

外语混合式教学漫谈

—优化学习环境，提升教学有效性

Build Connection · Help Learning Happen

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高等教育出版社
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Are you familiar with the scene?





Are you familiar with the scene?

Sleep for a while?
Or some **games**?



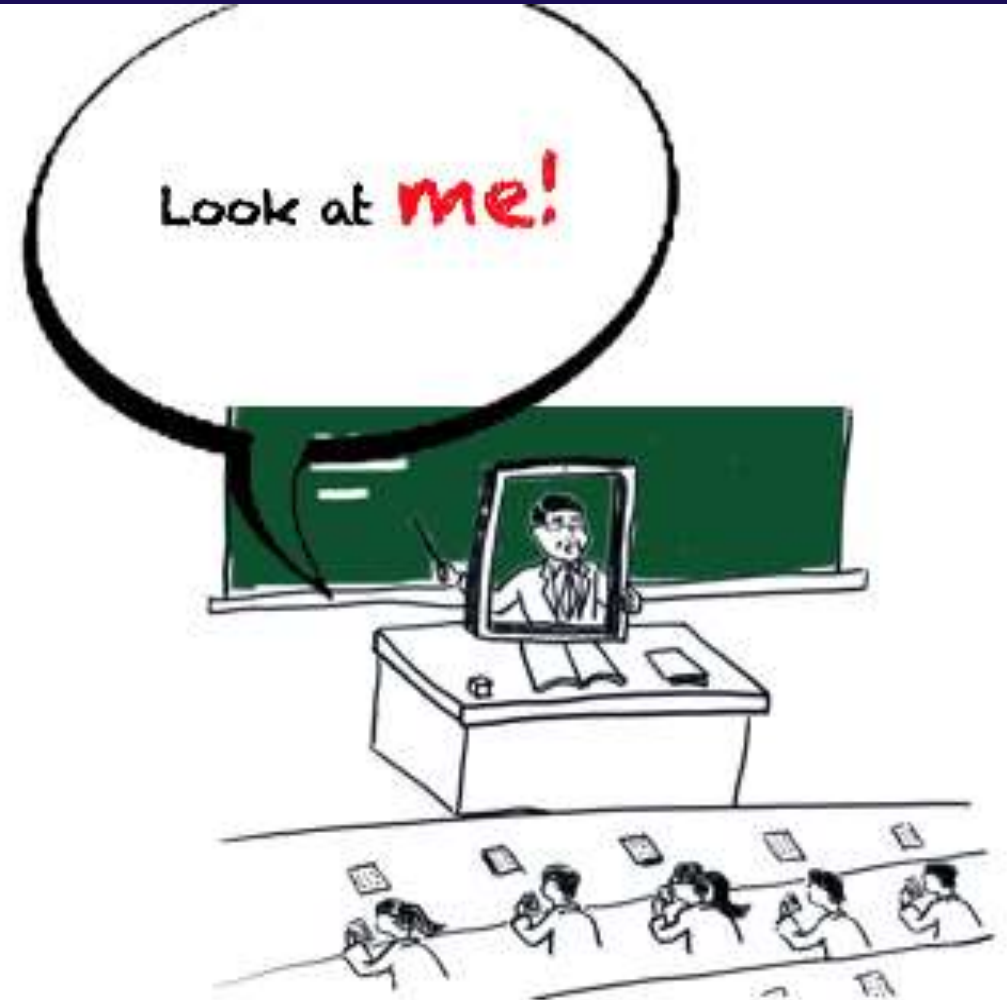
When you ask them to
take notes, ...





Are you familiar with the scene?

Take away your mobiles!





Why?
Why?
Wh
yph
y.?.

Sleep for a while?
Or some games?



When you ask them to
take notes, ...



Take away your mobiles!



Look at me!



把头抬起来!





索绪尔 1857-1913



皮亚杰 1896-1980



罗杰斯 1902-1987



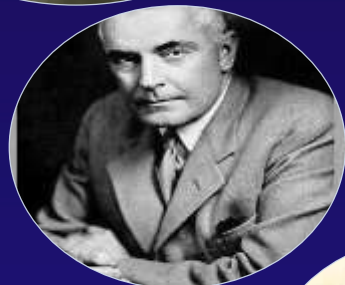
斯金纳 1904-1990



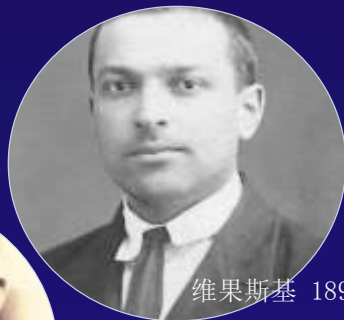
布鲁姆 1913-1999



克拉申 1941



华生 1878-1958



维果斯基 1896-1934



布鲁纳 1915-2016



乔姆斯基 1928-



布龙菲尔德
1887-1949



加涅 1916-2002



韩礼德 1925-2018

行为主义学习理论

认知主义学习理论

建构主义学习理论

教学理论

以语言为中心

Language-Centered Teaching Theory

- 结构主义语言学 Structural Linguistics

以学习为中心

Learning-Centered Teaching Theory

- 转换生成理论 Transformational-Generative Grammar
- 信息加工理论 Information Processing Theory^{加涅}
- 行为主义心理学 Behavioristic Psychology
- 联结主义心理学 Connectionism Psychology^{桑代克}

