

<<模式语法视角下的二语词汇习得>>

图书基本信息

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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。

<<模式语法视角下的二语词汇习得>>

书籍目录

- List of Tables
- List of Figures
- List of Abbreviations
- List of Pattern Notations
- Chapter 1 Introduction
 - 1.1 Research orientation
 - 1.2 Pattern: the object of research
 - 1.3 Rationale
 - 1.4 Key research questions
 - 1.5 Organization of the book
- Chapter 2 Pattern Grammar
 - 2.1 Identification, definition, and presentation of "pattern"
 - 2.2 A historical review of pattern grammar
 - 2.2.1 Earlier work on pattern and usage
 - 2.2.2 Research on word combinations
 - 2.2.3 Lexical grammar
 - 2.2.4 Pattern grammar
 - 2.3 Two approaches to pattern grammar
 - 2.3.1 Approach 1: A word and its pattern
 - 2.3.2 Approach 2: A pattern and its words
 - 2.4 Pattern-meaning association (PMA): core of pattern grammar
 - 2.5 Summary
- Chapter 3 Pattern Grammar and L2 Vocabulary Development
 - 3.1 Pattern and depth of word knowledge
 - 3.1.1 Depth of word knowledge
 - 3.1.2 Associating pattern with depth of word knowledge
 - 3.2 Depth of word knowledge and L2 vocabulary development
 - 3.2.1 A unified account of the role of L2 vocabulary development research
 - 3.2.2 Previous research on depth of L2 vocabulary development
 - 3.3 Summary
- Chapter 4 On the Corpus Method
 - 4.1 Justification for using learner corpora in SLA study
 - 4.2 Advantages of using learner corpora in the present research
 - 4.2.1 Learner corpora provide large quantities of natural language use data
 - 4.2.2 Learner corpora provide a new text type for observation
 - 4.3 Nature of corpus linguistics
 - 4.3.1 Corpus linguistics is "a new way of thinking about language"
 - 4.3.2 Corpora serve both as a test bed and as a source for hypotheses in SLA study
 - 4.4 Limitations of using learner corpora in SLA study
 - 4.5 Summary
- Chapter 5 Methodology

<<模式语法视角下的二语词汇习得>>

5.1 Database

5.1.1 Preparing the learner corpus

5.1.2 Guaranteeing the comparability between different samples of the learner corpus

5.1.3 Preparing the control corpus

5.1.4 Guaranteeing the comparability between the control corpus and the learner corpus

5.2 Research Tools

5.2.1 Wmatrix and CLAWS

5.2.2 WordSmith Tools

5.3 Analytical framework of the present research

5.4 Study 1: A word and its pattern -- WAY

5.4.1 Selecting the research target

5.4.2 Research procedure

5.5 Study 2: A pattern and its words -- Vn1 ton2

5.5.1 Selecting the research target

5.5.2 Research procedure

5.6 Study 3: A simpler pattern and its words -- V to n

5.6.1 Selecting the research target

5.6.2 Research procedure

5.7 Summary

Chapter 6 Results and Discussion

6.1 WAY and its pattern

6.1.1 PMA as see-pattern correspondence

6.1.2 Effect of pattern complexity on PMA

6.1.3 Effect of length of learning experience on PMA

6.1.4 Summary of results relating to WAY

6.2 "V n1 to n2" and its words

6.2.1 PMA as meaning sharedness among words

6.2.2 Effect of length of learning experience on PMA

6.2.3 Summary of results relating to "V n1 to n2"

6.3 "V to n" and its words

6.3.1 Effect of pattern complexity on PMA concerning focal words

6.3.2 Effect of pattern complexity on PMA concerning non-focal words

6.3.3 Summary of results relating to "V to n"

6.4 Summary

Chapter 7 General Discussion

7.1 Interpreting L2 productive vocabulary development on Dimension 1 -- a word and its pattern

7.1.1 Reflection on PMA as see-pattern correspondence

7.1.2 Reflection on effect of pattern complexity on PMA

7.1.3 Reflection on effect of length of learning experience on PMA

7.1.4 Summary of inferences on Dimension 1

7.2 Interpreting L2 productive vocabulary development on Dimension

<<模式语法视角下的二语词汇习得>>

2 -- a pattern and its words

7.2.1 Reflectio on PMA as meaning sharedness among words

7.2.2 Reflectio on effect of pattern complexity on PMA

7.2.3 Reflectio on effect of length of learning experience on

PMA

7.2.4 Summary of inferences on Dimeion 2

7.3 Summary

Chapter 8 Conclusion

8.1 A recapitulation of the major findings

8.2 Implicatio

8.2.1 Implicatio for research into English patter

8.2.2 Implicatio for research into depth of L2 vocabulary

development

8.2.3 Implicatio for pedagogy

8.3 Limitatio of the current research

8.4 Suggestio for future research

Appendices

References

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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