摘要

近几十年来，许多研究探讨了英语复杂词的心理词库加工机制。然而英语派生词在心理词库中的储存形式尚有争议。相对频率对派生词的表征方式是否存在影响也尚未定论。

基于前人研究，本论文探讨了英语派生词与其词基的相对频率对中国英语学习者心理词库储存形式的影响，测试中国不同英语水平的学习者对派生词在心理词库中的表征是否有差异，并将中国英语学习者的表征方式与英语母语者进行比较。

来自中国某重点综合性大学的 50 位师生参与了本实验，包括非英语专业学生、英语专业学生和英语系教授，三组受试的英语水平不同。受试根据要求朗读受试句。派生词基据相对频率划分为词基词频高和派生词词频高两类，共有 14 个前缀派生词和 6 个后缀派生词。

研究结果表明，派生词相对频率对中国不同水平英语学习者均有影响，水平较高的英语学习者倾向于将派生词频率高于词基频率的词作为整体储存，而派生词频率低于词基频率的词更易被分解储存。中等和较低水平的英语学习者对后缀派生词的表征方式与水平较高的英语学习者相似，受相对频率影响；而对前缀派生词则倾向于将其作为整体储存。因此，不同水平英语学习者在词汇表征上也存在差异，英语水平越高，其表征方式越接近英语母语者。

关键词： 心理词库；派生词；相对频率；英语词汇结构

Abstract

In recent decades, there are many researches probing into the processing mechanism of English complex words by both L1 and L2 learners. However, how the derived words are stored in mental lexicon, in particular, the effects of relative frequency on the representation of English derived words, is still controversial.

Based on the existing researches, this thesis explores the influence of relative frequency of the English derived word and its base, along with the influence of language proficiency, on the representation of derived words in L2 learners' mental lexicon. In addition, this thesis also compares the results of L1 and L2 learners in these respects.

20 non-English majors, 20 English majors, and 10 professors of English from a comprehensive key university in China participated in this research. The tasks are to read the test sentences on request. The test words contain 14 prefixed words and 6 suffixed words, all divided into either "words which are more frequent than the bases they contain" or "words which are less frequent than the bases they contain".

As the result shows, the relative frequency of derived words has effects on L2 learners, especially advanced L2 learners. For advanced Chinese L2 learners, a word whose derived form is highly frequent relative to its base is more likely to be stored as a whole in their mental lexicon, and for a word whose derived form is less frequent than its base, it is more likely to be stored as decomposed parts. As for learners of intermediate and relatively low proficiency levels, they follow a similar dual-route model for suffixed words based on the relative frequency of the derived word and its base, but they prefer to follow a whole-word model for prefixed words. Therefore, the mental representation of English word structure is different for learners of different language proficiency levels. And the performance by advanced L2 learners seems to be closer to that of the native speakers.

Key words: mental lexicon; derived words; relative frequency; English word structure