以学生为中心

Learner-Centered Teaching Theory

- 人本主义心理学 Humanistic Psychology^{罗杰斯、马斯洛}
- 发生认识理论 Genetic Epistemology^{皮亚杰}
- 结构主义教学理论 Structuralism^{布鲁纳}
- 建构主义学习论 Constructionism Learning Theory

教学流派

教学方法



索绪尔 1857-1913



华生 1878-1958



布龙菲尔德
1887-1941



皮亚杰 1896-1980



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加里 1916-2002



韩礼德 1925-2018



克拉申 1947-



乔姆斯基 1928-

教学理论	教学流派	教学方法
<div>以语言为中心</div> <div>Language-Centered Teaching Theory</div> <ul style="list-style-type: none"> 结构主义语言学 Structural Linguistics 	<div>语法教学派</div> <div>Grammar-Based Approach</div>	<div>•Grammar-Translation Method 语法一翻译法</div> <div>•Situational Method 情景法</div>
	<div>听说教学派</div> <div>Aural-Oral Approach</div>	<div>•Direct Method 直接法</div> <div>•Audio-Lingual Method 听说法</div> <div>•Audiovisual Method 视听法</div>
	<div>认知教学派</div> <div>Cognitive Approach</div>	<div>•Cognitive Method 认知法</div> <div>•Cognitive Code Method 认知符号法</div> <div>•Content-based Instruction 内容法</div>
		<div>•Natural Method 自然法</div> <div>•Whole Language Method 全语言法</div>
<div>以学习为中心</div> <div>Learning-Centered Teaching Theory</div> <ul style="list-style-type: none"> 转换生成理论 Transformational-Generative Grammar 信息加工理论 Information Processing Theory^{加涅} 行为主义心理学 Behavioristic Psychology 联结主义心理学 Connectionism Psychology^{桑代克} 	<div>自然教学派</div> <div>Natural Approach</div>	
	<div>交际教学派</div> <div>Communicative Approach</div>	<div>•Communicative Language Teaching 交际法</div> <div>•Task-based Instruction 任务法</div> <div>•Cooperative Learning 合作法</div> <div>•Activity-Based Method 活动法</div>
		<div>•Community Language Teaching 社团法</div> <div>•Total Physical Response 全身反应法</div> <div>•Silent Way 沉默法</div>
		<div>•Discovery Teaching Method 发现教学法^{布鲁纳}</div> <div>•Hands-on Inquiry Based Learning 探究式教学法^{杜威}</div>
<div>以学生为中心</div> <div>Learner-Centered Teaching Theory</div> <ul style="list-style-type: none"> 人本主义心理学 Humanistic Psychology^{罗杰斯、马斯洛} 发生认识理论 Genetic Epistemology^{皮亚杰} 结构主义教学理论 Structuralism^{布鲁纳} 建构主义学习论 Constructionism Learning Theory 	<div>人文教学派</div> <div>Humanistic Approach</div>	
	<div>建构教学派</div> <div>Constructivism Approach</div>	

	认知派	社会派
语言观	语言是心理现象，由抽象规则组成，存在于个体大脑中	语言是社会现象，与文化混为一体，无法分割，存在于人们的交往活动中
学习观	学习者将输入优选择地整合到已有的知识体系中，通过不断输出，逐步将陈述性知识转化为程序性知识	学习者运用语言参与社会交际活动，获得语言、文化知识，转而成为个人脑中活动的材料
研究对象	研究语言习得，不研究运用，研究的焦点是学习者大脑中抽象的语言体系特征及其变化情况	研究语言运用，主张语言习得与运用为连续体，无法分割，研究的焦点是以语言为中介的社会交际活动成功的特点
哲学倾向	相信人与社会可以分为两个实体，语言与文化可以分割成两个独立的抽象个体	相信人与社会、语言和文化融为一体，不可分割

文秋芳. 2008. 评析二语习得认知派与社会派20年的论战 [J]. 中国外语, (3)

后方法时代 Post-method era

“教学有法，教无定法”

“后方法” 外语教学框架下

教师不再是知识的接受者和理论的执行者，而是教学研究者、实践者和理论构建者的统一

学习者是自主的，他能在教师帮助下自我调控，从而最大化地实现自我潜力；他愿意与他人合作，在交流合作中通过讨论协商来解决问题；他承担责任并主动把握机会，与合格的外语使用者进行交流。

**I never teach my pupils; I only attempt to
provide the conditions in which they can learn.**

--Albert Einstein



I never teach my pupils; I only attempt to
provide the **conditions** in which they can **learn**.

