

圖書館AI 工具

ProQuest Ebook Research  
Assistant

# ProQuest Ebook Research Assistant 簡介

- Ebook Central 研究助理是一款學術 AI 工具，可幫助使用者快速瀏覽書籍和章節的相關性，輕鬆地查閱和探索文本的內容。
- 與一般的人工智慧工具不同，AI研究助理僅從書籍章節中產生見解，確保準確性和可靠性。

# ProQuest Ebook Research Assistant 查詢畫面

language learning x Search

Advanced Search Save this search

SOOCHOW UNIVERSITY-TAIWAN

8416 book results

ProQuest Ebook Central™

使用關鍵字、作者、ISBN等搜尋

進階搜尋 瀏覽主題

SOOCHOW UNIVERSITY-TAIWAN

返回至搜尋結果

Autonomous Language Learning with Technology

Chun Lai

可用性

您的機構已經存取本書的 1 份複本

線上閱讀

下載書籍

新增至書櫃

分享書籍連結

引用書籍

點選線上閱讀瀏覽書籍

圖書詳細資料

題名

Autonomous Language Learning with Technology

副標題

Beyond the Classroom

系列

Advances in Digital Language Learning and Teaching Series

版本

1

作者

Chun Lai

顯示更多

# ProQuest Ebook Research Assistant

## 圖示顯示畫面 (Epub View)

Research Assistant  
圖示

The screenshot shows the ProQuest Ebook Central interface. At the top, there is a navigation bar with the ProQuest Ebook Central logo and a search bar. Below the navigation bar, the main content area displays a page from a book. The page number '5' is visible at the top left. The title of the page is 'Promoting Out-of-Class Autonomous Language Learning with Technology: Learner Training'. The text on the page discusses the importance of autonomous learning with technology beyond the classroom. A large blue callout box is overlaid on the text, containing the Chinese text: '點選其中一篇全文章節，若該本電子書有開放AI功能，且為Epub格式，則可在右上方會出現Research Assistant的圖示及對話框' (Select one of the full-text chapters, if the book has an AI feature and is in Epub format, a Research Assistant icon and dialog box will appear in the top right corner). To the right of the main content area, a 'Research Assistant' sidebar is visible, which includes a search bar, a section for 'Aspects of autonomy', and buttons for 'Show key takeaway from this chapter' and 'Show concepts discussed this chapter'. The sidebar is highlighted with a red border. The entire interface is set against a light blue background.

# ProQuest Ebook Research Assistant 圖示顯示畫面 (PDF View)

The screenshot shows the ProQuest Ebook Central interface in PDF View. A red box highlights the 'Research Assistant' feature on the left side of the page. A callout bubble points to this area with the text 'Research Assistant圖示'. The 'Research Assistant' icon is a blue circle with white stars and a question mark. The main content area displays the title 'User-Centered Computer Aided Language Learning' and author information: 'Centre for HCI Design, City' and 'Giorgos Zacharoulis, Massachusetts Institute of Technology'. A large callout bubble on the right side contains the text: '若該本電子書有開放AI功能，且為PDF格式，Research Assistant的圖示及對話框則會出現在全文的左側邊'.

ProQuest  
Ebook Central™

首頁 搜尋 書櫃 個人資料 語言 登出

Research Assistant BETA

User-Centered Computer Aided Language Lear...

Here is the **description** of this book

In the field of computer aided language learning (CALL), there is a need for emphasizing the importance of the user. User-Centered Computer Aided Language Learning presents methodologies, strategies, and design approaches for building interfaces for a user-centered CALL environment, creating a deeper understanding of the opportunities and challenges of the field. User-Centered Computer Aided Language Learning acts as a guide to help educators, administrators,...

Show more

Title Page

Show key takeaway from this chapter.

