Applied Linguistics

应用语言学

卢植 著

暨南大学出版社
JINAN UNIVERSITY PRESS

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总 序

百年沧桑，弦歌不辍；巍巍暨南，展焕新颜。暨南大学自1906年创办以来，始终秉承“宏教泽而系侨情”的办学宗旨，注重以中华民族优秀的传统道德文化培养造就人才。学校积极贯彻“面向海外，面向港澳台”的办学方针，建校至今，共培养了来自世界五大洲127个国家和地区的各类人才20余万人，堪称桃李满天下。

暨南大学的研究生教育始于1978年，是改革开放后全国首批研究生招生培养单位。1984年，学校率先招收海外及港澳台研究生，是当时全国唯一的试点单位。1987年开始，创建了与境外知名大学合作培养研究生的教育模式，目前已与中国香港、美国、加拿大、德国、英国等地区和国家的众多知名大学联合培养研究生。1989年开创内地高校招收境外“兼读制”研究生及境外研究生面授点的先河。经过30多年的建设与发展，暨南大学已经成为推动港澳台合作办学及国际办学的探索者和实践者，联结内地与港澳台同胞、海外侨胞的桥梁和纽带，被誉为“中国境外研究生教育的试验田和窗口”。

目前，学校已拥有博士学位授权一级学科6个，博士学位授权二级学科39个，硕士学位授权一级学科18个，硕士学位授权二级学科135个，6种硕士专业学位及临床医学博士专业学位；学位授权点覆盖了哲学、经济学、法学、教育学、文学、历史学、理学、工学、医学和管理学10个学科门类；设有博士后科研流动站9个，博士后工作站1个。学校师资力量雄厚，有专任教师1 677人，其中中国科学院院士1人，中国工程院院士4人，博士生导师297人，教授390人，副教授590人。

教材建设是课程体系和教学内容改革的核心，是进一步加强研究生教学工作、深化教学改革、提高研究生教育教学质量的重要措施。为此，学校启动了“暨南大学研究生教材建设”项目，将系统出版一批具有学科特色和水平的研究生教材。在研究生部的精心组织下，通过专家组评审，分批立项，

每批二三十种，覆盖了公共学位课、专业学位课和专业选修课等课程。这些教材符合研究生教育改革发展趋势，反映了学科建设的新理论、新技术、新方法，在国内同类教材中较为先进。我们希望通过几年的努力，打造出一系列特色鲜明的研究生精品教材。

暨南大学副校长 [illegible]

2009 年 7 月

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前　言

应用语言学是产生于20世纪50年代的跨学科综合性学科，是一门独立的、其他任何学科无法替代的新兴边缘学科，它有自己的理论、原则和研究方法。应用语言学有狭义和广义之分，本书主要致力于狭义应用语言学即语言/外语教学的学科体系。

国内的应用语言学起始于20世纪80年代，桂诗春编撰的《应用语言学》（湖南教育出版社1988年版）是国内外语界第一本应用语言学的教材，主要集中于狭义的应用语言学即语言/外语教学的探讨，从语言内在特征的10个侧面论述了与语言/外语教学有关的问题，其最大的特点是论证了语言/外语教学的系统性特点和跨学科性质，推动了我国应用语言学的创立和发展，桂诗春因而成为中国应用语言学的创始人之一；随后乐眉云的《应用语言学》（南京师范大学出版社1999年版）和贾冠杰编著、Jane Weiss主审的《应用语言学教程》都是用英文撰写的供外语专业研究生使用的教材，也都属于狭义的应用语言学范畴，它们的特点是体系简明扼要、叙述简洁清晰，但未涉及应用语言学的研究方法论和研究设计以及数据统计分析等内容，而这些内容对于外语专业研究生的培养目前在全世界都是热点和重点。国外出版的应用语言学教材大都仅仅包含国外学者的研究，立意高远、视野宽广，但体系不尽一致，内容庞杂、语言艰涩，国外同类教材特别适合用于拓展阅读和专题研讨，作为课堂教材则难以适应中国学生的学习习惯和思维特点。

本书在全面分析国内外已有教材特点特色的基础上设计了自己的体系结构，力求反映最新研究成果，把网络技术与语言学习、认知科学、语料库、语篇分析等整合其中。本书可作为外国语言文学外国语言学及应用语言学专业研究生和中国语言文学应用语言学专业研究生培养体系中的核心课程教材，以满足应用语言学课程建设之急需。因此，本书将在语言学相关专业和方向的研究生培养中发挥重要作用，具体表现在以下三个方面：

（1）探讨应用语言学的学科体系。应用语言学是一门独立的、其他任何学科无法替代的新兴边缘学科。在许多方面如应用语言学的定义、研究范围、理论建构等，语言学家们还在各抒己见，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，又研究其自身的理论。应用语言学的课程内容和课程体系还在发展和探索之中。本书主要致力于狭义应用语言学即语言/外语教学的学科体系，力求把与语言教学有关的主题反映在其中。

（2）反映应用语言学的最新学术成果。本书充分利用并吸纳本领域最新的研究成果，反映应用语言学在国内外尤其是国外学术界的研究成果，其中所涉及的诸多内容在国内都具有前沿和新颖的特点，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，而这些内容在国内已经出版的同类教材中均未有所反映。

（3）培养研究生的应用语言学研究素养。作为跨学科的新兴边缘学科的应用语言学对研究生的培养提出了更新更高的要求，该专业的研究生需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计算机应用能力、数理统计能力和综合的语言实验研究设计能力等，本书在这些方面都体现了应用语言学的这一综合性特点和交叉性质。它的出版将有利于培养研究生的应用语言学研究素养。

