



Adapting Bilingual Subtitles for Vocabulary Learning : Effects of Textual Enhancement and Language Proficiency

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01

Research background

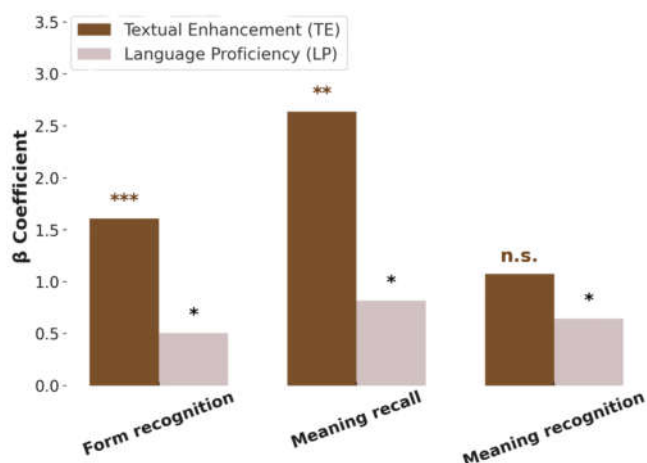
Bilingual subtitles support language learning by combining visual and auditory input. Textual enhancement (TE) can highlight unfamiliar words, while language proficiency shapes how learners process them. This study examines how TE and language proficiency affect incidental vocabulary learning in Chinese EFL learners.

Research methods

02

42 Chinese university English majors watched a 7-minute BBC documentary with bilingual subtitles. 3 target words were highlighted in red while 3 appeared unenhanced. Learners completed pre- and post-tests on vocabulary knowledge and took the Oxford Placement Test, with a within-subjects design used for analysis.

03 | Key findings



TE improved form recognition and meaning recall but showed no effect on meaning recognition. Language proficiency consistently predicted all outcomes, with higher proficiency learners achieving greater vocabulary gains. Together, the findings suggest TE aids surface learning, while proficiency supports deeper processing.

Tailor Subtitles

- High proficiency: enhance more challenging words.
- Low proficiency: limit enhancement to core words.

Assess Learners' Levels

- Use placement tests to guide subtitle design.

Teacher Training

- Equip teachers to adapt subtitling strategies for diverse learners.

Classroom Resilience

- Flexible bilingual subtitles help sustain vocabulary learning across varied contexts.

04

Practical applications for dynamic teaching contexts

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元认知驱动下县域高中课堂六步进阶法的实践

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华中师范大学附属息县高级中学

研究背景

本研究立足于中国县域高中所面临的教育现实困境。长期以来，县域高中普遍面临校际协作机制缺失、教师专业发展路径受限、学生自主学习能力薄弱等结构性挑战。在国家全面推进素质教育、深化课程改革与实施县域高中振兴战略的政策背景下，传统以知识传授为中心的教学模式已难以适应核心素养导向的教育发展要求。

元认知理论 (Metacognitive Theory, Flavell, 1976) 为本研究提供了核心框架。我们将其从心理学概念系统转化为教学实践工具，提出“元认知驱动”的教学理念，强调通过对学生认知过程意识唤醒、策略监控与自主调节，实现其从“被动接受”到“主动学习”的根本转变。

在此理论基础上，本研究构建了“课堂六步进阶法”，旨在通过结构化、阶梯式的课堂活动设计，将元认知训练嵌入教学全流程。该模式积极响应国家《深化教育体制机制改革的意见》(2017)及教育部“教联体”建设(2024)等政策要求，不仅为学生提供可操作的自主学习策略，也为教师构建了一套可复制、可推广的课堂实践范式，助力形成“学生—教师—学校—家庭”多维协同的教育新生态。

元认知教学范式的发展与实践历程



关键发现与25年实践成果

研究项目发展历程四个演进阶段(1999-2024)，初期聚焦英语学科教学改革，中期构建元认知驱动的课堂教学范式，后期拓展至德育、体育等多维领域，不断推动五大教学共同体(县域高中学校、学科教师、班主任、家长、学生合作小组)相互关联、协同合作，实现内部元认知和外部教学共同体的有机结合，构建全方位的教育支持网络，最终形成区域性教学共同体发展模式。

规模与影响

时间跨度：25年持续研究与实践。

实践范围：覆盖河南省30余所县域高中。

研究基础：基于120名学生的对比实验($p<0.05$)。

学生能力与成绩双提升

拔尖创新人才培养：学生累计获得全国奥林匹克竞赛等国家级、省级奖项91项；2024年单年荣获外研社杯全国中学生外语素养大赛省级奖项40项；近五年累计培养输送空军飞行员达15人，居全国县域高中之最。

能力实证：元认知训练显著提升学生的口语流利度，并有效降低学习焦虑。

自主学习：实践学习中，70%的学生能系统运用思维导图等工具制定学习计划、进行自我监控。

元认知驱动下的自主学习能力提升模型



教师专业化成长与辐射引领

科研成果：教研团队产出省市级课题与论文100余项。

教学奖项：荣获省市级优质课等教学奖项80余项，2024年一课例入选教育部“基础教育精品课”。

平台建设：成功主持建设3个省级工作室(名班主任、学生发展指导导师、中原名师)，辐射引领区域教师发展。

学校从薄弱到示范的飞跃

荣誉认可：成果获2025年河南省基础教育教学成果二等奖；学校获“河南省基础教育教师培训基地”、“河南教育名片”等称号。

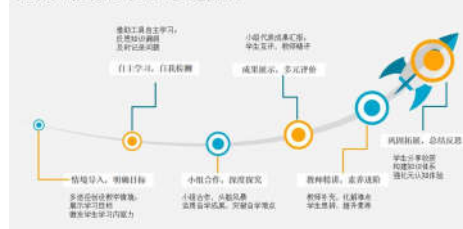
学科建设：英语学科被评为“河南省二级学科基地”。

模式推广：“课堂六步进阶法”教学范式在30余所成员校推广应用，五大教学共同体协同发展，有效促进区域教育均衡发展。

课堂六步进阶法

本研究构建的“元认知驱动的课堂六步进阶法”是基于25年教学实践形成的结构化教学模式。该方法将元认知训练有机融入课堂教学全过程，促进学生自主学习能力与学科素养的协同发展。