User-Centered  
Computer Aided  
Language Learning

Centre for HCI Design, City  
Giorgos Zacharoulis  
Massachusetts Institute of Technology

若該本電子書有開放AI功能，  
且為PDF格式，Research  
Assistant的圖示及對話框  
則會出現在全文的左側邊

# ProQuest Ebook Research Assistant 功能說明

## 洞察核心要點：

根據選擇的書籍的內容來源，快速評估書籍和檢索詞的相關性，使研究人員能夠輕鬆地查閱、分析和探索。

## 引導式操作：

可導航至各個完整章節，研究助理可以透過show key takeaway 及 show concepts discussed 提供該章節的關鍵要點及討論的見解來支持研究。

## 提供延伸主題：

根據選擇的書籍主題，提供與該本書相關的主題，可以勾選後在檢索，啟發相關的研究靈感。

Here is the **description** of this book

In the field of computer aided language learning (CALL), there is a need for emphasizing the importance of the user. User-Centred Computer Aided Language Learning presents methodologies, strategies, and design approaches for building interfaces for a user-centered CALL environment, creating a deeper understanding of the opportunities and challenges of the field. User-Centred Computer Aided Language Learning acts as a guide to help educators, administrators,...

Show more

Find **insights** about full chapters

Navigate to a full chapter and Research Assistant can provide insights to support your research.

Find chapter in table of contents

Show key takeaway from this chapter

Here is the **key takeaway** from this chapter: Chapter XI The Effect of a Native- Language Interface vs. a Target-Language Interface on Students' Performance

The results of this study suggest that the use of the English interface with Moodle's quiz module is an appropriate choice even for students with fairly low level English skills.

Additional topics discussed in the document are: -

AI generated. Check for accuracy. Quality may vary. Disclaimer.

Here are the **subject terms** for this book

**SUBJECT**

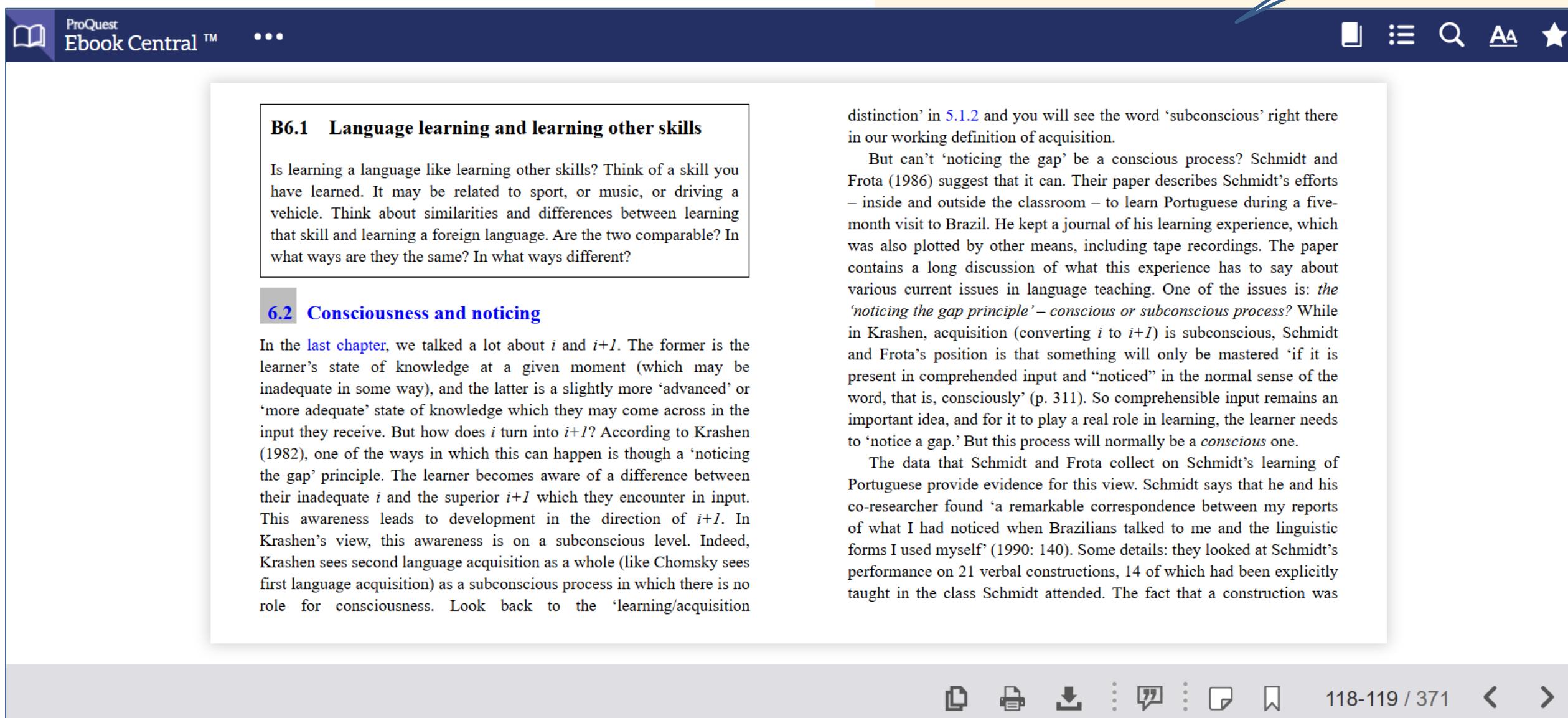
- Language and languages--Study and teaching--Technological innovations.
- Language and languages--Study and teaching--Self-instruction.
- Language and languages--Computer-assisted instruction.
- Web-based instruction--Technological innovations.
- Distance education--Technological innovations.
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- 如果無法使用研究助理，可能是以下原因之一：
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  - 出版商、作者或書名選擇退出合作。
  - 圖書館選擇停用該工具。

