第一图书网, tushu007.com

<<建构主义指导下的自主学习理论与实>>

图书基本信息

书名：<<建构主义指导下的自主学习理论与实践>>

13位ISBN编号：9787562256168

10位ISBN编号：7562256160

出版时间：2012-6

出版时间：华中师范大学出版社

作者：张雅军

页数：228

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

第一图书网, tushu007.com

内容概要

《建构主义指导下的自主学习理论与实践》汇集了建构主义理论的中心观点，探讨了如何在建构主义理论指导下进行自主学习的问题；分析了自主学习的历史根源及发展过程，阐述了自主学习的独有特征，介绍了麦考姆斯、宾特里奇等大师设计的自主学习模型；重点论述了自主学习的教学模式及其在课堂中的实际应用，并以此为契机，展示了自主学习中心建立的必要性以及构成与发展自主学习中心的基本要素。

第一图书网, tushu007.com

作者简介

张雅军，女，副教授，山东工商学院国际合作与交流处副处长。
毕业于大连外国语学院英语语言文学专业，曾在澳大利亚南澳大学访学与交流。
长期从事英语教学和国际交流工作，研究方向为应用语言学，主攻课程与教学理论与实践。
在专业学术期刊发表有关课程与教学方面的论文20余篇，出版学术专著1部，教材和教辅5部。
目前，围绕大学教育实际，在课堂教学理论与实践，尤其是建构主义与自主学习领域做了一些理论探讨和实践创新。

第一图书网, tushu007.com

书籍目录

Chapter 1 Introduction1.1 Traditional TeacherCentered Approach1.2 The Aim of This Book1.3 Autonomy and Related Concepts1.4 Overview of This BookChapter 2 A Survey of Co tructivist Theory2.1 Definition of Co tructivism2.2 Historical Roots of Co tructivism2.3 Fundamental Principles of Co tructivism2.4 Co tructivist Learning Theories2.5 Implicatio of Co tructivism for Classroom TeachingChapter 3 Reviews on Learner Autonomy3.1 Definition of Learner Autonomy3.2 The Theoretical Background3.3 Fundamental Principles of Learner Autonomy3.4 Justification of Learner Autonomy3.5 Promoting Autonomy in ClassroomChapter 4 Characteristics of Learner Autonomy4.1 Characteristics of Autonomous Learne 4.2 Key Facto Affecting Learner Autonomy4.3 Conditio of Learner Autonomy in the Framework of Co tructivismChapter 5 Models of Learner Autonomy5.1 Pintrich's Framework5.2 Social Cognitive Theory5.3 Butler and Winne's Model5.4 Winne and Hadwin's FourPhase Model5.5 McCombs' Model5.6 Garrison's Model5.7 Brockett and Hiemstra's Model5.8 Hadwin's Model of Task Unde tandingChapter 6 I tructional Models of Learner Autonomy6.1 I tructional Principles6.2 Cooperative I truction Model6.3 ProblemBased I truction/Vlodel6.4 WebBased I truction Model6.5 Anchored I truction （AI）Chapter 7 Autonomy in Classroom7.1 The Autonomous Classroom7.2 Implementing Learner Autonomy7.3 Organizing Classroom Work7.4 Assessment7.5 FeedbackChapter 8 Autonomous Learning Center8.1 Definition of SACs8.2 The Development of SACs8.3 Types of SACs8.4 Rationale for SACs8.5 Key Facto of SACs8.6 Process of Setting up a SAC8.7 Maintaining the SAC8.8 Potential Hurdles and Challenges8.9 Main SACs in the WorldChapter 9 ConclusionBibliography

