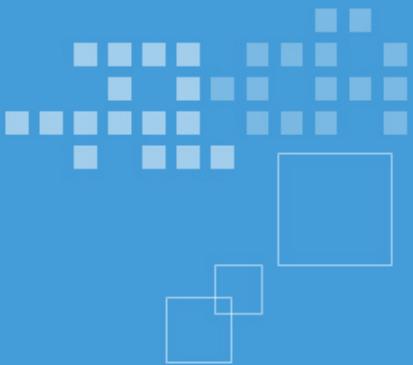


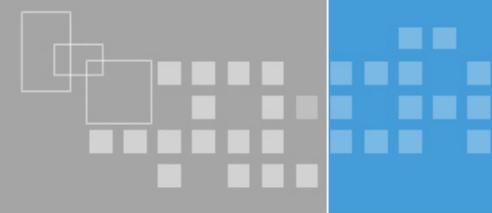
2018 • 03



# 信息技术与大学英语教学

南京大学 王海啸



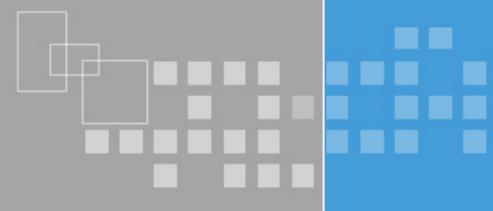


- ❖ 信息技术给人类社会带来日新月异的变化，也对大学英语教学产生系统性影响。信息技术不仅是一种学工作、学习和生活手段，它更是在21世纪的人类社会形成了一种数字化的生存方式。
- ❖ 在大学英语教学领域，这种生存方式正在对教学目标、教学内容和教学模式等产生重要影响。

