<<基于学习风格和学习策略的外语教学>>

图书基本信息

书名:<<基于学习风格和学习策略的外语教学>>

13位ISBN编号:9787560054827

10位ISBN编号:756005482X

出版时间:2006-4

出版时间:外语教学与研究

作者:[美]AndrewD.Cohe

页数:194

版权说明:本站所提供下载的PDF图书仅提供预览和简介,请支持正版图书。

更多资源请访问:http://www.tushu007.com

<<基于学习风格和学习策略的外语教学>>

内容概要

《基于学习风格和学习策略的外语教学:教师指南》一书是1997年版《基于学习策略的外语教学》的修订版。

1997年版本已用作多期暑期培训班的教材,接受培训的外语教师教授的语言达15种之多。 最近一期研修班在我国南京举办,参加的学员多达260名,来自我国25个省市自治区的120所高校。

《基于学习风格和学习策略的外语教学:教师指南》作者之一美国明尼苏达大学ESI系研究生院的主任ndrew D. Cohen教授不远万里来到中国,担任该研修班的主讲教师,连续5天尽心尽力为学员授课,受到学员的普遍好评,也为中国的外语学习策略师资培训开创了先河。

第一图书网, tushu007.com -学习风格和学习策略的外语教学>>

书籍目录

Table of ContentsUsing This Teachers 'Guide on styles-and Strategies . Based InstructionChapter 1: What Is Styles-and Strategies—Based Language Instruction? Chapter 2: Learning Style Preferences Activity 1: Learning Style Survey: Assessing Your Learning Styles Activity 2: Style Matching Exercise APPENDIX: Learning Style Survey for Young Learners: Assessing Your Own Learning StylesChapter 3: Language Learner StrategiesActivity 1: Learning or Reinforcing Your Knowledge of Vocabulary Activity 2: Factors Affecting Strategy Choice Activity 3: What Are Your Favorite Strategies? Activity 4: Teacher Responsibilities in the Language Classroom Activity 5 : Learner Responsibilities in the Language ClassroomChapter 4: Assessing styles and StrategiesActivity 1 : Facilitating a Survey of Language Strategy UseAPPENDIX: Young Learners' Language Strategy Use SurveyChapter 5: Adding Motivation to Language LearningActivity 1: How Motivating Are You as a Teacher? Activity 2: Taking Your Motivational Temperature Activity 3: Motivating the Reluctant Learner Activity 4: The Intersection of Styles, Strategies, and MotivationChapter 6: Language and CultureActivity 1: Rating and Delivering Apologies Chapter 7: Designing SSBI Lessons Activity 1: Reading Restoration Activity 2: Gap ReadingActivity 3: Skimming, Scanning, and Search ReadingActivity 4: Speaking Strategy Role PlayActivity 5 : Grammar Learning StrategiesActivity 6 : Collaborative Writing StrategiesActivity 7 . Student Self-Evaluation ofStrategy UseActivity 8. Promoting StrategyTransfer by Language LearnersActivity 9: Frameworks For SSBI LessonsActivity 1 O: Writing Lessons For SSBIChapter 8: Designing a Workshop for SSBI InstructionActivity 1 : Options For Providing Strategy Instruction for Teachers Activity 2: Introduction tO the Course and tO the SyllabusActivity 3: Introducing Your PartnerActivity 4: Determining Your Goals for the SSBI CourseActivity 5 : SSBI : A Debate on the Critical IssuesActivity 6 : Setting Goals , Identifying Intentions , and Making CommitmentsChapter 9: Planning Research on SSBIActivity 1: Designing an InstrumentActivity 2: Debating the Approaches tO AssessmentKeterences

<<基于学习风格和学习策略的外语教学>>

章节摘录

Avid Sports Fans* 1. Research has found that fervent fans become so tied to their teams that they experience horrnonal surges and other physiological changes while watching games, much as the athletes do.

- 2. The self-esteem of some male and female fans also rises and falls with a gameg outcome, with 10sses affecting their optimism about everything from getting a date to winning at darts. 3. Psychologists have long suspected that many die-hard fans are lonely, alienated people searching for self-esteem by identifying with a sports team. However, recent research suggests just the opposite-that sports fans suffer fewer bouts of depression and alienation than do people who are uninterested in sports. 4. College sports fans are far more likely to wear clothing with their teams logo on it the day after victories than after defeats in what has been referred to as " basking in reflected glory " In other words . sports fans attain some sort of respect and regard not by their own achievements but by their connection to individuals of attainment. Likewise, fans tend to claim credit for a teams success, saying "we won" to describe a victory, but tend to distance themselves from a teams failure , saying "they lost, when describing a defeat. 5. While the run-of-the-mill spectator may abandon a team once it starts losing, more committed fans ride the same emotional roller coaster as the athletes. In addition , when their team loses, committed flans tend to blame their teamg failures on officiating or bad luck rather than the other teamg skill. 6. One recent study showed that testosterone levels in male fans (as measured by taking saliva samples) rise markedly after a victory and drop just as sharply after a defeat . In addition , male fans with a low self opinion registered the highest surges in testosterone after a victory. 7. For some fans the emotional roller coaster of watching a game can be addictive. Such fans feel a catharsis when they give free rein to their anger after a defeat or gloat openly in triumph after a victory. 8. It was also found that men and women who were die-hard fans were much more optimistic about their sex appeal and specifically about their ability to get a date after a victory. They were also more optimistic about their ability to perform well at mental and 9 . Avid fans use their devotion to a team to fulfill their desire to physical tests, like darts and word gaines. belong to a group or a society. This deep attachment to a team can also lead to better mental health . Commitment to a team can butier people from depression (e . g-a divorcee adopting the NY Knickerbockers
- giving her a new lease on life) , as well as fostering feelings of self-worth and belonging .

<<基于学习风格和学习策略的外语教学>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介,请支持正版图书。

更多资源请访问:http://www.tushu007.com