落实有效教学——活动与学习
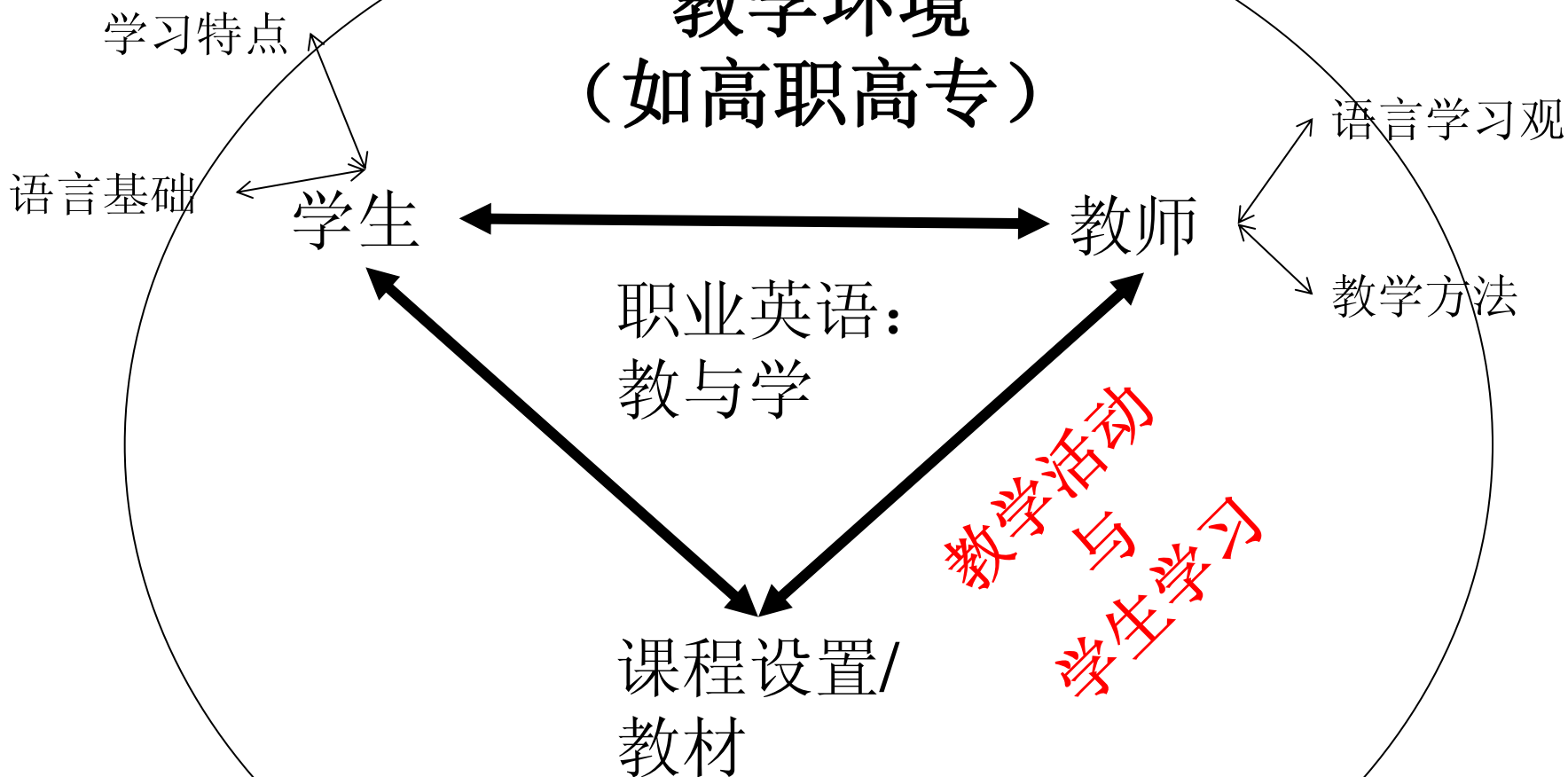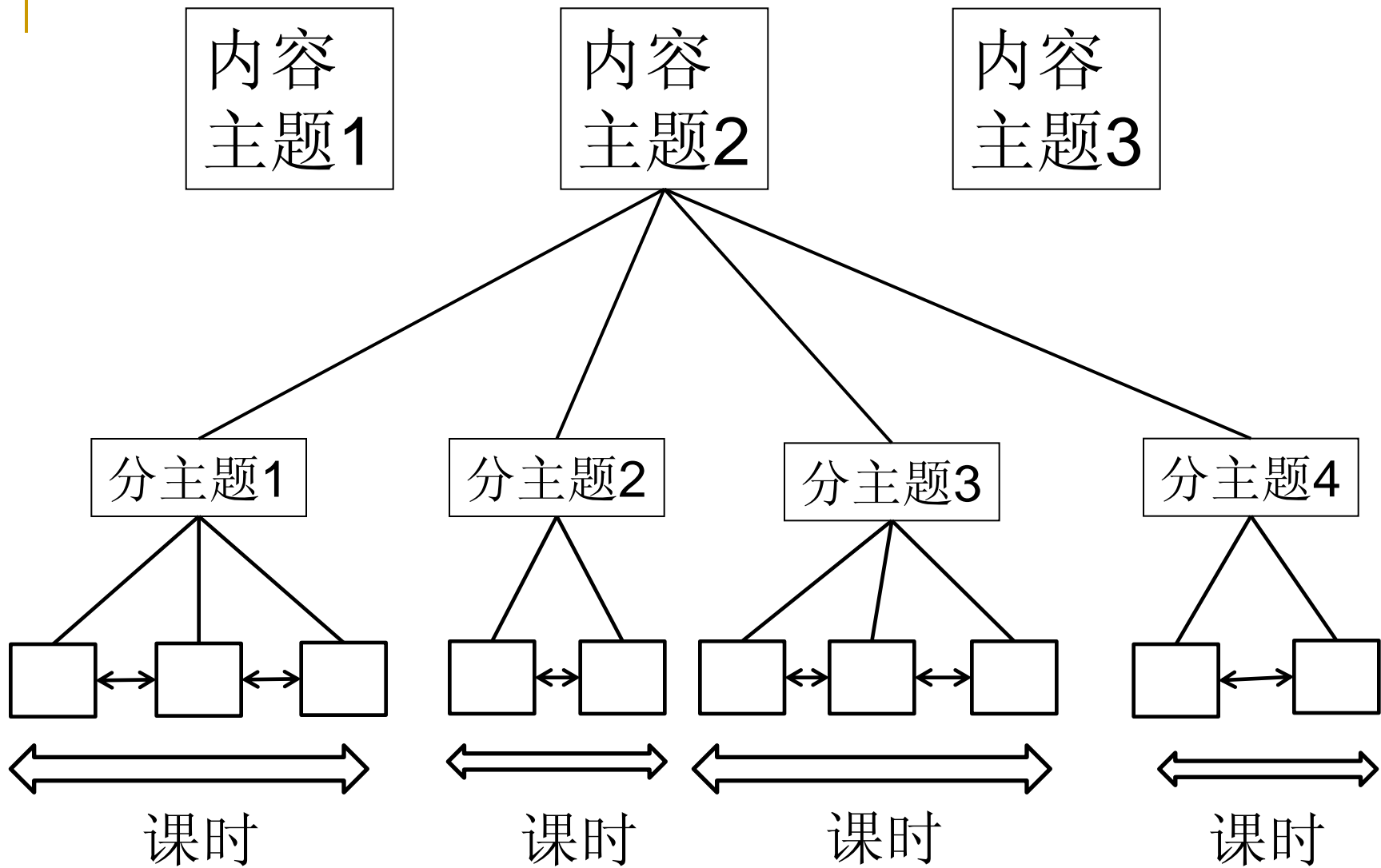
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语言学习原则

