

語意框架與第二語言之詞彙概念：以英語歧義詞為例

黃俐絲

國立高雄第一科技大學 應用英語系

摘 要

本文探討語意框架在詞彙概念上的存取作用為何，是否有助於英語歧義動詞的理解。實驗一的語意框架提示包含一個單句，句中的動詞和目標字意隸屬於相同的語意框架。此外，本實驗還使用了其他三類提示，包括訊息豐富的語境、意義鍵、及無提示的控制情境。受試者為 49 位台灣大學生，他們首先閱讀某一特定的提示類型，然後接受翻譯及選擇題測試，最後並對於每一題答案的自信程度進行自評。實驗結果顯示，接受語意框架提示的實驗組表現並未顯著優於控制組。

實驗二的語意框架提示沿用了實驗一中的單句，並加上語意框架的定義。本實驗的自變數為三種提示類型(訊息豐富的語境、語意框架、無提示的控制情境)及兩種測驗順序(翻譯題先於選擇題，另一則相反)，依變數為兩種測驗的分數。受試者為 98 位台灣大學生。實驗結果發現，提示類型對於歧義詞的理解有顯著的作用，但測驗順序則不然。此外，接受語意框架提示的實驗組成績顯然優於控制組。此類提示的效用乃源自於其設計併用了詞彙存取及概念處理兩項特色，然而三種因素卻會削弱此一效果，包括：(一)受試者過度依賴第一語言的詞彙聯結來存取第二語言中的詞彙概念；(二)受試者在閱讀提示時，只使用語意處理，未觸及概念層次；(三)第一、第二語言的詞彙概念其重疊程度有所不同。

關鍵詞：語意框架、歧義詞、詞彙概念

Using Semantic Frames to Access L2 Word Concepts: A Case of English Polysemy

Li-szu Agnes Huang

Department of English

National Kaohsiung First University of Science and Technology

Abstract

This study presents two experiments that investigated the effect of semantic frame cues on accessing the underlying concept necessary for understanding English polysemous verbs. In Experiment 1, the semantic frame cue consisted of a sentence with a cueing verb sharing a semantic frame with the tested sense. Three other types of cues were also compared: an elaborated context, a meaning chain, and a no-cue control condition. Forty-nine university students in Taiwan read the cue, completed a translation and a multiple-choice task, and rated their confidence in their answers. Results indicated no significant supremacy of the semantic frame cue over the no-cue condition.

In Experiment 2, the semantic frame cues included a definition of the frame and a cueing verb. A between-subject design was used along with three levels of cue type (elaborated context, semantic frames, and control) and two levels of task order (translation followed by multiple-choice or vice versa). Participants were ninety-eight Taiwanese university students. Results indicated a significant main effect for cue type but not for task order. The semantic frame cue elicited significantly better performance than the no-cue condition, suggesting that a design triggering both lexical access and conceptual processing worked well in disambiguating English polysemy. However, the effect of the cue was moderated by factors such as learners' over-reliance on L1 word associations in accessing L2 concepts, the processing of cues at the semantic rather than conceptual level, and different degrees of overlap in concepts activated by L1 and L2 words.

Keywords: semantic frame, polysemy, word concept