

<<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

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页数：260

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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。

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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.

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