

同伴互评对自主学习能力的影 响

(350003) *

摘 要:

， 70 : (1) ; (2) 。

关键词:

;

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1. 引言

[1] ， [2-3] 2007 《 》 [4] ， 。

2. 研究现状

、 ， : 2.1 Yves Chalon 1971 “ ” ， 、 ， Holec (1981) [5] Benson (2001) “ ” [6] [7-11] 。 Dam (2009) [12]

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作者简介: (1988—), , , , : 、 、 。

Dam, Cotterall (1995)

[13]

2.2

(peer assessment)

(Mangels-

dorf, 1992). [16]

[17-19]

[20-21]

[22]

2.3

Tsui Ng (2000)

[23] Thomas, Martin, Pleas-

ants 2011

[24]

(2000)

[25]

(2003)

[26]

(2007)

[27]

(2)

/

:(1)

?

?

3. 研究方法

3.1

19-20

()

70, 35, 35

3.2

15

(90)

(checklist)

()

3.3

Cotterall (1995)

OMALL (Online Measure of Autonomy in

Language Learning),

20

“5=Strongly agree”()、“4=Agree”()、“3=Unsure”()、“2=Disagree”() “1=Strongly disagree”()，
 (1-5)、 (6-10)、 (11-13)、
 (14-16)、 (17-20)。

4. 结果和讨论

excel SPSS 21.0 t 140
 (35) ， :
 4.1

表 1 控制班和实验班前测比较

	N	M±S	T	P
	35	2.87+0.26	1.686	0.096
	35	2.74+0.39		

1 ， ()， ， P 0.096， 0.05
 ， ， ， 3(3)，
 。

表 2 控制班前后测比较

	N	M±S	T	P
	35	2.87+0.26	-1.407	0.164
	35	2.98+0.37		

2 ， P 0.164， 0.05 ， ，
 ， ， ， ，
 。

表 3 实验班前后测比较

	N	M±S	T	P
	35	2.74+0.39	-2.583	0.012
	35	2.95+0.30		

3 ， P 0.012， 0.05 ， ， ，
 ， ， ， ，
 2.95， 3， 。

4.2

表 4 实验班前后测分块比较

	/	M±S	T	P
(1-5)		1.87+0.56	-0.921	0.360
		1.98+0.42		
(6-10)		3.54+0.58	-0.044	0.965
		3.54+0.52		
(11-13)		2.44+0.77	-3.208	0.02
		2.94+0.52		
(14-16)		2.69+0.72	-2.826	0.06
		3.12+0.57		
(17-20)		3.09+0.60	-1.838	0.07
		3.31+0.42		

4 , , : (P 0.02, 0.05)。

表 5 实验班各题前后测均值比较

(1-5)	1	1.92	1.92
	2	2.61	2.50
	3	1.61	1.72
	4	1.69	1.72
	5	1.67	2.17
(6-10)	6	3.31	3.31
	7	3.26	3.31
	8	3.51	3.51
	9	3.54	3.57
	10	4.06	4.00
(11-13)	11	2.68	3.03
	12	2.29	2.91
	13	2.34	2.89
(14-16)	14	2.6	2.97
	15	2.29	3.09
	16	3.17	3.31
(17-20)	17	3.06	3.14
	18	3.11	3.26
	19	3.26	3.69
	20	2.91	3.17

4.2.1

, 5 , “ ” (1.67, 2.17), , , : , “ ” , 1.92; (Jacobs, etc., 1998),^[28] “ ” 20 (1.61, 1.72), “ ” “ ”

4.2.2

4、5 , 3.54, : (1) 3.51 ; (2) 20 (4.06, 4.00) 。 , : (1) , ; (2) “ ” (,), ()。 “I can study independently”, ; ,

4.2.3

4、5 , 2.44, 2.94, P 0.02, 0.05, “ ” “ ” (2.29, 2.91 2.34, 2.89), : ,

4.2.4

(2.69, 3.12), (p 0.06, 0.05)。 , (, , 2010)。^[29] ,

“ ” “ ” “ ” (2.29, 3.09), 35%, , , 4.2,5 4,5 , (3.09, 3.31), p 0.07, 0.05 “ ” , (3.11, 3.26), / (O’Malley & Chamot, 1990)。^[30] ,^[14] ,^[29] ,

5. 结语

； ; (1) ,^[27] ; (2) , ; (3) ,

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The Influence of Peer Review on Learner Autonomy ——A Case Study of a College English Writing Class

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Abstract: An increasing attention has been paid to the use of peer review in the English writing class in China. To help solve the urgent problem of Chinese students' low level of learner autonomy, a one—semester—long study in an English writing class that aims to investigate the correlation between peer review and learner autonomy by comparing the control and study groups has been conducted. The subjects include 70 English—major sophomores at Jinshan College of Fujian Agriculture and Forestry University. The results indicate that peer review enhances students' learner autonomy and significantly boosts students' confidence in learning ability, but fails to make noticeable improvement in other aspects of learner autonomy.

Key words: peer review, learner autonomy; an English writing class, English major

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