

大学英语拓展课程系列



**THE COURSE BOOK OF STRATEGY-
BASED INSTRUCTIONS FOR
LANGUAGE LEARNERS**

外语自主学习 策略教程

主编 曾洁

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前言

一

经过30年实践与探索,教育界对大学英语课程在我国高等教育人才培养中的认识不断深入,大学英语教学内容也不断调整,与时俱进,以满足时代的需求。其中,培养学习者自主学习能力,日渐成为大学外语教学的一项重要任务。

在全球范围内,学习者学习能力的培养早已是教育工作者和研究人员的共识。“学会学习”是联合国教科文组织提出的21世纪人应具备的三大能力之一。

2010年,《国家中长期教育改革和发展规划纲要(2010-2020年)》颁布,从国家层面确定了构建学习型社会、培养学习者独立学习能力是国家未来10年教育发展的战略目标和战略主题。

《大学英语课程教学要求》也明确提出把学习策略的传授作为大学英语课程的主要内容,同时把增强学生的自主学习能力作为大学英语课程的主要教学目标写进课程基本要求。这无疑是大学英语课程教学内容的一次重大调整和突破。

由此可见,培养“独立的学习者”及其“自主学习能力”,不仅应该是大学英语外语教学改革的一项重要任务,还应该进而辐射到高等教育的其他学科,为培养具有独立自主学习能力的高素质人才服务。

针对外语学习的这些特点,我们在西南石油大学开设了“大学英语自主学习策略”课程,编写了教学大纲、教案、讲义。历经10年的努力,在各种类型的实证研究的基础上,我们收集了大量的第一手数据和资料,发表了8篇学术论文和6篇硕士论文,分别在学生学习观念、元认知意识、元认知策略等方面形成了一系列的研究成果,对自主学习能力的知识体系和构件有了更深入的认识,建构了操作性更强的培训内容框架,对其构念效度(construct validity)进行了多次检验。

这本《外语自主学习策略教程》,就是在我们长期实践的基础上,对原有的教案和讲义不断修订完善而成的。

二

1、教材的编写目标:培养学生的自主性和学习能力

随着语言学和语言教学研究的不断深入,人们认识到,千变万化的世界方方面面都会不同程度地投射到语言中,并给自然语言打上时代烙印。凡是自然语言,都具有不规则性,许多语法规则都存在“语言的例外”。在外语学习中,自然语言的这些特点常常让学生和教师倍感沮丧。也正是因为此,外语教学与其他课程,尤其是知识性课程的教学存在很大差异。具体表现在外语学习学程长,知识点零散,教学内容很难自成体系,学习的终极目标不易界定,学习成就感不易形成,对学习效果的常用“语感”一类的模糊语言进行描述,很难准确衡量;等等。在本教材编写中,我们始终围绕这个目标,从各个方面进行操作和强化。

一方面,自然语言的细腻与微妙常常需要学习者大量接触(exposure)、亲身体验才能领悟到。也就是说,外语学习的特点决定了自主学习应该是主要的学习

方式；另一方面，语言学习的最终目的是语言的使用，作为一种技能的获得主要途径是通过训练实现的。

因此，树立自主学习观念，培养学生的自主学习性和自主学习能力，对于学好外语的重要作用显而易见。

2、教材的主要内容：科学的自主学习策略培训内容

自主学习能力作为一种内隐的能力是可以通过一些外显的知识体系建构和传授使其内化的。

西方哲学的一个重要命题就是认知自我，足见认知自我的难度和重要度。构建学习者自身作为一个语言学习者自我的图式，提高学习前的心理自觉，才能使学习者对学习行动(包括理解学习行动和选择符合学习者自身的策略和策略体系)的控制由自发变为自觉，由无意识转变为有意识。

在教材编写中，我们除了设置帮助学生认知自我的智力因素外，还考虑了将动机、意志力、坚持性、性格、团队中的角色定位、跨文化交际意识等因素纳入了学生认知自我的培训内容，进一步发展了策略培训的内涵。