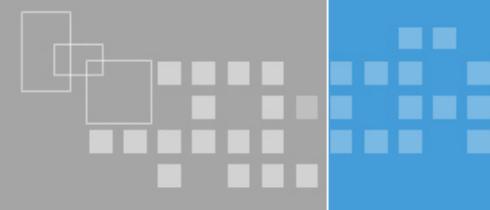


# 要 目

- ❖ 信息技术与
  - » 语言能力
  - » 教学材料
  - » 课程设置
  - » 教学方法



# 语言能力

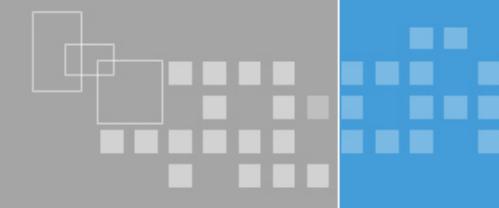


## “语言交际能力” (Canale & Swain 1980)

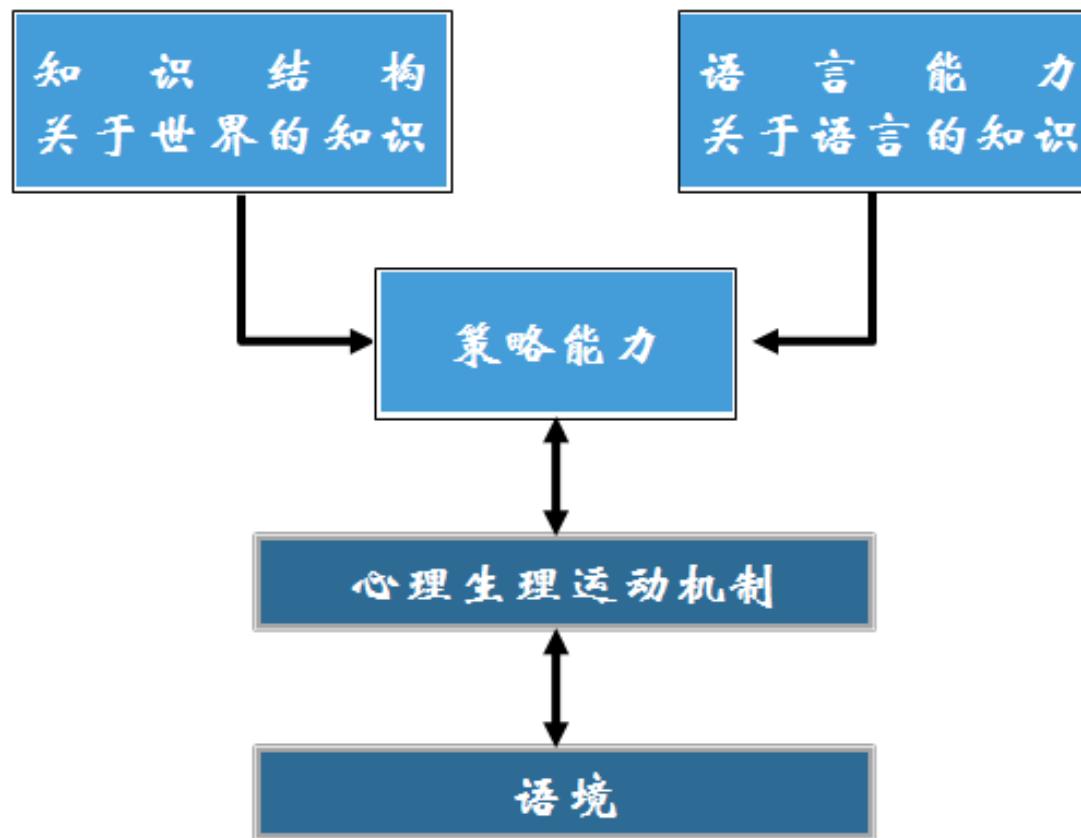
- 语法能力 (grammatical competence)
- 语篇能力 (discourse competence)
- 社会语言能力 (sociolinguistic competence)
- 策略能力 (strategic competence)



