



教师教育系列教材

丛书主编◎闫桂琴

高等学校规划教材

中学英语 教学设计与案例分析

ZHONGXUE YINGYU JIAOXUE SHEJI YU ANLI FENXI

本册主编◎李风琴 杨雪萍 秦杰



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总 序

正如习近平总书记所言：“一个人遇到好老师是人生的幸运，一个学校拥有好老师是学校的光荣，一个民族源源不断涌现出一批又一批好老师则是民族的希望。”培养党和人民满意的高素质专业化教师，是推进国家教育发展的关键，是实现中华民族伟大复兴“中国梦”的希望。教师教育是师范大学的使命所在和特色之基。如何培养适应时代要求的卓越教师，是我们师范大学教师教育工作者一直以来孜孜探索、研究和实践的重要课题。

本套丛书是山西师范大学近十年教师教育改革的重要成果，是在学校广阔的教师教育改革实践中“应运而生”的。2005年以来，着眼于我国教师教育领域普遍存在的教师培养的适应性和针对性不强、课程教学内容和方法与基础教育脱节、教育实践质量不高等突出问题，山西师范大学确定了实践取向的教师教育改革思路和框架。率先在全国实施了本科师范生“3.5+0.5”人才培养模式改革，设计了模块化的教师教育课程体系，开展了“岗位实习—换岗培训”项目，创建了大学（U）、政府（G）、中小学（S）协同创新的教育创新实验区，制订实施了校领导定期到中小学校调研听课制度、教师长期驻县工作制度以及“UGS”协同工作制度等系列制度，构建起完善的实践教学体系，有效强化和提升了学生的实践能力。基于良好的改革成效，山西师范大学被确定为“国家级教师教育人才培养模式创新实验区”，改革模式入选教育部部长袁贵仁主编的《教育改革典型案例（二）》，并连续获得两届国家级教学成果奖。

如果说第一阶段的改革旨在解决师范生实践教学体系的建构问题，那么接下来山西师范大学教师教育改革的重心将是课堂教学模式的改革。改革的主旨就是构建与基础教育课程和教学改革相衔接的、“以学生为中心”的课堂教学模式，这涉及教师教育课程

内容、教学方法的系统改革。我们认为,这种课堂教学模式的改革,必须有相应的教材作为依托。于是,我们开始组织专家团队研究编写适应这种课堂教学模式的系列教材。2010年,我们编写的“中学学科教学论”系列丛书由北京师范大学出版社出版,在学界赢得良好的反响。而目前这套“中学学科教学设计与案例分析”系列丛书是作为中学学科课堂教学技能模拟训练的教材,归入《教师教育系列教材》,同时也是“中学学科教学论”的姊妹篇。

我们编写这套丛书的指导思想,就是以实践取向的教师教育课程改革精神为核心理念,严格遵循国家《教师教育课程标准(试行)》的相关要求,以紧密对接中学课程与教学改革实践为编写主线,以强化研究性、凸显实践性、增强操作性为根本要求,以大学专家与中学名师的协同合作为基础,按照整体化设计、分学科编写的原则统筹安排、精心编写,目的是帮助师范生和在职教师系统掌握基本的教学设计理论与方法,全面提升教学设计能力和实施能力。

在这一思想的指导下,我们组织了75名专家,历经整整两年时间,经过深入研究、广泛讨论、认真校改,终于完成了系列书稿。在丛书编写期间,所有专家都曾在中学驻县工作,并完整地主讲了所负责学科的中学课程,与中学教师进行了一学年的联合教研活动,真正做到了“在做中研,在研中写”,进而从根本上保证了这套丛书的编写质量。这种独特的编写形式,也使本套丛书具备了以下几个特点:一是突出实践。“源于实践,为了实践”是本套丛书最鲜明的特点。丛书紧密结合当前中学教育教学的实际情况,真实反映了中学课堂的教学设计要求,有助于师范生和在职教师教学设计能力的培养。二是案例丰富。丛书采用了大量来自中学课堂一线的教学设计案例,可以使读者通过对案例的学习、比较、分析、研究,通过课程学习与技能训练,具备较强的学科教学实践能力与基本技能,真正学会教学。三是操作性强。本书通过理论和实践两条线,系统总结、提炼了各学科教学设计和案例分析的独特性,提出了相关的操作要求,对师范生学习和在职教师培训具有很强的指导性。