3、教材的结构框架：从策略的认知到策略的使用

要学好语言，学生就必须在认知自己(学习者)、认知目标(目标语)的前提下，才能有意识地制定有效的学习策略来控制学习过程。我们为这本书设定，共10个单元的教学内容，把每个单元的教学内容置于以下三个框架内进行操作：

To Understand Yourself as a Language Learner

主要以问卷和完成认知任务的方式，使学生的学习风格、认知模式、记忆特点、性格特征、动力、坚持性等智力和非智力因素方面建立对自己的认知图式；

To Understand Aspects of Language Learning

设计了以听、说、读、写，词汇学习、记忆的本质和规律、跨文化交际意识等语言学习的方方面面，旨在让学生认识语言学习的本质和规律，形成基于对语言学习本质认知的正确学习观念和学习策略体系；

To Take Conscious Control of Learning Processes

在学生充分了解自己，了解语言学习的前提下，针对不同的学习任务，学习目标，在评估学习效果的基础上，通过不断选择和调整，恰当采纳符合自身特点的学习策略体系，从而实现对学习过程进行有效的调控。

由于该教材要实现的最终目标是，帮助学生建立正确的语言学习观念和形式元认知意识，所以我们在每一单元的内容里还设计了启迪思考的一些名言，以期用经典语录带动对目标认知的形成、发展和深化，并帮助学生从事物的不同方面进行思辨。如：每单元的Quotations to Ponder, Classic Reading, Peer writing, Critical thinking; 等等。

本书配多媒体课件，以方便教师的课堂操作。

本书编写分工如下：主编曾洁教授主要负责本书的编写理念、理论框架、结构和内容体系的构建、资源的整理与内容的修改及最后审定。其所指导的编写教

师和研究生主要负责多媒体课件的制作和资料、资源的收集、问卷的调查、数据的统计与分析等。

主要参与执笔教师：高黎(第四、六、九、十单元)、何赟(第一、七单元)、王蕾(第三、五单元)、杨娜(第二、八单元)。参与多媒体制作的教师按工作量多少依次为：高黎、何赟、肖茜尹、张之凡、陈丽萍、王蕾、杨娜、王一景、金红敏、谢蔡珊、刘莹、曾娟、杨子、赵婉君。

本书虽然经过了编者不断的完善和修正，但其中不当之处在所难免。希望广大同仁和专家不吝赐教，以便我们能不断进步。

编者
2011年6月

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Unit One

Learner Preference

Quotations to Ponder

There are no two identical leaves in the world.

— *Gottfried Leibniz*

It is the chiefest point of happiness that a man is willing to be what he is.

— *Desiderius Erasmus*

Have you ever thought about what types of lessons you prefer most in school? Do you like reading from the text on your own? Or, would you rather listen to others reading from the book? Do you like working with your classmates or would you rather complete an assignment by yourself? Your preference tells you the tendency you will learn a language, especially when facing a multitude of learning strategies. Therefore, to be an effective learner, you might as well know yourself first, and select learning strategies in accordance with your own preferences.

This unit will help you get a clear understanding of yourself, and make you a more resourceful English learner.

Unit Goals

- ✧ Understanding learner preference.
- ✧ Identifying your own learner preference.
- ✧ Consciously taking control of the learning process.

Warm-up

Read the two quotations at the top of this page, and ask yourself the following questions:

Do you have any idea of how you differ from others? If your answer is positive, what do these differences mean to you and your life?

Understand Yourself as a Learner

Questionnaire

1. You are driving to your friend's house, but you don't know his address. Would you like him to _____
V. draw you a map? A. tell you directions? K. collect you in his car?
2. You are going to cook a dessert as a special treat for your family. Do you _____
K. cook something usual?
A. ask for advice from others?
V. look for ideas from a cookbook's pictures and instructions?
3. When you got your first mobile phone, how did you learn to use it? By _____
V. visual clues — pictures, diagrams, charts and written instructions?
A. listening to your friends' experience?
K. using it?
4. You are about to learn how to use a new program on a computer. Would you _____
K. ask a friend to show you?
A. telephone a friend and ask questions about it?
V. read the handbook which comes with the program?
5. You are not sure whether a word should be spelled "dependent" or "dependant". Do you _____
V. imagine it in mind and choose the best way it looks?
A. sound it out?
K. write both versions down or look up the dictionary?
6. Which of these games do you prefer?
V. Pictionary? A. Whisper game? K. Charades?
7. Do you prefer a lecturer/teacher who likes to use?
V. flow diagrams, charts, slides (PPT)?
A. discussion, guest speakers?
K. field trips, labs, practical sessions?

