第一图书网, tushu007.com

<<电子词典增强下的词汇学习模式>>

图书基本信息

书名：<<电子词典增强下的词汇学习模式>>

13位ISBN编号：9787513011402

10位ISBN编号：7513011400

出版时间：2012-3

出版时间：知识产权出版社

作者：蔡晖

页数：191

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：http://www.tushu007.com

第一图书网, tushu007.com

<<电子词典增强下的词汇学习模式>>

内容概要

EFL学习者词汇匮乏是一个亟待解决的问题。
为帮助外语学习者学习词汇，本书描述了作者博士论文的研究成果：设计一个电子词典增强下的词汇学习模式（EDEVOL
Model）。
该词汇学习模式旨在:（1）帮助学生学习目标词的词义；（2）帮助学生学习目标词的拼写形式。
本研究表明EDEVOL
Model可以作为帮助

第一图书网, tushu007.com

作者简介

蔡晖,
从事高等教育多年。
英语专业博士研究生。
撰写发表了十多篇文章。
主要研究领域：英语教学、词汇教学、二语习得、元认知和学习自主等。

CURRICULUM VITAE?

Hui Cai was born on March 14th?, 1975 in Weining, Guizhou Province of China. She received her Bachelor degree of Arts in English Linguistics and Literature from Foreign Languages Department, Guizhou University in 1997. In 2004, she obtained her Master of Arts degree in Linguistics and Literature from the College of International Studies, Guizhou University. ?

Hui Cai has been teaching English in Guizhou Finance and Economics College since 1997. She is currently an associate professor of Guizhou Finance and Economics College, China. Her academic areas of interest include vocabulary teaching, metacognition and autonomy, etc.

第一图书网, tushu007.com

书籍目录

CONTENTS
CHAPTER 1
INTRODUCTION1
1.1 Statement of the problem1
1.2 Rationale of the study1
1.3 Research hypothesis9
1.4 Purposes of the study9
1.5 Research questions10
1.6 Significance of the study10
1.7 Definitions of terms12
CHAPTER 2
LITERATURE REVIEW14
2.1 Two basic constructs of vocabulary learning14
2.2 Variables40
2.3 Summary54
CHAPTER 3
RESEARCH METHODOLOGY55
3.1 Research design55
3.2 Variables56
3.3 Participants57
3.4 Materials58
3.5 Instruments64
3.6 Procedures68
3.7 Data collection and scoring71
3.8 Data analysis72
3.9 Pilot Study 74
3.10 Experimental phases87
3.11 Summary88
CHAPTER 4
RESULTS 89
4.1 Results of the Vocabulary Pretest89
4.2 Answer to Research Question 193
4.3 Answer to Research Question 299
4.4 Answer to Research Question 3100
4.5 Answer to Research Question 4104
4.6 Answer to Research Question 5 105
4.7 Results of the T/F comprehension test108
4.8 Summary109
CHAPTER 5
THE E-DICTIONARY-BASED ENHANCERS
FOR VOCABULARY LEARNING MODEL110
5.1 Model elements110
5.2 Details of E-dictionary-Based Enhancers for Vocabulary
Learning Model 120
5.3 Summary122

第一图书网, tushu007.com

CHAPTER 6
CONCLUSIONS, IMPLICATIONS AND
LIMITATIONS123
6.1 Conclusions123
6.2 Implications and recommendations127
6.3 Limitations and suggestions for further research131
6.4 Summary 134
REFERENCES135
APPENDICES145
ACKNOWLEDGEMENTS190
LIST OF TABLES
Table 2.1Task-induced involvement load (Laufer &
Hustijn,2001,p.18)
21
Table 2.2A taxonomy of kinds of vocabulary learning
strategies
(Nation, 2001, p.217)28
Table 2.3What is involved in knowing a word (Nation, 2001,
p.27)30
Table 3.1Results of Word Test (part)62
Table 3.2Treatment for the target words and other possible
unknown words64
Table 3.3The methods of data analysis according to
the research questions72
Table 3.4Descriptive Statistics of the vocabulary tests80
Table 3.5Descriptive Statistics in while-reading tasks and
the T/F comprehension test81
Table 3.6Independent t-test results (N=38)82
Table 3.7Correlations between LUB and vocabulary gain and
retention83
Table 3.8Descriptive statistics of the enhancers87
Table 4.1Pretest scores of all the subjects (N=90)90
Table 4.2Descriptive statistics of the two groups in the
Vocabulary
Pretest93
Table 4.3Independent t-test results of the difference in the
Vocabulary
Pretest93
Table 4.4Frequency description of scores in the VGRT (target words
only) *
group crosstabulation94
Table 4.5Descriptive Statistics of the difference for target words
between VGRT
and the Vocabulary Pretest (N=90)96
Table 4.6Independent t-test results of target words learning in
VGRT
in terms of dictionary access (N=90)97

