

<<数码与网络环境下的外语教学>>

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前言

This book is a collection of selected papers from the 2006 International Symposium of Computer Assisted Language Learning (CALL) (June 2-4, Beijing). The symposium was initiated and coordinated by Gary Motteram of the IATEFL Learning Technologies SIG committee, Wang Wei of the National Research Centre for Foreign Language Education of Beijing Foreign Studies University (BFSU), and Liu Xiangdong of Foreign Language Teaching and Research Press (FLTRP) and China English Language Education Association (CELEA). The four above organizations they represented were the co-hosts and organizers of the symposium. The symposium features five keynote speeches and accommodates 69 presentations, selected out of 177 abstracts initially submitted to the symposium. A total of 160 participants from eight countries and regions attended the symposium. About 80% of them came from universities in China. The theme of the event was revisited, reflected upon and discussed at a panel discussion attended by the keynote speakers, the presenters and other non-presenting participants on the afternoon of June 4th. The symposium's official website <http://call2006.fltrp.com/> plays a very important role in providing crucial information to the participants before the symposium and in giving them an opportunity to discuss and share their experiences after the symposium. Wen Qiufang of National Research Centre for Foreign Language Education of BFSU talked about corpus-based learner language research in her keynote speech while Gu Yueguo of the Institute of Beiwai Online Education of BFSU discussed issues arising out of his five-year hands-on work on EFL online education in China. Among the three invited keynote speakers from abroad, Phil Hubbard of Stanford University (US) lectured on CALL teacher education, Gary Motteram of Manchester University (UK) introduced social computing, and Mike Levy of Griffith University (Australia) reviewed CALL research in detail.

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内容概要

本书为2006年6月2日-4日在北京召开的“2006年计算机辅助外语教学国际研讨会”的优秀论文选集，共收录论文20篇。

本书详细探讨了数码与网络时代外语教学所面临的机遇与挑战，对如何利用计算机等最新科技促进外语教学进行了有益的探讨。

本书同时深入地分析了新形势下外语教师发展、语言习惯、教学方法、语料库的应用等问题，并提出了许多建设性意见。

书籍目录

Keynote Speeches Teacher Education in CALL: The Seven Central Questions Making CALL Research Count: Criteria for Identifying Productive Research Agendas An Ecological Model of E-learning in a Chinese Context: Critical Reflections of Five Years' Practice of E-learning Management in the BIOE Chinese Learner Corpora and Second Language Research Social Computing and CALL Teachers in CALL Tutor Feedback in Online English Language Learning: Tutor Perceptions Autonomous Learning and Face-to-face Tutoring in Computer-assisted College English in China--An Explorative Study in Beijing University of Clothing Technology An Investigation into a Chinese College TESOL Context Action Research, a Methodological Approach to the Study of CALL A Case Report of Web-enhanced Language Learning (WELL) for EFL Teachers/Learners in CALL A Comparison of the Usage of English Tenses by Undergraduate Students of Different Levels of Ability Receiving Different Types of Error Treatment Through the Use of Computer-assisted Language Learning Attitude and Behavior study in Web-based Language Learning Students' Perceptions of the Effect of Interaction in Web-based Courses on Student Outcomes Hypermedia Annotation Preferences and Their Effects on Reading Comprehension by English-major Students Instructional Design and Material Evaluation Designing Foreign Language Instruction Delivered at a Distance: Learner Considerations The Design of EFL Multi-media Materials in Assisting Listening Comprehension Technologies in CALL Blogging: Voices Need an Audience Concordancers and Synonym Learning: A Between-group Research The 90 Percent Solution: The Case for English Language Learning with Mobile Phones Supporting Student Learning on an International Campus Testing and Assessment in CALL Formative Assessment Notions in Email-based Language Learning: A Case Analysis Corpus-based Studies A Corpus-based Study of Connectors: Research from the CAS Learner Corpus of English Essays Amplifier Collocations in the Chinese Learner English Corpus Spoken Language Learned from Textbooks and Evidenced in CANCODE Rhetoric Structure of the Coalesced Results and Discussion Section: A Corpus-based Comparative Study via NVivo 2.0

章节摘录

The participant of AR, according to previous study, varies from different occupations in the society, such as nurse, business people. However, in the area of educational research, AR has changed the teacher's role from "a consumer of someone's research results" to "teacher as researcher" (Johnson & Button, 2000; Stenhouse, 1975), which has turned out to be a revolutionary slogan in the history of AR. This paper argues that we should involve both teacher and students into the study of AR participants. In addition to the idea of "teacher as researcher", "student as researcher" could be conceptualized in the discussions of AR-related issues. Shneiderman (1997) said "we must do more than teach students to surf the net; we must also teach them how to make waves". We know "making waves" should be designed in a variety of activities. So, the involvement of students' participation in CALL activities should correspond to the notion of "student as researcher". On the side of the students, there are three main interpretations associated with their learning in China: autonomous learning, research-oriented learning and collaborative learning, which also represent the mainstream of study on learners (Pang, 2003). Moreover, a large number of terms——problem-based learning, project-based learning, action learning, inquiry learning, research-oriented learning, self-regulated learning, active-learning, self-planned learning, and autonomous learning and so on (Pang, 2003) are coined to describe their learning though they resemble each other quite a lot, which results in the fact that most readers feel puzzled about distinguishing one from another. Is it possible to unify all terms with one concept?

Consequently, the introduction of AR seems necessary and significant. In CALL activities, AR can be interpreted in a broad and a narrow sense. In a narrow sense, AR is teachers (sometimes other practitioners, or even advanced researchers) attempt at trying out ideas in practice as a means of improvement and as a means of enriching understanding about the curriculum, teaching, and learning in search for the applications of computer. Broadly speaking, CALL activity includes the actions of both CALL-practitioners and CALL-learners. For CALL-learners, AR can be an umbrella term identifying a project-oriented, task-based or inquiry-based learning activities in the technology-enhanced language course and programs.

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