# 语言能力

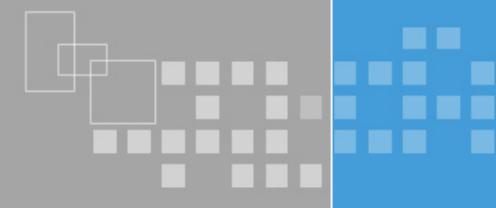


## Bachman (1986) 的 “语言交际能力”

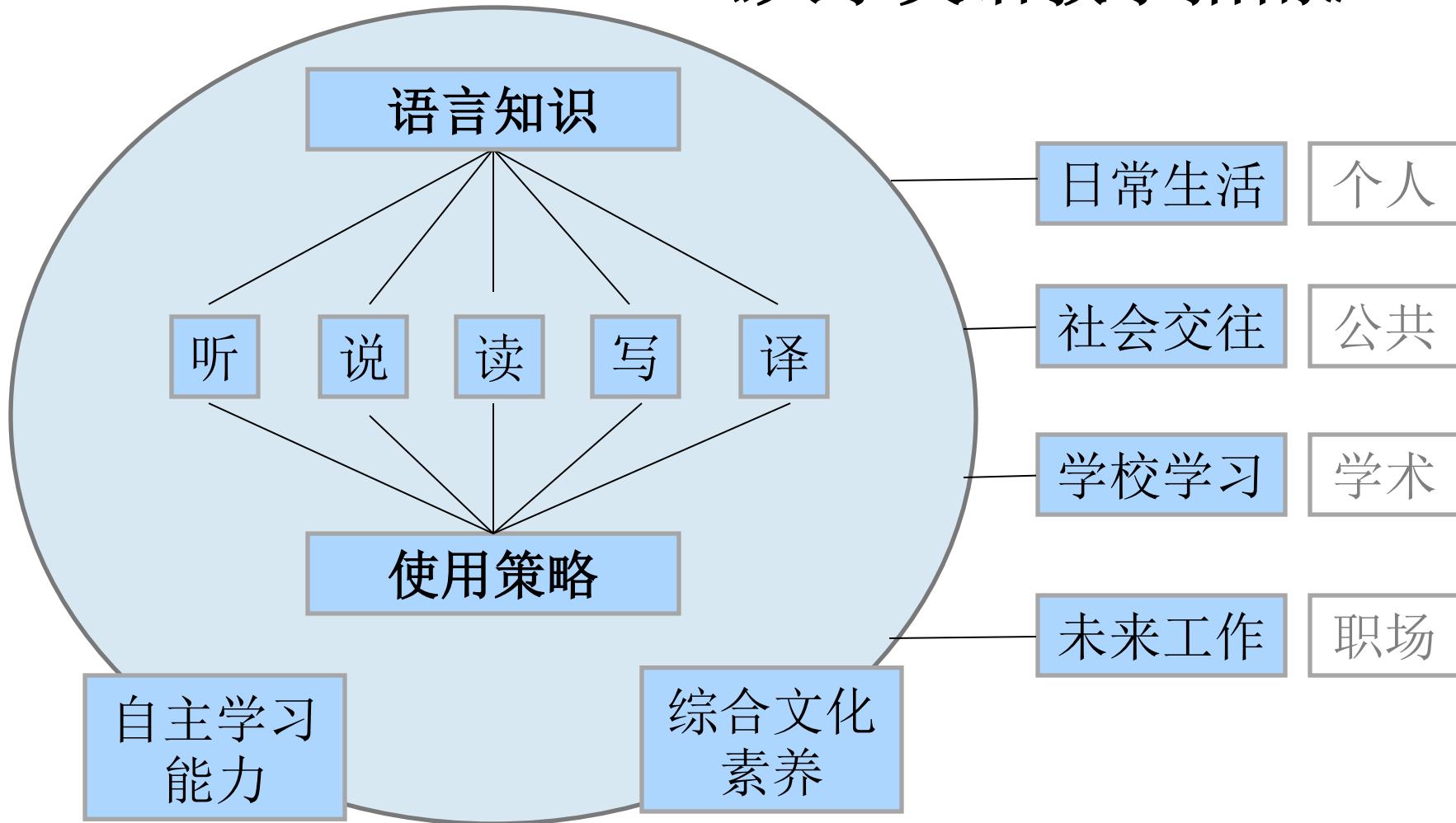


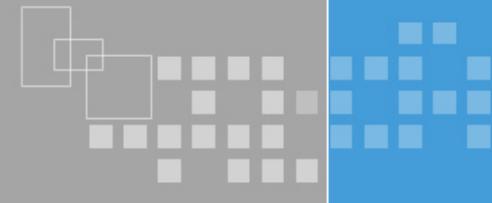


# 语言能力



## 《大学英语教学指南》





## 21st Century Skills (P21) produced by ACTFL

Learning Skills	Literacy Skills	Life Skills
Critical Thinking; Creative Thinking; Collaborating; Communicating	Information Literacy; Media Literacy; Technology Literacy	Flexibility; Initiative; Social Skills; Productivity; Leadership



# Communicative Competence 2.0

## Communicative Competence 2.0

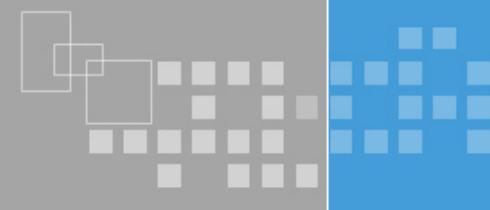
Trend	Communicative competence 2.0
Multimedia competency	<ul style="list-style-type: none"><li>• Navigating multiple digital platforms</li><li>• Utilizing multiple modalities for meaning making</li><li>• Coding competence: human and machine languages</li><li>• Remediating old media to produce new meanings</li></ul>
Collaborative communication	<ul style="list-style-type: none"><li>• Collaborative meaning production, including multiple authorship</li><li>• Ongoing learning through critical dialogue and engagement</li><li>• Recognizing and harnessing machine mediation</li><li>• Social participation in global forums</li></ul>
Agentive participation	<ul style="list-style-type: none"><li>• Learning by doing: performance towards competence</li><li>• Accessing, creating, sharing, remixing purposeful content</li><li>• Authority reimagined</li><li>• Accessing and joining sites of interest and involvement</li></ul>
Multitasking	<ul style="list-style-type: none"><li>• Managing multiple sites and activities</li><li>• Navigating breadth and depth of engagement</li></ul>



# 语言能力

❖ The Internet has altered not only how we get information but also how we express ourselves. Digital technology is re-wiring our brains and reshaping how we communicate. The Internet has turned careful, deliberate readers into hungry information predators. Power scanning, instead of deep reading, is something we all do.