- 输入　Input
- 输出　Output
- 交互　Interaction
- 教师
- 学生
- 教学材料

您如何使用本套教材？

您如何处理每个单元？

您的教学目标是什么？

内容和课时安排

现有教材与教学活动设计

- 内容与顺序

- 形式与活动

- 学习检测

- 语言学习内容是什么？
- 知识内容是什么？
- 比率和频率如何？
- 单元编排顺序的原则是什么？
- 课程内容是如何呈现的？
- 检测什么？
- 什么时候检测？
- 怎么检测？
- 谁来检测？

活动 1

- 在您目前所上的课程中，你最常用的教学方法是什么？最喜欢的教学活动是什么？

- 您的学生喜欢这些教学方法和活动吗？为什么？

- 您如何检测这些教学方法和活动的有效性？

教学活动设计

环境

- **学生**

- **教师**

- **教学环境**

- 内容的呈现应吸引学生。
- 学生应有能力完成活动。
- 活动应符合学生的语言水平。
- 活动应考虑班级大小。
- 活动应考虑学生的学习风格。

- 教师应有能力实施活动。

- 活动安排应符合教室的实际条件。
- 活动内容应符合每节课的时间长度。

教学活动设计

需求

- 学生能力/知识现状
- 想学内容
- 必学内容

- 学生应能完成活动。

- 活动设计考虑了学生对这门课的期望。

- 各种活动利于学生掌握学习的内容，并对将来的学习和工作有帮助。

教学活动设计

原则

- 动机
- 四个维度

- 理解性输入
- 流利度
- 输出

- 学生应对内容感兴趣
- Meaning-focused input, language-focused learning, meaning-focused output, fluency activities (讲义Table 4)
- 大量的、有意义的输入
- 学生应有机会盘活语言
- 应促使学生用英语产出所学的知识

教学活动设计

原则（续）

- 有意识的语言学习
- 深层思考
- 学习风格

- 应给学生提供机会学习语言、关注语言使用。
- 内容和活动应能促使学生深入思考。
- 内容和活动的安排应考虑学生的不同学习风格。

职业综合英语2-- **Unit 4 Money**

- Warming-up

- Reading A: The first Credit Card

- Reading B: NCB (China) Online Banking Services

- Listening & Speaking: Handing Money

- Writing: Request Letter

- Mini-project: Working out a Budget

- Language Lab

- Self-study Room: Learning to Read

- 建议**8-9**课时

处理的方式反映了教师的教学理念

- 为教而教 （完成任务） OR
- 为了让学习发生而教
  - 出发点是学生的实际状况
  - 关注语言与内容的内在联系，
    - 语言是内容的载体
    - 语言是思维的工具
    - 语法（词语、句式的选择）是为了精确表达思想
  - 培养学生的自主学习能力 （learning to learn, love to learn）

职业综合
英语 2

Task 1 Match the following currencies with their names. (Notes)

| Pound Sterling | European Dollar | Canadian Dollar |
| United States Dollar | Japanese Yen | Korean Won |

A—Japanese Yen   B—United States Dollar   C—Pound Sterling

D—European Dollar   E—Korean Won   F—Canadian Dollar

Task 2 Complete the table with appropriate currency codes and symbols.

Currency	Currency Code	Currency Symbol
United States Dollar	USD	$
Pound Sterling	GBP	£
European Dollar	EUR	€
Japanese Yen	JPY	¥
Renminbi	CNY/RMB	￥
Hong Kong Dollar	HKD	HK$

您如何处理warming-up?

- 课堂上做题？

- 让学生课前准备（如分小组调查每种货币的历史等），课上做个小展示（mini-presentation)？

- 哪种活动对学生更有认知挑战？更能吸引学生？

您如何处理Reading A?