元认知驱动的课堂六步进阶法



该方法在河南省30余所县域高中实践验证表明：实验班级学生的元认知水平显著提升(t 检验 $p<0.01$)，英语学科核心素养测评得分平均提高23.6%，自主学习策略使用频率增加2.4倍。教师教学反思深度与频次明显提升，形成优质课例80余项，其中部级精品课1项。

元认知驱动的课堂六步进阶法实现了元认知训练与学科教学的深度融合，已推广至语文、数学等多学科领域，构建了可复制、可观测、可评估的操作范式，形成了“认知能力—学科素养—自主学习”三位一体的培养体系，提供了县域教育质量提升的有效路径。

实际教学场景的灵活应用

元认知驱动的课堂六步进阶法的核心优势在于其适应性，能为教育工作者提供解决多样化课堂挑战的策略，培养学生自我调节与协作学习能力。

1. 应对差异化教学的挑战，如学生准备程度、兴趣点、学习速度差异巨大。那么，在“自主学习，自我检测”环节，学生按自己的节奏学习与自测，学优生可钻研拓展材料，其他学生则巩固基础知识，实现分层教学。在“小组合作，深度探究”环节，异质分组实现“兵教兵”。学困生在同伴讲解中受益，学优生通过教学深化理解。而教师从全程讲授中解放，在“教师精讲，素养进阶”环节基于观察，为个体或小组提供精准、及时的支持。

2. 实现高效的“翻转课堂”。如，学生观看视频或阅读文本(情境导入)，并使用引导性问题或思维导图进行自学、记录疑问(自主学习)。课中时间聚焦于小组探究、成果展示与评价、教师精讲——实现从知识获取到应用、分析、综合的跃升。

3. 与项目式学习(PBL)融合。项目启动即情境导入。学生用元认知策略规划调研任务(自主学习)。团队协作解决问题、创造产品(小组探究)。项目终期展示和评议就是成果展示与多元评价。项目全程的教师支架便是教师精讲。

4. 强化形成性评价。自我检测为学生提供即时反馈，小组讨论和生生互评让教师倾听并发现共性误区，而教师精讲的步骤直接针对前几个环节暴露出的理解缺口，因此极其精准、高效。

课堂一瞥：教学实例Writing a formal email(北师大版)(2024部级精品课)

Step 1 情境导入，明确目标

外国朋友微信电话求助，创设真实语境，明确学习目标。

Step 2 自主学习，自我检测

对比两封正式与非正式的邮件，自我检测对文体规范的初步认知。

Step 3 小组合作，深度探究

组内讨论写作策略，运用思维导图建构语用知识，起草邮件。

Step 4 成果展示，多元评价

小组分享成果并自评、互评，提升批判性思维。

Step 5 教师精讲，素养进阶

教师基于小组表现的共性难点，进行精准的支架式教学。

Step 6 巩固拓展，总结反思

学生完善邮件并反思学习过程，实现能力内化。

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The REACT Framework: From Gaokao Preparation to Critical Thinking Development in Resource-Constrained Contexts

Author: Wang Laimin, Zhao Peng, Li Chunhan, Zeng Zhijie, Lv Jingjing, Liu Weihua

Luyi County High School

The REACT Framework:

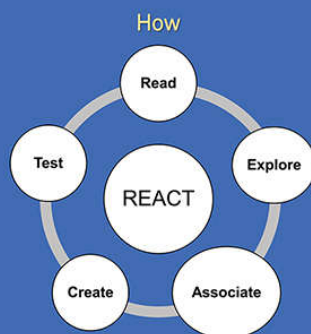
From Gaokao Preparation to Critical Thinking Development in Resource-Constrained Contexts

Research Background

County high schools focus on exam drills for Gaokao preparation, lacking materials to train higher-order thinking. Developing Gaokao reading materials offers a feasible solution. This project, launched at Luyi County High School in September 2019, has shown initial results.

2019.9-2020.7 (Experiment);

2020.9-2025.7 (Promotion).



Read	Identify thematic contexts and structures.
Explore	Investigate word meaning and infer the implication and culture.
Associate	Associate learning with real-life experiences.
Create	Apply knowledge to new contexts.
Test	Assess students' performances.

Teachers can implement the REACT model through:

FIRST

Read for thematic contexts and text structures(5mins).

SECOND

Guide exploration of vocabulary and cultural elements(20mins).

THIRD

Associate texts with students' real-life experiences(5mins).

FOURTH

Apply learned concepts to new contexts(5mins).

FIFTH

Continuous assessment and strategy adjustment(5mins).

Innovative Framework

This framework enables teachers to transform standard Gaokao materials into comprehensive thinking development tools without requiring additional resources or materials.

The model provides concrete, replicable steps for material adaptation, making it particularly valuable for educators in county schools or resource-limited environments.

Sustainable Exam Pedagogy

Thinking-Innovation

By demonstrating measurable improvements in higher-order thinking skills while maintaining examination relevance, this approach offers sustainable innovation that addresses both pedagogical excellence and practical constraints.

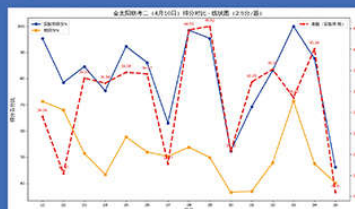
Student Impact Evidence

Gaokao reading scores rose 12% post-implementation (2019-2020 experiment).

