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<<中国英语学习者心理词汇联想模式研究>>

图书基本信息

书名：<<中国英语学习者心理词汇联想模式研究>>

13位ISBN编号：9787564117849

10位ISBN编号：7564117842

出版时间：2009-9

出版时间：东南大学出版社

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页数：200

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内容概要

毫无疑问，英语是一门全球语言。
　在全球化给世界带来巨大影响的同时，英语作为一门语言，已然成为了全球化传播和影响的有力工具之一，成为了东西方文化交流与对话的纽带。
在东西方的文化认同之路上，抑或是文化冲突之路上，英语不可或缺。
　学，乃效法。
识，乃辨别。
在英语语言与文学研究领域，不断有新的知识需要探索，需要“学”与“识”。
　新学识·英语语言与文学研究博士文丛，意在为大家呈现出近年来江苏高校教师在英语语言学与文学研究方面的最新成果，为此收录了一批具有代表性的博士论文，内容涵盖了语言学、语言教学、文学、文化以及翻译等领域，以兹为从事英语语言与文学研究的学者、教师以及学生提供参考。

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研究兴趣涉及二语习得、心理语言学、语料库语言学及外语教学，发表论文19篇，主持国家社科项目、省部级项目等11项，省优秀课程负责人，省优秀青年骨干教师。

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章节摘录

3. The word association patterns vary with the increase of L2 learners vocabulary proficiency. The proportion of SR association increases as proficiency improves in all of the word types, with nouns at the highest rate, verbs at the lowest rate and adjectives in between. Despite the increase in SR associations, however, a high proportion of non-SR connections still exist in all types of words even in advanced learners mental lexicon. In terms of SynR and Para R both of them increase for all of the word types. Para R expands much faster than SynR either, from the macroscopic perspective of proficiency development, or from the microscopic perspective of looking at the stimulus-word-related variables. The findings of the study have theoretical, methodogical and pedagogical significance. Theoretically, it enriches the understanding of the nature of 1_2 mental lexicon, thus promoting the development of theories on 1_2 mental lexicon and vocabulary acquisition. The multi-dimensional empirical evidence from this study also clarifies the difference in the association patterns between the L1 and the L2 mental lexicons. Methodogically, it has proposed an improved stimulus-word list and redassified association responses into a hierarchical tree diagram. Pedagogically, this study provides both language teachers and learners with necessary information to help better use of vocabulary teaching and learning strategies ; it is also helpful for L2 dictionary compilers to take into consideration in the learner dictionary compiling the status of lexical- semantic networking as well as the effects of word types, instead of the traditional alphabetic entry ordering. The present study has its weaknesses, though. Being the multi- dimensional research into Chinese EFL learners mental lexicon, one of the great challenges is to define concreteness of different word classes. Based on the present findings, longitudinal studies with qualitative analysis can be undertaken in the future to further investigate the changes of word, association patterns in terms of word types, thus to better understand the dynamic nature of L2 learners inter-language lexical development.

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