- 是否介绍作者？
- 如何处理生词？
  - 单词表中有**16**个单词，建议讲解的单词和词组有**12**个
- 要求学生预习课文吗？
- 该课文有八段，如何处理（单词、语意、知识、文化、阅读策略）？
- 补充相关阅读吗？
- 学生语言水平、语言学习兴趣、学习动机如何？

作者介绍

Jen Rosenberg is a historian who has had a lifelong passion for history. She has been a fact-checker for several books and a writer for both online and offline publications.

Jen received her bachelors degree in history from the University of California at Davis and continued her study of history at graduate school.

Jen is an avid reader and researcher of history who enjoys learning about the past. In addition to the hundreds of articles she has written for this site, Jen's writings have also been published in several encyclopedias. Jen was the author of the "Forward" in the *Idiot's Guide to the Great Depression*. She has also been a fact-checker for a number of publications, including *The Holocaust Chronicle* and *The Civil Rights Chronicle*.

The 20th century saw some of the most profound changes in human history. Man flew in the first airplane. Communism grew and fell. Two world wars were fought. Travel with me through the past and explore the adventures in this greatest of centuries.

Jennifer Rosenberg

单词处理

- 课前预习
  - 在上一个单元结束时，课上留出时间领读生词
  - 让学生课下自己预习
- 课堂检查
  - 点读
  - 领读
  - 齐读

Pre-reading 预读

我会问学生：

- What is credit card?

- How much do you know about credit card?

- What is the first credit card?

然后在黑板上迅速记下学生答案的核心词，目的是激活学生已有背景知识，创造阅读的目的。

从题目入手，简单而直接

每一遍阅读需有针对性任务

第一遍: 理解主旨 （**+**扫清生词或词组）

- Why do people like to have credit cards (or charge accounts)?

- When was a credit card that could be used at multiple stores invented?

- What made McNamara come up with the new idea: a credit card that could be used at multiple locations?

第二遍阅读：

- 抓时间脉络和重要事件
  - 目的是学习叙事文的写作特点
  - 培养阅读技巧
- 完成课本上的Task 1 (p. 54)
  - 不要停止于完成填空
  - 从解构（deconstruct）到重构
    （reconstruct），训练学生语言产出
    的能力

第三遍阅读：

- 完成Task 2（p. 54）
  - 要求学生给出每个答案的理由
  - 训练推理、判断能力
- 关注细节

第四遍阅读

- 此时学生已理解课文 （reading comprehension）
- 过渡到语言的学习
  - 关注语言是如何表达作者思想
  - 融形式、意义与使用为一体 （Form, meaning, use）

Language Lab: Task 1 (p. 64)

- 我会让学生找出课文中含有这些词的句子

- 在语境中学习词汇，同时为做 Task 2，3＆5 做准备

- 重点练习一些表达地道的句型(如 Task 4, p. 65), 为学生语言输出做准备。

Output task: writing

Select 5 or more of the words or phrases you have learned in Reading A and write a short passage with a theme.

Listening & Speaking (p. 58-60)

- 充分利用课本上的练习

- 以听力材料为引子，学习职场中的地道（礼貌）表达方式（词组和句型）

- 请看 p. T58 & 59

- Task 6: 活用阅读和听力材料中学过的词汇和句型，writing for speaking

您如何处理Reading B? (p. 56)

- 如何处理生词？

- 要求学生预习课文吗？

- Reading B比 Reading A简单，如何处理？

Pre-reading 环节

- What is online banking services?

- Have you ever used online banking services?

- What benefits can online banking services bring you?