基础教育改革方兴未艾,教师教育改革任重道远。在本套丛书即将付梓之际,从国家教育部传来消息,我校申报的卓越教师培养计划改革项目“实践取向的本硕一体化卓越中学生物教师培养模式改革”获得批准立项,这表明我校前期的教师教育改革获得了教育部和评审专家的高度肯定,同时,也标志着我校的教师教育改革步入了一个新的阶段,正式承担起国家卓越教师培养的光荣使命。

作为山西师范大学教师教育改革的一项重要研究成果和实践成果,我们希

望本套丛书能为教师教育课程改革以及教师的培养、培训有所助益。借此机会感谢北京师范大学出版集团安徽大学出版社对本丛书编写所给予的大力支持，感谢兄弟院校对本丛书的热情支持、推介和使用。但是，我们也清醒地认识到，囿于编者学识水平，书中难免有不当之处，敬请大家批评指正。

是为序。

闫桂琴

2014年11月20日于山西师范大学

前 言

近年来,随着社会的发展、基础教育新课改的进一步推进和教学研究的不断深入,人们对英语教学、对未来教师的实践能力以及教师的专业化水平提出了更高的要求。如何适应教师教育的发展,使培养出来的学生具有教师专业的特点,体现出自身在教师教育领域的优势是值得我们去探索和思考的问题。

教育部中小学《英语课程标准》(2011年版)明确了义务教育阶段英语课程的总目标,即通过英语学习使学生形成初步的综合语言运用能力,促进心智发展,提高综合人文素养。综合语言运用能力的形成建立在语言技能、语言知识、情感态度、学习策略和文化意识等方面整体发展的基础之上。由此可以看出,英语课程不仅重视培养学生的语言基础知识和基本技能,同时注重优化学习过程,引导学生形成有效的学习策略和一定的文化知识,培养积极向上的情感态度和价值观。该标准的颁布实施对师范生教学能力的要求越来越高。

就目前英语教育来看,相对于基础教育的率先改革,高等师范院校教育发展比较缓慢,从专业设置、教材使用到对学生的培养方式等方面都相对滞后。教材编写宽泛,学科特色不明显,内容传授偏重系统的理论阐释。教材内容缺乏针对性,缺少实践性内容和针对现实问题的分析与讨论。与中小学课程和基础教育改革实践脱节,与新课标的内容不同步。学生在学习过程中不了解中小学英语教学现状,将其作为一种知识去掌握,学完后难以在实践中运用,面对实际问题束手无策,深感力不从心。因此,有必要按照基础教育新课程改革对未来教师的要求,从英语教材、教学内容、教学过程、教学评价和教学资源的利用与开发等方面进行改革,从多角度分析教学问题产生的原因,解决实际教学中的困惑。

为了全面提高师范生综合素质,推进基础教育英语课程改革,我们组织编写了这套强化教学实践的中学英语教学教材。编审成员包括从事英语专业教学高校教师和从事中学英语教学多年的优秀英语教师。全书共分十二章。第一、二、八、十、十一章由李凤

琴、杨雪萍编写,具体介绍了英语教学设计的理论基础、分析了中学英语教材的主要内容、讨论了阅读教学设计、作业设计及英语教学评价设计的理念与方法;第四、五、九章由于元完成,讨论了词汇教学设计、语法教学设计及写作教学设计的理念与方法;第三、六、七章由辛鑫完成,讨论了语音教学设计、听力教学设计及口语教学设计的理念与方法;第十二章教案、学案由卢俊文、段建敏负责整理。书中第三、四、五、六、七、八、九章所涉及的教学案例由山西省实验中学初中英语教研组教师董彩萍、张静敏、杨晓红、杨金萍、史翠霞、王小秀、王彦提供。全书由李风琴、杨雪萍、秦杰担任统稿工作。