第一图书网, tushu007.com

章节摘录

4.2 Key Factors Affecting Learner Autonomy It should be reiterated that autonomy is not an article of faith, a product ready made for use or merely a personal quality or trait. As far as learner autonomy is concerned, it is influenced by many kinds of factors in accordance with its different degrees such as learning motivation, learning attitude, learning strategy and meta-cognitive knowledge and so on. Obviously, not all learners are successful learners because of multi-variables. They are different from each other in abilities, personalities,intellects, interests, needs and so on. Although everyone has big potential of learner autonomy, the degrees of learner autonomy are different from each other. Therefore, in order to gain deeper insights into learner autonomy, it is very necessary to pay much attention to these factors with the aim of developing learners' autonomous learning. 4.2.1 Motivation Most scholars seem to agree that the term "motivation" is one of the key factors that influence the rate and success of language learning. Motivation provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process (Dornyei,2001).William Littlewood (2000) says, "Motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it,and how long he perseveres. " Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or, in more technical terms, motivation refers to "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller, 1983). Motivation in second language learning is a complex phenomenon which can be defined in terms of four main components: ——Group-specific attitudes; ——Learners' motives for learning the target language; ——Affective factors; ——Extrinsic and intrinsic motivation. (Stern, 1983) Group-specific attitudes refer to the attitudes towards the second language community. If learners have favorable attitudes towards the speakers of the language, they will desire more contact with them. Likewise, if learners need to speak the language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will, therefore, be motivated to acquire proficiency in it. This model was subsequently expanded in Gardner's socio-educational model of the ways in which motivation for foreign language learning operates in educational settings,.and has been summarized in terms of five hypotheses (Gardner, 1988)： (1) The integrative motive hypothesis: Integrative motivation is positively associated with second language achievement. (2) The cultural belief hypothesis:Cultural beliefs influence the development of the integrative motive and the degree to which integrativeness and achievement are related. (3) The active learner hypothesis: Integratively motivated learners are successful because they are active learners. (4) The causality hypothesis: Integrative motivation is a cause; second language achievement, the effect. (5) The two process hypothesis: Aptitude and integrative motivations are independent factors in second language learning. Gardner & Lambert (1972) make the distinction between integrative and instrumental motivation: A learner with integrative motivation has a genuine interest in the culture of the target language and people to integrate more within the target-language society. He/she wants to learn their language in order to communicate with them more satisfactorily and gain closer contact with them and their culture. However, instrumental motivation refers to language learning for more immediate or practical goals. Learners may make efforts to learn a second language for some functional reasons-to pass art exam, to get a better job, or to get a place at university. They are motivated to learn a second language because it opens up educational and economic opportunities for them. While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to maintain long- term success when learning a second language. But nowadays the importance of instrumental motivation is also stressed. Brown (2001) points out that integrative and instrumental. motivations are not necessarily mutually exclusive. Integrative motivation is continually linked to successful second language acquisition. It has also been shown to be strongly related to second language achievement. It serves as a powerful factor of success combining with instrumental motivation. Teachers should be able to identify both the types and the combination of motivation that assist in the successful acquisition of a second language. With respect to

第一图书网, tushu007.com
<<建构主义指导下的自主学习理论与实>>

learner autonomy, even if there is controversy as for the relationship between motivation and learner autonomy, whether it is motivation that promotes autonomy or autonomy that creates motivation, its function on second language learning or foreign language learning is considerable. Spratt (2002) in Hong Kong Polytechnic University conducted a study dealing with the relationship between autonomy and motivation in language learning and they concluded that motivation is a key factor that influences the extent to which learners are ready to learn autonomously and that teachers might therefore try to ensure motivation before they train learners to become autonomous. The implication we can obtain from the brief review of the relationship between motivation and learner'autonomy is that in order to foster learner autonomy from within the classroom, the first thing a teacher should do is to develop learners' motivation. In the teaching process a teacher should consider these aspects, e. g. giving them a good environment for language learning to motivate them and an effective teaching method in order to prepare them for autonomous learning. Without motivation of learning, it is hard for a learner to make a study plan, and to monitor learning process. Without motivation, learner autonomy will be probably impossible.

4.2.2 Attitudes Webster's Revised Unabridged Dictionary (1913) defines attitude as "a complex mental orientation involving beliefs and feelings and values and dispositions to act in certain ways," while Collins Cobuild Student's Dictionary (1990) explains that: "Your attitude to something is the way you think and feel about it. " The term "attitude," as defined by Sarnoff (1970) ,deals with a disposition to react favorably or unfavorably to a class of objects. Eagly & Chaiken (1995) expand this idea by stating that attitude is all outcome of the categorization process, and this process is influenced by social environment. Attitudes can be classed as items of social knowledge that are continually formed, strengthened and modified. They can be defined as mediated reactions that have been influenced by social context. Attitudes are a means of adjusting to and strongly making changes in one social environment. Baker (1988) outlines the main features of attitude as: 1) Attitudes are cognitive and affective; 2) Attitudes are dimensional, in that they vary in degree of favorability/unfavorability; 3) Attitudes are learnt; 4) Attitudes often persist, however they can be modified by experience; 5) Attitudes incline a person to act in a certain way. Wenden (1998) defines attitudes as learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding. For her, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process and their capability as learners. In a sense, attitudes are a form of meta-cognitive knowledge. ……

第一图书网, tushu007.com

编辑推荐

《建构主义指导下的自主学习理论与实践》汇集了建构主义理论的中心观点，探讨了如何在建构主义理论指导下进行自主学习的问题；分析了自主学习的历史根源及发展过程，阐述了自主学习的独有特征，介绍了麦考姆斯、宾特里奇等大师设计的自主学习模型；重点论述了自主学习的教学模式及其在课堂中的实际应用。

第一图书网, tushu007.com
<<建构主义指导下的自主学习理论与实>>

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