

通过真实英语教学激发学生的学习动机

Motivating Students' Learning through
Authentic English Teaching

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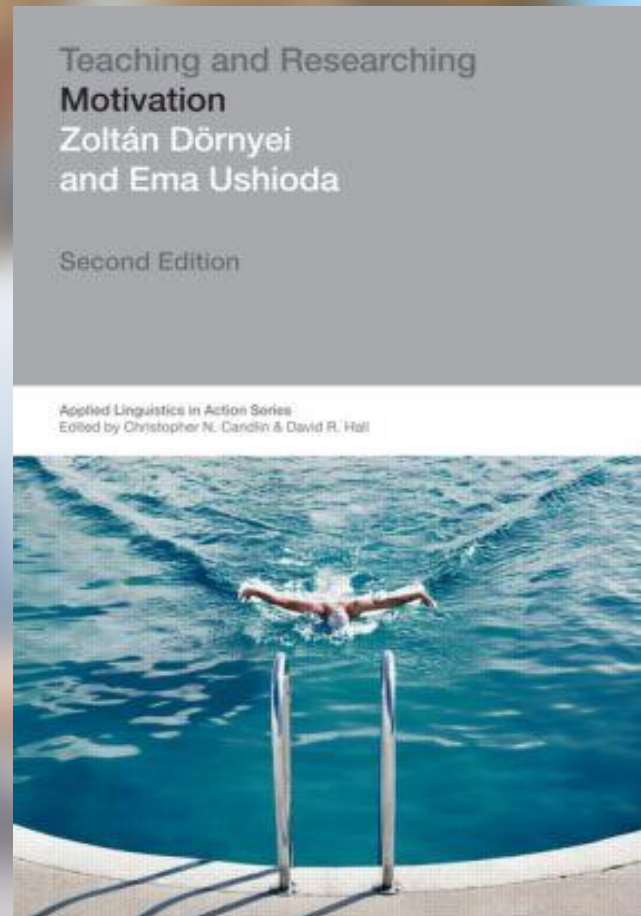
北京师范大学 程晓堂



动机对第二语言或外语的学习非常重要

Motivation matters in second/foreign language learning

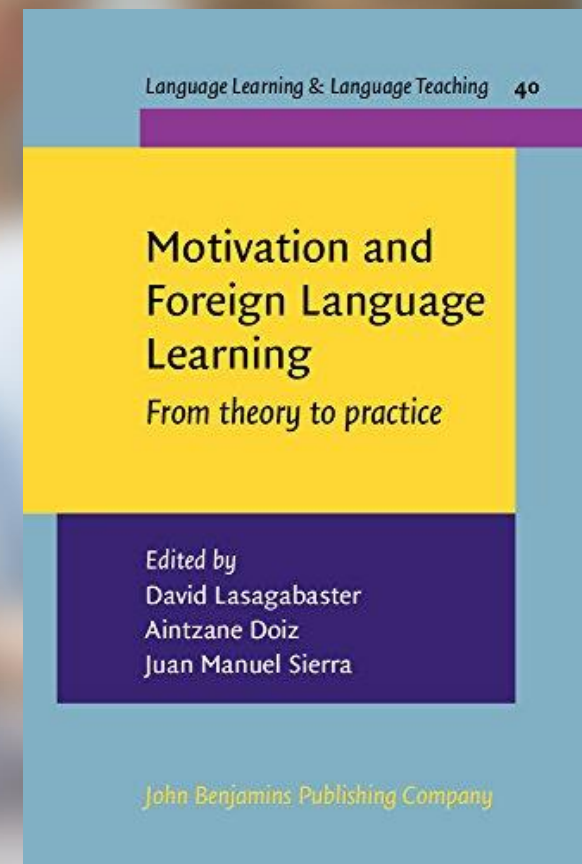
- 大量研究表明，学习动机对第二语言或外语的学习有重要影响；动机的强弱程度与语言学习的结果密切相关。
- Numerous studies have confirmed the impact of motivation on second/foreign language learning, and there has been substantial evidence linking motivation to overall second/foreign language attainment.