--Albert Einstein



● Conditions for effective learning

个性化学习 Personalized Learning

Tailored to an individual student's particular needs

One-on-one help from a tutor instead of mass-group instruction

掌握学习 Mastery Learning

Demonstrate mastery of a given subject before moving on to the next one

Don't move on from a concept based on the average pace of the class or within a fixed amount of time

● Conditions for effective learning

Help students develop

自主学习意识

a sense of agency and ownership for their progress

自主学习能力

the ability to guide their learning and become a lifelong learner

● Conditions for effective learning

- 自主设定目标

Empower students to set individual goals for their own personal learning plans

- 自主选择路径

Provide students with enough time and right processes to make progress toward those personal goals





Conditions for effective learning

- 自主获得反馈

Students should have access to rapid feedback and data about their performance, which helps them figure out where they need to do more work and improve their performance



Conditions for effective learning

- 自主融入团队

Students need to work with others to tackle hard projects and discuss issues that are of importance to them. Fostering these experience helps students have fun and builds their capacity to relate to and get along with others

Conditions for effective learning

- ① set individual goals for their own personal learning plans
- ② advance based on their individual mastery of the material; work on skills that are “just above” their own current capabilities
- ③ have access to rapid feedback and data about their performance

work with others to tackle hard projects and discuss issues that are of importance to them

- ① **Student agency**
- ② **Individual mastery**
- ③ **Rapid feedback**
- ④ **Positive group experiences**



BLENDED





混合式教学

- 理论基础：人本主义、建构主义
- 核心理念：以学生为中心
- 模式特点：线上、线下优势结合
- 实施关键：教学设计、技术应用



创建有助于语言学习发生的环境





混合式教学

1. 以学生为中心。注重在教学过程中发挥生的能动性。学生是知识信息加工的主体，知识意义的主动构建者，而教是由知识灌输者转变为学生建构知识的帮助者、指导者
2. 在实际情景中教学。学习者利用自己原有认知结构中的有关经验去同化和顺应当前学习到的新知识，从而赋予新知识以某种意义，促进学生主动积极地构建自己的知识
3. 协作学习。在教师的组织和引导下，教师和学生形成一个教学群体，共同批判性的探究各种理论、观点和假说
4. 提供充分的资源，让学生自主探索。为了保证学习者的主动探索和意义建构，必须要为学习者提供充分的信息资源。



