

<<英语阅读策略实证研究>>

图书基本信息

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前言

阅读是学习者获得语言输入的主要途径，也是语言学习的重要技能。

根据现代心理语言学和认知心理学的理论，阅读理解是一种复杂的认知过程，而这一过程既受读者已有知识的影响，又受到文本特征的影响。

现代阅读理论强调读者能积极地对已知信息进行推测，由此可见，阅读策略的研究对语言学习与教学都具有十分重要的意义和作用。

不过，学会并且运用英语阅读策略以提高阅读能力，对于广大第二语言学习者来说，是一个非常重要但又相当艰苦的学习过程。

专门的阅读训练应是以教授阅读策略为核心，并加以提高语篇能力和思维能力的阅读训练，从本质上提高学习者的阅读能力。

《英语阅读策略实证研究》汇聚了中外英语教学专家多年的研究成果，是作者经过20多年教学实证研究，不断总结而写出的指导性著作，力求为英语学习者提供一条通过使用英语阅读策略提高英语阅读能力和英语考试成绩的新途径。

本书在阐述英语阅读策略和实用方法的基础上，分三大部分从不同角度对英语阅读策略进行了实证研究，旨在对从事英语阅读教学的教师和具有中级英语阅读水平的第二语言学习者全面掌握英语阅读策略起指导性作用。

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内容概要

《英语阅读策略实证研究》汇聚了中外英语教学专家多年的研究成果，是作者经过20多年教学实证研究，不断总结而写出的指导性著作，力求为英语学习者提供一条通过使用英语阅读策略提高英语阅读能力和英语考试成绩的新途径。

《英语阅读策略实证研究》在阐述英语阅读策略和实用方法的基础上，分三大部分从不同角度对英语阅读策略进行了实证研究，旨在对从事英语阅读教学的教师和具有中级英语阅读水平的第二语言学习者全面掌握英语阅读策略起指导性作用。

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作者简介

张东昌，北京联合大学师范学院语言文化系教授，现任系主任.英国高级访问学者，并获英国谢菲尔德翰兰姆大学应用语言学研究生硕士学位。

从事大学英语教学、英语专业教学和教学研究三十余年，主要研究方向为二语习得和应用语言学：出版有《CHANNELENGLISH》、《商务英语实用教程》、《实用商务英语教程》、《研究生英语写作》、《英语听力教程》等国家级英语教材及专著共二十余部；在外语类核心期刊《外语界》、《山东外语教学》等国内刊物发表学术论文三十余篇。

潘巍巍，北京联合大学师范学院语言文化系英语讲师.毕业于北京外国语大学英语语言文学硕士，曾获“优秀奥运工作者”称号。

从事英语专业教学研究近五年，主要研究方向为第二语言习得与句法：发表《论英汉委婉语的掩饰功能》、《英美文化价值对比》、《论高等职业教育的双证制》、《以社会需求为目标的高职现代型教学探究》等学术论文；为中国电力出版社编写美国文学系列《蝴蝶梦》等丛书；作为未来教育编委会成员，为外研社编写英语等级考试教程两部。

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Using thinking-out-loud protocols and interviews are very common methods to investigate the reading comprehension strategies of second language learners by researchers. As to thinking-out-loud protocols, the researchers ask readers to make a self-report about what they are thinking about during reading activities. Ellen (1986) used thinking-out-loud protocols, retelling and multiple-choice test to investigate the reading comprehension strategies of ESL college students whom she categorized as poor comprehenders. In her research, she compared her ESL subjects to native speakers of English and discovered that the native speakers used the reading strategies slightly more than the ESL learners, but the thinking-out-loud protocols and retelling reveal no difference in reading strategies used by two groups. But for the multiple-choice test, the pattern was a clash. She found that those readers who had reported these statements, main ideas and details in the retellings had high scores in the multiple-choice tests. However, those students who did not do well in the retelling did much better on the multiple-choice tests. The author feels there is a room for suspicion against the findings of this research.

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