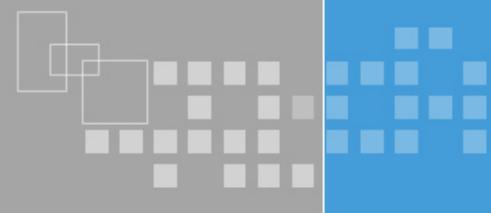
<http://www.thoughtleadersllc.com/2014/10/7-ways-to-communicate-more-effectively-in-a-digital-age/>



## ❖ 7 Ways to Communicate More Effectively in a Digital Age

- Be Interactive and Dynamic... Not Static
- Communicate Visually and Limit Text
- Communicate in a Nonlinear Way
- Provide Multiple Entry Points
- Make Your Content Digestible, Not Dense
- Engage Your Audiences in a Conversation – Don't Preach
- Always be Transparent

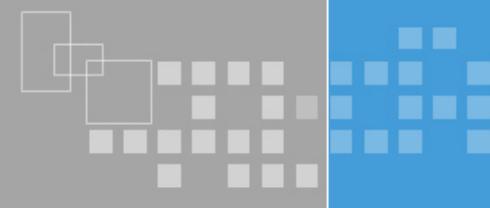
[http://www.thoughtleadersllc.com/2014/10/  
7-ways-to-communicate-more-effectively-  
in-a-digital-age/](http://www.thoughtleadersllc.com/2014/10/7-ways-to-communicate-more-effectively-in-a-digital-age/)



# 教学材料



# 教学材料



## ❖ 传统学习材料

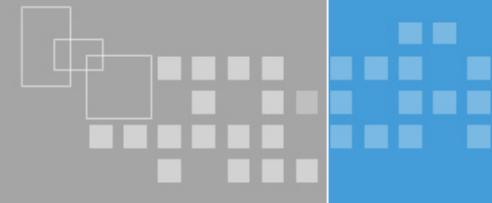
- 内容体系：以主题为体系、以语言知识与技能为体系
- 介质：纸质教材为主、以音视频材料为辅
- 形态：固定、事先确定
- 渠道：全校、全班统一订购
- 选择：教师



# 教学材料

## ❖ 信息化时代的学习材料

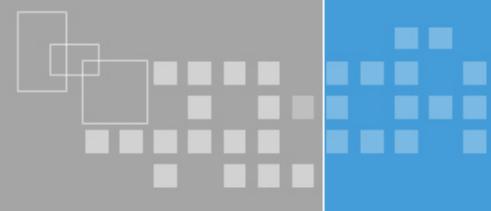
- 内容体系：以主题为体系、以语言知识与技能为体系、**以内容为体系**（以任务/项目为体系、以学科专业知识为体系）
- 介质：纸质教材、音视频材料、**电子的**（PDF、**电脑终端的、平板、电子书、APP、基于Internet**）
- 形态：固定、事先确定、**不固定的**、根据需要选择的
- 渠道：**全校、全班统一订购、学生网络自购**
- 选择：**教师、学生、个性化选择**



## ❖ Digital textbooks

- First, digital textbooks present information in rich formats, such as illustrative videos, animations or 360-degrees visual images.
- Second, they provide interactive formats.
- Third, they provide connections with online communities.

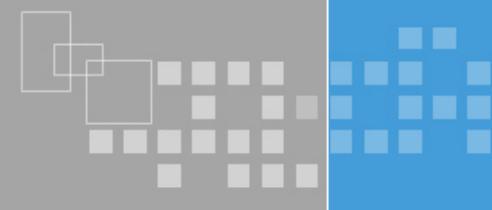
<https://www.channelnewsasia.com/news/singapore/commentary-do-schools-still-need-paper-textbooks-in-a-digital-9031058>