Before: 68% average in critical reading sections.

After: 80% average with improved analytical responses.

Data reflect 300+ students at Luyi County High School.



Questions 21-35, which assessed reasoning, induction, word guessing, and judgment skills, showed significant progress in experimental classes compared to baseline measurements.

A Practical Study on Enhancing Senior High School Students' Ability to Tell Chinese Stories Well Through English Reading and Writing Teaching



Chen Ming, Li Yubo, Wang Yingying, Su Qian, Gao Xueli, Han Xiao
Hebi Senior School, Henan, China

Research Background

◆ The overall goal of English curriculum in senior high schools is to cultivate socialist builders and successors with Chinese cultural identity, global vision, and cross-cultural communication skills. However, current high school English teaching often exhibits varying degrees of “inability in Chinese cultural expression”. Given the developmental context of the era and the present state of English education, it is essential for English curricula to align with the principles of ideological and political education, implement the fundamental task of fostering virtue and cultivating talent, integrate elements of Chinese stories into classroom instruction, and enhance students’ ability to effectively tell China’s stories in English. This study explores how to improve students’ ability to tell Chinese stories in English and cultivate their cultural confidence through integrating English reading and writing teaching with Chinese stories.

Methodology

◆ Using mixed methods, data was collected through questionnaires and interviews. An action research was conducted in classrooms, testing the “3+N” model, including teaching, debating, reading and writing plus N practical activities, among 300 students and 20 English teachers from three high schools in Hebi City over three years.

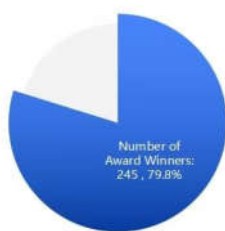
“3+N” Model



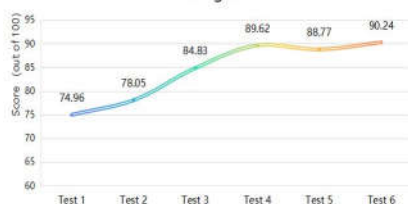
Core Findings

◆ After the practice, data showed that students’ interest in Chinese stories increased by 40% compared to the beginning of the study, and their English expression ability scores (assessed by storytelling tasks) improved by an average of 15 points. Teaching strategies such as “cultural immersion + task-based writing” have shown significant effects, with nearly 80% of students participating in the national “FLTRP Cup” English competition and achieving excellent results.

Situation of Student Awards in “FLTRP Cup”



Score Changes in Telling Chinese Stories Well in English



Pre- and Post-Study Student English Expression Ability Score Paired t-Test Analysis Results

Pair Number	Item	Mean	Standard Deviation	Mean Difference	t	P
Pair 1	Test 6	90.24	20.6	15.28	11.163	0.000**
	Test 1	74.96	26.49			

* $p < 0.05$ ** $p < 0.01$

Practical Applications

1. Teaching Practice Applications

Educational practitioners can apply this research in various ways. For example, they can use multimedia to present story backgrounds and design reading and writing tasks based on “Chinese stories”, such as asking students to write a report on Chinese traditional festivals in English, to create an immersive language environment.

2. Cultural Exchange Applications

In ASEAN-China educational exchanges, it can promote a deeper understanding of each other’s cultures. Meanwhile, it continues to optimize the teaching plan according to feedback, helping students establish cross-cultural communication adaptability, meeting the needs of telling local stories in English in diverse scenarios, and promoting cultural exchanges and educational cooperation between China and ASEAN.



Contact Information

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Implementation Paths and Research Strategies for Project-Based English Assignments in Senior High School under the Guidance of Core Competencies

核心素养导向下高中英语项目式作业的实施路径与策略研究

梁玉霞 肖肖 孙晶晶 王静斐 牛园园 邹琦

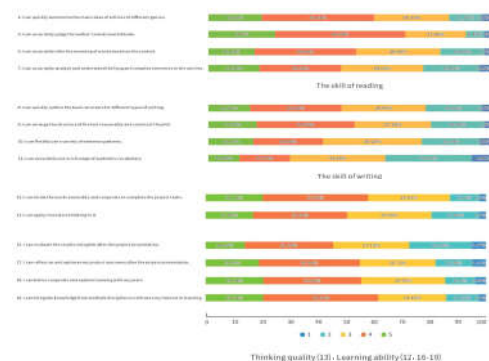
Introduction

This study adopts an action research approach and employs questionnaires administered to 217 senior high school students (Grades 10 and 11) to empirically investigate the implementation path and effectiveness of Project-Based Learning (PBL) in English language teaching, specifically exploring its role in fostering student resilience and adaptive learning capacities in response to evolving educational challenges. A PBL teaching model and project-based assignment system were constructed, grounded in thematic contexts and driven by authentic problems, to enhance students' ability to adapt to real-world language use and dynamic communication scenarios. Based on the PEP textbook, ten PBL cases under three major thematic contexts were developed, forming an operational framework that integrates project design, implementation, and multi-dimensional evaluation, thereby promoting innovative teaching strategies that align with the need for educational resilience and adaptability in a changing academic environment.

Research methodology and statistical findings

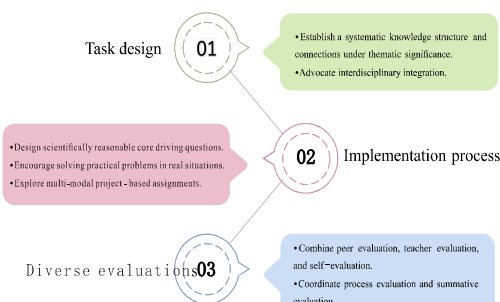
Research methodology: Action Research Method

Statistical findings: A comparison of the pre-survey and post-survey data shows that PBL learning has significantly improved students' ability in reading (an average score of 3.565), cooperation (58%) and innovative thinking (50%), with particularly notable effects in inferring the author's attitude (70%) and organizing the structure of a text (51.61%).



