

<<认知心理视阈下的口译研究>>

图书基本信息

书名：<<认知心理视阈下的口译研究>>

13位ISBN编号：9787118083354

10位ISBN编号：7118083356

出版时间：2012-10

出版时间：国防工业出版社

作者：康志峰

页数：290

字数：243000

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<认知心理视阈下的口译研究>>

内容概要

康志峰编著的《认知心理视阈下的口译研究》系口译过程中认知心理作用的研究专著，探析了听焦虑模态和译焦虑模态理论，对听焦虑模态和译焦虑模态进行了实证研究，通过实证法验证相应的学科理论，发现了高焦虑和低焦虑与口译任务的完成呈明显的负相关，而中等焦虑与之呈正相关。

《认知心理视阈下的口译研究》适合于口译专业本科生、研究生以及对科技英语或口译跨学科研究感兴趣的读者。

<<认知心理视阈下的口译研究>>

作者简介

康志峰，复旦大学外文学院副教授，美国访问学者，曾在马里兰圣玛利大学授课。

作者从事大学英语、英语四六级、中高级口译教学工作多年，积累了丰富的教学经验，受到国内外师生的好评。

出版各类书籍和发表期刊论文50余部《篇》。

作者多次参加四六级考试阅卷工作，他所教授的复旦大学学生陈侃同学曾创造出了四级满分的奇迹！

<<认知心理视阈下的口译研究>>

书籍目录

Chapter one introduction

- 1.1 statement of the problem
- 1.2 context of the study
 - 1.2.1 interpretation studies in the west
 - 1.2.2 interpretation studies in china
 - 1.2.3 the development of cognitive psychology
- 1.3 methodology and rationale of the study
- 1.4 the main issues to be researched
- 1.5 significance and feasibility of the study
 - 1.5.1 the theoretical significance of the study
 - 1.5.2 the realistic significance of the study
 - 1.5.3 feasibility of the study
- 1.6 dissertation chapter organization

Chapter two literature review

- 2.1 general anxiety research
 - 2.1.1 the classification of general anxiety
 - 2.1.2 distinctio of general anxiety
 - 2.1.3 effects of general anxiety theory on this study
- 2.2 interpretation memory research
 - 2.2.1 memory processing research
 - 2.2.2 memory mechanism in interpretation
 - 2.2.3 summary
- 2.3 ap research
 - 2.3.1 auditory physiology research
 - 2.3.2 auditory attention research
 - 2.3.3 listening and interpreting research
 - 2.3.4 the design of aa mode
- 2.4 ia research
 - 2.4.1 difficulty of sl
 - 2.4.2 syntactic differences between sl and tl
 - 2.4.3 the relevance of cognitive psychology to interpreting
 - 2.4.4 anxiety and interpreting aptitude
 - 2.4.5 enlightenment of the newest studies
 - 2.4.6 summary
 - 2.4.7 the design of la mode

Chapter three theoretical exploration of aa mode

- 3.1 initiative aa mode research
- 3.2 the purpose of aa mode study
- 3.3 definition of aa mode
- 3.4 the sources, the scope and the severity of aa
 - 3.4.1 the sources of aa
 - 3.4.2 the scope of aa mode
 - 3.4.3 the severity of aa
- 3.5 the impacts of aa on interpretation
 - 3.5.1 aa impacts on input

