

图书基本信息

书名：<<基于元认知知识的中国学生自主学习与自主写作研究>>

13位ISBN编号：9787544625586

10位ISBN编号：7544625583

出版时间：2012-7

出版时间：上海外语教育出版社

作者：阮周林

页数：354

字数：349000

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>

<<基于元认知知识的中国学生自主学习与自>>

内容概要

阮周林所著的《基于元认知知识的中国学生自主学习与自主写作研究》以认知心理学研究中的元认知知识体系为理论框架，以中国外语学习者为研究对象，通过自主写作教学探究实践和多途径的研究观察，详尽分析和研究了学生自主语言学习和自主写作能力发展相关的各种学习观念与知识。

《基于元认知知识的中国学生自主学习与自主写作研究》提出了可解释外语自主学习和自主写作的元认知知识交互作用的理论模式以及基于过程写作法的自主写作课程教学原则，在元认知理论应用、教学行动研究设计以及定性数据分析处理等方面均可以为国内外语教学研究和实践提供重要的参考资料。

书籍目录

Chapter 1 Introduction

- 1.1 Introduction
- 1.2 The Chinese ELT context
- 1.3 Aims and significance of the study
- 1.4 Organisation of the thesis

Chapter 2 Literature Review

- 2.1 Introduction
- 2.2 Autonomy in language learning
- 2.3 Metacognition
- 2.4 Research on writing and writing instruction
- 2.5 Summary of the literature review

Chapter 3 Research Design

- 3.1 Introduction
- 3.2 Research approaches to language learning in classrooms
- 3.3 Instrument design
- 3.4 Pedagogical design of the writing course
- 3.5 Data collection
- 3.6 Data analysis
- 3.7 Summary

Chapter 4 Knowledge and Beliefs about Self-regulated Language Learning

- 4.1 Introduction
- 4.2 Descriptive results of the questionnaire survey
- 4.3 Relationships between the subcategories of the dependent variable
- 4.4 Attributional factors in learning success
- 4.5 Inter-group differences in dependent, task and strategic variables

- 4.6 Summary of the chapter

Chapter 5 Pre- and Post-course Knowledge

- 5.1 Introduction
- 5.2 Pre-course dependent knowledge about writing
- 5.3 Post-course dependent knowledge about writing
- 5.4 Key themes of pre- and post-course dependent knowledge
- 5.5 Developing trend of dependent knowledge: triangulation of the diaries

Chapter 6 Task Knowledge and Strategic Knowledge

- 6.1 Introduction
- 6.2 Pre-course task knowledge about writing
- 6.3 Post-course task knowledge about writing
- 6.4 Key themes of pre- and post-course task knowledge
- 6.5 Developing trend of task knowledge: triangulation of the diaries

6.6 Pre-coué strategic knowledge

6.7 Post-coué strategic knowledge

6.8 Key themes of pre- and post-coué strategic knowledge

6.9 Developing trend of strategic knowledge: triangulation of the diaries

6.10 Participants' questionnaire results of task and strategic variables in language learning

6.11 Effects of the writing coué on participants' writing performance

6.12 Summary of the chapter

Chapter 7 Case Studies

7.1 Introduction

7.2 Xue

7.3 Cheng

7.4 Zhang

7.5 Fang

7.6 Summary of the chapter

Chapter 8 Overall Discussion and Conclusio

8.1 Introduction

8.2 Revisiting the research goals

8.3 Summary of the research findings and discussion

8.4 The issue of sustainability

8.5 Theoretical model of metacognitive knowledge in language learning

8.6 Pedagogical principles of self-regulation in L2 writing

8.7 Evaluation of the research

8.8 Final conclusio and recommendatio for future research

Bibliography

Appendices

章节摘录

Questionnaires are also a popular research tool for studying learning strategies of L2 learners and self-regulation. The following studies are of particular relevance to the questionnaire design of the present study. Oxford (1990) designed a survey instrument called "Strategies in Language Learning" (SILL), which has a wide currency in the investigation of language learners' learning strategies, particularly about the use of cognitive and metacognitive strategies. Rubin and Thompson (1994) developed a questionnaire specifically concerned with language learners' executive control over their learning. The function of executive control mainly includes the use of metacognitive or self-regulated strategies, such as planning, monitoring, and evaluation. Wen and Johnson (1997) combined the survey techniques within-depth interviewing to establish the impact of a number of learner variables on Chinese tertiary level students' achievement on a language course. The study found that self-management strategies, such as planning, evaluation, and affective control, had an important part to play in separating successful and unsuccessful language learners. These studies have shown that the questionnaire instrument is an effective, efficient research tool for identifying patterns of language learners' knowledge and beliefs about language learning, and their strategy use. Moreover, the questionnaire data can provide useful information about the relationship between learner beliefs and other variables of language learning, such as self-regulation/autonomy, learning achievements, and learners' cultural backgrounds. The adoption of the questionnaire instrument in this study has been informed by these previous studies.

编辑推荐

《外教社博学文库：基于元认知知识的中国学生自主学习与自主写作研究》基于在英国雷丁大学2002年9月至2005年12月间完成的博士学位论文修改而成，研究主题为在中国外语教学环境下的学习者语言自主学习能力发展。

自主学习通常界定为学习者的能力或意愿，涉及中国外语学习者的语言自主学习研究往往从跨文化的视角，把自主性阐释为西方教育传统的文化理念，以探讨在中国外语教学环境下的可适用性。

本书则突破了这一文化范畴的局限，研究基于认知心理学领域中的元认知知识为理论框架，以元认知知识的三个构成要素，即主体知识、任务知识和策略知识，界定和分析了中国外语学习者的自主语言学习和二语写作的各种观念和知识，同时结合学生二语写作技能的培养，通过以自主写作能力为课程目标的写作教学行动研究，以历时观察的方法考察学生在学习过程中元认知知识结构的变化和自主学习与自主写作能力的发展。

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>