

A Comparative Study of Relevance and Adaptation in Listening Corpus for College English Test Band 4 and 6

Wei Gao

School of Foreign Languages, Harbin Huade University, Harbin 150025, China

Abstract: The relevance-adaptation theory can be said to be a combination of relevance theory and adaptation theory. It is a kind of cognition of context. Generally speaking, cognition context is a kind of mental cognition, which belongs to a form of mental structure recognition, relating to the knowledge, understanding and relevance of discourse information in this context. This article mainly elaborates the operation mechanism of relevance and adaptation theory and the comparison of relevance of College English Test Band 4 and 6. This can be used as a reference for relevant academic staff.

Keywords: College English Test; Band 4 and 6; Listening Corpus; Relevance and Adaptation

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***Corresponding author:** Wei Gao, gw18845573541@163.com

1 Introduction

College English Test Band 4 and 6 are the tests for assessing the English proficiency of college students. The purpose of College English Test Band 4 and 6 is to check whether the students have met the requirements determined by the syllabus. In College English Test Band 4 and 6, two aspects, namely the college English listening and college English reading abilities are to be assessed and evaluated. The examination also assesses the writing ability of college students, and evaluates their abilities in using some professional English vocabulary to explain related content. Both listening and verbal explanation components in College English Test Band 4 and 6 are two important test contents and they occupy an important position.

2 Operation Mechanism of Relevance-Adaptation Theory

2.1 Context

The meaning of language is generated through actual use, and therefore can only be determined through context. In the theory of relevance-adaptation model, the term “context” is referred to as psychological construction, that is, the contextual assumptions of the listener’s dialogue, including information processing and interpretation. Various context factors can be divided into cognitive context, situational context and language environment. In addition to linguistic context and situational context, cognitive context also includes the processing and interpretation of all linguistic information. Cognitive context contains lexical, logical and encyclopedic information^[1]. Language context and situational context are relatively stable. According to the relevance-adaptation theory model, the cognitive context is not fixed, and it changes dynamically as communication progresses. Cognitive context determines language output and language interpretation. The verbal communication and discourse selection strategies of both parties are determined by the cognitive context.

2.2 Cognitive Context in Relevance-Adaptation Model: Lexical Information, Logical Information, Encyclopedia Information

The main components in the cognitive context includes vocabulary, logic, and encyclopedia. The main connection between them is the unit of knowledge between them. These knowledge units are the logical and thinking as well as and connection habits that exist

in the human brain. Some facts or hypotheses that can be understood, expressed, reasoned and judged are, at first, a structural form which mainly exists in the human brain and can be expressed by people with relevant words and logical information.

2.3 Contextual effects of relevance and adaptation

The speaker would tend to restrict listener from searching for the relevance of the dialogue, and the listener only pays attention to the information that he or she thinks it is necessary to pay attention to. This means that only when the information conveyed by the speaker is relevant to the listener and worthy of being processed by the listener can they attract the attention of the listener, and this information in the conversation can only be considered meaningful. Therefore, once the speaker deliberately attracts the attention of the listener, and the listener knows that the other person is intentionally attracting his attention, the listener must work hard to find the connection between the discourse and the context hypothesis, make inferences, and obtain from the discourse^[2]. The construction of the related contextual effect is mainly created by the speaker. Through the construction of the cognitive context, the listener can obtain relevant knowledge and information from this conversation process with speaker via listening. With this, the two parties can reach a consensus and complete the dynamic interaction. The process of information transmission is meaningful only when the content elaborated by the speaker can attract the attention of the listener. In this process, the listener receives the speaker's information and infers the intention of the speaker to complete the hypothetical information content construction.

2.4 Relevance-Adaptation Process

The relevance-adaptation process compiles from the human brain to explain a way of thinking and acquire logic and related information vocabulary, which is equivalent to a process of language reorganization and logical combination. In this process, two individuals are required. One of them will use the speaking method to elaborate linguistic information, and receive and analyze the linguistic forms and structures in the brain. This would help form relevant information and images in the brain, and understand the meaning. Another individual in the relevance-adaptation process is responsible to retrieve information. It is found that the logical relationship and correlation between them can be said to be a process in which the two parties are

conscious of each other, understand the meaning of other people's information transmission, and convey their meaning to others.

