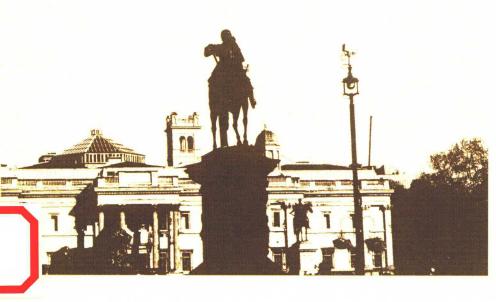


中国文化背景与英语阅读

一个体多元智能、思维风格、阅读策略的影响研究

彭思祥 著



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

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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 enrols 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 Stylesagainst 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 |
|---------------------------------------|
| APAcademic Performance |
| BKI Bodily-kinesthetic Intelligence |
| CEC |
| CET College English Test |
| CGS Cognitive Strategies |
| CPS Compensation Strategies |
| CSS |
| 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 |
| GLSGlobal Style |
| HA Holistic-analytical |
| HRS Hierarchical Style |
| Intel Interpersonal Intelligence |
| IntrI Intrapersonal Intelligence |
| ITS Internal Style |
| JDS Judicial Style |
| KUKaili University |
| LBSLiberal Style |
| LCSLocal Style |
| LCT Listening Comprehension Test |
| LGI Linguistic Intelligence |
| LGS Legislative Style |
| LLS Language Learning Strategies |
| LMI Logical/Mathematical Intelligence |
| |

| I CC |
|---|
| LSS Language Strategy Survey |
| L2 |
| MI |
| MIDAS |
| MII |
| MIT Multiple Intelligences Theory |
| MNS Monarchic Style |
| MOE Ministry of Education |
| MS Memory Strategies |
| MSI Musical Intelligence |
| MTS Metacognitive Strategies |
| NEC |
| NMET National Matriculation English Test |
| NTI |
| OLS Oligarchic Style |
| RCT |
| RP |
| RS Reading Strategies |
| SCS Social Strategies |
| SILL Strategy Inventory for Language Learning |
| SORS Survey of Reading Strategies |
| SVI Spatial/Visual Intelligence |
| TBA |
| 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 |
| VIVerbal-Imager |

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