

INTERPRETATIONS

OF TERMS

IN LANGUAGE TEACHING

AND RESEARCH

语言教学与研究术语诠释

主编 耿德本

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# 前 言

高质量的外语教学要求有高素质的外语教师和管理工作者，而高素质的外语工作者需要具有科学的思想、科学的态度和科学的方法。外语教学是一个科学的系统工程，需要有科学的理论作指导，而科学理论的最基本的组成部分则是对相关概念的科学界定。

外语教学中对科学概念的科学界定一直是专家学者及广大外语教育工作者关注的重点之一，而且随着外语教学研究的不断深入和日趋成熟及国际交流的日益扩大，新的概念又层出不穷地涌现出来，从而为外语教学研究提出新的课题，推动其深入发展。

我国的外语教学研究工作者在广大外语教育工作者的共同努力下取得了长足的进步，但其进步速度，成熟程度和推广的幅度与发达国家相比尚有较大差距，其主要表现是对外语教学及研究中的若干基本概念的科学界定、宣传、推广和普及工作进展缓慢，许多外语教育工作者对诸如语言，一语与二语，二语与外语，语言能力与交际能力，语言习得与语言学习，语言的教与学，语言学习的智力、潜能、原则、风格、策略、方法与技巧，语言教学的原理、原则、方法、技巧等最基

本的概念和内涵,或一知半解,或模糊不清,甚至还有许多误解。理论概念的无知或混淆必然导致实践中的盲目与混乱。因此,科学界定、推广和普及外语教学与研究的基本概念,不仅是外语教育教学研究与改革形势发展的需要,也是广大外语教育工作者提高专业理论素质的需要。《语言教学与研究术语诠释》一书正是为了适应这种需要而编写的。

本书选自近年来国内外权威专业书刊,汇集了国际知名专家学者的最新研究成果,搜集了近千个词条,其内容涉及与语言教学相关的学科如语言学、人类学、社会学、心理学、教育学等方面的理论术语,语言习得研究方面的术语,语言学习的潜能、风格、策略、方法、技巧等方面的术语,语言教学的原理、原则、策略与方法等方面的术语,等等。

本书的宗旨是科学界定与语言教学相关的基本概念,澄清一些易混的概念,为此,对绝大多数词条采取对比分析的方法,即,将意义相近或相反且易混淆的词条放在一组词条中集中处理,以便读者在对比分析中澄清这些词条的概念;对意义相对但较易区分的词条则单独列出,并在其解释后注明 cf... (试比较)。对主概念词条与次概念词条的关系的处理办法是:对主概念词条加以详细解释后,注明该词条所含盖的次概念词条的名称,而将次概念词条按首字母顺序单独解释,然后注明 See also... (请参看与该词条意义相关的主概念词条)。

本书词条全部用英文解释,其用意有三:一是保留原作者的意义与风格,避免翻译可能产生的与原文意义的背离;二是普及国际交流的专业用语;三是给具有不同水平、不同经历和经验、不同品位的读者以广泛的思维空间。

本书的对象是外语教师、外语教学研究工作者、外语教学

管理工作、语言与语言教学方面的研究生及对此感兴趣的本科生。

编者希望本书对读者有所裨益,但由于水平有限,难免有不少疏漏,恳请广大读者批评指正。

编 者

2000年12月

## A a

### **absolute universals**

See typological universals

### **accent and dialect**

Speaking in the usage sense involves the manifestation either of the phonological system or of the grammatical system. The term used for variation in phonological manifestation is *accent* and that used for variation in grammatical manifestation is *dialect*.

### **accessibility**

See analysability and accessibility

### **acculturation**

This is the process of adapting to a new culture, involving developing an understanding of the systems of thoughts, beliefs, and emotions of the new culture as well as its system of communication. This is an important concept to understand because successful language learning is more likely when learners succeed in acculturation.

### **Acculturation Model**

Schumann's Acculturation Model was established to account for the acquisition of an L2 by immigrants in majority language settings. It specifically excludes learners who receive formal



instruction. “. . . second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target – language group will control the degree to which he acquires the second language.” (Schumann, 1978a: 34) Various factors influence the social and psychological ‘distance’ of the learner from the target language culture and thereby the rate and ultimate success of the L2 acquisition. (See also **social distance and psychological distance.** )

### **accuracy order**

Learners produce L2 morphemes such as the third persons or the articles *a* and *the*, with varying levels of accuracy at different stages of development. Accuracy orders can be obtained by ranking a number of morphemes according to their accuracy level. Some SLA (second language acquisition) researchers (e.g. Duley and Burt) have hypothesized that the accuracy order corresponds to the acquisition order.

