

<<模式语法视角下的二语词汇习得>>

图书基本信息

书名：<<模式语法视角下的二语词汇习得>>

13位ISBN编号：9787516103166

10位ISBN编号：7516103160

出版时间：2011-12

出版时间：中国社会科学出版社

作者：王龙吟

页数：173

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内容概要

《模式语法视角下的二语词汇习得》由王龙吟著。

作者首先在理论上建立模式语法的词汇意义—模式特征与二语产出性词汇的深度知识特征的链接，奠定了语料库语言学应用于二语词汇学习的理论基础。

然后采用模式语法的工作模型，对英语本族语者大学生和中国英语大学生的同类型语料库进行了若干个典型词汇模式和意义的关联对比。

该研究不但揭示了中国英语学习者运用词汇深度知识的能力特点和阶段性发展特征；而且对模式语法的应用领域和研究方法也有所拓展。

所以既有理论意义，也有应用价值。

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章节摘录

Chinese and English are two distant languages. In the case of GIVE, the core meaning of its Chinese equivalent is “gei” (给). In the case of COME, the core meaning of its Chinese translation is “laidao” (来到). By transferring core meanings of Chinese to these verbs (ie, “gei” (给) for GIVE and “laidao” (来到) for COME), the Chinese learners are likely to treat “transferring” and “moving towards” as the core meanings of GIVE and COME, thus acquiring these two senses better. Learners choice of non-focal words also mirrored their lack of collocational knowledge of the focal words. As is shown in the above examples, learners preferred to use “concrete” nouns with GIVE and “entity” nouns with COME. This might be accounted for by the transfer of core meaning in LI to the two verbs as well as by the influence of LI conceptual knowledge. The core meanings in LI of “transferring” and “moving towards” are transferred respectively to GIVE and COME. When generating English collocations for the two verbs, due to a lack of knowledge of English collocations, learners might rely on their LI conceptual knowledge (Wolter, 2006). The process might be described as follows. Drawing on their conceptual knowledge of “transferring” and “moving towards”, learners might activate the nouns in their LI that could be transferred and that could be reached. In Chinese, a typical collocation of “gei” (给), the equivalent of GIVE, would be something concrete; the word for control——“kongzhi” (控制), for example, would not normally collocate with “gei” (给). Collocations of “laidao” (来到), the Chinese counterpart of COME, would usually be something solid; the word for solution——“jiejie” (解决), for example, would unlikely collocate with “laidao” (来到). Translating the Chinese collocations into English, learners produced the groups of “concrete” nouns and “entity” nouns.

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