2.5 The best relevance selection

According to relevance-adaptation theory, the reasoning in relevance and adaptation is based on the successful intention of the other party as the ultimate goal. The three types of information in the cognitive context are used to complete the understanding and identification of the intent of the communication. The main purpose of the best relevance selection is to reach the consensus between the speaker and the listener in the most labor-saving way to complete the transmission and reception of information. The main purpose is to construct a cognitive context. In fact, this process can also be referred to as the organization process of induction and reasoning of vocabulary and information, completing the transmission and understanding of information through the relevant context, and getting the corresponding content from this process^[3].

2.6 Discourse output and interpretation

When the listener begins to receive external information, he or she will first assume an acceptance environment, that is, the context's acceptance environment, and then the speaker starts to speak, that is, the speaker starts to provide relevant information and accept the language. In the process, each person has his or her own context of hypothesis. The relevance and adaptation process can be described as the process of dynamic information selection and interaction between the listener and the speaker, which also includes relevant-adaptation process in the speaking context. The speaker should first make assumptions and evaluate the listener's ability to recognize and infer, adapt to the contextual relevance of the listener, and choose the appropriate language form or strategy so that the relevant discourse can be worth the processing effort of the listener. Apart from that, the cognitive ability of the listener must be taken into account in order to achieve the best cognitive effect. In the process of relevance-adaptation, relevance hypothesis is the premise of relevance-adaptation and the premise of language selection, which depend on cognitive context. Both the speaker and the listener must make language choices^[4]. As long as the language is used, both speaker and listener must make choices. In other words, the actual process of communication is the process of cognitive context change involved in language selection, including the process of language

production and interpretation involving lexical information, logical information, and encyclopedia information.

3 Relevance and Adaptation of Listening Corpus in College English Test Band 4 and 6

3.1 Context of Listening Corpus for College English Test Band 4 and 6

The sources of listening corpus for Levels 4 and 6 College English encompass quite a wide range, that is, the cognitive context of listening component in Levels 4 and 6 College English is extensive, evidenced by the existence of different ranges of listening materials. This has engendered high level of interaction manifested in the listening component of Levels 4 and 6 College English. The relevant important information that can be obtained from it relies on the cognitive context established between the insider and the disseminator for communicating with each other. Existing relevance-adaptation can help achieve the ultimate best effect for understanding^[5].

3.2 Cognitive Context of Listening Corpus for College English Test Band 4 and 6: Vocabulary Information, Logical Information, Encyclopedia Information

For the listening test in the College English Test Band 4 and 6, the choice of context mainly includes vocabulary information, logical information, and encyclopedia information, and their differences are mainly based on the amount of vocabulary, changes in logical order, and the input from encyclopedia information. According to the model of relevance-adaptation theory, the process of English listening is a dynamic interaction process in which the speaker and the listener understand each other and reach a consensus in a common context. In this process, the order of the speaker's word and the content of the speech are pre-set in advance. Therefore, the listener needs to find the relevant connection point when the speaker is speaking in order to obtain the main information from speaker's speech to complete the construction of information in his or her brain and the improvement of cognition. In other words, the ultimate goal is to obtain the best results in the most labor-saving way^[6]. The speaker uses the simplest set of vocabulary that the listener needs to understand to

explain the intention and convey relevant information. The listener needs to use the speaker's vocabulary in the expression, receives the relevant intent and the framework to complete their own information reception. The construction of cognitive context is very important in the relevance-adaptation model of listening comprehension of College English Test Band 4 and 6, and the effect of cognitive context is also necessary to build. The effect of constructing cognitive context is on the best relevance. Selection and confirmation have an indispensable role. When the communication situation is uncertain, the listener will use lexical information, logical information, and encyclopedia information to derive information, and this systematic intellectual derivation depends on cognitive context. Relevance and adaptation are the basic factors restricting human communication, which can be regarded as a constant, while cognitive context is a variable and a psychological structure. The relationship between cognitive context, relevance and adaptation is that people rely on cognitive context to obtain the maximum relevance^[7]. The process of information processing is the process of relevance and adaptation in cognitive context. The context of knowledge is always achieved by attaining the best balance between mental strength and effect. Once this equilibrium is reached, it can be said that the information has been processed.

