

<<输入处理教学扩展模型>>

图书基本信息

书名：<<输入处理教学扩展模型>>

13位ISBN编号：9787561932230

10位ISBN编号：7561932235

出版时间：2012-1

出版时间：北京语言大学出版社

作者：刘岩

页数：208

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>

## <<输入处理教学扩展模型>>

### 内容概要

《An Extended Input Processing Instruction Model》在作者博士论文的基础上修改、调整而成。尝试将单句层次的PI和MOI扩展为话语层次，由此得出EPI和EMOI，并将文学语篇作为教学材料，做到在语境中进行二语教与学，帮助学生在学习目标语言的同时得到目标文化的渗透，实证研究意在检验与比较PI、EPI、EMOI及其相关教学的教学效果。

<<输入处理教学扩展模型>>

书籍目录

Chapter 1 SECOND LANGUAGE TEACHING AND CLT IN CHINA  
Chapter 2 GRAMMAR TEACHING AND CURRENT DEVELOPMENTS IN RESEARCH ON GRAMMAR TEACHING  
2 . 1 Teaching grammar-beneficial or detrimental?  
2 . 3 Integrating literature instruction into discourse-level PI  
Chapter 3 PROCESSING INSTRUCTION IN SLA  
3 . 3 Processing instruction: a description  
3 . 4 Processing instruction versus traditional grammar instruction  
3 . 5 Theoretical and operational issues involved in PI  
Chapter 4  
4 . 2 Empirical evidence of output hypothesis  
4 . 4 The role of output practice in PI  
4 . 5 MOI  
4 . 6 Summary  
Chapter 5 EXTENDED PROCESSING INSTRUCTION AND EXTENDED MEANING-BASED OUTPUT INSTRUCTION  
5 . 1 An extended input processing model  
5 . 2 Introducing EPI  
5 . 3 Introducing EMOI, a discourse-level meaning-based output instruction  
Chapter 6 METHODOLOGY  
6 . 1 Research questions  
6 . 2 Participants  
6 . 3 Target grammar feature: English simple past tense  
6 . 4 Procedures  
6 . 5 Materials  
6 . 6 Assessment  
6 . 7 Scoring  
Chapter 7 RESULTS AND DISCUSSION  
7 . 1 Results of the experiment  
7 . 2 Discussion  
Chapter 8 CONCLUSION  
8 . 1 Theoretical and pedagogical implications of research findings  
8 . 2 Limitations of the study  
8 . 3 Future research directions  
LIST OF REFERENCES

## 章节摘录

1.1 Language and language learning If a second language ( L2 henceforth ) teacher is asked to list several teaching methods , I'm sure he or she will have no difficulty in describing L2 teaching methods like grammar-translation method , audiolingual method , communicative approach , and many others . Yet , if the question is what is language , many people , even language teachers , may find it difficult to provide a precise definition . No matter which teaching approach one is using , the ultimate goal is to help language learners to learn the target language effectively . Since language is the object to teach and to learn , it is undoubtedly a very important concept , which requires careful consideration . Different interpretations of it will lead to different understanding and practices of language teaching and learning . It is to some extent understandable that people have never reached a unanimous consensus on the definition of language . It is something that most of us can naturally acquire at some point . As long as we have got it , we can use it anytime and anywhere . There is no problem for most people to take language for granted , because whether being aware of its definition does not impair their ability to use it in real life . However , just as stated previously , language teachers must give careful thought to this issue , because their understanding of it will be most likely to influence what and how they teach . For instance , when regarding language as a means of interaction , teachers may avoid decontextualized teaching , use input with context , and emphasize appropriateness of language uses . Or , when seeing language as a system of codes , teachers may attach more importance to grammatical rules , sentence patterns and the like . In other words , language can be defined in various ways , in which different aspects of it are highlighted . Accordingly , different aspects of the target language are focused on . In a word , one's interpretation of language may affect one ' s approach to language teaching . However , it should be noted that the different definitions of language are not necessarily mutually exclusive . It is quite possible for language teachers to hold multiple views towards the nature of language . Those who believe language is a means of interaction cannot deny that it is also a particular set of rules through which language elements are combined and thus become meaningful . What matters more is what they think is the more important aspect of language or , stated differently , what makes a language become a language in essence . No one would disagree that language consists of two dimensions , form and meaning . As the name indicates , form refers to the form of expression of a language , either in sounds or written symbols . How does an audible or visible ultimate product carry meaning and is thus understood by audiences or readers ?

One possible answer is that meaning is encoded in each word and if you are not sure about the meaning of a particular word , you can always consult a dictionary . The term meaning apparently refers to the dictionary meaning . From this point of view , language is regarded as a system of meaning-bearing codes governed by particular rules . In this way , researchers tend to focus on linguistic forms , taking the forms themselves as the object of analysis . Their primary goal is to study the actual manifestation of a language , instead of considering where and to whom it is used . Upon close examination of the above analysis about how language produces meaning , one may find that an important factor that also contributes to meaning is missing . This whole analysis is conducted in a decontextualized manner . As a matter of fact , apart from existing in the forms of language , meaning also changes with each instance of language use . In order to interpret the meaning precisely , one must take the context in which the language is used into account . .....

<<输入处理教学扩展模型>>

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>