Practical implementation strategies

Practical implementation strategies: The design of project-based assignments should be based on thematic contexts and driven by real-world problems. Through strategies of effective planning, collaborative practice, and outcome transformation, task design, process implementation, and diverse evaluation of project-based assignments shall be conducted to enhance students' reading abilities, collaborative skills, and innovative thinking, as well as to fulfill the development of core competencies.



Highlights – 10 PBL cases



案例1:小组展示太空探索学习成果
Case 1: Group Powerpoint Presentation of Space Exploration



案例2:制作海洋保护手册
Case 2: Manuals About Sea Protection



案例3:制作环境保护提案
Case 3: Proposals for Environmental Protection



案例4:“互联网对青少年利大于弊”为辩题的英语辩论赛
Case 4: Debate: Do Internet's Beneficial Influences on Teenagers Outweigh its harmful ones?



案例5:制作介绍中国少数民族传统节日的海报
Case 5: Posters of Traditional Festivals of Chinese ethnic minorities



案例6:诗歌比赛:创作与朗诵
Case 6: Poem Contest: Creation & Presentation



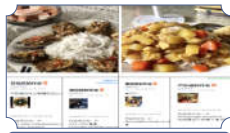
案例7:介绍杰出人物
Case 7: Introduction to Prominent Figures



案例8:制作志愿服务工作宣传海报
Case 8: Posters of Voluntary Work



案例9:设计制作学生社团海报
Case 9: Posters of Campus Clubs



案例10:介绍并制作特色美食
Case 10: Delicacy Cooking and Introduction

Evaluation framework

Evaluation framework: During the preparation, implementation, and outcome phases of project-based assignments, diverse evaluation rubrics should be adopted to promote teaching and learning through assessment.

Table 1: Project Preparation Evaluation Form

Criteria	Excellent (5)	Good (4)	Average (3)	Satisfactory (2)	Unsatisfactory (1)
Feasibility					
Aesthetics					
Innovation					
Expected Effect					

Table 2: Project Process Evaluation Form

Criteria	Self-evaluation			Evaluation by Group Members		
	A	B	C	A	B	C
Is there a clear division of labor?						
Do you often express your own views and participate in cooperation?						
Do you listen carefully to others' speeches?						
When group members' opinions are different from yours or their expressions are incomplete, will you put forward your own views?						
When there are differences of opinion within the group and cooperation is hindered, will you reach a consensus through discussion?						

Table 3: Project Outcome Evaluation Form

Criteria	Average	Good	Excellent
Did the poster capture attention & interest?			
Was the message conveyed clearly?			
Were the main points logically presented?			
Was the design creative and beautiful?			
Did the speaker use gesture / bodylanguage effectively?			

Contact information

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Investigating the Effect of Multimodal Writing on Senior High School Students' Continuation Task

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1

Introduction

- Continuation task in the National College Entrance Examination (NCEE): students read an incomplete story and add subsequent episodes to complete the narrative.
- Multimodal writing of the continuation task is expected to bring improvements in language development (Xu, 2021), engagement (Jiang et al., 2020) and self-efficacy (Abdelhalim, 2024).

2

Research questions

- RQ1: To what extent does multimodal writing influence the overall quality of senior high school students' continuation task?
- RQ2: How does multimodal writing affect linguistic complexity, fluency, and accuracy in senior high school students' continuation task?
- RQ3: What are students' perceptions of multimodal writing activities in senior high school students' continuation task?

3

Methodology

Participant

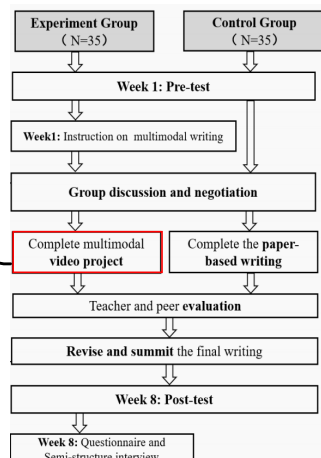
- 35 senior two students in both groups
- upper-intermediate English proficiency
- No significant differences in overall English scores and writing scores ($p=0.8>0.05$)

Material

- Tests: Continuation tasks of NCEE in 2022 and 2023
- Three writing tasks

Procedure

- Complete writing draft as the subtitle of the video
- Searching the images, audio and linguistic expressions, etc.
- Integrate the collected resources for video making
- Revise the linguistic expressions to better match with the visual modes
- Make the recording based on the subtitles
- Export the video



Findings

4

- Multimodal writing can significantly **improve the overall quality** of senior high school students' continuation task.
- The impact of multimodal writing manifested itself in particular linguistic features:
 - Complexity**: lexical word variation (↑), Mean Length of T-unit (↑)
 - Accuracy**: number agreement error (↓), tense error (↓), **misuse of non-finite verbs** (↑)
 - Fluency**: text length (↑)
- Students generally held **positive attitudes** towards the use of multimodal writing in continuation task, especially the effect on writing improvements and collaboration.
 - Time cost; a lack of digital literacy**

Practical implementation strategies

5

- Encouraging students to **use diverse modes** like text, pictures, and sounds to enhance writing quality and complexity.
- Facilitating **peer collaboration** to improve writing skills through shared multimodal experiences.
- Offering **digital literacy training** to ensure students can effectively use technology in writing.
- Integrating multimodal writing into **Project module** in senior high school textbooks.
- Leveraging multimodal writing to address the challenges of large class sizes and limited resources by creating engaging and interactive learning environments that promote students' autonomy and creativity.

Research on Life-Oriented Writing in Senior High School

Introduction

Life-oriented writing approaches English composition through the lens of students' everyday experiences, offering an alternative to exam-focused instruction. This pedagogical vision has been actualized through the Write Now platform, which currently reaches an audience of 14 million readers.

