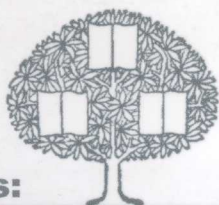


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## Literacy in Changing Contexts:

understanding international students' literacy practice and learning experience

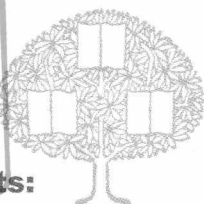
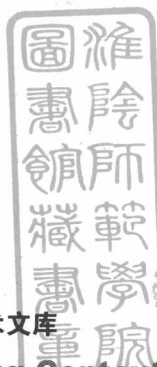
程晓\_著

# 变迁中的读写实践

解构中国留学生学术阅读与写作经历

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*To my father*

献给我的父亲

## 序:新读写观与活动理论视角下的读写研究

随着中国留学海外人数的逐年增加,中国留学生在越来越多的国外大学中成为留学生的主要生源,在学生总人数中的比例也呈上升趋势。学术阅读与写作是高校学生学习过程中的主要方法,也是考核过程中的重要手段。深入研究中国留学生海外学习期间的读写实践与学习经历不仅能为留学生提供海外学习生活的参考经验,更重要的是能为留学国家的高校工作者、我国国内的语言教学研究人员以及高等教育界的工作者提供实证的依据,从而更有针对性地帮助学生做好留学的各项准备,尤其是语言能力与学习能力方面的准备,更有效地提高留学生的适应能力与学习效率,改善学习经历。

本书基于一项针对中国海外留学生学术读写实践的调查研究,主要研究对象为留英硕士研究生,研究主要内容为以写作为目的的学术阅读实践。研究目的旨在通过深度解构中国留学生在写作过程中的学术阅读实践,剖析其学术阅读实践的成因,及其对留学学习经历的影响,以期对海外高校的学科教学,以及国内各阶段的英语教学有所启示。

本书共分八章,第一章引言介绍该研究的背景与意义,以及全书的框架与主要内容。第二章阐述本研究所用的理论框架——新读写理论以及活动理论。笔者首先指出传统读写理论与传统阅读研究的不足之处,通过文献研究论证新读写观的优势所在,以及运用新读写理论进行读写研究的必要性与可行性,同时分析阐释了该理论的主要观点与核心概念。随后,笔者从理论根源上论证了新读写理论与活动理论相结合的

可能性,并对活动理论的缘起、发展与理论模型——进行了阐述,并提出两个理论相结合后在本书中的运用方式及其优势。第三章为方法论,笔者首先从本体论与认识论的角度阐述了本研究采用的研究方法流派,并详细介绍了研究设计与过程步骤,数据的收集与处理方法。整个研究围绕着六个研究问题展开,主要采用文化学的研究方法,通过跟踪深入访谈、课堂观摩、文件资料收集等方法收集了大量一手的定性研究数据。第四章至第七章为数据分析。第四章围绕着研究问题1、2展开,通过分析研究对象的过往学习与阅读经历,重构出中国教育体制背景下的活动系统,以备下文比较之用;第五章回答了研究问题3、4,通过研究对象对英国大学中的学习生活的描述,构建他们目前所在的活动系统,并分析留学前后的两个活动系统之间的关联与差异,为下文诠释研究对象的读写经历奠定基础;第六章与第七章分别侧重讨论了某一个专业的学生为完成两门课程的写作任务所进行的学术阅读活动,通过分析学术阅读活动的各个细节,讨论阅读活动客体的构建和演变过程,以及活动系统中各个组成成分之间的冲突与合作,及其对活动过程的影响,进而探讨每个研究对象特定的阅读过程与经历的成因;两章中分别构建了所选专业的活动系统,使笔者能够讨论不同的学科特点以及学术要求对研究对象的学术阅读是否会有所影响,有何种影响,以及影响的程度,为本研究增加了对比研究的角度。第八章总结了全书主要内容,并引出了本研究对理论及方法论研究与读写教学实践的启示。

本书得以顺利完成与出版,笔者首先要感谢兰开斯特大学 Dr. Alan Waters 以及 Prof. Charles Alderson 的悉心指导,以及 Dr. Dick Allwright, Prof. Roz Ivanic, Dr. Uta Papen, 吴宗杰教授等人的启发与点拨;同时,要感谢所有同意参与研究的中国留学生以及他们的任课教师,没有他们的大力支持,笔者将无法完成本书所述的研究项目。在我进行该研究期间,兰开斯特大学语言学系的众多同学与朋友(Mrs. Marjorie Wood, 钱毓芳博士及其家人,肖忠华博士及其家人,吴丽英博士,张雅玲博士, Dr. May Wong 等)给予了我莫大的支持与鼓励,他们陪伴着我走过了那些艰辛又快乐的日子,在此一并对他们表示真挚的谢意!我尤其要感谢我的家人,父母、丈夫和女儿,是他们一贯的支持和无私的爱激励

着我完成了该研究,取得了博士学位。最后,特别感谢华东师范大学外语学院,该书得以出版,与外语学院对教师的关心与培养密不可分,在此,笔者对外语学院的支持表示衷心的感谢。

程 晓  
庚寅年岁末  
于上海

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