### **achievement test**

Achievement test, also called *attainment test*, refers to the test that is based on the content of a course, for example, a particular language syllabus, part of a syllabus, or chapters in a textbook. It (usually called attainment tests in the United Kingdom) is used throughout school systems around the world. It may be carefully developed and documented “*standardized test*” or informal collections of problems put together by a teacher. It may be used primarily for sorting the students, or for encouraging them to study harder—but the basic unifying

characteristic of all such tests is that they purport to measure how successful individual students, groups of students, or the courses themselves have been in achieving objectives. They are of two kinds: *final achievement tests* and *progress achievement tests*. (cf. **proficiency test**)

### **acquisition**

Acquisition can be broadly defined as the internalization of rules and formulas that are then used to communicate in the L2. In this sense the term 'acquisition' is synonymous with the term 'learning'. The difference is distinguished as such: the former consists of the spontaneous process of rule internalization that results from natural language use, while 'learning' consists of the development of conscious L2 knowledge through formal study. (See also **learning and acquisition**)

### **acquisition device**

Chomsky's 'language acquisition device' operates in L1 acquisition. However, the idea that there is an independent linguistic faculty which determines SLA is tenable. Recently it has been explored as the *Universal Hypothesis*. This is based on the notion of 'core' rules that are to be found in all natural languages. Each learner is credited with an acquisition device which directs the process of acquisition. This device contains information about the possible form that the grammar of any language can take. (see **Universal Grammar**)

### **Acquisition – Learning Hypothesis**

Krashen maintained that adult second – language learners have at their disposal two distinct and independent ways of developing competence in a second language: acquisition, which is “a subconscious process identical in all important ways to the process children utilize in acquiring their first language (1985, 1) and learning, which is a “conscious process that results in ‘knowing about’ language” (1985, 1) . Acquisition comes about through meaningful interaction in a natural communication setting. Speakers are not concerned with form but with meaning; nor is there explicit concern with error detection and correction. This contrasts with the language learning situation in which error detection and correction are central, as is typically the case in classroom settings, where formal rules and feedback provide the basis for language instruction.

#### **acquisition order and sequence**

Ellis has proposed a distinction between *order* and *sequence* of acquisition. The former is the succession without fixed intervals of grammar, and the latter is the succession of these together with other features appearing without predetermined order in linear arrangement (Ellis 1985: 64) This proposal incidentally has interesting parallels with the structural analysis of folktales and myths where the objective is to identify the underlying (and perhaps universal) order of elements through the varying sequences of particular events which appear in different narratives, therefore (to return to the relatively non-fictional world of second language acquisition research), that if

any stable and generalizable findings do eventually emerge from such research, they can, if this current hypothesis is sustained, only relate to order (in Ellis' s terms) and not to sequence.

### **ACTFL**

ACTFL is the acronym for American Council on the Teaching of Foreign Language.

### **action research**

According to Widdowson, the term "action research" is used to refer to research oriented teaching. But this is sometimes taken to mean the formation of groups of teachers to generate their own ideas without reference to theory and research of a more rigorous and academic character.

### **active vocabulary**

Active vocabulary refers to the words that the learners can both recognize and use, including the structure words of the L2. These are limited in number, occur frequently and are crucial to the production and comprehension of most spoken and written language. (cf. **passive vocabulary.** )

### **activity principle and process principle**

According to Carter and McCarthy (1995), pedagogically, two main principles can be isolated: an activity principle and a process principle. An activity principle means that students are more than merely passive recipients of interpretations generated by a teacher or assimilated from books of literary criticism. Instead, students actively participate in making the text

mean. In this activity they are supported pedagogically by a range of strategies of the kind widely used in the EFL classroom: rewriting, cloze – procedures, jumbling texts, role plays, prediction tasks, and so on. A process principle means that students are more likely to appreciate and understand texts if they experience them directly as part of a process of meaning creation. Process – based approaches are learner – centred and seek to encourage students to respond to the text not exclusively as a complete artifact or finished product but rather more to the text as an unfolding process in which the relationship between form and meaning is shown to be central, as in Widdowson (1992). Such learner – centred activities serve also to stress the unfolding and evolving nature of reading and interpretation of literary texts. Skills in interpretation are likely to be more successfully fostered if both activity and process principles operate at the same time.