Method

Research Design

A mixed-method approach combining quantitative and qualitative data.

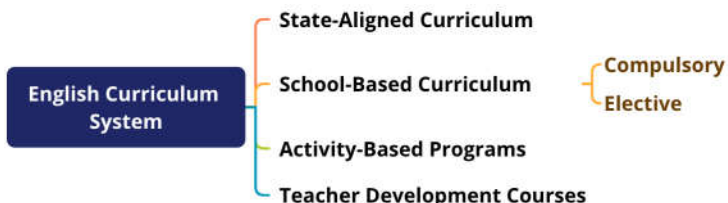
Participants

1,100 high school students, English teachers, and principals.

Key Findings

Curriculum Optimization

A comprehensive, multi-layered curriculum that integrates standardized requirements with school-based innovation.



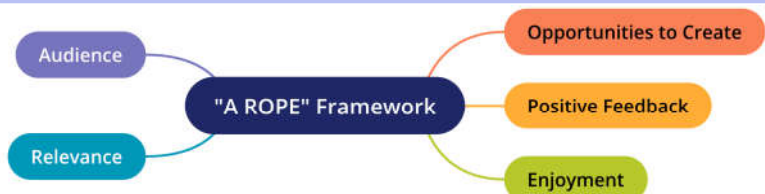
"Write Now"

A multi-platform publishing system that amplifies student voice by connecting classroom writing to authentic audiences.



"A ROPE"

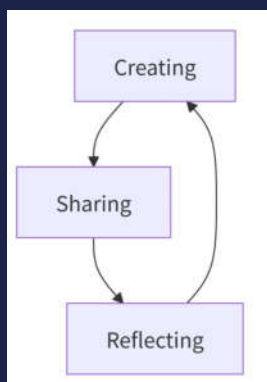
A student-centered instructional framework designed to boost engagement and authenticity in writing.



Practical Application

✓ "Creating-Sharing-Reflecting" Instructional Model

A dynamic teaching cycle that guides students through the writing process.



✓ Five-Dimensional Teacher Evaluation System

A holistic assessment model that evaluates writing teaching through five lenses.



✓ "A ROPE" Framework

This framework incorporates real-world audiences, relatable topics, creative freedom, constructive feedback, and enjoyable processes into writing tasks.

✓ Write Now Online Platform

Teachers and students can contribute and publish articles across diverse platforms, such as WeChat Public Account and *English Weekly* Column.



基于英语整本书“间断性续写”教学提升高中生读后续写能力的实践研究

黄磊 胡保杰 于晓芬 王娜娜 吴建勋 冉慧霞

摘要

本研究聚焦“提升学生读后续写能力”核心目标,重点探讨适配高中生语言水平与认知特点的英语整本书阅读书目,同步开展相关教学模式的构建与实践。该模式以“阅读理解—多轮续写—归纳提升”为核心阶段,引导学生在赏析文本语言、分析文本结构后,通过“模仿写作—自主创作—反思重构”的递进式活动,形成“输入(文本阅读)—内化(语言与思维加工)—输出(续写创作)”的完整学习闭环。

实践显示,基于“三阶六步”活动链的间断性续写教学,可有效解决学生读后续写中“兴趣薄弱、语言匮乏、协同能力差”等问题;同时能培养学生跨文化意识、逻辑思维与创新思维,为英语学科核心素养的全面落地,提供切实可行的教学路径。

研究成果



高中英语整本书阅读书目

本研究围绕“提升学生读后续写能力”核心目标,结合高一至高三学生语言水平与认知特点,筛选并确定梯度化英语整本书阅读书目。高一选取 *Holes*, *The Boy in the Striped Pajamas*, 文本语言简洁、情节连贯,适配高一学生基础语言能力,助力其搭建文本分析与续写基础;高二选用 *Wonder*, *Flipped*, 内容贴近成长体验,语言难度适度提升,可引导学生深化情感共鸣与情节创作;高三阶段,以 *The Great Gatsby* 为依托,通过经典文本的深度研读,着力培养学生在复杂语境中的语言运用能力与创意续写能力,为其读后续写水平的进阶筑牢基础。



“三阶六步”活动链

高中英语整本书间断性续写,指学生并非在整本书阅读结束后才开展续写,而是在阅读过程中,依据文本是否具备续写价值,灵活安排续写环节,形成“读—写—读—写”的间断性学习模式。

高中英语整本书间断性续写教学中,“三阶六步”活动链构建进阶体系:以“阅读理解、多轮续写、归纳提升”为核心阶段,通过“角色研读、交流展评、首续创作、逐轮精进、素材活用、戏剧演绎”六步,形成“学习理解—应用实践—迁移创新”螺旋闭环。

阅读理解阶段借角色研读、交流展评打基础;多轮续写阶段靠首续创作、逐轮精进提技能;归纳提升阶段以素材活用、戏剧演绎促转化。三类活动交叉循环,续写素材与演绎创意反哺读写,经环环联动实现“理解—表达—创造”能力升级,助力学生深化文本认知、提升语用素养。

