

图书基本信息

书名：<<基于元认知知识的中国学生自主学习与自主写作研究>>

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作者：阮周林

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<<基于元认知知识的中国学生自主学习与自>>

内容概要

阮周林所著的《基于元认知知识的中国学生自主学习与自主写作研究》以认知心理学研究中的元认知知识体系为理论框架，以中国外语学习者为研究对象，通过自主写作教学探究实践和多途径的研究观察，详尽分析和研究了学生自主语言学习和自主写作能力发展相关的各种学习观念与知识。

《基于元认知知识的中国学生自主学习与自主写作研究》提出了可解释外语自主学习和自主写作的元认知知识交互作用的理论模式以及基于过程写作法的自主写作课程教学原则，在元认知理论应用、教学行动研究设计以及定性数据分析处理等方面均可以为国内外语教学研究和实践提供重要的参考资料。

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章节摘录

Questionnaires are also a popular research tool for studying learning strategies of L2 learners and self-regulation. The following studies are of particular relevance to the questionnaire design of the present study. Oxford (1990) designed a survey instrument called "Strategies in Language Learning" (SILL), which has a wide currency in the investigation of language learners' learning strategies, particularly about the use of cognitive and metacognitive strategies. Rubin and Thompson (1994) developed a questionnaire specifically concerned with language learners' executive control over their learning. The function of executive control mainly includes the use of metacognitive or self-regulated strategies, such as planning, monitoring, and evaluation. Wen and Johnson (1997) combined the survey techniques with in-depth interviewing to establish the impact of a number of learner variables on Chinese tertiary level students' achievement on a language course. The study found that self-management strategies, such as planning, evaluation, and affective control, had an important part to play in separating successful and unsuccessful language learners. These studies have shown that the questionnaire instrument is an effective, efficient research tool for identifying patterns of language learners' knowledge and beliefs about language learning, and their strategy use. Moreover, the questionnaire data can provide useful information about the relationship between learner beliefs and other variables of language learning, such as self-regulation/autonomy, learning achievements, and learners' cultural backgrounds. The adoption of the questionnaire instrument in this study has been informed by these previous studies.

编辑推荐

《外教社博学文库：基于元认知知识的中国学生自主学习与自主写作研究》基于在英国雷丁大学2002年9月至2005年12月间完成的博士学位论文修改而成，研究主题为在中国外语教学环境下的学习者语言自主学习能力发展。

自主学习通常界定为学习者的能力或意愿，涉及中国外语学习者的语言自主学习研究往往从跨文化的视角，把自主性阐释为西方教育传统的文化理念，以探讨在中国外语教学环境下的可适用性。

本书则突破了这一文化范畴的局限，研究基于认知心理学领域中的元认知知识为理论框架，以元认知知识的三个构成要素，即主体知识、任务知识和策略知识，界定和分析了中国外语学习者的自主语言学习和二语写作的各种观念和知识，同时结合学生二语写作技能的培养，通过以自主写作能力为课程目标的写作教学行动研究，以历时观察的方法考察学生在学习过程中元认知知识结构的变化和自主学习与自主写作能力的发展。

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