### **Adaptive Control of Thoughts (ACT) Model**

This is Anderson' s (1980; 1983) model of skill learning. This model rests on the distinction between declarative and procedural knowledge. It accounts for how learners' ability to perform a skill develops from a declarative stage, where information is stored as facts, to an autonomous stage, where information is stored as easily accessed procedures. The model views L2 acquisition as an example of skill – learning.

### **adaptive test**

An adaptive test is one in which different sets of test questions

(items) are administered to different individuals depending on each individual's status on the trait being measured. Adaptive tests contrast with conventional tests in which all examinees are administered the same fixed set of items. Adaptive testing has also been referred to as tailored, response – contingent, programmed, computerized, automated, individualized, branched, and sequential testing.

### **additional language**

The term is preferred to 'second language' in some settings (for example, South Africa). This is because it suggests the L2 will exist alongside the L1 and be of equal but not necessarily greater importance to the learner.

### **additive bilingualism**

See bilingualism.

### **adjacency pairs**

The automatic sequences in the structure of a conversation by different speakers are called adjacency pairs. This always consists of a first part and a second part, the second is the response to the first, e. g. question and answer sequence, a thanking – response, and a request – accept of the following:

First part

A: What's up?

A: Thanks.

A. Could you help me with this?

Second part

B. Nothin' much

B. The usual.

B. Sure.

There is substantial variation in the forms which are used to fill the slots in adjacency pairs, but there must always be two

parts.

### **affective and social learning**

Affective and social learning refers to the acquisition of emotional conduct and expression, interests, social attitudes, and values.

### **affective domain**

Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of attentive states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come in contact.

√ Three decades ago, Benjamin Bloom and his colleagues (Krathwohl, Bloom, and Masia 1964) provided a useful extended definition of the affective domain that is still widely used today:

1. At the first and fundamental level, the development of affectivity begins with receiving. Persons must be aware of the environment surrounding them, be conscious of situations, phenomena, people, objects; be willing to receive, willing to tolerate a stimulus, not avoid it, and give a stimulus their controlled or selected attention.

2. Next, persons must go beyond receiving to responding, committing themselves in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another, higher, dimension

the person is willing to respond voluntarily without coercion, and then to receive satisfaction from that response.

3. The third level of affectivity involves valuing, placing worth on a thing, a behavior, or a person. Valuing takes on the characteristics of beliefs or attitudes as values are internalized. Individuals do not merely accept a value to the point of being willing to be identified with it, but commit themselves to the value to pursue it, seek it out, and to want it, finally to the point of conviction.

4. The fourth level of the affective domain is the organization of values into a system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system.

5. Finally, individuals become characterized by and understand themselves in terms of their value system. Individuals act consistently in accordance with the values they have internalized and integrate beliefs, ideas, and attitudes into a total philosophy or world view. It is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system.

Bloom's taxonomy was devised for educational purposes, but it has been used for a general understanding of the affective domain in human behavior. The fundamental notions of receiving, responding, and valuing are universal. In second language acquisition learners need to be receptive both to those with whom they are communicating and to the language itself,



responsive to persons and to the context of communication, to place a certain value on the communicative act of interpersonal exchange.

It is appropriate to recall that language is inextricably bound in virtually every aspect of human behavior. Language is so pervasive a phenomenon in our humanity that it cannot be separated from the whole persons that live and breathe and think and feel. Kenneth Pike (1967: 26) said that:

Language is behavior, that is, a phase of human activity which must not be treated in essence as structurally divorced from the structure of nonverbal human activity. The activity of man constitutes a structural whole in such a way that it cannot be subdivided into neat "parts" or "levels" or "compartments" with language in a behavioral compartment insulated in character, content, and organization from other behavior.

Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition. The specific personality factors which influence human behavior are self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion, etc (Brown, 1994, 135).

### **Affective Filter Hypothesis**

Krashen argued that comprehensible input was a necessary but not a sufficient condition for successful acquisition. Affective factors are also seen to play an important role in acquiring a second language. According to Affective Filter Hypothesis,