研究效果

图1

高中英语整本书间断性续写教学对学生兴趣能力与心态影响的调查问卷对比图

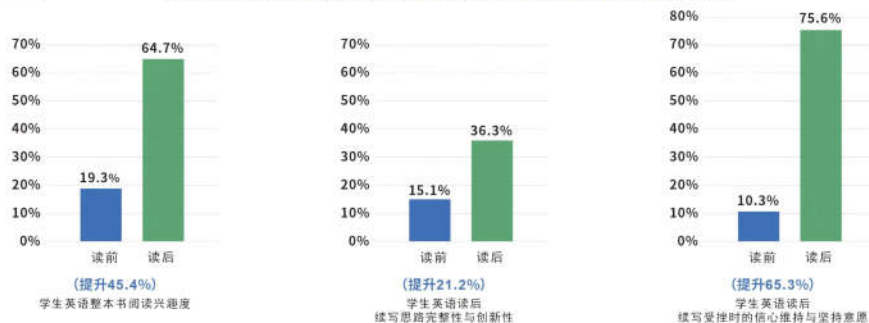


图2

实验班与对照班读后续写测试核心指标成绩对比图

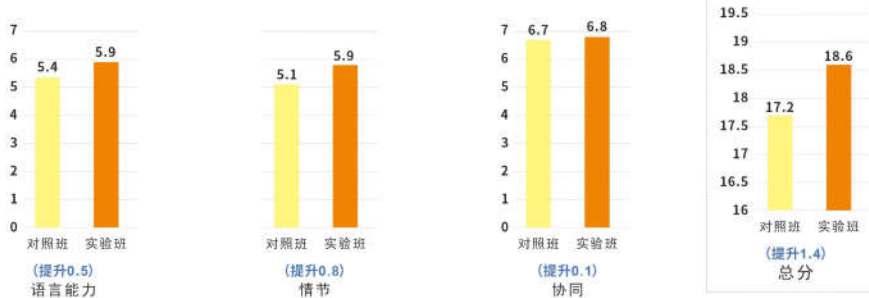
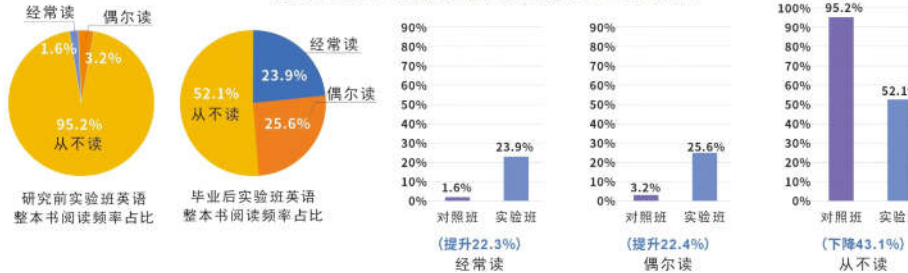


图3

实验班英语整本书阅读频率占比(研究前 vs 毕业后)对比图



本研究运用行动研究法,在2016-2025年的9年间,以3届高中生为研究对象,每届选取4个班级(含2个实验班与2个对照班)。研究通过课堂观察、访谈、问卷调查及测试对比等方式收集数据,旨在探究英语整本书间断性续写的教学效果。

结果表明:问卷调查显示,学生在读后续写的兴趣、思路的完整性与创新性,以及面对挫折时的心信维持意愿均获显著提升;测试数据对比显示,实验班在语言能力、情节设计、协同表达等核心维度的成绩明显优于对照班;长期追踪发现,实验班学生毕业后的英语整本书阅读频率大幅提高,部分学生升入大学后仍坚持阅读英文原著,其养成的终身阅读习惯,为长期语言素养提升与个人发展提供了有力支撑。

An Action Research on Applying the Scaffolding Theory to Teaching English Reading-to-Writing



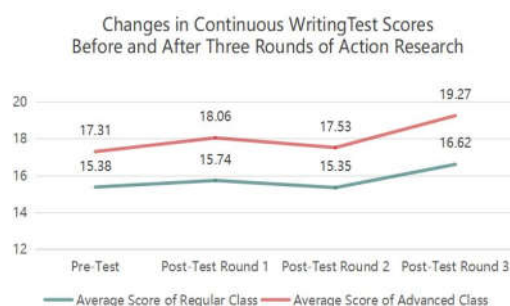
Li Yuying, Chen Hongjin, Han Xiao, Yang Wenjiao, Han Fengna, Wang Jiayi
Hebi Senior School, Henan, China

Research Background

- ◆ This study focuses on the teaching of high school English reading-to-writing in educational contexts in ASEAN countries and China. Taking students from diverse classes in high schools in Hebi as the research subjects, it conducts a one-year action research to address such challenges as the difficulty in improving students' writing ability and the insufficient adaptability of teaching models.

Core Findings

- ◆ Students' cognitive and practical writing abilities have been significantly improved: over 70% of the students have made progress in their scores, with the average score increasing by 1.24 points ($p < 0.01$).
- ◆ Their writing anxiety has decreased.



Analysis Results of the T-test for Regular Class Continuation Writing Scores Before and After Action Research

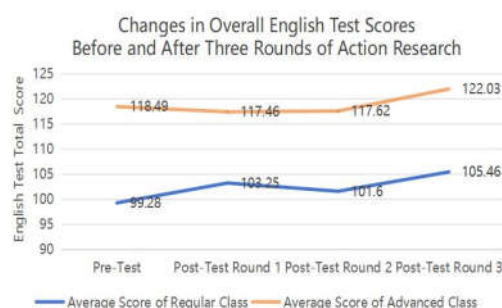
Pair Number	Item	Mean	Standard Deviation	Mean Difference	t	p
Pair 1	Post-Test Round 3	16.62	4.6	1.24	3.463	0.000**
	Pre-Test	15.38	6.49			

* $p < 0.05$ ** $p < 0.01$

Analysis Results of the T-test for Advanced Class Continuation Writing Scores Before and After Action Research

Pair Number	Item	Mean	Standard Deviation	Mean Difference	t	p
Pair 2	Post-Test Round 3	19.27	2.58	1.96	4.378	0.000**
	Pre-Test	17.31	4.19			

* $p < 0.05$ ** $p < 0.01$

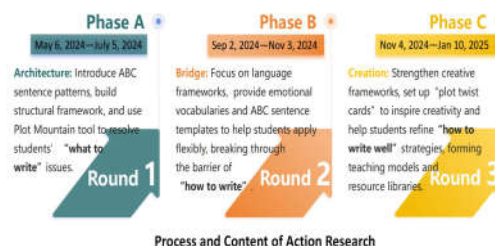


Methodology

- ◆ Rooted in scaffolding & genre analysis theories, this study uses data analysis, qualitative observation, and action-research methods.