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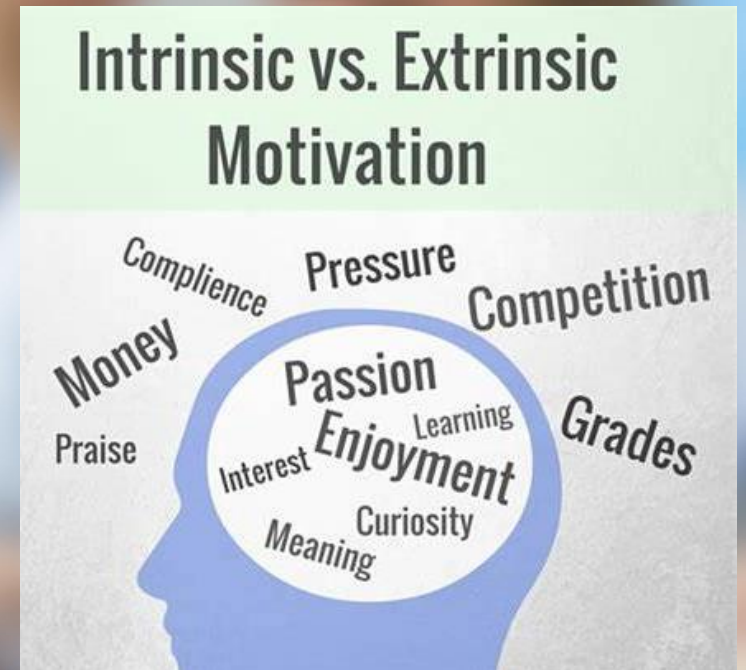
- 如果学生缺乏动机，学习效率就不高。
- 如果教师不了解学生为什么学英语、怎么学英语，就不能有效地实施英语教学。
- Without motivation, students do not learn English effectively.
- Without an adequate understanding of why and how students learn English, we cannot teach effectively.



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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.



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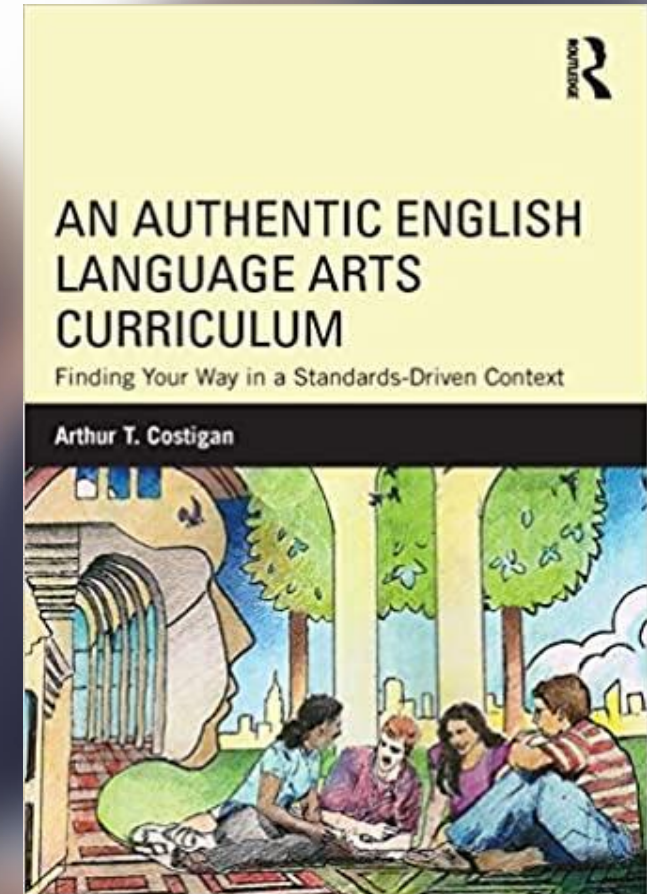
- 积极的学习体验建立在兴趣、专心和信心的基础上
 - 有兴趣的英语学习者喜欢学习英语
 - 专心致志的英语学习者知道学习英语的价值
 - 有信心的英语学习者相信他们能够学好英语
- Interested students learn English because they enjoy it; Dedicated students learn English because they believe it is important; Confident students learn English because they believe they can learn it.