- 如果学生不能用英文表达，可以用中文；然后在阅读B篇时找出相应的英文表达方式。

While-reading 环节

- Compare /confirm their answers

- Do Task 1 (p. 57)

Writing 教学 (p. 61-63)

- **Request letter**
  - 分析此类信件的特点（充分利用课本上的例子 Task 1 & 2, p. 61 & 62)
  - 也可以补充更多的例子
  - 实际运用（Task 3, p. 63）(pair or group work)

Writing 教学

Mini-project (p. 63)

- 小组合作：老师要注意教会学生有效合作

- 此练习不仅仅是语言，而是设计预算的练习，是语言与内容密切结合的典型例子

- 在课本练习的基础上，可以让学生个人或小组设计一个商业旅行的预算

La Isla Bonita

by Madonna

Last night I dreamt of San Pedro
Just like I'd never gone
I knew the song
A young girl with eyes like the desert
It all seems like yesterday, not far away

[Chorus]
Tropical the island breeze
All of nature wild and free
This is where I long to be
La isla bonita

声音   Background

"La Isla Bonita" (*The Beautiful Island*) is a song by American singer-songwriter Madonna. It was released as the fifth and final single from her third studio album, *True Blue*, on February 25, 1987. It is noted for being the first Madonna song to have a Spanish influence in it. The lyrics of the song tell about a *Beautiful Island* and was a tribute to the beauty of the Latin people according to Madonna.

Five Cs for EFL learning

- **Communication**: communication in foreign languages
- **Cultures**: gain knowledge and understanding of other cultures
- **Connections**: connect with other disciplines and acquire information
- **Comparisons**: develop insight into the nature of language and culture
- **Communities**: participate in multilingual communities at home and around the world

Paradigm shift in instructional planning （see Table 1）

- Objectives
- Content/culture
- Skills

- The learner
- The teacher
- Materials
- Assessment

Objectives

Old paradigm

Stated in terms of grammatical knowledge as provided in textbook

New paradigm

Stated in terms of what learners should know and be able to do with the language

Content/culture

Old paradigm

Content limited to bits and pieces of cultural information included in textbooks; connections to other disciplines absent

New paradigm

Interdisciplinary and cultural connections; integration of culture and academic content

Skills

Old paradigm

Practice of individual skills: listening, speaking, reading, writing

New paradigm

Integrated practice of skills; skills build on one another

The learner

Old paradigm

Mostly passive and learns the material presented by the teacher

New paradigm

Actively engaged in learning and has opportunities to explore her/his own interests

The teacher

Old paradigm

The center of instruction and the audience for learners; students work to impress the teacher

New paradigm

Facilitates instruction and guides student learning; designs opportunities for cooperative learning; audience includes peers and community

Materials

Old paradigm

Textbook as primary material

New paradigm

Textbook as one of many tools; others include authentic materials (recordings, videos, magazines, short stories, folklore), World Wide Web, visuals, realia

Assessment

Old paradigm

Purpose to evaluate student achievement; focus on discrete-point grammar items, often out of context; primarily paper-and-pencil testing; learners provide one right answer

New paradigm

Purpose to assess progress in meeting standards and to improve instruction; assessment strategies include integration of skills for meaningful purposes, exploration of content, completion of real-world tasks, self-assessment by learners

Teaching evaluation checklist (see Table 5, Nation & Macaliseter, 2010, p.132)

- Does the teacher get the learners involved and excited about learning?

- Is most of the lesson conducted in English?

- Do the learners need to use English in the lesson?

- Is each learner getting a large amount of meaningful contact with English?

Teaching evaluation checklist (see Table 5, Nation & Macaliseter, 2010, p.132)

- Do the learners have to think deeply about the work they do?

- Is the teacher monitoring the learners' understanding and providing useful feedback for them?

- Are the learners aware of the goals of the lesson?

- Is the teacher providing enough repetition to help the learners remember?