<<认知心理视阈下的口译研究>>

3.5.2 aa impacts on ip

3.5.3 aa impacts on interpreting output

3.6 summary

Chapter four theoretical exploration of ia mode

4.1 the purpose of ia mode study

4.2 definition of ia mode and relationship between ia mode and interpreting

4.3 the sources of ia

4.3.1 illocutionary stress of ia

4.3.2 locutionary stress of ia

4.4 the psychological analyses of ia mode

4.4.1 fear of public interpreting

4.4.2 standing in evaluation of othe

4.4.3 lack of self-confidence and security

4.4.4 feelings of threat

4.5 the manifestation of ia

4.6 scale of students' ia

4.6.1 scale of traditional interpreting anxiety

4.6.2 theoretical bases of ias

4.6.3 scope of students' ia

4.7 severity of students' ia

4.7.1 severity of ha

4.7.2 severity of ia

4.8 ia impacts on interpreting

4.8.1 ha impacts on ip

4.8.2 ia impacts on ip

4.8.3 effects of mall

4.8.4 ia impacts on deixis

4.8.5 ia impacts on memory of interpreting

4.8.6 ia impacts on expressivity

Chapter five empirical studies of aa mode

5.1 the survey of empirical studies

5.2 the initiation of aa mode empirical studies

5.3 the purpose of aa mode empirical studies and questions revisited

5.4 empirical studies on the sources, the scope and the severity of aa

5.4.1 evidences for the sources of aa

5.4.2 evidences for the scope of aa mode

5.4.3 evidences for the severity of aa

5.5 evidences for the impacts of aa on interpretation

5.5.1 evidences for aa impacts on input of interpretation

5.5.2 evidences for aa impacts on ip of interpretation

5.5.3 evidences for aa impacts on output of interpretation

5.6 coping strategies

5.6.1 'aa+ea' strategy

5.6.2 medium arousal strategy

<<认知心理视阈下的口译研究>>

5.6.3 rl-mode strategy

5.6.4 five classroom strategies

5.7 summary

Chapter six empirical studies of ia empirical mode

6.1 the purpose of ia empirical studies

6.2 methodologies of ia empirical studies

6.3 empirical studies on question one

6.3.1 evidences for sources of 1a

6.3.2 evidences for the scale of ia

6.3.3 evidences for the severity of ia

6.3.4 evidences for ia impacts on interpreting205

6.4 empirical studies on question two

6.4.1 preparation of the survey research

6.4.2 the survey of students

6.4.3 comparative studies of the surveys

6.5 empirical studies on question three

6.5.1 definition of 'aa+ ea' strategy

6.5.3 aa strategy in the domain of as

6.5.4 medium arousal strategy

6.5.5 em and 'ea' strategy

6.5.6 individual mood adjustment strategy

6.6 summary

Chapter seven correlatio between aa mode and ia mode

7.1 differences between aa mode and la mode

7.2 similarities between aa mode and la mode

7.3 the correlation between aas and ias

7.4 the ha correlation between aa mode and la mode

7.5 the result correlation be tween aa mode and ia mode

7.6 the prominence of aa

7.7 summary

Chapter eight concluding remarks

8.1 achievements of this study

8.1.1 theoretical cotruction of aa and 1a

8.1.2 aa and la findings through empirical studies

8.1.3 aa and la strategy use

8.2 implicatio of this study

8.2.1 theoretical implicatio

8.2.2 itructional implicatio

8.3 limitatio of the study

8.4 suggestio for future studies

8.5 conclusion

appendix a ctas

appendix b questionnaire

appendix c questionnaire

appendix d questionnaire

appendix e questionnaire

appendix f questionnaire

<<认知心理视阈下的口译研究>>

appendix g questionnaire
appendix h questionnaire
references

<<认知心理视阈下的口译研究>>

章节摘录

Based on the past, recent and the newest studies and findings, this study tried to explore the reasons why the students give birth to anxieties from the perspective of cognitive psychology. From the psychological point of view, this study analyzed and proved the possible origins of the four psychological conditions that can hinder interpreting-fear of public interpreting, others' evaluation, lack of self-confidence and insecurity, feelings of threat (Jimenez & Pinazo,2001) . Besides the psychological factors, the limited memory capacity and very short memory time plus the difficulties of SL contribute to interpreting anxieties, this the scrutiny of interpreting anxieties like HA, MA and LA classified by IAS is necessary. Among the classification of anxieties there is also a distinguished character which is quite different from other studies. In IA Mode some concepts like HA, MA and LA as the creative terms were also pointed out and were proven by students in their performance of ITts. The experiments showed that HA and LA are the obstacles to interpreting, whereas MA, can promote their interpreting.

IA Mode as a creative model is also a new research orientation of multidisciplinary study including interpretation and cognitive psychology because there has been few such studies in China till now, which will remedy a defect of China's theoretically and multidisciplinary interpretation studies. 8.1.2 AA and LA Findings through Empirical Studies 8.1.2. 1 AA and Its Findings through Empirical Studies 1) As 3.4.1 mentioned, the sources of students' AA like different auditory characteristics of sounds, being short of large vocabulary, passive listening, attention distraction, poor LC ability, heavy information, a very short time in interpretation and so on were proved in section 5. 3. 1 by way of exemplifying, interviewing, surveying, questionnaires and so on. The complicated sources of AA caused by auditory perception process have verified.

2) The way to classify AA Mode is in terms of Cassady and Johnson's (2002) studies, Chen and Tang's (2009) is through survey researches among other methods. In AA Mode, AA can be divided in to HA, MA and LA. This is also an initial theory of AA Mode on the basis of test anxiety where evidence has been found using experimental researches of this study. In the experiments, HA, MA and LA in IA Mode are classified in terms of the scores that the subjects gained by finishing the questionnaire with 28 items designed by this study in light of Cassady and Johnson's (2002) findings. The final form of the AAS containing 28 items different from Cassady and Johnson's (2002) Cognitive Test Anxiety Scale with 27 items is proved to be of higher reliability with a Cronbach alpha of 0.91, and 28 items remained in the final form of the AAS. 3) The severity of AA lies in students' HA and LA that can not only interfere with listening, but also the whole process of interpretation, more severely, causing some students to temporarily hear nothing. The severest examples are in students' statements such as "During a course of listening in interpretation examinations, I get so nervous that I forget facts I really know" and "My mind goes blank when I hear nothing in an ITt" this seriously affectes students' auditory perception.

<<认知心理视阈下的口译研究>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>