本书是2011年度教育部人文社科研究项目“中学英语教育与师范大学英语专业教育的衔接研究”(项目编号为11YJA880028)、山西师范大学教育科学基金项目“山西师范大学‘顶岗支教学生’及‘换岗教师’专业化培养研究”(项目编号为YJ1013)、山西师范大学教学改革研究项目“初中英语教材分析与课堂教学任务的设计”(项目编号为SD2013JGXM-18)、山西师范大学教学改革研究项目“‘顶岗支教学生’专业化培养研究——中学英语课堂教学技能训练的内容及方式研究”(项目编号为SD2013JGXM-19)的部分成果,可作为英语专业教学法教材。其读者对象主要为英语专业的本科生和专科生,此外,也可供英语教师以及对英语教学感兴趣的各界人士使用。

该书参考了许多有关外语教学的著作和文章,其主要内容曾在山西师范大学的英语本科生和双学位学生中使用,并得到部分教师和学生的宝贵意见和建议,在此一并表示感谢。书中各种疏漏和不妥皆因作者水平有限所致,诚恳希望使用本教材的教师和学生不吝赐教,及时将意见和建议反馈给我们,以便今后进一步修订和完善。

李风琴

2014年9月

于山西师范大学外国语学院

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Chapter I Instructional Design

【Guided reading】

This chapter provides some of the well-accepted explanations of instructional design, proposes characteristics of instructional design and reviews the main points of the four learning theories and the corresponding models for instructional design at each phase. In addition, another model, ADDIE is introduced as the most commonly used one in the field of education.

【Learning objectives】

Learners are expected to be able to

- Understand characteristics of instructional design
- Understand learning theories and the practice of instructional design
- Understand ADDIE Model
- Understand principles, methods and techniques for language classroom instruction
- Analyze and assess samples of language classroom instruction
- Design effective language classroom instruction

1. Introduction to instructional design

.....

Instructional design originated from military training during the World War II, when well-trained soldiers were badly in need in the US. To supply more qualified soldiers in a relatively short period of time, scholars designed and developed a great many materials as well as tests for the training, which turned out to be a great success. After that, psychologists began to view training as a system and various analyses, designs, and evaluation procedures which were involved in the training began to attract their attention.

In 1965, Robert Gagne described five domains of learning outcomes and

nine events of instruction in *The Conditions of Learning*^①, which laid the foundation of instructional design practices.

Instructional design is well accepted in many different fields, such as education, business, industry and government besides military. In this book, it will only be discussed in the educational setting, especially in TEFL.

Scholars define instructional design in varied ways. Some consider it as the practice of creating “instructional experiences which make the acquisition of knowledge and skills more efficient, effective, and appealing.”^② Kent Gustafson & Rob Branch (1999) see it as a systematic process which is employed to develop education and training programs. They believe that instructional design is an empirical process and that it should be learner-centered and goals-oriented.

Instructional design is also defined from the following four perspectives:

① *Instructional Design as a Process*: It is the entire process during which learners' needs and goals should be analyzed to ensure the development of the instructional specifications, including the materials and activities.

② *Instructional Design as a Discipline*: It is a branch of knowledge concerned with the proper theoretical basis about instructional strategies and the process of implementing those strategies.

③ *Instructional Design as a Science*: It is the science where detailed specifications should be created for students at different levels for the development, implementation, evaluation and maintenance of situations.

④ *Instructional Design as a Reality*: It can start at any point in the design process and any idea can be developed as the core of an instruction situation.

Generally, instructional design is accepted as blueprints to help students achieve learning goals, which deals with what to teach, when and how to teach the chosen materials.

① Gagne, R. *The Conditions of Learning* (4th.) [M]. New York: Holt, Rinehart & Winston, 1985.

② Kent Gustafson & Rob Branch. *Design Approaches and Tools in Education and Training* [M]. Berlin: Springer, 1999.

2. Characteristics of instructional design

Kent Gustafson & Rob Branch (1999)^① proposed six characteristics in all instructional design efforts in their book entitled *Design Approaches and Tools in Education and Training*, only four of which are presented here based on the field of English teaching.

- **Instructional design is learner-centered**

In contrast to the traditional teacher-centered instruction that focuses mainly on teachers' explanation, learner-centered instruction puts more emphasis on each individual learner. Learners' performance is the focal point, for the terminal goal of education is to improve the learners' comprehensive competence but not that of teachers.

