<<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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书籍目录

章节摘录

This section briefly introduces the theoretical framework for the research, which will be dis-cussed in detail in the Literature Review. In the SLA field, there is continuing argument over the interface hypothesis （i. e., whetherthere is any interface between learner s explicit knowledge and implicit knowledge）. The argu-ment ranges from one extreme to another. Some researchers in the 1980 s, holding the strong in-terface hypothesis position （e.g., Gregg, 1984; Long, 1983; R. Ellis, 1984; SharwoodSmith, 1981）, claim that explicit knowledge converts to implicit knowledge as a result of in-struction and practice. They advocate systematic attention to a series of isolated target linguisticfeatures, utilizing various combinations of grammatical rule statements, structural pattern drills,memorization and translation. Others （ e. g., Krashen, 1982, 1985） who hold the non-inter-face hypothesis position, believe that language learning is essentially unconscious and they haveshunned grammar teaching in favour of TL experiences, much like those encountered by youngchildren 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 andWilliams, 1998a; N. Ellis, 1994, 2005; R. Ellis, 2001, 2002; Long, 1991; Norris & Orte-ga, 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 ex-plicitness and implicitness of learning in SLA, which depends on whether and to what level con-sciousness plays a role in L2 learning. In 1990, Schmidt, in SLA, advocates the "noticing hy-pothesis" 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 importantfactor, 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 processof cognitive comparison （ Schmidt and Frota, 1986 ; Swain, 1985, 1995）.

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