Now count how many Vs, As, and Ks you circled. Divide each number by 7 and multiply by 15. And then find the point on their corresponding line (**A** stands for aural; **V** visual; **K** kinesthetic) in Chart One. Connect three points, and you will get a triangle. (see examples in Chart Two)

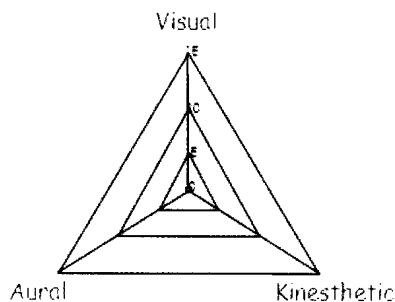


Chart One

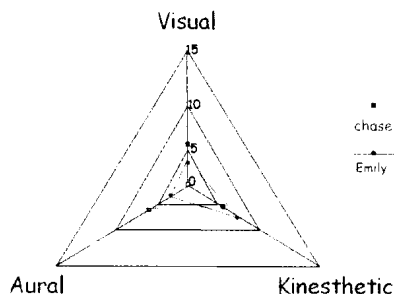


Chart Two

Discussion

Share your result with your fellow students and discuss the following questions:

1. Are there two totally identical figures in your group?
2. What does the scalene triangle mean?

You may find that you are quite different from others. It is these differences that make you unique learners. Analyze your results and identify those dimensions that make you different from others. And those preferences reveal the way you prefer to receive and process information and the way you prefer to learn a language.

Understanding Learner Preferences

Learner preferences refer to the way you like to learn (Ehrman). There are no good or bad learner preferences. They are more of personal choices or characteristics. One classification is sensory preference.

preference	Characteristics of learners
visual	have a good spatial sense see pictures, numbers, or words in my mind understand /remember things better if I write them down prefer using pictures, colors, and maps to organize information
aural	like to study by sound and music like reading aloud whenever possible try “to hear the words in my head” in a quiet library notice the music played in the background of movies, TV shows and other media
kinesthetic	enjoy learning by doing often use more body languages to communicate like thinking out issues, ideas and problems by moving around would rather go for a run or walk if something is bothering me than sitting at home

Every preference has its strengths and weaknesses; can you list them out and work out simple tips that can assist you in learning more efficiently?

preference	strengths	weaknesses	tips that help you learn more efficiently
visual			
aural			
kinesthetic			

In fact, this is only a brief description of your learning preferences, which gives you an idea of your tendencies when learning. And, another classification of learner preferences helps you understand your learner preferences further. There are no correct or wrong answers, just try to circle your immediate response.

- 0 = never
1 = rarely
2 = sometimes
3 = often
4 = usually
5 = always
- E. I meet new people easily by jumping into the conversation.
0 1 2 3 4 5
- I. When I am in a large group, I tend to keep silent and listen.
0 1 2 3 4 5
- C. I like to be certain about what things mean in English.
0 1 2 3 4 5
- O. I don't feel the need to come to rapid conclusions about a topic.
0 1 2 3 4 5
- G. When I tell an old story, I tend to forget lots of specific details.
0 1 2 3 4 5
- A. I need very specific examples in order to understand fully.
0 1 2 3 4 5

Now, multiply each score by two, and then find the point on their corresponding line (E stands for extroverted; I introverted; C closure; O open; G global; A analytic) in Chart Three. Connect all points with adjoining points, and you will get a hexagon, be it regular or irregular (see examples in Chart Four).

