

<<英语写作教学中的反馈研究>>

图书基本信息

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### 内容概要

《英语写作教学中的反馈研究》讲述了：朱晔博士的研究选择了大学英语教学课堂内的书面反馈作为研究对象，通过精心设计的任务形式，在定性和定量两个层次上分析了学习者处理书面反馈过程中的语言表现和认知过程，着重考察了反馈形式、目标结构（定语从句）和任务类型这三个变量的不同效果及交互作用，并较为深入地探讨了学习者处理书面纠正性反馈的认知机制与心理过程。总体而言，这项研究圆满地解决了预定的研究问题，并对后续研究和课堂教学都提出了富有启发性的建议。

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## 章节摘录

In light of all the problems in both SLA and SLW studies, this study seeks to address the issues so far unsettled in CF studies within a cognitive-processing framework of SLA and its significance lies in the following three aspects. First, this study has theoretical significance because it intends to offer a unified account for the theoretical arguments and empirical findings about CF in both SLA and SLW studies. Drawing on the two distinct sources of literature in conceptualization, operationalization and methodology, this study investigates and interprets the functioning of written CF in SLA, relevant terms, and at the same time, attempts to enrich our present understanding of CF mechanism with data elicited in an alternative mode (i.e., written CF) and a different learning context (i.e., EFL context). Attempts as such will help to tease apart the effects of modal and contextual factors involved in CF treatments in ESL settings, and therefore facilitate the identification of the integral components of CF mechanisms and functioning, which, in turn, will constitute the cognitive underpinning of feedback treatments in language learning processes. Second, investigating written CF in Chinese EFL contexts also has significant pedagogical implications. Due to the generally large classroom size and limited pedagogical resources, few EFL classrooms in China can actually afford the desired teacher-student interaction and one-to-one oral feedback addressing incidentally arising language problems. Instead, the teacher's written CF on the language errors in learners' compositions would be a more realistic means to achieve not only large-scaled but also tailor-made treatment of their language errors. Findings about the functioning and effect of written CF will provide valuable insight for pedagogical considerations involving applicable in EFL classrooms.

Third, this study also attempts to redress certain methodological defects in present CF studies. In particular, it is intended to investigate the major variables involved in feedback processing from a learner's perspective, and focuses on learners' cognitive experiences in online feedback processing, rather than on the ultimate result of feedback treatment. Besides, in order to better capture the cognitive processes engaged in feedback processing, the study will elicit both quantitative and qualitative data in the hope of revealing more findings about the research subject.

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