# 课程设置



# 课程设置

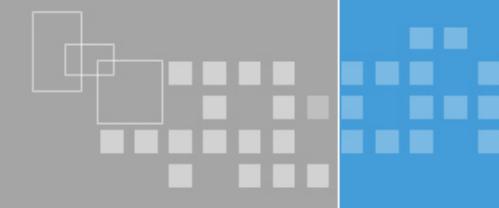


## ❖ 传统课程设置

- 机构：学校
- 空间：校园
- 时间：固定时间
- 主体：个体教师（+特邀讲师）
- 受众：在校学生
- 目标：满足国家、学校、院系要求；满足个体出国或备考需求



# 课程设置

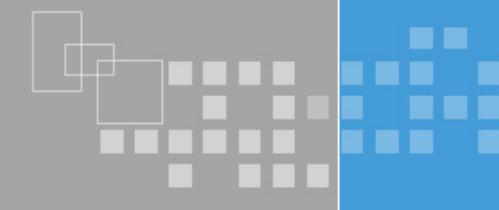


## ❖ 信息化时代的课程设置

- 机构: 学校、专业教育公司（包括出版社）、依托专业平台的个体、混合式
- 空间: 校园、网络（无校园、地区界限）、混合式
- 时间: 固定时间、不固定时间、混合式
- 主体: 个体教师（+特邀讲师）、院系内合作、校内合作、跨校合作、跨国合作、跨行业合作
- 受众: 在校学生、所有人群
- 目标: 满足国家、学校、院系要求；满足各类个体需求

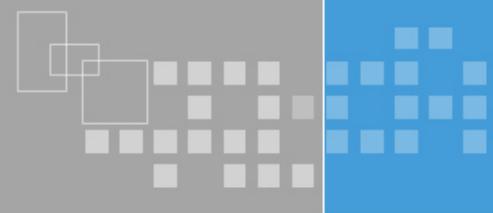


# 课程设置



## ❖ 信息化时代的课程设置

- 传统课程
- 传统MOOCs
- SPOC
- 中国特色的新型“在线开放课程”
  - 以学校为基础，扩展至社会
  - 课程群建设
  - 校际合作
  - 校企合作
  - 线上线下结合
  - 免费与付费结合



# 教学方法



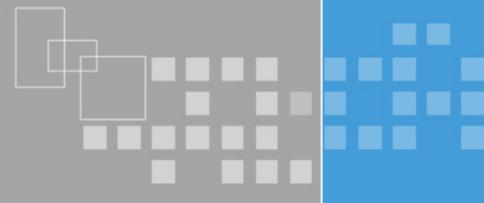
# 教学方法

- ❖ “大学英语课堂教学可以采用**任务式、合作式、项目式、探究式**等教学方法，体现以教师为主导、以学生为主体的教学理念，使教学活动实现由“教”向“学”的转变，使教学过程实现由关注“教的目的”向关注“学的需要”转变，形成以教师引导和启发、学生积极主动参与为主要特征的教学常态。”

--《大学英语教学指南》



# 教学方法

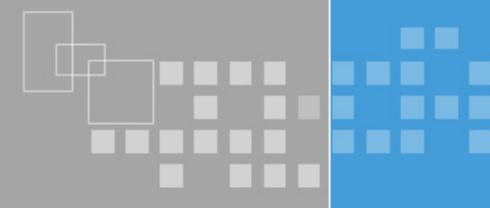


## ❖ 新媒体联盟地平线报告：2017 高等教育版





# 教学方法



- ❖ 基于语料库的教学
  - 如: Sketch Engine
- ❖ 智能教学应用系统
  - 如: 蓝墨、iWrite、Quizlet
- ❖ 基于社交应用的教学
  - 如: QQ家校、贝壳英语（微信公众号）



# To conclude ....

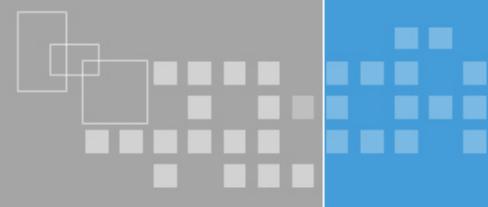


- ❖ 信息技术不仅提供了新的资源、工具与方法
- ❖ 信息技术也改变了高等教育，包括大学英语的教学目标、教学内容和教学模式





# 文件分享



密码： kucw



# Thank you!