Level of questioning	Description
1. Knowledge	Require learners to recall or reorganize information
2. Comprehension	Require learners to arrange or reorganize information mentally in writing
3. Application	Require learners to apply previously learned information to solve a problem
4. Analysis	Require learners to break concepts into component parts or to identify causes or motives
5. Synthesis	Require learners to make predictions, solve problems for which there are no specific answers, or use original and creative thinking.
6. Evaluation	Require learners to judge the merits of a piece of work and back the judgment with appropriate and logical facts.
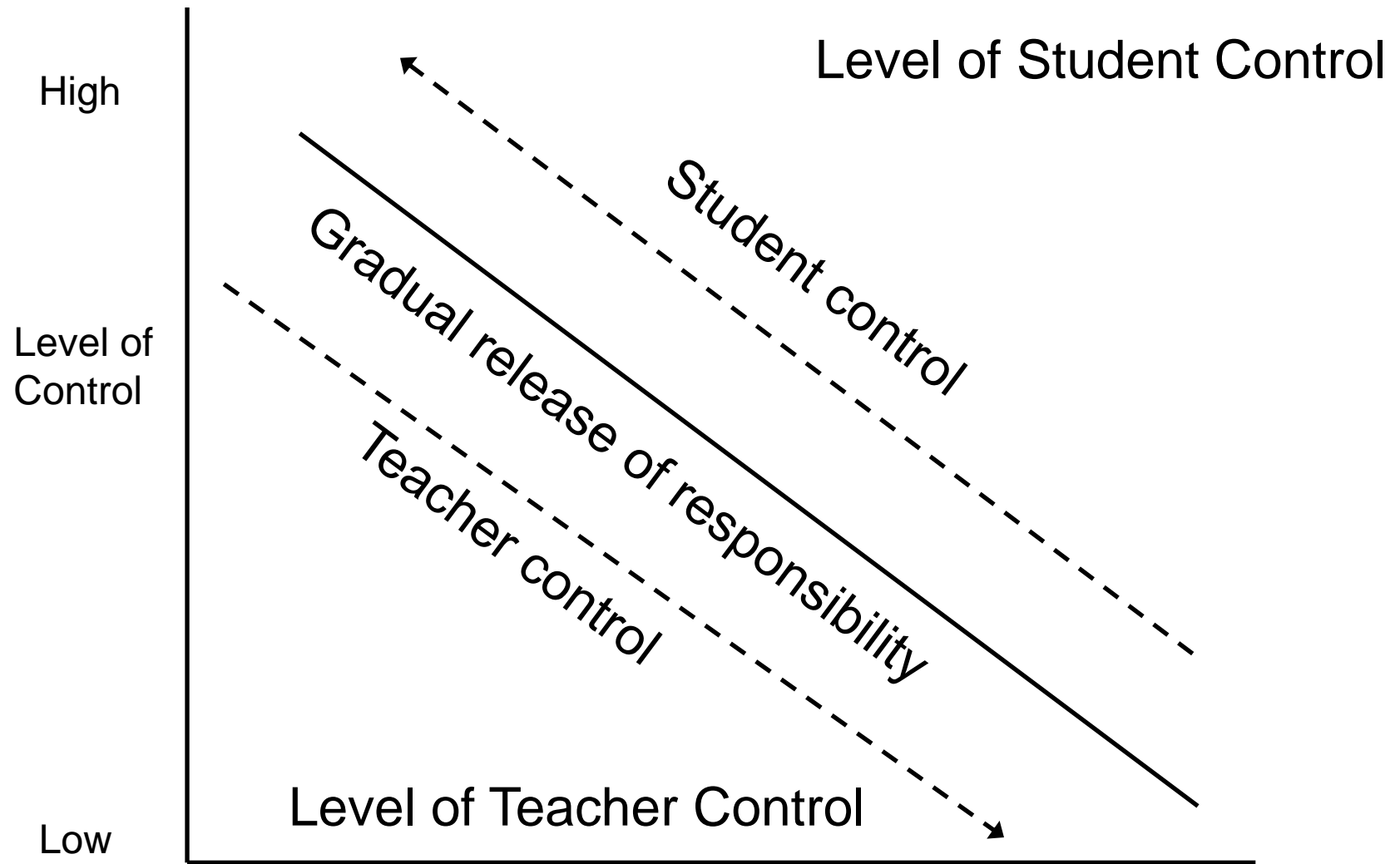
Gradual Release Model of Learning
(Murray & Christison, 2011, p. 44)
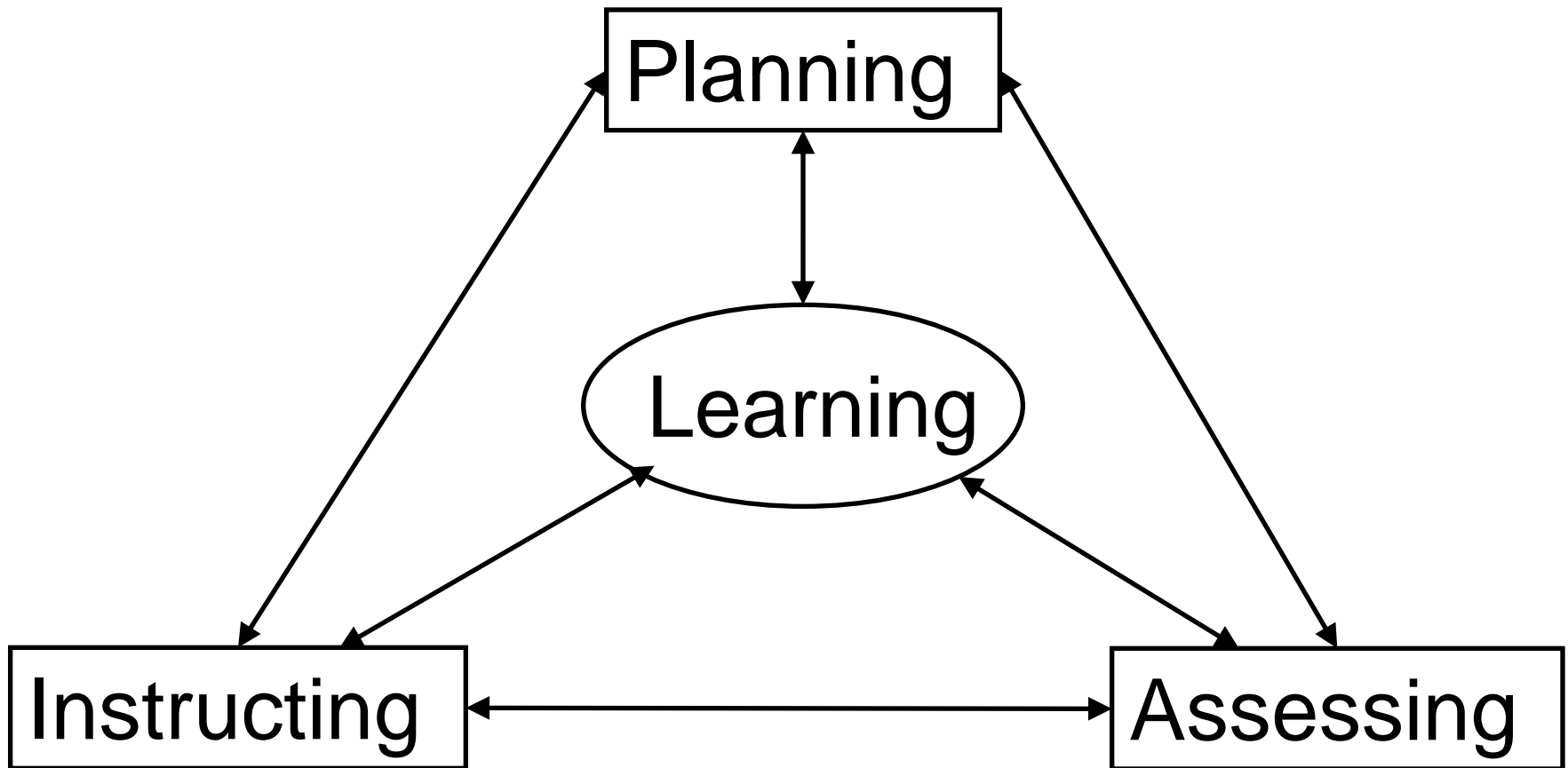
Model of the instructional process