- ◆ After 3-round iteration, it builds the “scaffold-driven+ABC” model, integrating cognitive/ language scaffolds & dynamic-learning-centered process design.



Practical Applications

When applying the research findings, practitioners can rely on this teaching model: first, build cognitive and language scaffolds to guide students' thinking and expression in reading-to-writing; flexibly design teaching processes according to dynamic learning situations, and embed the ABC paradigm and multi-dimensional evaluation for timely feedback and adjustment; in online teaching scenarios, with the help of scaffold resources and process design, help teachers enhance teaching resilience, adapt to teaching reforms, promote the innovation and quality improvement of English reading-to-writing teaching, and realize the cross-regional transfer of teaching practices.

- ◆ For educators: adapt to changes and boost teaching resilience for dynamic reforms.
- ◆ For English learners: offer a flexible writing model to cope with language writing challenges.

Contact Information

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教材设计与课堂实践的张力：县域教师对人教版教材批判性思维活动的调试与创生

胡婧洁 北京师范大学 外国语言文学学院

研究背景

- 2014至2024年，全国29省推行新高考，强调批判性思维（CT）培养
- 2017年英语新课标将“思维品质”列为核心素养，CT为其关键组成部分
- 2019年人教版高中英语教材应运而生。
- 然而，县域高中面临课时紧、班额大、学生基础弱、高考压力大等现实困境
- 聚焦县域教师如何对教材中的设计进行微改编与创生，以推动学生批判性思维发展

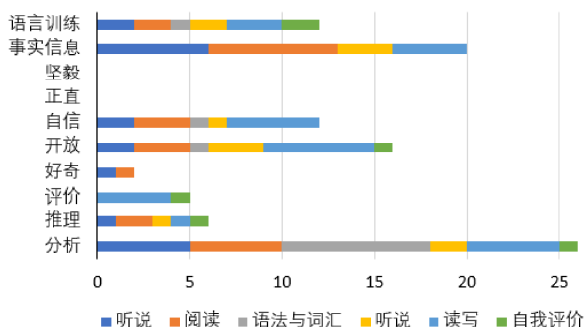
研究设计与问题

- 分析框架：**文秋芳（2009）思辨能力层级理论模型
- 文献分析法：**2019年人教版高中英语必修一Unit1-2中关于批判性思维培养的设计分析。
- 半结构访谈：**3位就职于江西某县普通高中英语老师
- RQ1：**2019 人教版高中英语教材在设计上如何体现对学生批判性思维的培养？
- RQ2：**教师是如何使用该教材以培养学生的批判性思维？

研究发现

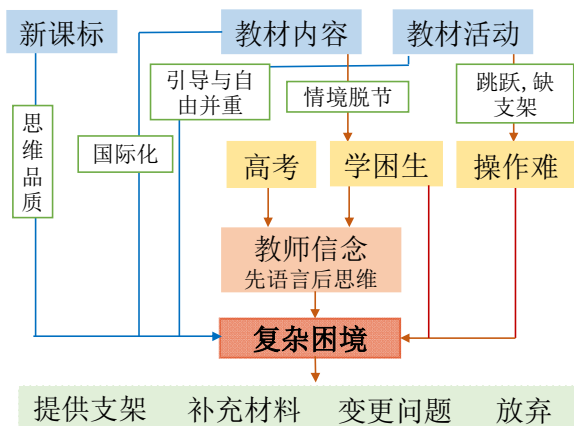
RQ1

U1-2批判性思维活动设计占比



- 分析多而推理浅，评价活动缺标准。
- 好奇开放偶闪现，有时无感难共鸣。
- 自信表达虽可嘉，质疑批判犹不足。

RQ2



- 理念与现实存在张力：**新课标及教材设计开放，但内容脱离生活、缺乏支持。
- 现实约束突出：**考试压力大、课时紧，学生基础弱，操作支架不足。
- 教师观念固化：**普遍认为应“先语言后思维”，被环境进一步强化。
- 应对策略两极：**部分细化步骤、改进提问；部分放弃，专注高考。

本研究提出四大赋能策略

- 微任务拆解** 观点—证据—评估—更优越
- 情境本土化** 立足县域，贴近学生经验
- AI赋能** 创生问题链、情境、材料
- 小步子循环** 整块时间 ❌ 嵌入活动中 ✅

案例示范——AI赋能国际夏令营本土化

AI交互过程（研究者与AI的对话）：

我：乡镇学生不知何为Camp，怎么办？

AI：提供3个本土化方案。

我：选定“为城里学生来访设计秋季一日游”方案，并融入“向国际生宣讲”任务，借此引入西方Camp概念。

AI：建议“先介绍Camp概念，再完成听力与输出任务”的教学流程。

我：调整顺序：应先抛出“设计一日游”真实任务，再引出Camp概念完成听力，最后回归任务进行输出展示。但如何在听前引出听力中生词与短语？

AI：提供具体活动支架，如用图片预测活动、教师提供关键词汇，应对生词障碍。

我：为这个新活动命名，保留Camp一词？

AI：Autumn County Culture Camp (秋季县文化体验营)

我：我想改为Autumn County _____ Camp，在展示图片环节就引入不同Camp

AI：赞同！

结论

县域教师并非被动执行者，而是富有适应性韧性的课程创生者。调适策略为资源受限地区落实批判性思维教学提供了可行路径。

Effectiveness of High School Students' Data-Driven Learning of Verb-noun Collocations in an EFL Context

