

<<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>

## <<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

## 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.

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

<<电子词典增强下的词汇学习模式>>

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 2.1 Task-induced involvement load (Laufer & Hustijn, 2001, p.18)

21

Table 2.2 A taxonomy of kinds of vocabulary learning strategies

(Nation, 2001, p.217)28

Table 2.3 What is involved in knowing a word (Nation, 2001, p.27)30

Table 3.1 Results of Word Test (part)62

Table 3.2 Treatment for the target words and other possible unknown words64

Table 3.3 The methods of data analysis according to the research questions72

Table 3.4 Descriptive Statistics of the vocabulary tests80

Table 3.5 Descriptive Statistics in while-reading tasks and the T/F comprehension test81

Table 3.6 Independent t-test results (N=38)82

Table 3.7 Correlations between LUB and vocabulary gain and retention83

Table 3.8 Descriptive statistics of the enhancers87

Table 4.1 Pretest scores of all the subjects (N=90)90

Table 4.2 Descriptive statistics of the two groups in the Vocabulary Pretest93

Pretest93

Table 4.3 Independent t-test results of the difference in the Vocabulary Pretest93

Pretest93

Table 4.4 Frequency description of scores in the VGRT (target words only) \*

group crosstabulation94

Table 4.5 Descriptive Statistics of the difference for target words between VGRT

and the Vocabulary Pretest (N=90)96

Table 4.6 Independent t-test results of target words learning in VGRT

in terms of dictionary access (N=90)97

<<电子词典增强下的词汇学习模式>>

Table 4.7 Descriptive statistics of the four vocabulary tests (N=45) 100

Table 4.8 Descriptive Statistics of the difference for other unknown words between VGRT and the Vocabulary Pretest (N=90) 101

Table 4.9 Frequency of the difference for other unknown words between VGRT and the Vocabulary Pretest \* group crosstabulation Points 102

Table 4.10 Group Statistics of the difference for other unknown words between VGRT and the Vocabulary Pretest 103

Table 4.11 Independent t-test results of the difference for other unknown words between VGRT and the Vocabulary Pretest 104

Table 4.12 Correlations between LUB and vocabulary gain and retention 104

Table 4.13 Preferences of the vocabulary instruction program 105

Table 4.14 Independent t-test results of T/F comprehension test 108

LIST OF FIGURES

Figure 1.1 Conceptual framework of the EBevol Model 6

Figure 3.1 Procedures of the main study 68

Figure 5.1 A part of the Vocabulary Pretest 111

Figure 5.2 Text with the dictionary information 114

Figure 5.3 While-reading word relevance (a part) 115

Figure 5.4 The matching task 116

Figure 5.5 Vocabulary posttest 1 (VGPT) 117

Figure 5.6 Vocabulary posttest 2 (VGRT) 118

Figure 5.7 A part of the T/F comprehension test 119

Figure 5.8 E-dictionary-Based Enhancers for Vocabulary Learning Model 121

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

<<电子词典增强下的词汇学习模式>>

VRPT Vocabulary Retention Productive Test

VRRT Vocabulary Retention Receptive Test

ACKNOWLEDGEMENTS?

章节摘录

版权页：插图： This chapter introduces the statement of the problem , the rationale , the research hypothesis , the purposes , the research questions , and the significance of this 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 both teachers and learners . Learners ' lack of sufficient vocabulary is always an important problem calling for solutions in EFL ( English as a foreign language ) teaching and learning . As Nation ( 1990 , p . 2 ) says , “ Learners feel that many of their difficulties in both receptive and productive language use result from an inadequate vocabulary ” . If learners are short of words . they cannot communicate properly 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 they are told or what they are reading . How to help students learn vocabulary is a question language teachers have to consider . Vocabulary enlargement is the key for solving this problem .

1 . 2 Rationale of the study With the advent of computers and the Internet , a new possibility to enhance vocabulary learning is brought into the field of EFL language learning . Because acquiring or learning new words while reading a text is an important practical method of vocabulary enlargement , the availability of authentic materials on the Internet and the access of electronic dictionaries provide two helpful conditions for learners to learn vocabulary . First , the World Wide Web is not only one of the most efficient channels for global communication but also a huge and abundant language—learning source for EFL learners . Second , electronic dictionaries appear with computer technology combined with dictionary information . Integrated with computer technology , dictionaries assume more importance for text comprehension and vocabulary learning with its technical benefits .



## <<电子词典增强下的词汇学习模式>>

### 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。

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>