

图书基本信息

书名：<<输入与输出在程序性知识建构中的作用>>

13位ISBN编号：9787560091617

10位ISBN编号：756009161X

出版时间：2009-12

出版时间：外语教学与研究出版社

作者：顾琦一

页数：364

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<输入与输出在程序性知识建构中的作>>

内容概要

本研究旨在探索教学环境下成人外语学习过程中，输入与输出对语言能力发展的作用。研究者着重从理论视角对外语习得进行探讨，运用安德森（Anderson）（1983，2000，2004）的思维适应性控制理论（AdaptiveControlofThought），把第二语言能力发展界定为程序性知识逐步建构的过程。

程序性知识是第二语言学习者解决各类语言任务的知识。

程序性知识的建构由知识表征和知识提取的发展共同促成，通过不断实践（practice）来实现。陈述性知识在程序性知识建构过程中虽然起到了积极作用，但是并不能转换成为程序性知识。

第二语言程序性知识的建构通过输入、输出两类语言实践来成就。

输入在语言习得中不可或缺，输入和输出在二语习得过程中不可分割，因此本研究建立了将输入与输出结合起来进行考察的理论和研究框架。

本研究通过控制对比实验考察了输入和“输入+输出”语言实践在第二语言程序性知识建构过程中的作用。

实验选取英语关系从句为目标语言项，对成人外语学习者分别进行了输入和“输入+输出”两种语言实验的实验处理。

研究者对被试者在前测、后测和跟踪后测中，实施理解、表达和语法判断三类计时语言运用任务中的表现，进行组间比较和组内比较，发现被试者在陈述性知识发展基本稳定的情况下，“输入+输出”组的程序性知识发展明显优于输入组。

实验结果表明：输入与输出语言实践的结合在输入和输出都有限的外语环境下的二语习得过程中必不可少。

书籍目录

List of Tables
List of Figures
Abbreviations
Chapter 1 Introduction
1.1 Background of the Present Study
1.1.1 Status of Research into Input and Output in SLA
1.1.2 Characteristics of Instructed EFL Learning
1.2 Scope of the Present Study
1.3 Research Methodology
1.4 Significance of the Study
1.5 Outline of the Dissertation
1.6 Definition of the Terms
Chapter 2 Foreign Language Development : A Construction Process of Procedural Knowledge
2.1 Introduction
2.2 Language and Language Acquisition
2.2.1 Modular Positions
2.2.2 Non-modular Positions
2.2.3 Position of the Present Study
2.3 Theoretical Framework : The ACT Theory
2.3.1 Declarative Knowledge and Procedural Knowledge
2.3.2 Stages of Knowledge Development
2.3.3 A Problem with the ACT Theory
2.4 Supportive Arguments from Studies of L2 Knowledge
2.4.1 Bialystok's Theory
2.4.2 McLaughlin's Theory
2.4.3 Convergence of Anderson, Bialystok and McLaughlin
2.5 Declarative Knowledge in the Development of Procedural Knowledge
2.5.1 The Non-interface Positions
2.5.2 The Interface Positions
2.5.3 Position on the Interface Issue in the Present Study
2.6 Summary
Chapter 3 Input-based and Output-based L2 Learning Theories
3.1 Introduction
3.2 Input-based Learning Theories
3.2.1 The Input Hypothesis
3.2.2 The Input Processing Model and Processing Instruction
3.3 Output-based Learning Theories
3.3.1 Early Theories Incorporating Output into L2 Acquisition
3.3.2 The Comprehensible Output Hypothesis
3.4 A Preliminary Reanalysis of the Role of Input and Output
3.4.1 Inseparability of Output from Input
3.4.2 De Bots Speculation About Output in Proceduralization
3.5 Summary
Chapter 4 English Relative Clauses and Acquisition Studies
4.1 Introduction
4.2 English Relative Clauses
4.2.1 Restrictive and Nonrestrictive English Relative Clauses
4.2.2 Grammatical Description of the Restrictive Relative Clauses
4.2.3 Types of Restrictive Relative Clauses in English
4.3 The Noun Phrase Accessibility Hierarchy
4.4 The Acquisition of English Relative Clauses
4.4.1 L1 Acquisition of English Relative Clauses
4.4.2 L2 Acquisition of English Relative Clauses
4.5 Instructional Intervention in the Acquisition of English Relative Clauses
4.5.1 Instructional Effects on L1 Acquisition
4.5.2 Instructional Effects on L2 Acquisition
4.6 Summary
Chapter 5 Research Methodology
5.1 Introduction
5.2 Research Questions and Hypotheses
5.3 Rationale for the Research Design
5.4 Overall Design
5.5 Pilot Studies
5.5.1 A Case Study
5.5.2 A Controlled Pilot Study
5.6 Research Design
5.6.1 Subjects
5.6.2 Experimental Schedule
5.6.3 Treatment
5.6.4 Instruments
5.6.5 Scoring and Analysis
5.7 Summary
Chapter 6 Results
6.1 Introduction
6.2 Examination of Pretreatment Equivalence
6.3 Analysis of the Offline GJT
6.4 Examination of the 12 Research Hypotheses
6.4.1 Results of the Immediate Posttest
6.4.2 Results of the Follow-up Posttest
6.5 Further Analysis
6.5.1 Effect Size Analysis
6.5.2 Comparison Between the Comprehension and the Production Tasks
6.5.3 Comparison Between the Online GJT and the Offline GJT
6.6 Summary
Chapter 7 Discussion and Conclusion
7.1 Introduction
7.2 Role of Input and Output in the Construction of Procedural Knowledge
7.2.1 Role of Input and Output in Promoting Comprehension
7.2.2 Role of Input and Output in Promoting Production
7.2.3 Role of Input and Output in the Metalinguistic Tasks
7.2.4 Role of Input and Output Rephrased
7.3 Implications for L2 Pedagogy
7.4 Limitations of the Present Study
7.5 Directions for Further Research
7.6 Summary
Appendix 1 Subjects Background Questionnaire
Appendix 2 Treatment Materials
Appendix 3 Assessment Instruments : Set 1
Appendix 4 Assessment Instruments : Set 2
Appendix 5 Assessment Instruments : Set 3
References

章节摘录

Figure 2.1 describes Bialystok's postulation of the two dimensions of language proficiency. It is suggested that analysis and control, the two components responsible for the structure and access to mental representations develop with maturity and experience (Bialystok, 1994a : 161). The two dimensions are continua rather than dichotomies. Experience in language learning involves practice, both input-based receptive practice and output-based productive practice. Knowledge develops in the direction of more explicitness (namely, from unanalyzed to analyzed knowledge), and more fluency (namely, from low to high control), as a result of modification of mental representation by analysis and control (Bialystok & Ryan, 1985). All learners, L1 as well as L2, are thought to start from lower values of the two dimensions (Bialystok, 1988). Carefully designed tasks are said to be possible to reveal what is unobservable in common situations (Bialystok, 1990). Analysis and control are thought to be independent in the sense that high control does not necessarily imply high analysis or vice versa. But at the same time, the two components contribute jointly to learners' proficiency development and online language processing.

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>