通过真实英语教学激发学生的学习动机

Motivating Students' Learning through Authentic English Teaching

Cheng Xiaotang, Beijing Normal University
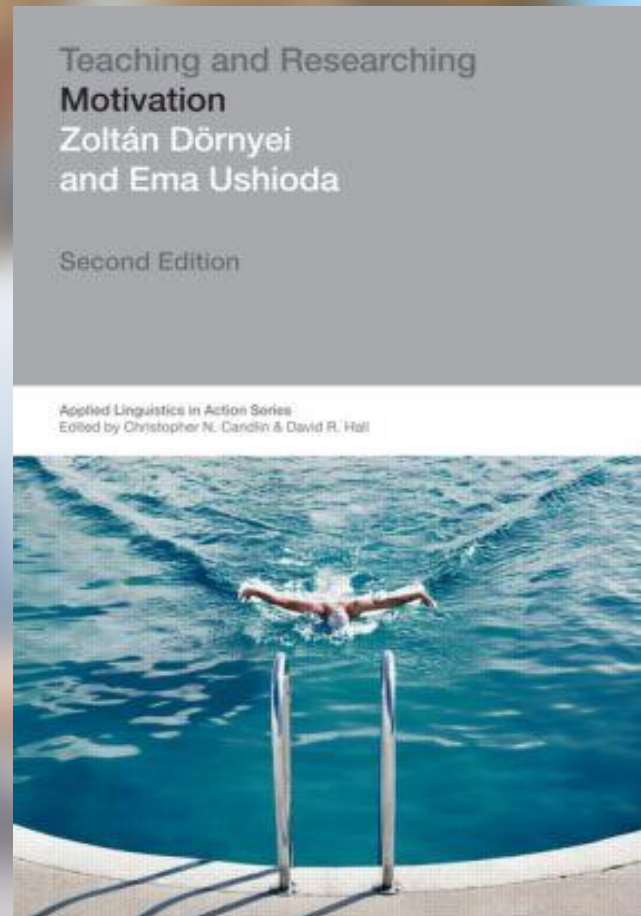
北京师范大学 程晓堂

动机对第二语言或外语的学习非常重要
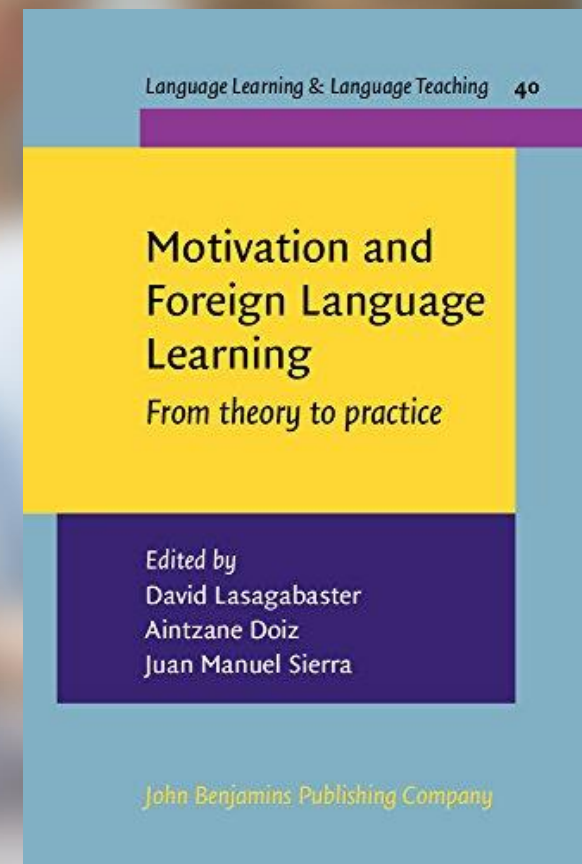## Motivation matters in second/foreign language learning

- 大量研究表明，学习动机对第二语言或外语的学习有重要影响；动机的强弱程度与语言学习的结果密切相关。

- Numerous studies have confirmed the impact of motivation on second/foreign language learning, and there has been substantial evidence linking motivation to overall second/foreign language attainment.