创建有助于语言学习发生的环境





混合式教学

融合技术的知识 / 能力获取



在线的学

获取知识，训练技能；充分准备，温故知新
难度进度自主掌握，有问有答有做有评
——自我效能感大

增



课堂的学

运用知识，展示技能；有备而来，积极响应
重点难点一网打尽，交流互动其乐融融
——自信心飙升

升

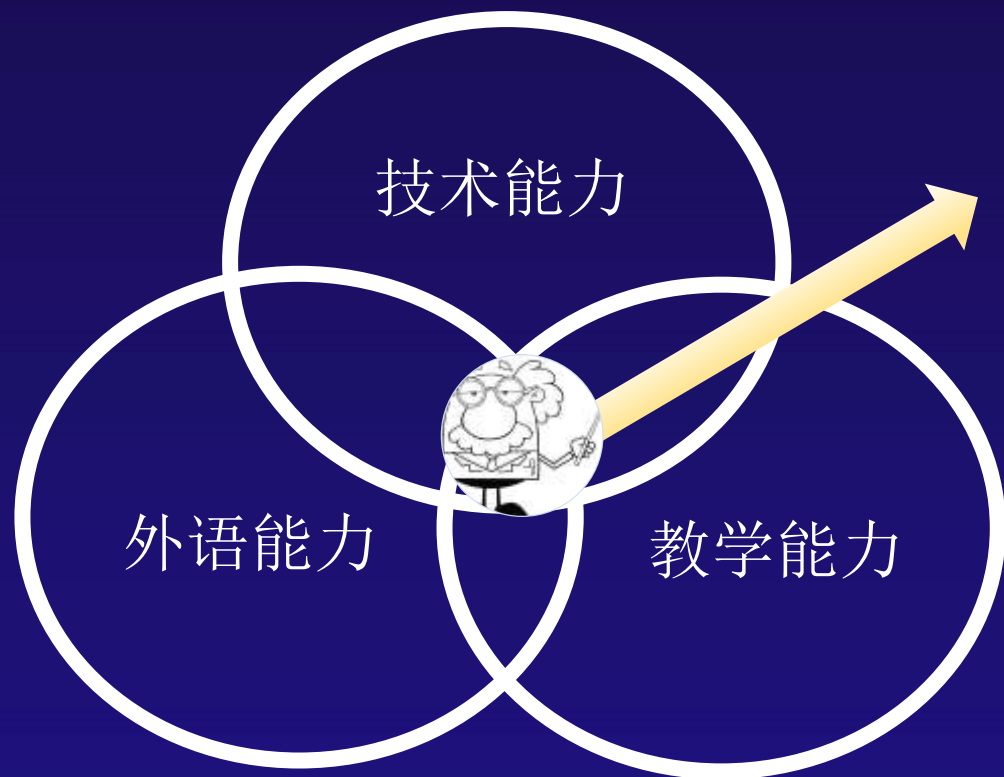
教的那些事

确定教学目标；准备教学资源，打造“学习友好型”环境
由技术监控线上学习；由激情点燃线下课堂
——累并快乐着

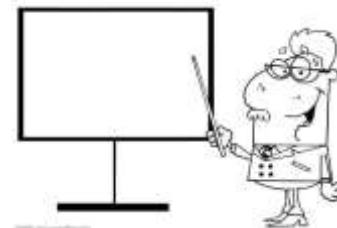




混合式教学 对外语教师的新要求



融合技术能力的外语教学能力





Bloom's Taxonomy

Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

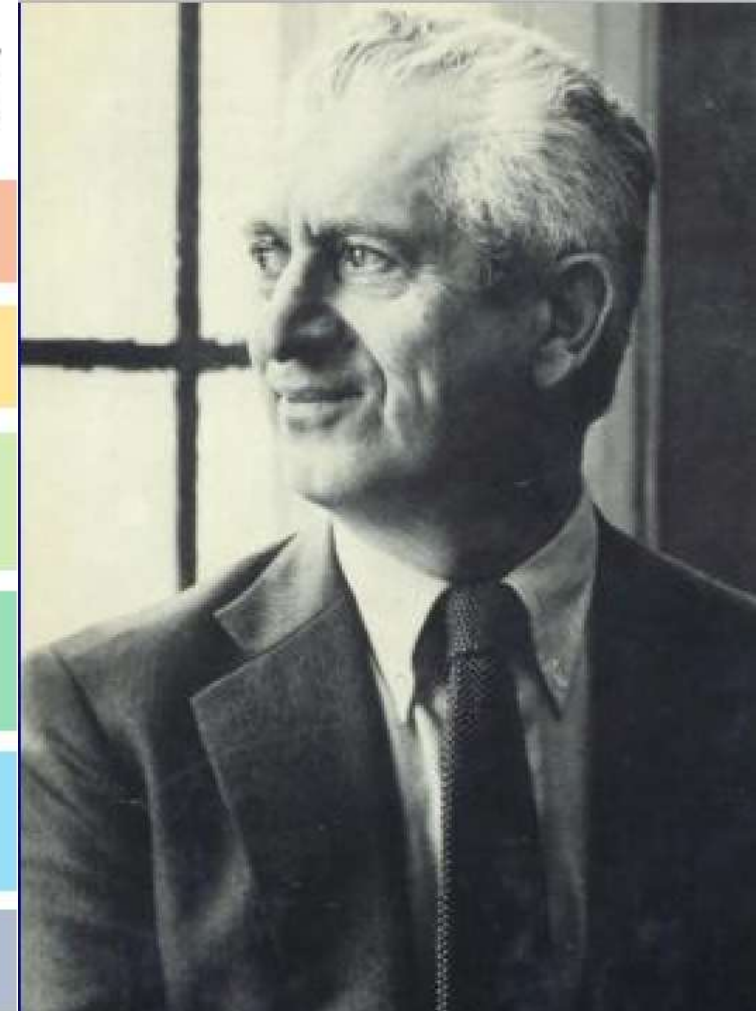
Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

