

<<英语写作认知心理研究>>

图书基本信息

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## &lt;&lt;英语写作认知心理研究&gt;&gt;

## 内容概要

本书从历史与现实的角度分析了前人对英语写作过程的研究,结合认知心理学的最新研究成果,有针对性地研究了中国大学生的英语写作过程,提出了外语写作的思维模式、能力模式、过程模式和教学模式。

本书由三部分组成,共分十四章。

除“引言”和“结论与建议”外,第一部分为理论综述部分,分为四章,较为详尽地综述了国内外有关英语写作过程的研究历史和现状,主要包括英语作为母语或第一语言的写作过程研究、英语作为第二语言的写作过程研究、英语作为外语和其他外语的写作过程研究、中国学生的英语写作过程研究。在此基础上分析了前人研究的局限性和研究空白,指出了研究中国学生写作过程的必要性和意义。

本书的第二部分为经验性研究部分,分为六章。

首先论证了本研究的设计依据,描述了研究方法的设计、数据的收集和分析;然后叙述了本研究的主要结果和发现,其中包括:三组受试学生的写作过程、写作行为、组内和组间的共同点和不同之处;所使用的写作策略的种类、使用频率、组内和组间的不同和相似之处;学生的英语水平与写作过程、策略的使用情况、母语的使用情况以及作文文本特点之间的关系。

同时发现,学生英语水平的高低能够影响英语写作过程中的写前和写中阶段;学生的英语水平能够影响部分写作策略的使用,存在不同程度的正相关或负相关,在其他一些策略的使用方面,可能存在“门槛”现象;学生的英语水平直接影响到学生思维语言的选择和母语的使用量;学生英语水平的高低明显影响英语作文的文本特点和质量。

本书的第三部分包括三章,主要探讨了外语写作教学的理论框架。

首先在前人研究成果的基础上,结合中国的实际情况,分析并讨论了主要研究发现的成因和相关理论依据,提出了有关“语言水平和思想表达”、“二语写作能力”、“中国学生写作过程基本模式”等假设性理论。

然后多视角探讨了研究成果对写作教学的启示,强调了过程教学法、写作策略培训、有效使用母语、  
“为学,而写”和“为写而学”相结合的重要性,并针对中国学生的特点提出宁撼高英语写作教学水平的尝试性建议,构想了“成品—过程—实践”三位一体的写作教学框架。

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1999—2000在英国雷丁大学做访问学者，并访学美国、加拿大，新加坡、韩国等地。

长期从事英语教学和应用语言学领域的研究工作。

合著有Introduction to Academic Writing，主编、参编教材和学习书籍多部，并

在Asian Journal of English Language Teaching、Journal of Asian TEFL等国内外重要学术期刊上发表论文多篇。

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## 章节摘录

Generally speaking , research into ENL composing processes moves along at least two complementary and sometimes overlapping lines ( Bridwell , 1980 ) . The first consists of those studies that focus on observations of writers at work to investigate the general writing processes or the general pattern of different subprocesses The second includes those that examine certain specific aspects of composing processes to suggest evidence for a cognitive/development theory of writing In the following , the Studies on ENL writing processes are described in three sub-sections by focusing respectively on studies on the general writing process , the subprocesses of writing , and some cognitive models of the writing process. Studies on ENL writing processes started with those that reassessed the nature of writing. Emig ( 1971 ) did one of the earliest landmark studies that "responded to the shift in composition orientation from product to process". In her *The Composing Processes of Twelfth Graders* , Emig pioneered a laboratory case study approach by adopting the methods of verbal protocol , observation , and post-event interviewing techniques. Emig met four times with her subjects , eight high school seniors who were selected by their teachers as good writers. She observed the students during their oral writing , took notes , and recorded the composing-aloud processes. She also interviewed the subjects and collected students preliminary notes. ....

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### 编辑推荐

本书从历史与现实的角度分析了前人对英语写作过程的研究，结合认知心理学的最新研究成果，有针对性地研究了中国大学生的英语写作过程，提出了外语写作的思维模式、能力模式、过程模式和教学模式。

本书供从事英语工作的人员或相关研究人员阅读参考。

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