

<<策略.风格.归因-学会学英语>>

图书基本信息

书名：<<策略.风格.归因-学会学英语>>

13位ISBN编号：9787810958059

10位ISBN编号：7810958054

出版时间：2006-2

出版时间：上海外语教育出版社

作者：李力

页数：452

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>

<<策略.风格.归因-学会学英语>>

内容概要

该书共分六个章节，它们分别是：第一章分析学习动机和成就归因对学习策略选择及使用的影响；第二章分析中国文化语境中英语学习者的动机、个性等独立因素对学习效果的作用；第三章讨论非英语专业大学生英语学习技巧及其对英语教学的启示；第四章分析“协作学习”与情感因素的关系；第五章结合结构主义理论，提出外语教学中结构主义的宏观策略模型；第六章通过数据分析讨论英语课堂中“教师话语”与学习者学习效果间的关系。

对我国大学生英语学习现况进行了较全面的分析。

本书适合大学外语教师、英语专业研究生和对教育学感兴趣的读者阅读。

书籍目录

Preface1 The Influence of Achievement Motivation and Attributional Beliefs on EFL Learning Strategy Use 1.1
Introduction 1.1.1 Aims of the Study 1.1.2 Terminology 1.2 Related Previous Studies and Findings 1.2.1
Studies of Learning Strategies 1.2.2 Motivation and Strategy Use 1.2.3 Attribution and Strategy Use 1.3
Methodology 1.3.1 Subjects 1.3.2 Instrumentation 1.3.3 Data Collection and Analysis Procedures 1.4 Data
Analyses and Findings 1.4.1 Typical Types of Learning Strategies and Variation in Strategy Use by Proficiency
1.4.2 Do Different Levels of Achievement Motivation Have an Effect on the Use of Learning Strategies? 1.4.3 The
Best Predictors' of Learning Strategies in Relation to the Attributional Beliefs and Causal Models of Learning
Strategies Based on Attributional Beliefs 1.5 Discussions and Implications 1.5.1 Discussions 1.5.2 Implications
1.6 Summary2 A Relationship Study of English Learning Strategies, Learning Styles and English Achievement 2.1
Introduction 2.1.1 Research Background 2.1.2 Research Purposes 2.1.3 Hypotheses 2.1.4 Definitions 2.2
Previous Studies on Learning Strategies 2.2.1 Oxford's Classification of Learning Strategies 2.2.2 Psychological
Types 2.2.3 Relationship Between MBTI and Language Learning 2.2.4 Findings of Relevant Factors Influencing
English Learning Strategies3 Learning Techniques for Non-English Majors4 Cooperative Learning
: Affective Factors and the Teaching of College English in China5 Constructivism and Macrostrategies for FLT6
An Investigation and Analysis on Teacher Talk in EFL Classroom Context

章节摘录

The result of the present study shows that metacognitive strategies , compensation strategies , and cognitive strategies are the best predictors of English achievement. Cognitive strategies and compensation strategies directly involve the target language. Take cognitive strategies for example , using resources help students to better understand the target language. Printed resources such as dictionaries , word lists , grammar books , and phrase books may be valuable. Encyclopedias , travel guides , magazines , and general books on culture and history can provide useful background information so that learners can better understand the spoken or written language. Resources also include tapes , TV , videocassettes , radio , museums , and exhibitions , among others. Analyzing expressions , which refers to break down a new word , phrase , sentence , or even-paragraph into its component parts , is also an effective strategy to understand English. Taking notes is another important strategy for listening and reading. Summarizing strategy can be more challenging and sometimes more useful than taking notes , because it often requires greater condensation of thought. Compensation strategy can help students to understand contexts even if they come across difficulties. Guessing intelligently is one of the essential strategies.

Metacognitive strategy can help students to monitor and control their cognitive processing. Their English proficiency can be improved by using the metacognitive strategies of self-monitoring and self-evaluating. ...

...

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>