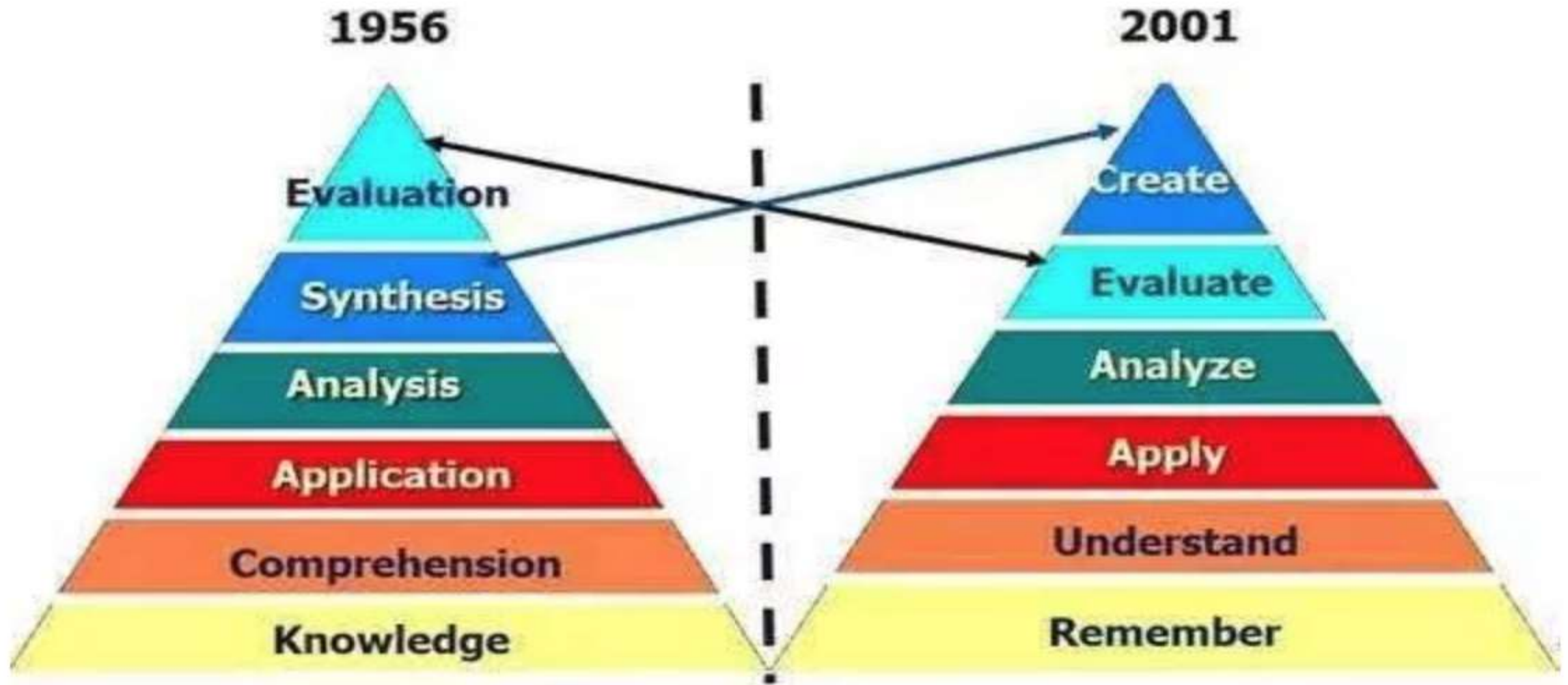
remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state



