group with a different language, culture, and system of values. For example, in second language learning, acculturation may affect how well one group (e.g. a group of immigrants in a country) learn the language of another (e.g. the dominant group). 一群体的语言、文化和价值体系在与另一不同语言、文化和价值体系的群体相互交流中产生变化的过程。例如,在学习第二语言时,语言、文化适应会影响某一群体(例如一国家的移民群体)对另一语言(例如主要群体的语言)的学习。

see also 另见 ACCULTURATION MODEL ASSIMILATION², SOCIAL DISTANCE

acculturation model *n* 语言文化移入模型

in second language acquisition, the theory that the rate and level of ultimate success of second language acquisition in naturalistic settings (without instruction) is a function of the degree to which learners acculturate to the target language community. Acculturation may involve a large number of social and psychological variables, but is generally considered to be the process through which an individual takes on the beliefs, values and culture of a new group. 在二语习得中,二语习得者在自然环境(不用指导)下最终的成功率和级别是学习者适应目标语社团的程度的函数。文化移入可能涉及到大量的社会和心理变量,但通常被认为是一个过程,通过它,个体逐渐接受一个新团体的信念、价值和文化。

accuracy *n* 正确度

see 见 FLUENCY

accuracy order *n* 准确顺序

also 亦作 **difficulty order**

some linguistic items, forms, and rules seem to be consistently produced with higher accuracy than others by language learners, permitting such items to be ordered with respect to their relative difficulty. Accuracy orders based on CROSS-SECTIONAL RESEARCH are sometimes taken as evidence for an order of acquisition, although such claims need to be reinforced through LONGITUDINAL RESEARCH. 语言学习者生成有些语言项目、形式或者规则时似乎一直比生成其他的更具准确性,使得那些语言项目可以根据它们的相对难度进行排序。基于横向研究的准确顺序有时被用来作为习得顺序的证据,虽然那些主张需要有纵向研究来支持。

accusative case *n* 受格,宾格

the form of a noun or noun phrase which shows that it functions as the direct object of the verb in a sentence. For example, in the German sentence: 词或名词短语的一种形式,表示用作句中动词的直接宾语。例如,德语句子:

Ursula kaufte einen neuen Tisch.

Ursula bought a new table. (厄休拉买了一张新桌子。)

in the noun phrase *einen neuen Tisch*, the article *ein* and the adjective *neu* have the inflectional ending *-en* to show that the noun phrase is in the accusative case because it is the direct object of the verb. 在名词短语 *einen neuen Tisch* 中,冠词 *ein* 和形容词 *neu* 的屈折词尾 *-en* 表示该名词短语是受格,因它是动词的直接宾语。

see also 另见 CASE¹

achievement test *n* 学业成绩测试

a test designed to measure how much of a language learners have



successfully learned with specific reference to a particular course, textbook, or programme of instruction, thus a type of **CRITERION-REFERENCED TEST**. An achievement test is typically given at the end of a course, whereas when administered periodically throughout a course of instruction to measure language learning up to that point, it is alternatively called a **PROGRESS TEST**. Its results are often used to make advancement or graduation decisions regarding learners or judge the effectiveness of a programme, which may lead to curricular changes. 衡量一个人在某一特定课程或教学计划中所学的语言已达何种程度的测试。因此是一种标准参考测试。学业成绩测试通常在课程结束时进行,而在课程进行中周期性地进行测试以衡量语言学习者到该时所取得的进步,则它又可被叫作进展测试。它的结果通常被用来决定学习者的升学或者毕业,或者判断课程的有效性,因此其结果可能导致课程改变。

The difference between this and a more general type of test called a **PROFICIENCY TEST** is that the latter is not linked to any particular course of instruction and is thus a type of **NORM-REFERENCED TEST**. For example, an achievement test might be a listening comprehension test if all of its items are based on a particular set of dialogues in a textbook. In contrast, a proficiency test might use similar test items but would not be linked to any particular textbook or language **SYLLABUS**. 学业成绩测试与另一量度总体能力的水平测试有区别,因后者并不针对任何特定的课程,因此是一种常模参考测试。例如,学业成绩测试可以是一次听力测验,所有题目都以课本中某一段对话为基础。相比之下,水平测试可能采用相同的考试题型,但与特定的课本或语言教学大纲无关。

achievements *n* 成就动词

see 见 **ASPECT**

acoustic cue *n* 声提示

an aspect of the acoustic signal in speech which is used to distinguish between phonetic features. For example **VOICE ONSET TIME** is an acoustic cue which is used to distinguish between the sounds /t/ and /d/. 说话时声信号的一个现象,用以区别不同的语音特征。例如浊音就位时间就是一个声提示,以区别 /t/ 和 /d/ 二音。

acoustic filtering *n* 声音过滤

(in listening comprehension) the ability to hear and identify only some of the sounds that are being spoken. For example, when someone is learning a foreign language, the speech sounds of their native language may act as a filter, making it difficult for them to hear and identify new or unfamiliar sounds in the foreign language. (听力理解中)只能听到和辨认出说话者发出的其中一些音的现象称声音过滤。例如,在学习者学习外语过程中,他们的本族语的语音会产生过滤作用,使学习者难以听到和辨认出外语中出现