若打開電子書沒有AI的圖示，表示該本書未提供Research Assistant服務



The screenshot shows a page from a ProQuest Ebook Central book. The top navigation bar includes the ProQuest logo, 'Ebook Central™', and a menu icon. The main content area features a section titled 'B6.1 Language learning and learning other skills' with text about learning languages like other skills. Below it is a section titled '6.2 Consciousness and noticing' with text about the 'noticing the gap' principle. A blue speech bubble icon with a white 'AI' symbol is visible in the top right corner of the page content. The bottom navigation bar includes icons for search, zoom, and page navigation.

**B6.1 Language learning and learning other skills**

Is learning a language like learning other skills? Think of a skill you have learned. It may be related to sport, or music, or driving a vehicle. Think about similarities and differences between learning that skill and learning a foreign language. Are the two comparable? In what ways are they the same? In what ways different?

**6.2 Consciousness and noticing**

In the [last chapter](#), we talked a lot about  $i$  and  $i+1$ . The former is the learner's state of knowledge at a given moment (which may be inadequate in some way), and the latter is a slightly more 'advanced' or 'more adequate' state of knowledge which they may come across in the input they receive. But how does  $i$  turn into  $i+1$ ? According to Krashen (1982), one of the ways in which this can happen is through a 'noticing the gap' principle. The learner becomes aware of a difference between their inadequate  $i$  and the superior  $i+1$  which they encounter in input. This awareness leads to development in the direction of  $i+1$ . In Krashen's view, this awareness is on a subconscious level. Indeed, Krashen sees second language acquisition as a whole (like Chomsky sees first language acquisition) as a subconscious process in which there is no role for consciousness. Look back to the 'learning/acquisition

distinction' in 5.1.2 and you will see the word 'subconscious' right there in our working definition of acquisition.

But can't 'noticing the gap' be a conscious process? Schmidt and Frota (1986) suggest that it can. Their paper describes Schmidt's efforts – inside and outside the classroom – to learn Portuguese during a five-month visit to Brazil. He kept a journal of his learning experience, which was also plotted by other means, including tape recordings. The paper contains a long discussion of what this experience has to say about various current issues in language teaching. One of the issues is: *the 'noticing the gap principle' – conscious or subconscious process?* While in Krashen, acquisition (converting  $i$  to  $i+1$ ) is subconscious, Schmidt and Frota's position is that something will only be mastered 'if it is present in comprehended input and "noticed" in the normal sense of the word, that is, consciously' (p. 311). So comprehensible input remains an important idea, and for it to play a real role in learning, the learner needs to 'notice a gap.' But this process will normally be a *conscious* one.

The data that Schmidt and Frota collect on Schmidt's learning of Portuguese provide evidence for this view. Schmidt says that he and his co-researcher found 'a remarkable correspondence between my reports of what I had noticed when Brazilians talked to me and the linguistic forms I used myself' (1990: 140). Some details: they looked at Schmidt's performance on 21 verbal constructions, 14 of which had been explicitly taught in the class Schmidt attended. The fact that a construction was

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