第一图书网, tushu007.com

Table 4.7Descriptive statistics of the four vocabulary tests (N=45)100
Table 4.8Descriptive Statistics of the difference for other unknown words
between VGRT and the Vocabulary Pretest (N=90)101
Table 4.9Frequency of the difference for other unknown words between
VGRT and the Vocabulary Pretest * group crosstabulation Points102
Table 4.10Group Statistics of the difference for other unknown words
between VGRT and the Vocabulary Pretest 103
Table 4.11Independent t-test results of the difference for other unknown
words between VGRT and the Vocabulary Pretest104
Table 4.12Correlations between LUB and vocabulary gain and retention104
Table 4.13Preferences of the vocabulary instruction program105
Table 4.14Independent t-test results of T/F comprehension test108

LIST OF FIGURES

Figure 1.1Conceptual framework of the EBEVOL Model6
Figure 3.1Procedures of the main study68
Figure 5.1A part of the Vocabulary Pretest111
Figure 5.2Text with the dictionary information114
Figure 5.3While-reading word relevance (a part)115
Figure 5.4The matching task116
Figure 5.5Vocabulary posttest 1 (VGPT)117
Figure 5.6Vocabulary posttest 2 (VGRT)118
Figure 5.7A part of the T/F comprehension test119
Figure 5.8E-dictionary-Based Enhancers for Vocabulary Learning
Model121

LIST OF ABBREVIATIONS

CALL Computer Assisted Language Learning
EBEVOL Model E-dictionary-based Enhancers for Vocabulary Learning Model
EFL English as a Foreign Language
FL Foreign language
L1 The first language
L2 The second language
LUB Lookup behavior
RC Reading comprehension
TW Target word
VGPT Vocabulary Gain Productive Test
VGRT Vocabulary Gain Receptive Test

第一图书网, tushu007.com

VRPT Vocabulary Retention Productive Test
VRRT Vocabulary Retention Receptive Test
ACKNOWLEDGEMENTS?

第一图书网, tushu007.com

章节摘录

版权页： 插图： This chapter introduces the statement of the problem，the rationale，theresearch hypothesis，the purposes，the research questions，and the significance ofthis study．Definitions of main terms are given，too．1．1 Statement of the problem Vocabulary is regarded as an essential element in language learning by bothteachers and learners．Learners ’lack of sufficient vocabulary is always animportant problem calling for solutions in EFL（English as a foreign language）teaching and learning．As Nation（1990，p．2）says，“Learners feel that many oftheir difficulties in both receptive and productive language use result from aninadequate vocabulary”．If learners are shofl of words．they cannot communicateproperly with others，nor can they express ideas clearly when speaking or writing．With many unknown words，it is also difficult for learners to make out what theyare told or what they are reading．How to help students learn vocabulary is aquestion language teachers have to consider．Vocabulary enlargement is the keyfor solving this problem．1．2 Rationale of the study With the advent of computers and the Internet，a new possibility to enhancevocabulary learning is brought into the filed of EFL language learning．Becauseacquiring or learning new words while reading a text is an important practicalmethod of vocabulary enlargement，the availability of authentic materials on theInternet and the access of electronic dictionaries provide two helpful conditions forlearners to learn vocabulary．First，the World Wide Web is not only one of themost efficient channels for global communication but also a huge and abundantlanguage—learning source for EFL learners．Second，electronic dictionaries appearwith computer technology combined with dictionary information．Integrated withcomputer technology，dictionaries assume more importance for text comprehensionand vocabulary learning with its technical benefits.

第一图书网, tushu007.com

编辑推荐

《电子词典增强下的词汇学习模式》是由知识产权出版社出版的。

第一图书网, tushu007.com

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:http://www.tushu007.com