在本书编写过程中得到诸多人士的帮助，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。本书自 2007 年起在暨南大学外国语学院外国语言学及应用语言学专业研究生中连续试用，在试用过程中同学们也都提出了许多宝贵的意见和建议。本书获暨南大学研究生教材建设项目资助。在本书编写过程中，参考了诸多国内外学者的研究成果，并依照学术著作的编著规范进行了标示。在此一并致以诚挚的谢意！

限于本人水平，书中错漏在所难免，敬请广大读者批评指正，本人将不胜感激。

卢　植

2011 年 8 月

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1 Introduction to Applied Linguistics

1.1 Introduction

Applied linguistics, as a scientific and academic discipline, has its research objects and scope that define and set its nature, feature and structure. To explore and investigate the issues related to the nature, feature and structure of applied linguistics, applied linguists usually bring up the questions as follows: How to define applied linguistics as an independent discipline? How to recognize applied linguistics as an interdisciplinary field? How to identify the relationship between applied linguistics and other fields such as Second Language Acquisition and Language Teaching Methodology? Whom should applied linguistics serve? Can applied linguistics provide the insights to language teachers or can it provide the solutions to them?

Applied linguistics can be viewed and understood in terms of its narrow sense and broad sense. In a narrow sense, applied linguistics is the study of the application of linguistics to language education, and, in a broad sense, it is the study of the social aspects of language practice. Narrowly speaking, the main goal of applied linguistics is to study how linguistic knowledge like phonetics and phonology, morphology and lexicon, syntax, semantics, pragmatics are used for language pedagogy and language education; while broadly speaking, applied linguistics sets the goal to study the relevant aspects of practical language phenomena such as language policy and language plan, language resources, contrastive studies of language, socio-cultural transmission of language, artificial processing of language, computerized corpora of language, and machine translation.

From a philosophical point of view, during its development and growth, applied linguistics is multidisciplinary, it absorbs and adapts evidences from language acquisition, text analysis, language change, psycholinguistic experimentation, brain

imaging and other sources. This book is to provide a general orientation in applied linguistics in a narrow sense since it is for the graduate students of linguistics and applied linguistics. The book aims at trying to help the readers have an understanding of central themes and assumptions of applied linguistics related to language teaching and learning, and in the meantime, an exposure to the empirical methods useful to investigate the different aspects of language teaching and learning shall be given. All in all, students using this book are expected to have a good understanding of language teaching and learning.

The definition of applied linguistics shall be discussed by the question what is applied linguistics; then, the nature of applied linguistics is going to be discussed by analysing its multidisciplinary or interdisciplinary nature which has been determined by the multiple and diverse resources of it; and after that, the related fields of applied linguistics such as Second Language Acquisition (SLA) and Language Teaching Methodology (LTM) shall be presented and discussed since they are always considered as synonyms in applied linguistics.

1.2 The Definition of Applied Linguistics

Any academic discipline should provide a definition of itself to orient the exact position and direction it needs to go. The essential question for applied linguists is to figure out the definition of applied linguistics. Applied linguists usually think of the questions such as whether they can define applied linguistics and how to define it as an independent scientific discipline. To answer such questions, they will wonder how far the ideas and findings abstracted out of actual data by the idealisation and analysis of disciplinary enquiry can be referred back to the domains of applied linguistics. Applied linguistics is affiliated with linguistics, though many important contributions come from people nominally working in other disciplines.

To certain extend, applied linguists themselves do not have much clearer ideas about what the applied linguistics is. But all of the applied linguists agree that it necessarily has something to do in defining applied linguistics with linguistics and defining applied linguistics should include the authentic description of language done by general linguists.

Some experts in the field define applied linguistics as "linguistics applied", while others define it as the theorizing of language learning and as the academic

discipline concerned with investigating, describing and explaining language learning in which language plays a central role. For example, Steven McDonough takes second language learning as the central concern and explores what applied linguistics in its various guises 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 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 and teacher education, its interface with education, and on assessment and testing. Applied linguists concern the problem of collaboration between academics and language teachers, trying to find particular role for applied linguistics in evaluation rather than innovation. Some linguists are interested in finding the need for responsiveness across sub-areas of applied linguistics and setting out future research goals in understanding more about "the teaching-learning process" in language classrooms. Other applied linguists are concerned with developing the most effective programs which is possible to help adult language learners develop literacy in the languages that they will need for survival and occupational purposes.

Other topics currently of concern to applied linguists are the broad issue of the optimal role of the mother tongue in the education of culturally and linguistically diverse students, the language of persuasion and politics, developing effective tools and programs for interpretation and translation, and language testing and evaluation.

To other scholars, the term "applied linguistics" refers to a broad range of activities which involve solving some language-related problems or addressing some language-related concerns. Some applied linguists think of applied linguistics as applying theoretical linguistics to actual data. To them, constructing a dictionary or collecting "corpora" of millions of words can be applied linguistics; describing social networks or gender differences of language performance can also be applied linguistics. Some applied linguists are concerned with helping planners and legislators develop and implement a language policy, or helping aboriginal groups develop scripts, materials, and literacy programs for previously unwritten languages. Some applied linguists believe applied linguistics should deal with foreign language teaching and machine translation, in addition, a partial sampling of issues considered central to the field of applied linguistics includes topics such as language for special purposes (e. g. language and communication problems related to

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