

<<活动对学生语言交流的介入作用>>

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内容概要

《活动对学生语言交流的介入作用：我国英语沉浸式教学的调查与研究》以“社会文化理论，尤其是“活动理论”为框架，以广东省一所采取英语沉浸式教学的私立小学为个案，从学生的视角对我国英语沉浸式教学环境中活动对学生语言交流的介入作用进行研究。

《活动对学生语言交流的介入作用：我国英语沉浸式教学的调查与研究》具体内容包括：学生活动类型和学生语言交流的特点；学生活动的多变性和灵活性以及学生在活动中表现出的主观能动性；学生活动介入的多层面性。

研究结果可为中国的英语教学提供重要参考，并为任务型教学中教学活动的组织与参与提出有价值的建议。

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章节摘录

3.1.2.1 The Vygotskian Key Concepts about Language and Language Learning Language and Language learning. Sociocultural and cognitive theories perceive language and language learning from different points of view. Language , more than just a means of communication (Ellis , 1994) , is the most important cultural tool , and carries with it the characteristics that mediate the human mind. It is also the most important psychological tool , and mediates human mental activity in learning and in participating in various sociocultural activities (Vygotsky , 1978). Vygotsky (1981b , p.136) draws an analogy between the role of technical and mechanical tools and that of psychological tools , meaning cultural artifacts such as language , mnemonic techniques , algebraic symbols , diagrams , and schemes , all of which serve as mediational means of the individual's mental activity (Lantolf & Appel , 1994a , p.8). Psychological tools , also called symbolic tools or signs (Lantol , 2000a) , are internally oriented , and cause "changes in the behavior of other people or oneself" (Vygotsky , 1978 , p.53). As Lantolf and Appel (1994a) maintain , tools that are created under specific cultural and historical conditions carry with them the characteristics of the culture by showing its state and level of labor activity. Supporting these views , Mercer (1995 , 2000) claims that language is a tool people use collectively to think together , to make sense of experience , and to solve problems , while Gee (1992) states that language is both a product and a process of social interaction , when examined from the sociocultural perspective.

Language learning is a process that is first social , then individual (Mitchell & Myles , 1998 , p.147; Vygotsky , 1978 , 1981a). Situated in social interaction , language learning is co-constructed through scaffolding and the mediation of interaction in the learning process (Lantolf & Appel , 1994a , p.9). Second language acquisition is similarly a socioculturally mediated process rooted in social interaction (Lantolf & Thorne , 2006; Vygotsky , 1978). According to Patthey-Chavez and Clare (1996 , p.517) , to learn to use a language means to make appropriate choices about the language , to accept the rules and values which are hidden behind the language and originate in the larger community , and to mediate the social relations implicit in the language. Sociocultural theories contribute new meanings to interaction by defining language and language learning in a broader social and cultural sense , by proposing core concepts in learning and in social interaction , such as the ZPD , regulation , mediation and internalization. To facilitate understanding of this research study , the key concepts and terms are elaborated below. Regulation and the zone of proximal development (ZPD). As mentioned above , sociocultural theories maintain that language learning is interactional , moving from the social to the individual. Learning creates the ZPD , the space in which the learner achieves a new potential level of development through mediation and regulation (Lantolf & Thorne , 2006; Vygotsky , 1978) , in a process that develops dynamically and transforms the social context (Lantolf & Thorne , 2006; Vygotsky , 1978). Vygotsky (1978 , pp.85-86) defines the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"; and the actual developmental level as "the level of development of a child's mental functions that has been established as a result of certain already completed development cycles" (emphasis in the original). Collaboration with more capable peers (Vygotsky , 1978) may cause transformation in the process of internalization (the internal reconstruction of external operations).

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