

<<语言学习与新技术>>

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前言

Language Learning and New Technologies: Proceedings of the 2~a International Conference on Language Learning at Peking University, is a collection of papers presented at Peking University in October, 2008. Being a participant of both the first and the second conferences organized by my colleagues, I have witnessed the contributions they have made in English teaching and research in the past decade in Peking University. The 2008 conference is also marked by its international character with the joint sponsorship of Peking University and Griffith University, Brisbane Australia as well as with the presence of Sebastian Brook from Kogakuin University, Tokyo, Japan. My colleagues and I are all the more encouraged to have the guidance from Prof. Ian O'Connor, Vice Chancellor of Griffith University on various occasions. We are also grateful to have participants from Beijing, Shanghai, Tianjin, and Chongqing, and more than 100 or so participants from 10 other cities and 32 universities.

In this proceedings, the first group of papers focuses on "Language Learning as Interaction and Multimodal Communication." It is known to all that the field of second language acquisition assumes that participation in communicative interaction is a strategic way, in which a second language is acquired by learners. Activities that occur during interaction (e. g., the provision of corrective feedback, noticing, the production of modified output, the negotiation of meaning) are considered to play an integral role in the learning processes. In connection to this understanding, interaction-based learning presupposes multimodal communication. Multiple preferences give one choices of two or three or four modes to use for one's interaction with others. Positive reactions mean that those learners with multimodal preferences choose to match or align their mode to the significant others around them.

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内容概要

本书为北京大学第二届英语教学国际研讨会的相应论文集。

论文涉及英语全球化、英语教学和学习者身份认同研究、新技术在英语教学中的应用、语言教学与文化习得、话语分析在教学中的应用等关键理论和教学实践，对当下中国英语教学改革的进程进行了富有创见的探讨。

书籍目录

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章节摘录

4.1 Decentralization and Liberalisation The tradition of Australian universities is to operate in an environment characterized by a substantial degree of centralized government planning. This was done by the Commonwealth government's dominance over institutional funding, the setting of student load targets, control of tuition charges, and through the morass of regulatory controls utilised to influence the system in direct and indirect ways (West, 1998, p. 80). As a result, Australian universities have become too much like government agencies, and universities encounter political intrusion, a lack of coordination, and a disincentive for innovation. To meet the challenge of globalization, there is a clear intention on the part of the Australian government to create a competitive and commercialized higher education system (Pick,2006). Professions have also begun to accept the view that universities and other higher education institutions should be independent bodies so as to maintain the power to make their own decisions. This can be exemplified by the Melbourne University and Monash University's participation in the Universitas 21 and Melbourne University's decision to set up a private university(Tierney and McInnis, 2001).

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