

<<读写一体化教学模式>>

图书基本信息

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内容概要

读写一体化的研究由来已久，但是，针对何种一体化形式能够提高英语学习者的阅读水平惊醒的研究却为数不多，本研究是阅读能力的习得研究，目的的是考察阅读并写概要、阅读并写日志、阅读并口头讨论等三种学习任务对中国高校学生英语阅读能力的影响。

《读写一体化教学模式：理论与实践（英语）》表明读写一体化能有效提高学生的阅读理解能力，该发现对中国的英语教学有一定的启发意义。

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迄今公开发表学术论文近20篇，主持完成贵州省教育厅人文社科课题和贵州大学校级课题三项。

主要研究方向为二语习得及英语阅读教学研究。

书籍目录

CHAPTER I INTRODUCTION I.1 Background of the Study I.2 Statement of the Problem I.3 Purposes of the Study I.4 Research Questions I.5 Significance of the Study I.6 Definitions of Terms I.7 Outline of the Book I.8 summary

CHAPTER 2 REVIEW OF THE RELATED LITERATURE 2.1 Second/Foreign Language Reading 2.2 Reading-Writing Connections 2.3 Writing from Sources 2.4 Theoretical Framework for the Study 2.5 Summary

CHAPTER 3 RESEARCH METHODOLOGY 3.1 Rationale for the Choice of Methodology 3.2 Participants 3.3 Variables 3.4 Research Instruments 3.5 Data Collection Procedures 3.6 Data Analysis 3.7 The Pilot Study 3.8 The Main Study 3.9 Summary

CHAPTER 4 RESULTS 4.1 Assessment of Reading Comprehension 4.2 Students' Attitudes towards the Reading Tasks 4.3 Summary

CHAPTER 5 DISCUSSION 5.1 Effects of the Reading Tasks on Reading Comprehension 5.2 Students' Attitudes towards the Reading Tasks 5.3 Effective Types of Reading Tasks 5.4 Summary

CHAPTER 6 CONCLUSIONS 6.1 Summary of the Study 6.2 Pedagogical Implications 6.3 Strengths and Limitations of the Study 6.4 Suggestions for Further Research

REFERENCES

APPENDIX A APPENDIX B APPENDIX C APPENDIX D APPENDIX E APPENDIX F APPENDIX G APPENDIX H APPENDIX I APPENDIX J APPENDIX K

章节摘录

Another finding of this study revealed that students preferred to write journals if they were sure the teacher would read their journals and that feedback would be given. Teachers who want to capitalize on the potential of journal writing must be willing to take the trouble to offer students thorough and detailed feedback on the substance of their journal entries. Furthermore, focus of the feedback should not be on the mistakes made unless the same mistakes appear over and over again. The purpose is to avoid embarrassing the students, which may hinder their reading comprehension. In addition to providing time for journal writing, teachers should model good journal writing behaviors for the learners to follow. Finally, the students' privacy should be guarded. In this regard, teachers should make confidentiality and boundary setting essential, provide equitable feedback and guard privacy.

4. Reading strategies should be taught explicitly. As suggested in the research findings of this study, some students had problems with reading strategies. In this respect, teachers should help students identify effective reading strategies and encourage them to implement them in their L2 reading. Those strategies should be explicitly taught through simple exercises developed to elicit information via targeted strategies.

Such specific teaching methods as collaborative instruction, active learning, strategic modeling, and repeated, increasingly independent practice by students (Beers, 2003; Collins et al., 2005) should be employed to raise student awareness of the reading strategies.

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