

<<交际法语言教学>>

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内容概要

《交际法语言教学》的编者认为，语言教学主要是实践行为，并且遵循一定规律。此论文集侧重语言学与社会语言学对语言教学的影响，并非意味着语言教学仅受此两个学科的指导。由于篇幅有限，本书没有对教学法悠久的历史作详细介绍，也没有探讨人类学、语义学、心理学、社会心理学与语言教学的关系。

《交际法语言教学》的读者对象为语言教学的研究者、教师和师范院校学生，特别是外语教师、研究生和外语专业的高年级学生。

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which account for, rather than merely describe by means of lists, the structural possibilities of a language. Yet transformational grammar shares one fundamental characteristic with structural linguistics: it is the importance given to the study of language structure. In Chomsky's model syntax remains central, and however much this model has changed the aims and techniques of linguistic study, the concern with syntactic structure remains. Linguistics--in Chomsky as in Bloomfield--is by and large the study of language structure. Perhaps this is why transformational grammar, so revolutionary in linguistics, has had such little effect on language teaching. After all, the most it can offer is alternative strategies for teaching grammar--new ways of teaching the same thing. The language teacher's emphasis on mastery of structure is, then, paralleled by a similar emphasis within linguistics. And in both fields a parallel reaction has taken place. It is a reaction against the view of language as a set of structures; it is a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part. In language teaching this reaction is crystallizing itself into the 'communicative approach' which is the subject of this volume, and our exploration of the background to this approach will take us into an investigation of the ways in which general linguistic studies have manifested a parallel reaction. A particularly powerful and lucid expression of discontent with the transformational view of linguistic study is found in Hymes' paper, 'On Communicative Competence', quoted at length below. A large part of this paper is taken up with a discussion of two concepts central to Chomsky's theory: the concepts of 'competence' and 'performance'. Hymes is critical of the way Chomsky uses these terms, and in the latter part of his paper he formulates his own redefinition. For Chomsky it is 'competence' defined as 'the speaker-hearer's knowledge of his language' (1965: 4) which is the prime concern of linguistic theory. Competence is an idealization: it is the knowledge of the 'ideal speaker-listener' operating within 'a completely homogeneous speech community'. It distinguishes itself from 'performance' which is seen as 'the actual use of language in concrete situations'. As Chomsky says and Hymes quotes, 'a record of natural speech will show numerous false starts, deviations from rules, changes of plan in mid-course, and so on'. In these senses performance represents both an incomplete and a degenerate reflection of the ideal speaker-listener's competence, and as such is considered to be of little relevance to the theoretical and descriptive linguist. In its original form Hymes' paper was delivered at a conference on language development among disadvantaged children,

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