

# Reading Comprehension Teaching

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## 1. Introduction

Sperber and Wilson study the human communication and trying to understand human cognition. They fall into cognitive linguistics, which considers human life experience. Cognitive linguists believe that in conception, and in human cognitive procession, human biographical factor, and human imagination play essential part. And they call this experiential realism or experientialism. Prototype theory, connectionism theory, schema theory, metaphor theory, and relevance theory belong to the school of cognition. Sperber and Wilson's relevance theory provides adequacy in description and interpretation of text.

## 2. Epistemology

Cognitive linguists believe that language ability subjects to cognition. And semantics concerns with both truth value and human cognition. Syntax does not stay alone, and it goes with morpheme, lexeme, syntax, and they are continuum. For example, the semantic construction is a process which meaning attaches.

Cognitive linguists give the Generalization commitment and the Cognitive commitment. The former is about the general principle in linguistic description. In syntax, it deals with the distribution of categories and structure; in semantics, it deals with inference, polysemy, semantic field, and conception; in pragmatics, it deals with speech acts, conversational implicature, and deixis.

## 3. Relevance assumptions

Human beings can take information directly from outside world, but it is not literal mirroring or representation, and human beings can imagine, infer, and making assumptions. Relevance theory is based on an assumption that human cognition is relevance-oriented; we pay attention to information that seems relevant to us. Now every utterance starts out as a request of the reader's attention. As a result, it creates an expectation of relevance.

## 4. Modes of understanding

### 4.1 Narrative understanding

Narrative understanding is involved in any genre. Interpreting narratives requires the identification of each individual actor. Maintaining identity involves the ability to control anaphoric reference, to construct a mental model of the actors in this imagined world and track each individual.

### 4.2 Understanding argument

Argument is instead based on rational, sometimes overtly logical, sequence. Understanding an argument requires that you create a mental representation of a number of premises, that you distinguish between these and remember them accurately, and then that you track the abstract relationships established between them, until you reach the conclusion which the speaker wishes you to reach.

## 5. Pedagogical implication

The identification of types of genre which will support young learners and enables them to enjoy successful experience of understanding language. It also offers a tool which permits the teacher who wants to work on a more complex text to identify where in the text conceptual difficulties are likely to lie, and prepare activities which will ensure that students draw appropriate, constrained, inferences and arrive at plausible interpretations.

## 6. Conclusion

Sperber and Wilson focus on description of cognitive process, which is ostensive-inferential. Relevance theory stresses that assumptions context could be manifested, and assumptions could achieve context effect by strengthening, eliminating, and combining with the existing assumptions. The communication is dynamic, and asymmetrical. On the reader's part, Reading is also linguistic communication. The reader should infer to figure out the writer's intended meaning.

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