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Abstract

This experimental study investigates the efficacy of Data-Driven Learning (DDL) utilizing the Corpus of Contemporary American English (COCA) for enhancing verb-noun collocation acquisition among Chinese secondary-level EFL learners. Employing a quasi-experimental design with control (traditional instruction) and experimental (DDL-based intervention) groups over a three-week period, the research incorporated pre-test, post-test, and delayed post-test measures to evaluate collocation knowledge retention, complemented by attitudinal questionnaires and semi-structured interviews. Results demonstrated statistically comparable immediate gains between groups on initial post-testing. However, the experimental group exhibited significantly superior performance on the delayed post-assessment, particularly in productive writing tasks, indicating enhanced long-term retention and operationalization of collocational knowledge. Qualitative analysis revealed markedly positive learner perceptions regarding DDL's capacity for fostering engagement through authentic language exposure. These findings substantiate DDL's pedagogical value in promoting sustainable lexical development and suggest its strategic implementation warrants further consideration in high school EFL instructional contexts.

Introduction: Why This Study?

-The Pedagogical Challenge: Mastering collocations—the natural co-occurrence of words—is a critical yet persistently difficult aspect of achieving L2 fluency. EFL learners frequently produce non-idiomatic combinations (e.g., make a question vs. ask a question) due to L1 interference and overgeneralization.

-An Emerging Tool: DDL shifts learners from passive recipients to active analysts, enabling them to discover linguistic patterns through structured engagement with authentic language data. This study investigates the efficacy of this approach taking the Corpus of Contemporary American English (COCA) as an example.

-Research Questions:

(1) For high school EFL learners, is there any difference between the control group and experimental group after the application of DDL in verb-noun collocations?

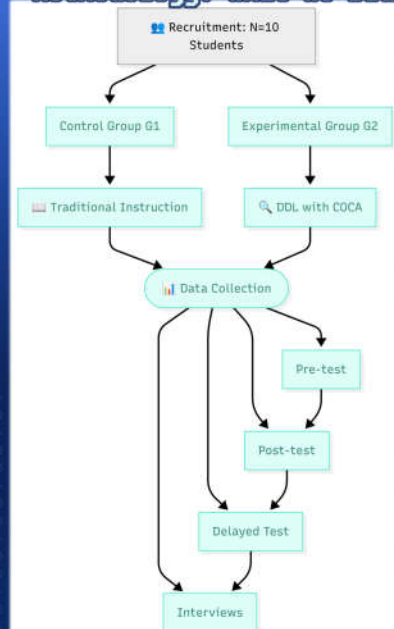
(2) What are students' feedback and attitudes towards the utilization of corpus in learning and teaching high school vocabulary?



Table 1: Ten Target Collocations Used in the Experiment

No.	1	2	3	4	5
Verb-noun Collocations	appreciate scenery	become a hit	take one's temperature	make an apology	lead a ... life
No.	6	7	8	9	10
Verb-noun Collocations	take office	make sth. a priority	attend a meeting	recreate glory	one's satisfy demand

Methodology: What We Did?



Results: What We Found?

1. Superior Long-Term Retention: While both groups showed significant immediate gains on the post-test, a delayed post-test administered two weeks later revealed a key divergence. The control group exhibited a notable decline in performance, indicating forgetting. In contrast, the DDL group's results remained stable, demonstrating significantly enhanced long-term retention of collocational knowledge.

2. Enhanced productive Knowledge: Analysis of the writing task revealed qualitative differences. The DDL group not only employed the target collocations but did so with a higher degree of accuracy. This suggests DDL facilitates a more robust and integrated understanding that transforms into more precise language use.

3. Positive Learner Engagement: Qualitative data from interviews indicated that students perceived the DDL activities as highly engaging and empowering. They reported increased motivation and a greater sense of discovery. The primary hurdle identified was the initial cognitive load associated with navigating the corpus interface, underscoring the need for adequate scaffolding.

Table 3: Paired-sample Wilcoxon Signed-rank Test among Pre-test, Post-test and Delayed Post-test within the Control Group

Control Group	Post-test - Pre-test	Delayed Post-test - Post-test	Delayed Post-test - Pre-test
Z	-2.023 ^a	-1.826 ^a	-2.041 ^a
P	0.043**	0.068*	0.041**

Note: *P<0.1, **P<0.05

a. Based on negative ranks

b. Based on positive ranks

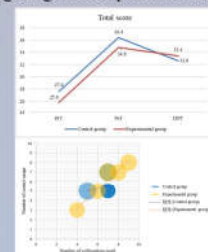
Table 4: Paired-sample Wilcoxon Signed-rank Test among Pre-test, Post-test and Delayed Post-test within Experimental Group

Experimental Group	Post-test - Pre-test	Delayed Post-test - Post-test	Delayed Post-test - Pre-test
Z	-1.753 ^a	-1.219 ^a	-1.753 ^a
P	0.080*	0.223	0.080*

Note: *P<0.1, **P<0.05

a. Based on negative ranks

b. Based on positive ranks



Conclusion & Implications

DDL is a potent pedagogical tool for fostering the deep learning of collocations. It promotes not only initial acquisition but, more importantly, long-term retention, learner autonomy and accurate productive use. Teachers are suggested to integrate this approach into high school instruction by:

(1) Bridging Theory and Practice: Educators can provide pre-selected concordance lines. Such scaffolding lowers technical barriers and guides students in discovering collocational patterns, thereby making corpus analysis accessible and moving beyond rote memorization.

(2) Fostering Form-Meaning-Use Awareness: Design tasks that require analyzing contextual usage in corpus data, helping students understand not just meaning but also grammatical structure and pragmatic application of collocations.

(3) Designing Delayed Practice Tasks: Schedule follow-up activities weeks after initial teaching to leverage DDL's strength in long-term retention, ensuring collocations move from receptive to productive knowledge.