3.3 The Contextual Effect of Listening Corpus for College English Test Band 4 and 6

The contextual effect that College English Test Band 4 and 6 want to create is to enable the listener to listen to and obtain the narrated meaning with minimum effort, and to accurately articulate it at the minimum effort. In this process, the speaker has the greatest ability to elaborate and express one's meaning, the listener should also choose the corresponding context, understand the dialogue, and be able to elaborate. In this process, the effect of the context can affect the listener's understanding, impact, and expression ability. In general, the production of contextual effects depends on cognitive context, which is composed of lexical information, logical information, and encyclopedia information. Sometimes a particular context is caused by one of them, sometimes by two, but in actual College English Test Band 4 and 6, the contextual effect of dialogue often involves all three types of information.

3.4 Relevant Adaptation Process of Listening Corpus for College English Test Band 4 and 6

While broadcasting the audio clips of English listening for College English Test Band 4 and 6, the broadcaster always explained his and her intention to the greatest extent, hoping that the listener will acquire the knowledge and the information transmitted at the least cost in the process of obedience. The listener will only pay attention to some related words in the discourse, and based on these related words, try to understand the relevant meanings in the listening corpus. Whether it is in College English Test Band 4 and 6, the order of contextual adaptation is the same, except that there is a change in the amount of contextual cognition, that is, the understanding and inclusion of vocabulary. The main gap in the process of relevance and adaptation of listening comprehension in College English is the understanding of the magnitude and logical order of the quantity, as well as the storage of the amount of knowledge of encyclopedia information^[8]. In other words, College English Test Band 4 is less difficult than College English Test Band 6, and the amount of vocabulary is fewer.

3.5 The Best Selection of Listening Corpus for College English Test Band 4 and 6

3.6 based on Relevance

The gist of listening component in College English Test Band 4 and 6 is the process of understanding each other's contexts. When the process has reached the best level of understanding, the best point of relevance is considered attained. The speaker needs to make the greatest efforts to use the simplest vocabulary and related words to explain their intentions, whereas the listener needs to obtain related vocabulary from the process obediently, and understand the intent. The principle that this process needs to abide by is the principle of labor saving. The relevance of College English Test Band 4 and 6 is the same^[9]. Their only difference is in the storage of vocabulary in the cognitive context. Therefore, once the key point is found, this understanding process will be successful.

3.7 Discourse Output and Interpretation of Listening Corpus for College English Test Band 4 and 6

The relevance and adaptation process for learning College English Test Band 4 and 6 involving listening corpus can be divided into two parts: discourse output

and discourse interpretation. These two parts can be explained from three aspects. First, the speaker who makes the output needs to choose a cognitive context, and then reach the desired context that has the effect of creating a simple and easy-to-understand human cognitive context for the listener. The listener needs to find the key goal from the listening process, which is the optimal association hypothesis. Second, based on the relevance-adaptation theory, this is a dynamic process that requires both parties to elaborate and explain in a mutually recognized cognitive context. The process of relevance and adaptation mainly depends on the understanding of the two aspects of discourse output and interpretation. Third, the size of the cognitive context determines the degree of speech and the choice of discourse. In the comparative analysis of the correlation between College English Test Band 4 and 6 and listening corpus, the correlation is mainly explained from the perspective of cognition, which is called the the process of language use or the process of language selection. In this process, both parties transfer and receive knowledge according to the language description, in order to achieve the purpose of mutual understanding. In this process of relevance and adaptation, cognitive context is the foundation for the process^[10]. To understand the difference in cognitive context is to discern the difference between the vocabulary information and the logical order in the listening test of College English Test Band 4 and 6.

4 Conclusion

In summary, it is known from the comparison of the relevance order of listening corpus for College English Test Band 4 and 6 that the difference in the relevance order is mainly due to the amount of vocabulary and the change of logical order. In order to understand the vocabulary and some technical terms, the main manifestation in this process is a dynamic process, that is, the process of transmitting and receiving information between the speaker and the listener. The speaker needs to explain their own intentions to the greatest extent, whereas the listener needs to obtain the corresponding information from the context suggested by the speaker and elaborate on his or her own.

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