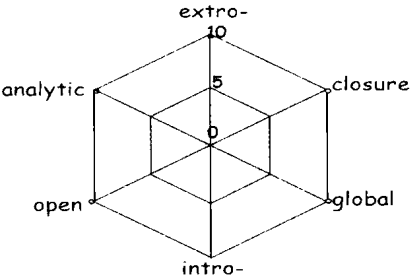


Chart Three

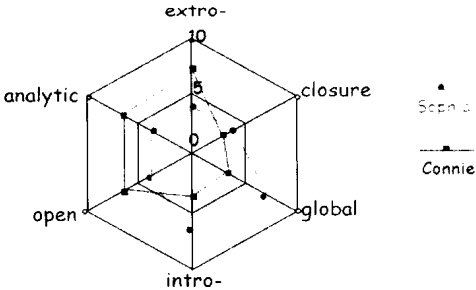


Chart Four

learner preference	characteristics of learners
extroverted	Energized by the outside world; active, interaction-oriented, and outgoing; have broad interests; tend to reflect later.
introverted	Energized by the inner world; prefer concentration; focus on thoughts and concepts; have fewer interests, but deeper ones; like to be reflective.

closure-oriented	Decision makers; action takers; make and follow tips; want quick closure and control; have a low tolerance for ambiguity, find deadlines helpful.
open-oriented	Information gatherer; like to take in a lot of information and experience before making a decision, have a high tolerance for ambiguity; tend to be flexible and open to change; find deadlines as artificial and arbitrary.
global	Enjoy getting the main idea and are comfortable communicating even if they do not know all the words or concepts.
analytic	Need specific examples to understand fully; pay attention to specific factors or information; good at catching new phrases or words.

Discuss with your partners and fill in the blanks with strengths, weaknesses and tips for each learner preference.

learner preference	strengths	weaknesses	tips that help you learn more efficiently
extroverted			
introverted			
closure-oriented			
open-oriented			
global			
analytic			

Learning Strategies Use

What do these figures and discussion results mean to your way of learning? Yes, we are complicated, and we cannot be rigidified as one type. Our learner preference as well as its complication influence the way we learn. Thus, rather than asking about the best from learning, we should ask ourselves which way works best for us.

Knowing your learner preferences can improve your learning as you undertake activities that best fit your preferred style. You will make the most of your learning potential. When left to your own devices, you typically use learning strategies that reflect your learner preferences. You can consciously “stretch” your preferences by trying out some strategies that are outside of your primary preferences.

Take time to identify the way you prefer to learn and then force yourself to go out of your comfort zone. Once you take a step forward, you will find how much progress you are making and how much difference new learning can make. You can observe your learning from a totally different perspective.

Exercises

Classic Reading

The Visual/ Verbal Learner learns best when information is presented visually and in a written language format. This type of learner can excel online or in courses which emphasize reading. If you are a visual/verbal learner you probably prefer the opportunity to read and reflect at your leisure rather than having a face-to-face workshop covering the same materials.

It is wise to encourage this type of learner to read course materials and mark them up with a highlighter. Encourage them to write out responses to each learning objective found in the introduction to each lesson. This will help them remember vital information.

Words from the Visual/Verbal Learner: "When I study, I need a perfectly quiet room. All I want to do is spread out my books and notes and note cards on a big table and methodically go through my study materials until I have the subject matter down. I don't want any background music on. I can't stand studying with a partner. I don't want to talk about what I'm learning; I just want to read and write about it. I'm a Visual/Verbal learner. It seems that I learn best when my brain is inundated with written words. When studying, I like using gel pens and highlighters in six or seven different colors to write information on flashcards. Often, during an exam, I can remember the color of the information I'm trying to recall, and then the color memory triggers the memory of the answer I'm looking for."

The Visual/ Nonverbal Learner learns best when information is presented visually and in a picture or design format. In a classroom setting, they benefit from instructors who use visual aids such as film, video, maps and charts. Online they need images and color cues to help them remember information and to retain their full attention. Repetitive use of the same icons can be very helpful.

The more visual aids provided, the more likely visual/nonverbal learners are to enjoy your course and succeed. This is especially true when writing instructions. Visual/nonverbal learners often become impatient with long instructions not enhanced by visual cues. As much as possible, translate words and ideas into symbols, pictures, and diagrams. You may wish to experiment with Photoshop or Flash. Both programs can help you develop better graphics and moving images for the web or PowerPoint.