Bloom's Taxonomy





Learning Pyramid

Average
Retention Rate

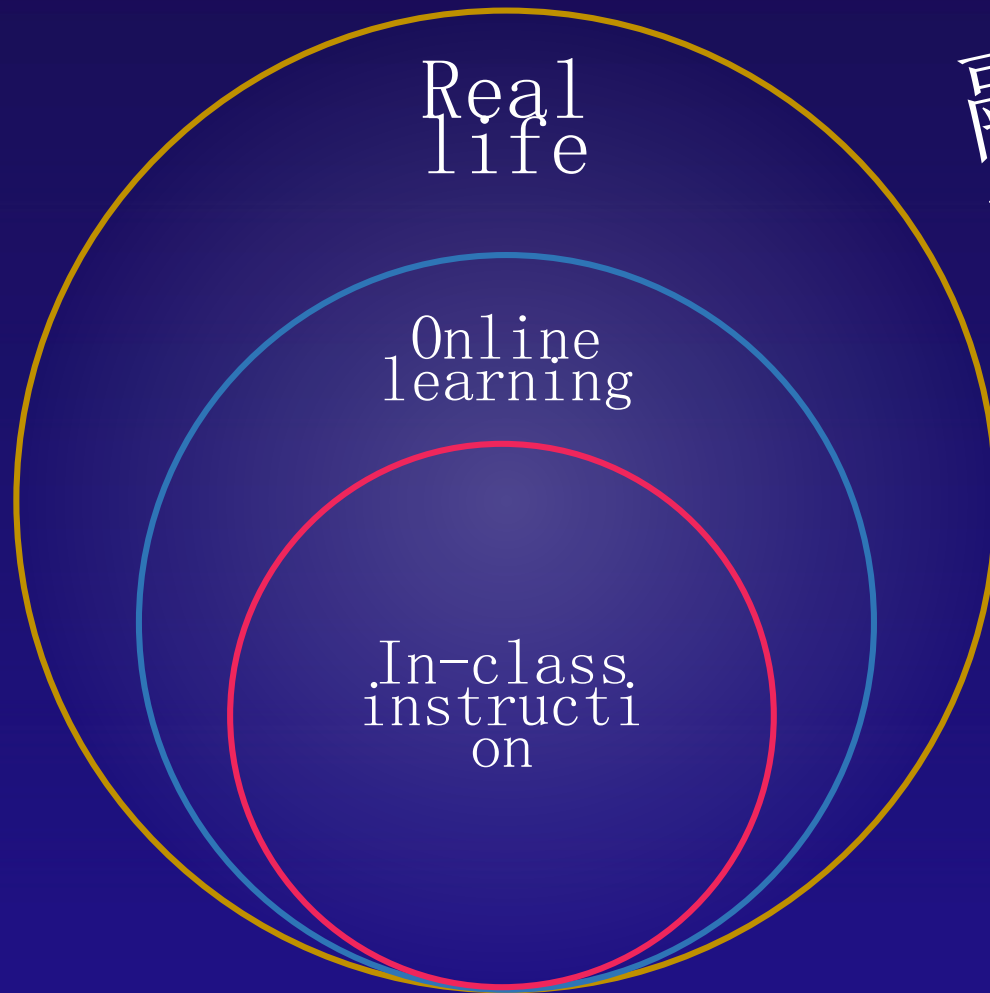


Source: National Training Laboratories, Bethel Maine



Initiating STUDY with
Motivating & Accessible Resources and
Technology

Build Connection



融合 connect education with technology
integrating

共享 connect fellow learners and teachers
sharing

激励 connect learners with contents
motivating

Help Learning Happen

Create student-centered learning environment, online
and on-site

Connect the content, activity with technology

Connect the classroom to real
life





Integration

Key Words: SP0C, blended learning, flipped classroom,
control over time, place, path and pace



