

<<认知语言学实证研究通论>>

图书基本信息

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内容概要

《认知语言学实证研究通论》介绍认知语言学实证研究的具体方法，全书分为三大部分共十章。第一部分共四章，分别研究听、说、读、写语言技能的实证研究范式。第二部分共四章，主要研究词汇和语法使用过程中的实证数据统计和模型。第三部分分为两章，主要研究隐喻和转喻习得过程中的认知理据。这些实证研究都在认知语言学的理论框架中进行，分别从不同角度揭示了学习者在二语习得过程中所面临的问题和解决方案。研究表明，认知语言学是一门实证性很强的学科，有助于从描写和解释两方面深化第二语言习得研究。这些研究成果具有一定的理论意义，同时对外语教学实践也具有重要的参考价值。

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Chapter 1 The Effects of Topic Familiarity and English Proficiency on Listening Comprehension

Listening comprehension is a complex cognitive process during which listeners have to use different elements of their knowledge of language such as phonetics, vocabulary and grammar to do surface processing. They also have to take advantage of their social and cultural background knowledge to do deep-level processing semantic analysis, such as association and inference. In the studies of SLA, listening has aroused great concern among researchers and language teachers due to its important function in absorption of language input. A great number of studies have confirmed the effect of listening comprehension on second language acquisition and research in this area abounds both at home and abroad, yet most of those research focuses on the study of listening procedures and on the various macro and micro listening skills by which a better performance on listening comprehension could be achieved. The present study attempts to investigate the effects of topic familiarity and the proficiency level on the Chinese non-English majors' listening comprehension, and attempts to reveal their cognitive processing in the field. The study took as its subjects from the Hydraulic Engineering Department and freshmen from political science department of Wuhan University. The subjects were required to take two tests: one test adopted the familiar passage "Nian" as the listening comprehension test passage and the other adopted "Japanese Tea Ceremony-Cha-Nu-Yu" as the unfamiliar passage. The testing instrument is the recall protocol with three supplementary questions for each passage which allow gaps in comprehension to surface and the results are used for qualitative analysis. The data collected underwent an independent sample test, a paired sample test and an ANOVA test. Discussions and explanations are then carried out from schemata and relevance theory perspectives to illustrate the effect of topic familiarity and the proficiency level on the listening comprehension of learners. Statistical results indicate that topic familiarity exerts a significant effect on the subjects' listening comprehension. Familiar topics enhance the learners' listening comprehension; learners at both high and intermediate levels did much better on the familiar topic than on the unfamiliar topic. Language proficiency levels have a great influence on learners' listening comprehension; high-proficiency subjects outperformed intermediate proficiency subjects on both familiar and unfamiliar topics. High proficiency subjects are better than intermediate level subjects in activating the relevant schema in their mind to enhance the comprehension of listening materials. The interactive effects of both topic familiarity and the proficiency level are not significant. As regard to the processing model, learners at both proficiency levels tend to use "top-down" processing when the listening passage is familiar to them and "bottom-up" when they are dealing with an unfamiliar topic.

1.1 Information processing and components of listening comprehension

Information processing is the term used to describe "the activities of the mind in extracting, processing, storing and retrieving the meaning of verbal and nonverbal communication" (Rivers 1981). Within schemata theory, the process of information processing is oriented by the principle that all data must be accounted for (Adam & Collins, 1979). Stated differently, every input event or datum must be mapped against certain schema, and all aspects of that schema must be compatible with the incoming information (Huang, 1998). There exist two basic models of information processing, which shed light on the schemata operation in the process of listening comprehension. They are the "bottom-up" and "top-down" processing (Chaudron & Richards, 1986).

1.1.1 Bottom-up processing

As far as listening comprehension is concerned, the bottom-up processing refers to the form of processing in which listeners attempt to derive meaning from novel textual information by analyzing individual word meanings or grammatical characteristics of the text (O'Malley & Chamot, 1990: 421). It posits that human comprehension is driven by the listener's need or desire to process "input data" accurately.

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