

<<语言与文化研究（第五辑）>>

图书基本信息

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## 前言

《语言与文化研究》论丛每年出版四辑，由北京物资学院外语系语言与文化研究中心与知识产权出版社联合推出，同时又是中国知网、电子网络期刊，ISSN：1671-6787CN：11-9251G。

论丛本着宁缺毋滥、少而精的原则，对稿件进行严格的三审制度。

第五辑共收录了全国各地高校教师和研究者的40余篇优秀稿件，内容涉及语言研究、教育教学研究、文学研究、翻译研究和文化研究等领域，体现出了广大高校教师和学者们对语言、语言教学、文学、翻译、文化等理论和实践的认真思考和探索，体现了他们的学术水准、理论水平和业务素养。

本辑所收录的论文体现了研究范围广泛、研究方法灵活、研究内容多样化的特点；充分展示了外语教学与研究领域学术气氛的活跃和新时期外语教育事业的繁荣。

本辑论文既有语言、文学、文化与翻译理论前沿的最新报告，又有对外语各层次教学改革的思想，教学方法的探讨，也有日趋成熟的基于数据的实证性研究。

研究内容充分反映出了近20年来外语教学——领域的发展趋势和热点：教法和学法的探讨仍然热烈；外语与其他学科门类的结合性研究给研究者增添了新的动力；网络教学的探讨和思考反映了新时期外语教与学的特点，体现了外语教师与时俱进的精神风貌。

这些研究将极大地促进和指导教学实践。

胡文仲先生说过，教师在教学过程中应该做有心人，经常思考问题，收集数据，分析研究，做一个既教学又研究的全面人才。

北京物资学院外语系语言与文化中心的宗旨就是激发和提高外语教师的科研意识与科研能力，从而为高校外语教学与研究作出贡献，推动外语课程改革和学生英语综合应用能力的培养及提高。

这也是我们定期出版外语教育教学与研究论文的目的。

《语言与文化研究》论丛将努力做成纸制定期出版发行的期刊，成为广大研究者发表自己独特见解的一方论坛，在语言与文化研究领域占有一席之地。

本辑中北京物资学院外语系教师所发文章得到了北京物资学院科研基地项目的资助。

由编者水平有限，疏漏在所难免，欢迎各界人士予以指正，欢迎广大从事语言与文化教学的教师和研究者不吝赐稿。

## <<语言与文化研究（第五辑）>>

### 内容概要

《语言与文化研究（第五辑）》发了全国各地高校教师和研究者的论文40余篇，内容涉及语言研究、教育教学研究、文学研究、翻译研究和文化研究等领域，所刊发的论文理论基础扎实，观点新颖，代表了我国语言学研究的最新热点和科研水平，也反映了研究者对语言本身和语言教学理论与实践的思考和探索。

论文的研究类型主要包括旨在研究解决课堂教学或与教学相关的一些实际问题的应用性研究，但是其研究也带有较高的理论价值，其研究方法值得广大教师和研究者的广泛借鉴，本论丛可供较高语言水平的学习者、高等院校教师和语言研究者参考使用。

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## 章节摘录

Constructivism is the further development of this cognitive theory, which studies the process and the factors of the internalization of objective world into the inner cognition of learners and their implications to learning—how to structuralize the objective knowledge system into one cognitive mechanism. On the basis of the study results and theories put forward by psychologists, constructivists believe that the world objectively exists, while how to understand and explain the world varies according to individual experience and inner cognition. Thus they focus their study on how to activate and optimize learning by basing it on individual learners' experience, belief and psychological structure. There are four basic principles of constructive learning theory. First

, constructivism puts conceptual construction as the basis of learning. Conceptual construction refers to the gradual formation of learners' concepts of the category, quality and relevance of actual objects. What is learnt is not what the teachers teach, but what learners generate in the process of constructing concepts about the objective world. “……学习的质量是学习者建构语言意义能力的函数, 而不是学习者重现教师思维过程的能力” (何克抗, 2001: 67)。

Learners generate this un-

derstanding through cooperation, negotiation and conversation in authentic social situations. Thus in constructive theory situation, cooperation, conversation and conceptual construction form the four basic elements of learning. Second, constructivists believe that learning is a psychological mechanism developing process in which both structural knowledge and non-structural experience are involved. In this process systematic knowledge input is infused with non-structural experience and feelings in subjective inner cognition through logical thinking. A good illustration would be the learning of idioms in foreign language. Without the actual life experience a learner would find it very difficult to understand those idioms, which have been derived from life through generations (Campbell & Kryszewska, 1998). Third, according to cognitive flexibility theory, a branch of constructivism, knowledge construction involves a dual process: the absorption of new information input and the modification of existing cognitive mechanism. The construction is not a simple process of addition or completion. It is more a generating and infusing process. And what is constructed would be more than and even different from mere accumulation of new information and old knowledge. Fourth, there are individual differences in experience and cognition so what is constructed will vary with different learners. Take the tenses in language learning as an example. The difference between past tense and past perfect tense is input as part of a structural system by teachers in classroom. While the understanding and actual application of these two tenses vary greatly with learners. One might say that I have finished my homework while the other might say I finished. The difference becomes vague in actual use because of individual differences in experience and understanding of time and the quality of things. But at the same time this individual variety in understanding would add to learners' creativity and compulsion through cooperation and conversation and thus bring all to an even higher level of understanding (Widdowson, 1999).

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