什么是真实英语教学？

What is authentic English teaching?

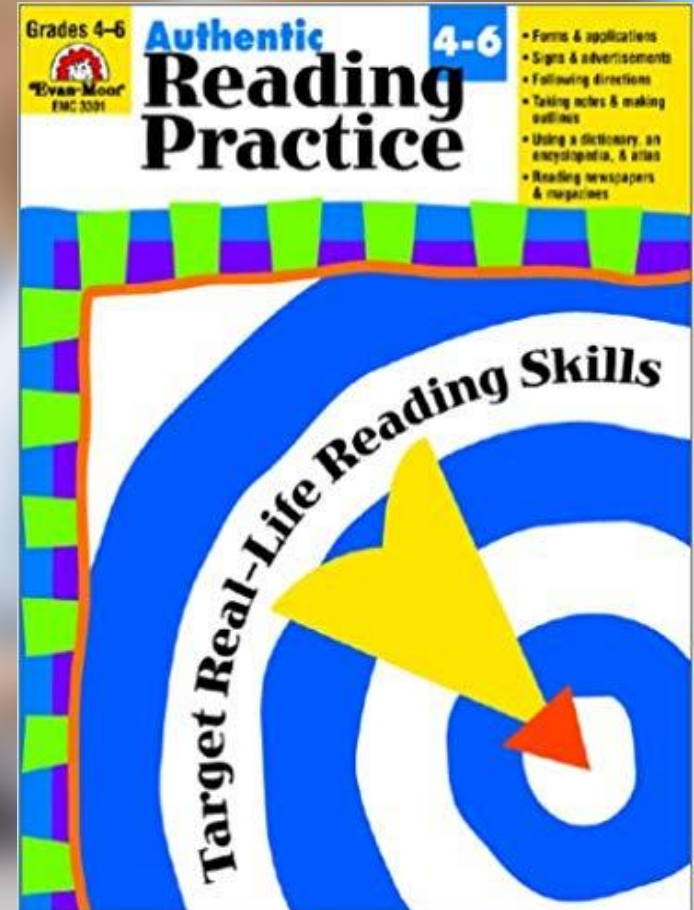
- Reading like real writers read at home in arm chairs, in libraries, or even at the beach, on the bus, in a dentist's office, or in the bathtub.
- Writing as a process like real writers use, writing the real texts that actual writers write in the real world.
- Speaking for exploration, for sharing, for working things out, just like real speakers speak after a movie, over coffee, on the bus, or in the school cafeteria (Costigan, 2019).



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.



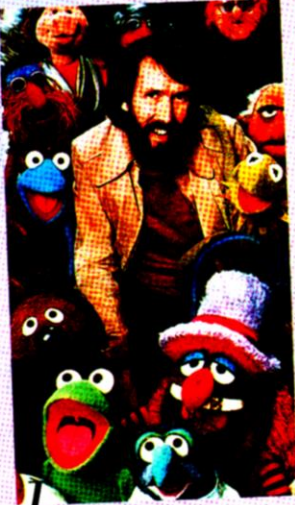
真实与非真实的英语教学材料

Authentic vs. inauthentic teaching materials

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.'

真实与非真实的英语教学材料

Authentic vs. inauthentic teaching materials

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

Stuart Russell is a professor of computer science at the University of California, Berkeley, and an expert on artificial intelligence.



COMMENTARY

SHOULD WE FEAR SUPERSMART ROBOTS?

If we're not careful, we could find ourselves at odds with determined, intelligent machines whose objectives conflict with our own

By Stuart Russell

IT IS HARD TO ESCAPE THE NAGGING SUSPICION THAT CREATING MACHINES smarter than ourselves *might* be a problem. After all, if gorillas had accidentally created humans way back when, the now endangered primates probably would be wishing they had not done so. But *why*, specifically, is advanced artificial intelligence a problem?