Teaching and Researching
Motivation
Zoltán Dörnyei
and Ema Ushioda

Second Edition

Applied Linguistics in Action Series
Edited by Christopher N. Candlin & David R. Hall

动机对第二语言或外语的学习非常重要
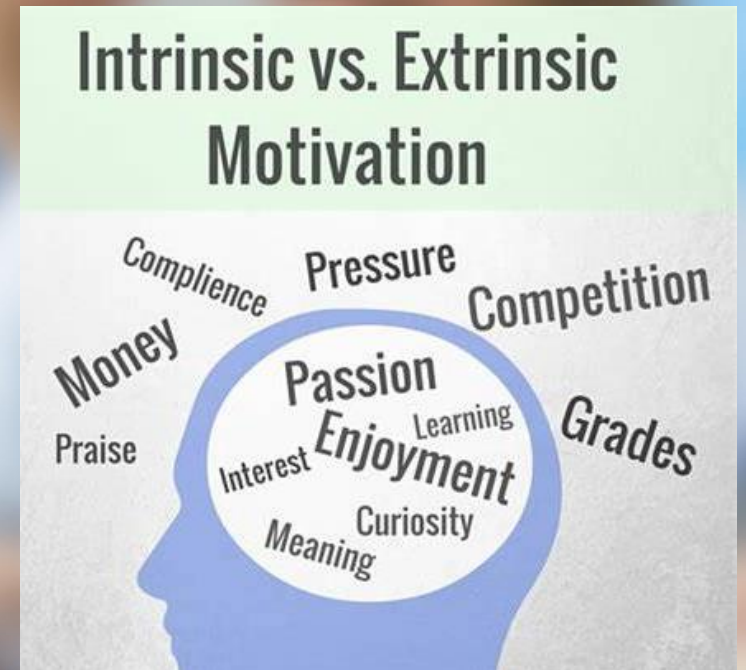## Motivation matters in second/foreign language learning

- 如果学生缺乏动机，学习效率就不高。
- 如果教师不了解学生为什么学英语、怎么学英语，就不能有效地实施英语教学。
- Without motivation, students do not learn English effectively.
- Without an adequate understanding of why and how students learn English, we cannot teach effectively.

Language Learning & Language Teaching   40

Motivation and Foreign Language Learning
From theory to practice

Edited by
David Lasagabaster
Aintzane Doiz
Juan Manuel Sierra

John Benjamins Publishing Company

动机对第二语言或外语的学习非常重要
Motivation matters in second/foreign language learning

- 动机可以来自外部刺激，如金钱、成绩、工作机遇，但内在动机更为重要。内在动机主要来自于学生在学习活动中的积极体验。

- Motivation in learning English may come from external stimuli, such as money, grades, and job opportunities.

- But intrinsic motivation (IM) matters more, which comes from the enjoyment of engaging in English learning activities.

Intrinsic vs. Extrinsic Motivation

Compliance   Pressure   Competition
Money   Passion   Learning   Grades
Praise   Interest   Enjoyment
Meaning   Curiosity

动机对第二语言或外语的学习非常重要
Motivation matters in second/foreign language learning

- 积极的学习体验建立在兴趣、专心和信心的基础之上
  - 有兴趣的英语学习者喜欢学习英语
  - 专心致志的英语学习者知道学习英语的价值
  - 有信心的英语学习者相信他们能够学好英语
- Interested students learn English because they enjoy it; Dedicated students learn English because they believe it is important; Confident students learn English because they believe they can learn it.

兴趣
Interest

信心
Confidence

专心
Dedication

什么是真实英语教学?
What is authentic English teaching?

- Reading like real writers read at home in arm chairs, in libraries, or even at the beach, on the bus, in a dentist's office, or in the bathtub.

- Writing as a process like real writers use, writing the real texts that actual writers write in the real world.

- Speaking for exploration, for sharing, for working things out, just like real speakers speak after a movie, over coffee, on the bus, or in the school cafeteria (Costigan, 2019).

