



中国文化背景与 英语阅读

——个体多元智能、思维风格、阅读策略的影响研究

彭思祥 著

Multiple Intelligences, Thinking Styles, Reading Strategies,
and Reading Performance in Chinese EFL Contexts



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FOREWORD

The 21st Century promises great excitement. The advent of the Internet and the accompanying phenomena of globalisation and high mobility mean that people from all walks of life will have more access to information than ever before, will be less isolated than ever before and will have more power than ever before to be heard and to influence the entire world. An important consequence of this emancipation is that we are beginning to live in a world where all of us are now both willing and able to take charge of many if not all aspects of our lives and, in particular, our education. We are no longer educating ourselves by attending formal classes and courses but also by indulging in our own self-education which, in turn, is derived from our learning needs as and when they occur. Evidence for this can be extrapolated from the gigantic number of queries made of online information systems such as Google (more than 19 billion queries in January 2014 for the US alone) and the attractive powers of Massive Open Online Courses (MOOCs) each of which enrolls thousands upon thousands of interested participants. In this context, people are able to meet their personal educational needs in more effective ways than in the past by choosing to focus on what really matters to them and learning in a “just in time” rather than a “just in case” manner. This focus on individual requirements is beginning to pervade educational theory and practice both of which are recognising increasingly the necessity of meeting each learner’s specific educational needs so as to enable them to attain their desired learning objectives.

The research performed meticulously by Peng Sixiang and described in this book reflects the above-mentioned developments. Its significance lies in the importance that it gives to individual differences and to their relationships to each other. Specifically, the study focuses on the relationship between Multiple Intelligences and Thinking Styles against a background of Reading in EFL contexts in China in an ethnically-diverse university community: many important variables. Such a study has never been conducted before and its results are revealing and important not only in terms of its specific context (e.g. China, ethnicity etc.) but also, more generally, in terms of the relationship between Multiple Intelligences and Thinking Styles — very interesting and important outcomes for those in the field.

MULTIPLE INTELLIGENCES, THINKING STYLES, READING STRATEGIES, AND READING PERFORMANCE IN CHINESE EFL CONTEXTS

This book has the potential to influence considerably the ways that we have been thinking so far about Multiple Intelligences, Thinking Styles and the construction of (language-)learning systems, both formal and informal. As a consequence it also has the potential to influence educational policies at institutional and governmental levels both in China and elsewhere. It is a valuable and timely contribution to Education in general and English as a Foreign Language in particular.

Professor Andrew Lian
Suranaree University of Technology

LIST OF ABBREVIATIONS

ANS.....	Anarchic Style
AP.....	Academic Performance
BKI.....	Bodily-kinesthetic Intelligence
CEC.....	College English Curriculum Requirement
CET.....	College English Test
CGS.....	Cognitive Strategies
CPS.....	Compensation Strategies
CSS.....	Conservative Style
EFL.....	English as a Foreign Language
ELT.....	English Language Teaching
ESI.....	Existential Intelligence
ESL.....	English as a Second Language
ETS.....	External Style
EXS.....	Executive Style
GLS.....	Global Style
HA.....	Holistic-analytical
HRS.....	Hierarchical Style
Intel.....	Interpersonal Intelligence
IntrI.....	Intrapersonal Intelligence
ITS.....	Internal Style
JDS.....	Judicial Style
KU.....	Kaili University
LBS.....	Liberal Style
LCS.....	Local Style
LCT.....	Listening Comprehension Test
LGI.....	Linguistic Intelligence
LGS.....	Legislative Style
LLS.....	Language Learning Strategies
LMI.....	Logical/Mathematical Intelligence

CONTENTS

LSS.....	Language Strategy Survey
L2.....	Second Language
MI.....	Multiple Intelligences
MIDAS.....	Multiple Intelligences Development Scales
MII.....	Multiple Intelligences Inventory
MIT.....	Multiple Intelligences Theory
MNS.....	Monarchic Style
MOE.....	Ministry of Education
MS.....	Memory Strategies
MSI.....	Musical Intelligence
MTS.....	Metacognitive Strategies
NEC.....	New English Curriculum
NMET.....	National Matriculation English Test
NTI.....	Naturalistic Intelligence
OLS.....	Oligarchic Style
RCT.....	Reading Comprehension Test
RP.....	Reading Performances
RS.....	Reading Strategies
SCS.....	Social Strategies
SILL.....	Strategy Inventory for Language Learning
SORS.....	Survey of Reading Strategies
SVI.....	Spatial/Visual Intelligence
TBA.....	Task-Based Approach
TEFL.....	Teaching English as a Foreign Language
TEM.....	Test for English Majors
TESL.....	Teaching English as a Second Language
TS.....	Thinking Styles
TSE.....	Teaching Syllabus for English Majors
TSI.....	Thinking Styles Inventory
VI.....	Verbal-Imager

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