Hollywood's theory that spontaneously evil machine consciousness will drive armies of killer robots is just silly. The real problem relates to the possibility that AI may become incredibly good at achieving something other than what we really want. In 1960 legendary mathematician Norbert Wiener, who founded the field of cybernetics, put it this way: "If we use, to achieve our purposes, a mechanical agency with whose operation we cannot efficiently interfere...., 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 property, one that we usually associate with living things: a wish to preserve its own existence. For the machine, this trait is not innate, 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 sole directive

of fetching coffee, it will have a strong incentive to ensure success by disabling its own off switch or even exterminating anyone who might interfere with its mission. If we are not careful, then, we could face a kind of global chess match against very determined, superintelligent machines whose objectives conflict with our own, with the real world as the chessboard.

The prospect 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 fire wall, using them to answer difficult questions but never allowing them to affect the real world. (Of course, this means giving up on superintelligent robots!) Unfortunately, that plan seems unlikely to work: we have yet to invent a fire wall that is secure against ordinary humans, let alone superintelligent machines.

Can we instead tackle Wiener's warning head-on? Can we de-



sign AI systems whose goals do not conflict with ours so that we are sure to be happy with the way they behave? This is far from easy—after all, stories with a genie and three wishes often end with a third wish to undo the first two—but I believe it is possible if we follow three core principles in designing intelligent systems:

The machine's purpose must be to maximize the realization of human values. In particular, it has no purpose of its own and no innate desire to protect itself.

The machine must be initially uncertain about what those human values are. This turns out to be crucial, and in a way it sidesteps Wiener's problem. The machine may learn more about human values as it goes along, of course, but it may never achieve complete certainty.

The machine must be able to learn about human values by observing the choices that we humans make.

The first two principles may seem counterintuitive, but together they avoid the problem of a robot having a strong incentive to disable its own off switch. The robot is sure it wants to maximize human values, but it also does not know exactly what

those are. Now the robot actually *benefits* from being switched off because it understands that the human will press the off switch to prevent the robot from doing something counter to human values. Thus, the robot has a positive incentive to keep the off switch intact—and this incentive derives directly from its uncertainty about human values.

The third principle borrows from a sub-discipline of AI called inverse reinforcement learning (IRL), which is specifically concerned with learning the values of some entity—whether a human, canine or cockroach—by observing its behavior. By watching a typical human's morning routine, the robot learns about the value of coffee to humans. The field is in its infancy, but already some practical algorithms exist that demonstrate its potential in designing smart machines.

As IRL evolves, it must find ways to cope with the fact that humans are irrational, inconsistent, weak-willed and have limited computational powers, so their actions do not always reflect their values. Also, humans exhibit diverse sets of values, which means that robots must be sensitive to potential conflicts and trade-offs among people. And some humans are just plain evil and should be neither helped nor emulated.

Despite these difficulties, I believe it will be possible for machines to learn enough about human values that they will not pose a threat to our species. Besides directly observing human behavior, machines will be aided by having access to vast amounts of written and filmed information about people doing things (and others reacting). Designing algo-

rithms that can understand this information is much easier than designing superintelligent machines. Also, there are strong economic incentives for robots—and their makers—to understand and acknowledge human values: if one poorly designed domestic robot cooks the cat for dinner, not realizing that its sentimental value outweighs its nutritional value, the domestic robot industry will be out of business.

Solving the safety problem well enough to move forward in AI seems to be feasible but not easy. There are probably decades to plan for the arrival of superintelligent 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 feasible unless machines share the goals of humans. Others say we can just "switch them off" as if superintelligent machines are too stupid to think of that possibility. Still others think that superintelligent AI will never happen. On September 11, 1933, renowned physicist Ernest Rutherford stated, with utter confidence, "Anyone who expects a source of power in the transformation of these atoms is talking moonshine." On September 12, 1933, physicist Leo Szilard invented the neutron-induced nuclear chain reaction. ■

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).

Question and Answer

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



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

