

<<从认知角度解读以学生为中心的二语学习>>

图书基本信息

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### 内容概要

《从认知角度解读以学生为中心的二语学习》介绍了外语的学习以及方法！  
主要内容包括Implicit or Explicit : Interface Hypothesis、Role of Consciousness in SLA、Attention , Memory and SLA Research、Levels of Processing、The Elaboration Model、The Key Concepts of Elaboration 等等。

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章节摘录

This section briefly introduces the theoretical framework for the research, which will be discussed in detail in the Literature Review. In the SLA field, there is continuing argument over the interface hypothesis (i.e., whether there is any interface between learner's explicit knowledge and implicit knowledge). The argument ranges from one extreme to another. Some researchers in the 1980s, holding the strong interface hypothesis position (e.g., Gregg, 1984; Long, 1983; R. Ellis, 1984; Sharwood-Smith, 1981), claim that explicit knowledge converts to implicit knowledge as a result of instruction and practice. They advocate systematic attention to a series of isolated target linguistic features, utilizing various combinations of grammatical rule statements, structural pattern drills, memorization and translation. Others (e.g., Krashen, 1982, 1985) who hold the non-interface hypothesis position, believe that language learning is essentially unconscious and they have shunned grammar teaching in favour of TL experiences, much like those encountered by young children acquiring their first language (L1) in other words, experiences that focus on "natural" exposure, on meaning and communication and on implicit and incidental learning, rather than explicit learning. However, recent findings (e.g., De Keyser, 1995; Doughty and Williams, 1998a; N. Ellis, 1994, 2005; R. Ellis, 2001, 2002; Long, 1991; Norris & Ortega, 2000; Spada, 1997), indicate some weak interface between explicit and implicit learning. In fact, the above debate on the interface argument is concerned about the issue of the explicitness and implicitness of learning in SLA, which depends on whether and to what level consciousness plays a role in L2 learning. In 1990, Schmidt, in SLA, advocates the "noticing hypothesis" and claims that "noticing" at the level of awareness is necessary for L2 learning. Thereafter in SLA research and empirical practice, "noticing" is considered as a very important factor, not only in the process of conversion of input to intake (e.g., Robinson, 1995; Schmidt, 1990, 1994; Skehan, 1996; R. Ellis, 1994, 1999, 2001), but also in the process of cognitive comparison (Schmidt and Frota, 1986; Swain, 1985, 1995).

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