Before
class
online



In class
on-site



After
class
online



Sharing

Key Words: adapt, DIY, and customize your course



Sharing

Key Words: adapt, DIY, and customize your course





Sharing

Key Words: rich learner-learner/learner-teacher
interaction



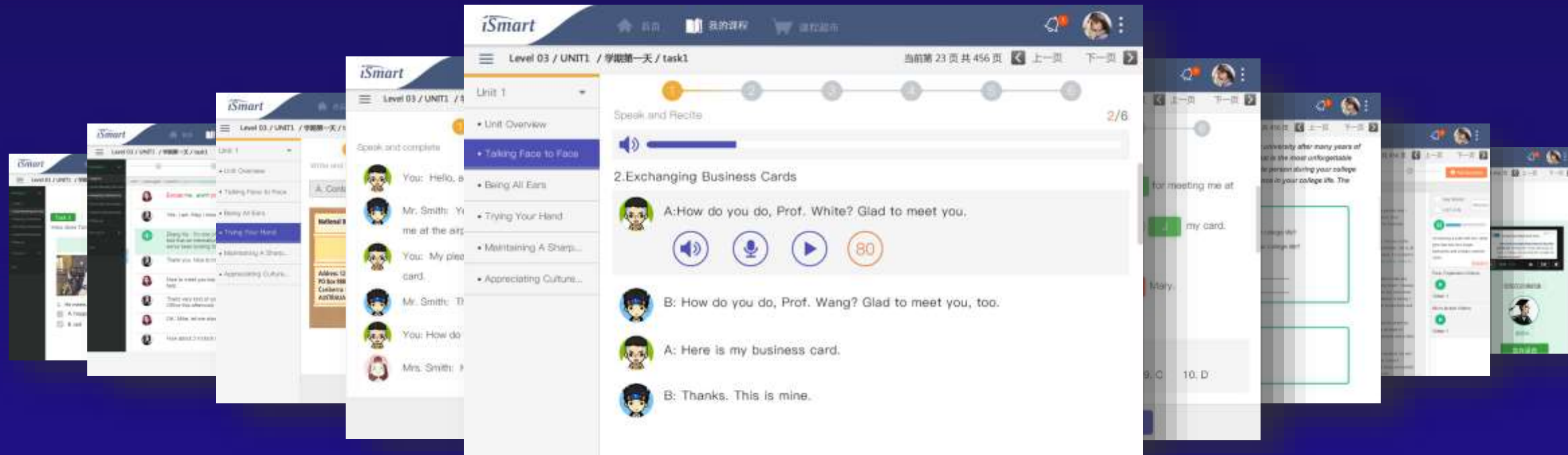
Motivation

Key Words: rich leaner-content interaction



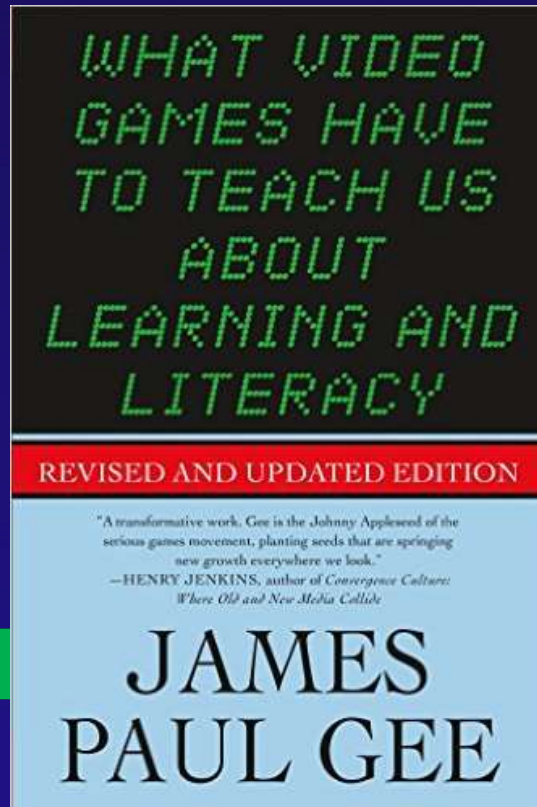
Motivation

Key Words: rich learner-content interaction



Motivation

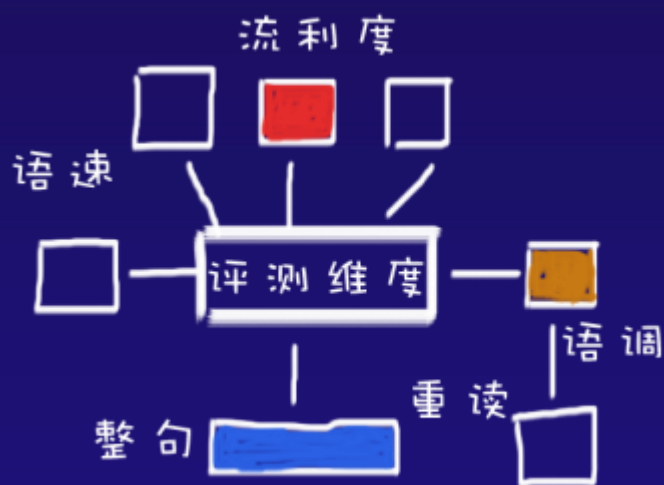
Key Words: gamification, have fun



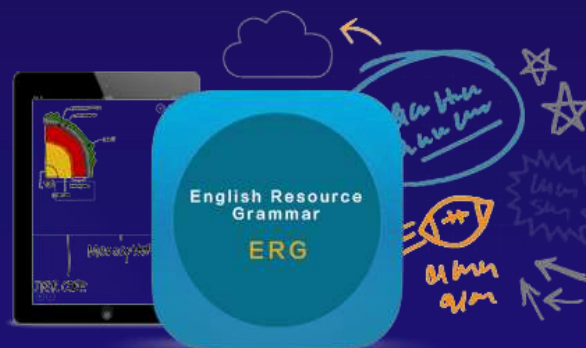


Motivation

Key Words: rich, immediate, constructive feedback



领先的语音智能评测引擎



基于深度语言处理技术的
翻译、写作批改引擎



持续不断的激励



Accessibility

Key Words: mobile, “just above”



