

<<注意在二语动名词搭配习得中的差别效应>>

图书基本信息

书名：<<注意在二语动名词搭配习得中的差别效应>>

13位ISBN编号：9787309069341

10位ISBN编号：730906934X

出版时间：1970-1

出版时间：复旦大学出版社

作者：范焯

页数：260

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>

<<注意在二语动名词搭配习得中的差别效应>>

内容概要

《注意在二语动名词搭配习得中的差别效应》运用注意理论分析了学生习得二语动名词搭配的过程。

作者研究了不同的注意形态在中国学生学习英语动名词搭配特征时所起的作用，以及这种作用是否受搭配模式的繁简程度和学生本身英语综合水平的影响。

有关二语搭配习得的研究目前仍然较少，已有的研究主要集中于分析搭配错误而非动态的学习过程。

《注意在二语动名词搭配习得中的差别效应》在这一领域作了一些探索，可供外语教学及二语习得研究者参考。

书籍目录

Chapter 1 Introduction 1.1 Background 1.2 Purpose and significance of this study Chapter 2 Literature Review 2.1 The nature of collocations 2.1.1 Types of collocation 2.1.1.1 Grammatical and lexical collocations collocations and idioms 2.1.1.3 Summary of the types of collocations 2.1.2 Collocations and rules 2.1.3 Significance of collocational knowledge 2.2 Basic features of attention 2.3 Acquisition of L1 collocations 2.3.1 Implicit learning 2.3.2 Implicit learning of L1 collocations 2.3.2.1 Process of chunking 2.3.2.2 Results of chunking 2.3.2.3 Summary 2.4 Acquisition of L2 collocations 2.4.1 Problems in production 2.4.2 Attention in learning L2 collocations 2.5 More issues about attention 2.5.1 Attention in learning L2 syntax and morphology 2.5.1.1 Attention at the level of noticing the Noticing Hypothesis 2.5.1.2 Empirical evidence for the Noticing Hypothesis 2.5.1.3 Attention at the level of rule understanding 2.5.2 Attention in learning L2 word meaning 2.5.3 Attention and different aspects of language 2.5.3.1 Complexity of different language aspects 2.5.3.2 The interaction between attention and complexity 2.5.4 Attention and proficiency level 2.5.5 The role of negative evidence 2.5.6 Summary of the role of attention in SLA Chapter 3 The Present Study 3.1 Research questions 3.2 Method 3.2.1 Participants 3.2.2 Linguistic items to be investigated 3.2.3 Material and procedure 3.2.3.1 Treatment 3.2.3.2 Test and scoring 3.2.3.3 Exit questionnaire 3.3 Research hypotheses Chapter 4 Results 4.1 Acquisition of the basic meanings of the target verbs 4.2 Production of collocates of the target verbs 4.2.1 Classification of the IL production : procedure and method 4.2.2 An overall picture of the collocate production 4.2.2.1 Number of collocates 4.2.2.2 Production of collocates for each target verb 4.2.3 Production of old collocates 4.2.4 Production of new collocates —— overall comparison 4.2.5 Production of new target-like collocates 4.2.6 Production of non-target-like collocates 4.2.7 Production of semi-target-like collocates 4.2.8 Summary of collocate production 4.2.9 NS judgment of IL production 4.3 Judgment of collocations of the target verbs 4.3.1 Judgment of good collocations 4.3.2 Judgment of bad collocations 4.4 Summary of the test results 4.5 Rule detection 4.5.1 Semantic processing group 4.5.2 Memorization for recall group 4.6 Rule recall 4.7 Three-day treatment Chapter 5 Analysis And Discussion 5.1 Attention and acquisition of the basic meaning 5.2 Attention and production of collocates 5.2.1 Production of old collocates 5.2.1.1 Overall effects of attention 5.2.1.2 The interaction between attention and proficiency level 5.2.1.2.1 The memorization for recall group (Level 2) 5.2.1.2.2 The rule given plus negative evidence group (Level 2) 5.2.2 Production of new target-like collocates 5.2.2.1 Overall effects of attention 5.2.2.2 The interaction between attention and proficiency level 5.2.3 Production of non-target-like collocates 5.2.3.1 The rule given group vs. semantic processing group 5.2.3.2 The rule given plus negative evidence group vs. rule given group 5.2.3.3 The memorization for recall group vs. semantic processing group 5.2.4 NS judgment of IL production 5.3 Attention and judgment of collocations 5.3.1 Judgment of good collocations 5.3.2 Judgment of bad collocations 5.4 The lack of interaction between attention and complexity 5.5 Summary LIST OF TABLES LIST OF FIGURES Appendix A Treatment Exercises for Semantic Processing Group (Day 1- Day 3) Appendix B Treatment Exercises for Memorization for Recall Group (Day 1- Day 3) Appendix C Treatment Exercises for Rule Given Group (Day 1- Day 3) Appendix D Treatment Exercises for Rule Given Plus Negative Evidence Group (Day 1- Day 3) Appendix E Test BIBLIOGRAPHY.....

章节摘录

all the target verb-noun collocations and asked to rank the difficulty in classifying the noun collocates of each of the four verbs. All of them agreed that it was easier to make the classification for wield and warp than for make and take. The second reason for the distinction is related to the difficulty in storing the patterns in LTM. The two types of noun collocates of wield and warp, one concrete and the other abstract, can be easily associated with each other through metaphor. For instance, both power and weapon can follow wield, and power can be regarded as a type of weapon. This metaphorical relationship can facilitate the retention of the two types of collocates. However, for the delexical use of make and take, the two types of noun collocates targeted in the study are unrelated with each other. For instance, the noun collocates of make — speech and change — refer to two disparate things. Obviously, it is more difficult to encode two unrelated items in LTM and associate them with one verb than to store two related items. Moreover, as previously described, in their delexical use, the basic meaning of make and take is somewhat reduced, so the semantic connection between a delexical verb and its following noun is quite loose, which can make the long-term storage of the combination even harder. In fact, besides the above two reasons, which are related to semantic complexity, there is another factor that causes the collocational features of make and take to be more difficult to learn, that is, the two verbs can take numerous types of nouns. However, to avoid confounding these two factors (the difficulty in acquiring a particular pattern and the quantity of patterns to be acquired), this study will only target two collocational patterns for each of the four target verbs.

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>