Since each learner is a unique individual who is different from others, instructional designers have to explore their differences from cognitive, affective and biological factors. For example, factors such as learners' needs, aptitude and intelligence, learning strategies and styles, and personalities may vary from person to person. Only if each individual learner is analyzed can the instructional designer find out their differences and then offer specific aids in learning. Among all the factors mentioned above, learners' needs are noteworthy because, to some extent, it decides the choice and the delivery of the teaching content. Teachers can well understand learners' needs by exploring their prior educational experiences, cultural background and previous related knowledge.

- **Instructional design is goal-oriented**

Learning goals are statements of what teachers expect their students to learn after studying the course. That is to say, they are not what teachers intend to do during the lesson, but what students are able to do by the end of the lesson. Clear, specific, operable, observable and realistic goals can be helpful for teachers to design appropriate instructions and teach more

^① Kent Gustafson & Rob Branch. *Design Approaches and Tools in Education and Training* [M]. Berlin: Springer, 1999.

effectively and efficiently.

In some cases, teachers' goals may correspond closely to those included in curriculum guidelines, the text they are using, or other instructional documents. In other cases, their goals might differ from those in the given materials. Hence, teachers should assess and revise the goals to decide whether they are appropriate or not for their particular students and circumstances. According to New Curriculum Standard, five goals which refer to knowledge, skills, effect, strategy and culture should be taken into consideration. In order to achieve the goals, teachers should well organize language contents, teaching procedures and classroom activities in their practical language teaching class.

- **Instructional design focuses on real-world performance**

Problem-solving can be regarded as a mental process where discovering, analyzing and solving problems are involved. Its ultimate goal is to overcome obstacles and find solutions to real-world issues. In recent years, foreign language learners are required to gain the competence of solving problems by using the target language. Therefore, rather than requiring learners to simply remember knowledge-based information or apply fixed rules on a contrived tasks, instructional design puts emphasis on preparing learners to apply the knowledge or skills they have acquired in class into solving practical problems. Instructional designers have to spare no efforts to create authentic learning settings for students to learn and experience the target language.

- **Instructional design focuses on outcomes that can be measured in varied ways**

In the process of teaching and learning, it is a necessity to give learners appropriate feedback to promote their learning. Varied forms of assessment, such as summative assessment and formative assessment, can be applied. Summative assessment is objective, low-work load, mainly based on testing and done to measure how much of a language students have grasped during a certain period of learning. It focuses on the outcomes of learning and is easy for teachers to operate and assess learners' performance. Formative assessment is subjective, high work-load and focuses on the process of learning, not on the learners. It is designed to help teachers assess the effectiveness of instruction informally on a continuous basis to ensure that it is meeting the developmental

needs of students in the class. Teachers provide specific and unbiased feedback after learners have attempted a solution to promote a “learning” goal orientation. It emphasizes that mistakes are part of the learning process. In practical teaching, for the purpose of getting a broad and complete picture to check students’ learning and teachers’ teaching, an integration of formative and summative assessment is employed.

3. Learning theories and the practice of instructional design

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The concept of learning has been greatly influenced by the psychological study of the learning process. It includes the learning of skills or the acquisition of knowledge and also refers to abstract and psychological aspects of learning. Different learning theories which mean different attitudes and understanding to learning will definitely influence instructional design. This part mainly reviews the main points of the four learning theories and the corresponding models for instructional design at each phase. In addition, another model, ADDIE is introduced as the most commonly used one in the field of education.

3.1 Behaviorist learning theory and the practice of instructional design

According to the behaviorist theory, language learning is nothing but a process of habit-formation. All forms of behaviors, simple or complex, can be observed and imitated by learners, therefore language development is considered as a process of Stimuli—Response—Reinforcement, which can be done mainly by pattern drills, memorization of dialogues or choral repetitions.

In 1954, B. F. Skinner, one of the representatives of behaviorism, proposed programmed instruction in his article *The Science of Learning and the Art of Teaching*, which played an important role in the development and practical application of instructional design. In the early 1960s, Robert Mager, described how to write behavioral goals in his book *Preparing Goals for Programmed Instruction*. Skinner stated that instructional goals should be the main focus and that teaching can be measured by the identification and completion of these goals. The more specific the goals are, the more precise the design of the learning experiences available to satisfy the learners’ needs.