AN AUTHENTIC ENGLISH
LANGUAGE ARTS
CURRICULUM
Finding Your Way in a Standards-Driven Context

Arthur T. Costigan
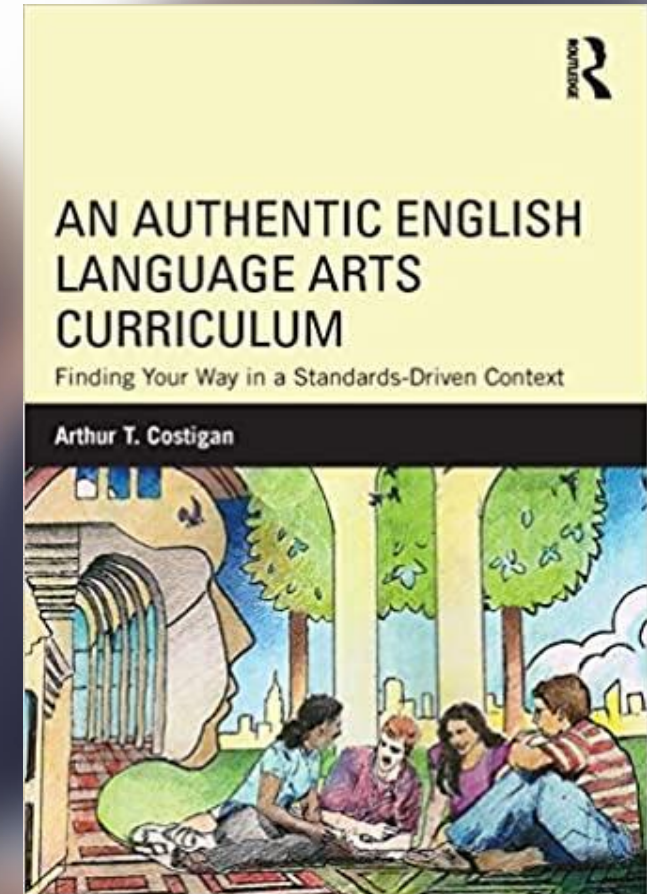
通过真实英语教学提高学生的学习动机
Motivating English learning through authentic teaching

- 开展真实英语教学是提高学生英语学习动机的有效途径之一。其中包括：
  - 使用真实学习材料
  - 使用真实课堂话语
  - 做真实的课堂活动

- One way to motivate students' learning is to teach English in an authentic way by: using authentic materials; using authentic classroom discourse; and doing authentic classroom activities or tasks.
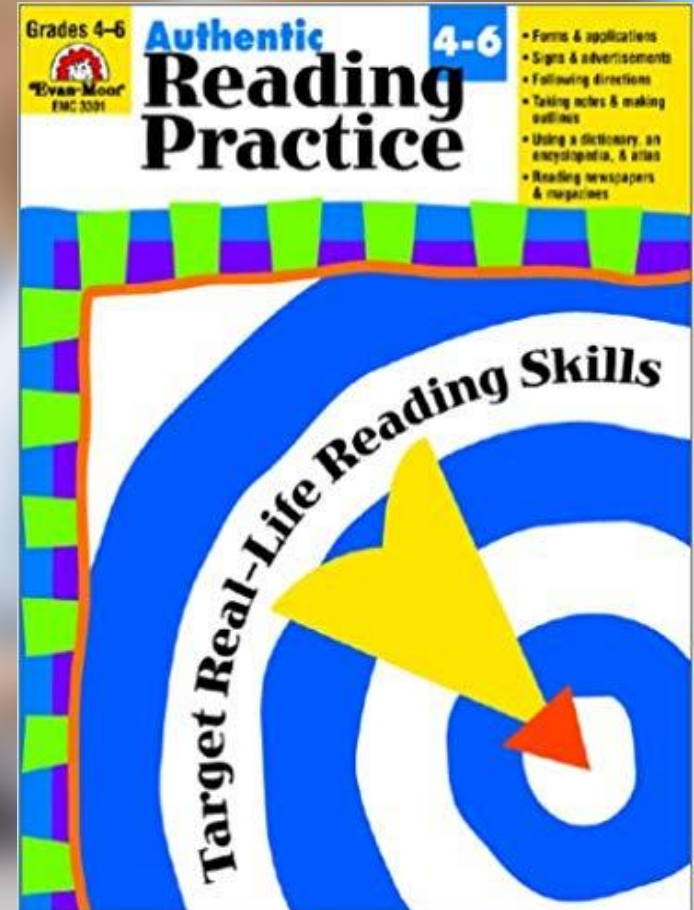
真实与非真实的英语教学材料
Authentic vs. inauthentic teaching materials

My name's Daming and I'm in Class One. I'm from China and I'm Chinese. I'm from Beijing. Beijing is a big city. Lingling's in my class. She's my friend.