支持多终端同步
浏览

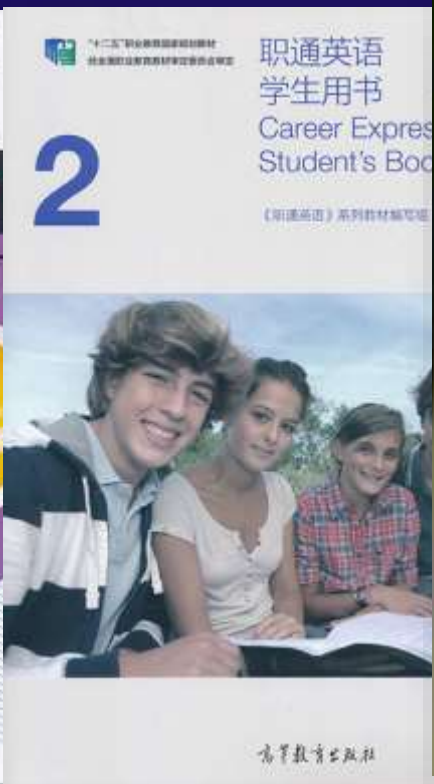


智能推送
relevant,
personalized and
“just above”
当前水平的
contents



Resources

Key Words: course market, user generated content





Resources

Key Words: course market, user generated content



- 学校自建SPOC
- iSmart出品精品课程
- iSmart定制开发课程
- 高教社出品主干教材全部配
在线数字课程资源



Resources

Key Words: self-directed testing center



综合训练



语法训练



听力训练



单词训练



阅读训练



口语训练



写作训练



Technology

Key Words: data collection and analysis

- 学习状况，教师一目了然
- 平台、教师和同伴多元反馈，帮助学生制定计划、调整进度、优化方法
- 定制数据分析报告，精准诊断、推送、评价

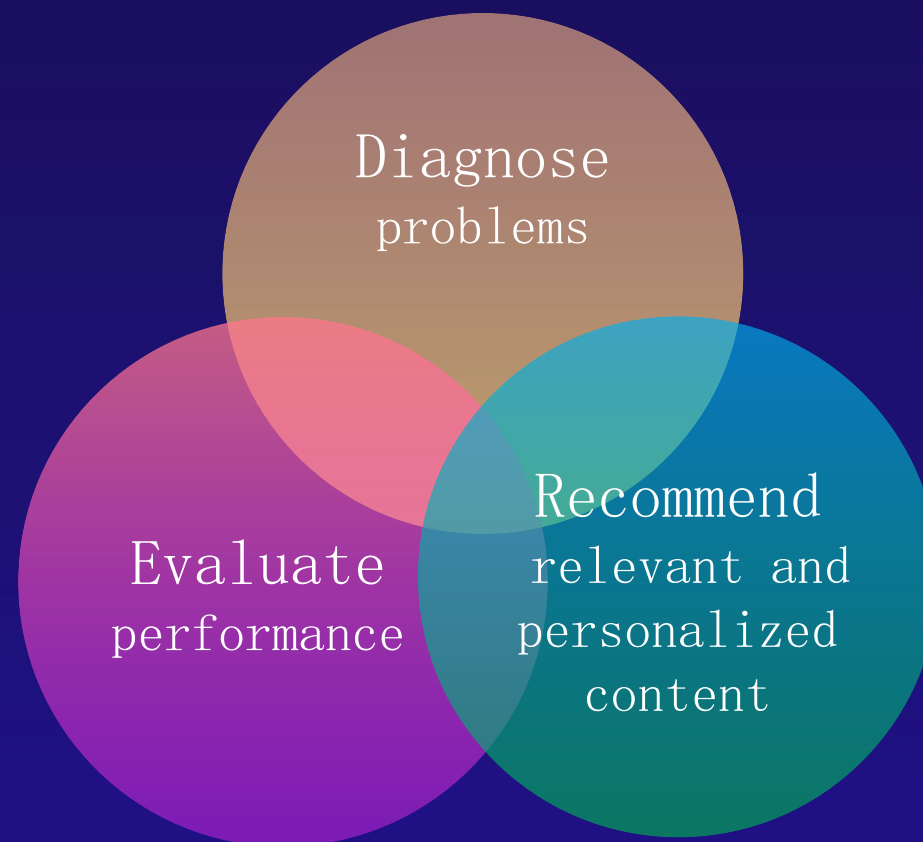




Technology

Key Words: data collection and analysis

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- 平台、教师和同伴多元反馈，帮助学生制定计划、调整进度、优化方法
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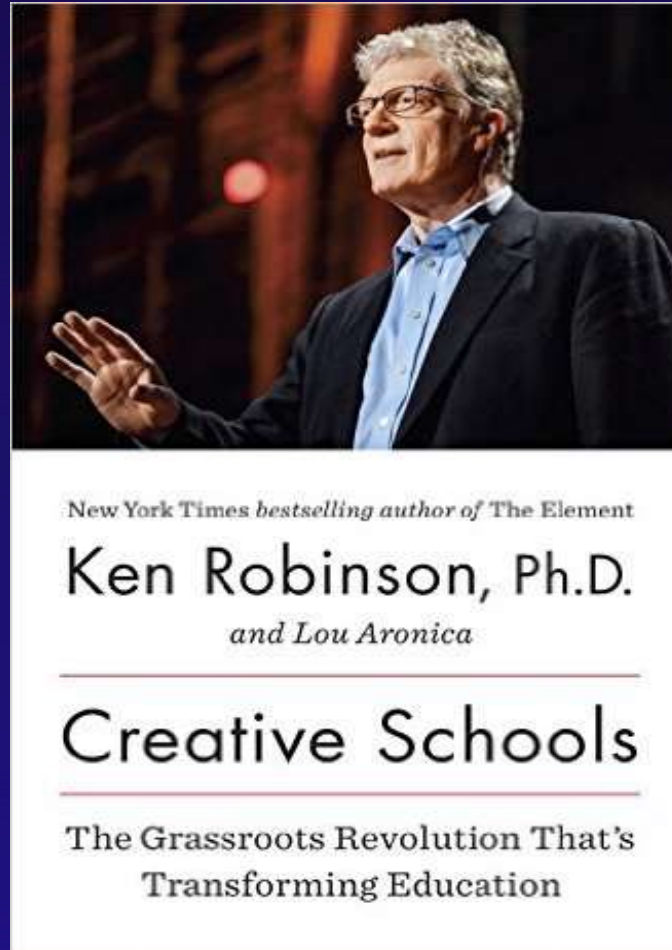
21st Century Skills

Analyze information and form
reasoned arguments and judgments

Generate new ideas
and apply them in
practice

Express thoughts and feelings
clearly and confidently

Work constructively with
others



Criticis
m
Creativity

Communication

Collaboration

Build Connection

between YOU and HEP



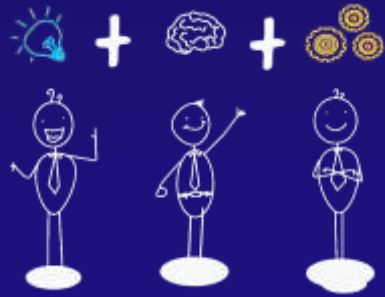
2016-2017

iSmart Chinese EFL Teacher Development Initiatives

混合式外语教学
研讨会



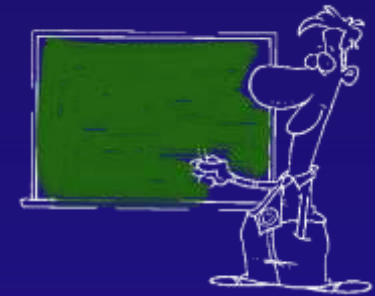
在线课程设计
工作坊



课程团队经验
交流会



混合式外语教学
成果展



Thank You