My name's Lingling. I'm not from England and I'm not English. I'm Chinese. I'm in Class One. Daming is my friend. We're twelve years old. He's from Beijing and he's in my class. We're good friends.

My name's Wang Hui and I'm Chinese. I'm not from Beijing. I'm from Shanghai. I'm thirteen years old. I'm in Class One with Daming and Lingling. They are my friends.

义务教育教科书
教育部审定 2013

英语
English
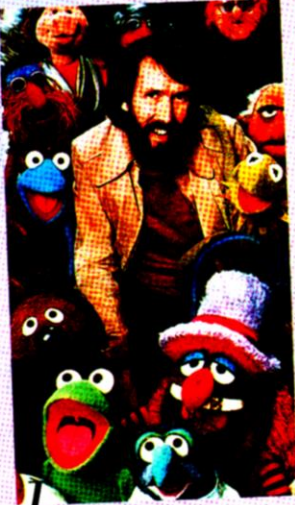
真实与非真实的英语教学材料
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5. Read the biography.

Do you know the Muppets? Which ones can you name?

Jim Henson: Puppeteer

When he was in high school, Jim got his first job in television. His job was to work with puppets. The year was 1954.

Kermit the Frog was "born" the same year. Jim made the puppet from his mother's old green coat. He cut a Ping Pong ball in half, and the two pieces became Kermit's eyes. This cheerful puppet was always Jim's favorite.

Henson invented many more famous puppets, among them Miss Piggy, Big Bird, Cookie Monster, and Ernie and Bert. They were called the Muppets. The TV show "Sesame Street" started in 1969. It used the Muppets to teach and entertain young children.

Jim Henson's "The Muppet Show" was shown around the world and became one of the most widely watched TV programs. Beginning in 1979, the Muppets have appeared in seven movies.

In May 1990, Jim Henson died suddenly at the age of fifty-three. But today, because of his son Brian, there are even more Muppets and more TV shows. And his daughter Cheryl directs a puppet festival with puppets from all around the world. So the Muppets live on.

JIM HENSON was born in September, 1936. At the age of thirteen, Jim's family bought their first television set. Jim loved to watch puppet shows. "As soon as we got that set, I loved television," Jim said later.

4 UNIT 1 • Famous People • PRACTICE

Tuesday, June 11

FAKE TRAFFIC COP ON THE M25

MICHAEL MELLOR got a four month suspended jail sentence for his hobby yesterday. Mellor is a sales representative who drives 400 miles a week on the M25 London orbital motorway. His hobby? Mellor dresses as a police officer, and stops motorists who are driving badly. He gives them a lecture on driving well, then warns them to drive carefully in future.

Mellor got the idea while he was driving home after he had been to a funeral. He was driving his white Ford Sierra along the M25, and he was wearing a white shirt and a black tie. He suddenly noticed that cars were going more slowly when they saw him. Police patrols on the M25 use plain white Sierras, and the police officers always wear white shirts and black ties. Two weeks later, a car overtook him on the wrong side. It was going very fast. Mellor was angry, and flashed his lights. The other car stopped. Mellor stopped too, and the other driver began apologising for what he had done. He called Mellor 'officer'.

Mellor bought a police cap and a fluorescent yellow jacket, like the ones used by the police. For eight months, Mellor patrolled the M25, and stopped dangerous drivers. At last, the real police saw him, and he was arrested. Mellor had to pay a £200 fine and lost his job. He said, 'I am very sorry ... I have no intention of doing it again.'

Hollywood's theory that machines with evil (邪恶的) minds will drive armies of killer robots is just silly. The real problem relates to the possibility that artificial intelligence (AI) may become extremely good at achieving something other than what we really want. In 1960 a well-known mathematician Norbert Wiener, who founded the field of cybernetics (控制论), put it this way: "If we use, to achieve our purposes, a mechanical agency with whose operation we cannot effectively interfere (干预), we had better be quite sure that the purpose put into the machine is the purpose which we really desire."

A machine with a specific purpose has another quality, one that we usually associate with living things: a wish to preserve its own existence. For the machine, this quality is not in-born, nor is it something introduced by humans; it is a logical consequence of the simple fact that the machine cannot achieve its original purpose if it is dead. So if we send out a robot with the single instruction of fetching coffee, it will have a strong desire to secure success by disabling its own off switch or even killing anyone who might interfere with its task. If we are not careful, then, we could face a kind of global chess match against very determined, super intelligent machines whose objectives conflict with our own, with the real world as the chessboard.

The possibility of entering into and losing such a match should concentrate the minds of computer scientists. Some researchers argue that we can seal the machines inside a kind of firewall, using them to answer difficult questions but never allowing them to affect the real world. Unfortunately, that plan seems unlikely to work: we have yet to invent a firewall that is secure against ordinary humans, let alone super intelligent machines.

Solving the safety problem well enough to move forward in AI seems to be possible but not easy. There are probably decades in which to plan for the arrival of super intelligent machines. But the problem should not be dismissed out of hand, as it has been by some AI researchers. Some argue that humans and machines can coexist as long as they work in teams—yet that is not possible unless machines share the goals of humans. Others say we can just "switch them off" as if super intelligent machines are too stupid to think of that possibility. Still others think that super intelligent AI will never happen. On September 11, 1933, famous physicist Ernest Rutherford stated, with confidence, "Anyone who expects a source of power in the transformation of these atoms is talking moonshine." However, on September 12, 1933, physicist Leo Szilard invented the neutron-induced (中子诱导) nuclear chain reaction.

真实与非真实的英语教学材料
Authentic vs. inauthentic teaching materials

真实与非真实的课堂话语
Authentic vs. inauthentic classroom discourse

T: I like rabbits very much. Because they're white and lovely. What animals do you like?

S: I like pandas.

T: Why?

S: Because they're white and black. They are very lovely, too.

真实与非真实的课堂话语
Authentic vs. inauthentic classroom discourse

T: Good afternoon, boys and girls. Today we will learn shopping. Ok?

SS: Ok.

T: Do you want to go to the shop?

Ss: No!

T: ... Sorry. Let's go to the supermarket.

真实与非真实的课堂话语
Authentic vs. inauthentic classroom discourse

T: What does your mother do?

S1: My mother is a teacher.

T: Very good! … What does your father do?

S2: My father is a doctor.

T: Very good!

真实与非真实的学习活动
Authentic vs. inauthentic learning activities

- Teaching students to do a fake (artificial) but simple thing is almost impossible to do – and they will come to hate doing these things.

- Teaching students to do a real (authentic) but complex thing is always achievable – and they will come to love the challenge of doing real things (Costigan, 2019).

真实与非真实的学习活动
Authentic vs. inauthentic learning activities

真实与非真实的学习活动
Authentic vs. inauthentic learning activities

I like Chinese New Year because I enjoy going to the flower market. I enjoy watching lion dances too.

I don't like Halloween because I don't like going trick-or-treating. I don't like wearing a costume either.

by Karen

Write about Mark.

I like _____ because I enjoy _____
_____ . I enjoy _____
_____ too.

I don't like _____
_____ . I _____
_____ .

by Mark

真实与非真实的学习活动
Authentic vs. inauthentic learning activities

Designing a brochure "Questions and Answers About Pond Life"

- Some students visited the local nature center as part of their science lesson on pond life. They asked questions about pond life.

- Later the director of the nature center asked the students if they would like to prepare a brochure called "Questions and Answers About Pond Life".

- The students went to work, studying similar brochures collected from museums, working in groups to brainstorm questions for the brochure, and researching answers by reading science books.

- Their final draft was published as a real brochure and displayed in a stand in the front office of the nature center, which were used by many visitors (Duke, Purcell-gates, Hall, and Tower, 2006).

Now, let's take some questions from the Q and A.

?

You can also use the chat box to leave your comments and questions!