Words from the Visual/Nonverbal Learner: "I have this kitchen utensil drawer at home, and it's packed full of utensils of one kind or the other. I've never been able to figure out why my husband can never find what he's looking for when he opens the

drawer. He just rummages around in the drawer and looks distressed because he can't get his hands on the spatula he's looking for. Then I walk over, take one look at the drawer, and pick out the spatula quickly and easily. I realized, after taking the Learning Style Survey, that our different experiences have to do with our differing learning styles. I'm a Visual/Nonverbal Learner. I can scan a dense visual field (like my kitchen drawer) and quickly pick out an essential visual design (like the outline of the spatula). My husband, on the other hand, is a Tactile/Kinesthetic Learner. He's not going to find that spatula until he gets his hands on it — which is no small feat in a drawer as crammed full of things as our utensil drawer."

The Auditory/ Verbal Learner learns best when information is presented in an oral language format. In a classroom setting they benefit from listening to lectures and participating in group discussions. They also benefit from obtaining information from audio tape. When trying to remember something, they can often "hear" the way someone told you the information or the way it was repeated out loud. They learn best when interacting with others in a listening/speaking exchange.

Words from the Auditory Learner: "When I'm taking a test, I can hear in my head the way my girlfriend and I discussed the subject matter when we were studying together. I can hear my girlfriend's tone of voice; I remember at what point we were laughing. Often it is the auditory memories that I remember first — the tone of voice, the laughing. Then I remember the content of what we were saying, and this gives me the answer I'm looking for on my exam. It's amazing to me how strong an Auditory Learner I am. I remember loving to listen to my grandfather tell stories when I was little. My brother couldn't sit still long enough and would always run off before the story was over. But me, I could just listen forever."

The Tactile/ Kinesthetic Learner learns best when physically engaged in a "hands on" activity. In the classroom they benefit from a lab setting where they can manipulate materials to learn new information. Since they learn best when physically active, sitting in a lecture course can be very challenging.

Words from the Tactile/Kinesthetic Learner: "When I was little, I could never sit for long periods of time in school, the way the other kids seemed to be able to. I just needed to move my body. I could never understand why we just sat at our desks, looked at the teacher and listened. I wondered why we never seemed to DO anything. I figured I was just a troublemaker, a bad student, and lazy. But now I see it in terms of learning style. I am a Tactile/Kinesthetic learner. I really need to be actively and physically involved when I'm learning, or nothing sinks in. This is a real challenge in college, especially in traditional lecture classes. But I take notes, and I also draw pictures all over my notebook pages — anything to keep my hands busy during lecture. Somehow this

helps me stay focused on what the instructor is saying.”

Tasks after Reading

1. Do you agree or disagree with the advice given? And what implications can you get from these passages?
2. Identify your own sensory preference; write a paragraph offering advice based on your own learning experience.

Peer Writing

Our Learning Styles — Individualized Learning Style

(2006-12-06 08:39:51)

Yuan Wenbin

I don't think I know exactly what kind of learning style I have. Maybe I haven't learnt much about myself or my learning style is a combination. I don't like to sit in the front of classroom, but I can easily absorb information from graphs and pictures. I don't like to read along with the tape recording but I prefer staying in a quiet place to study. I don't like to move around when I am reading or studying but I like doing experiments and I don't like to sit still for a long time. So my study style is a combination.

The good aspect of my present study habit is that I organize my schedule to include frequent breaks. In this way I can study more efficiently. I think it is my not concentrating on what the teacher said that is not suitable to my learning style. As you know, one cannot learn without teachers. Although my learning style is a combination, not listening to teachers is not suitable to any of them. I think I should concentrate on what the teachers say and I should put what I have learned into graphs and study in a quiet place. Besides, organizing a study schedule is good for me to most of my time.

Ji Xiaoting

When in class, I always see the postures of teachers. I think it helps me concentrate on what the teacher is talking about. I can often catch messages by seeing the teachers' facial expressions and body language. Besides, I take detailed notes and think in pictures. So I think my learning style is learning through seeing and doing.

As a student, I sometimes discuss homework with others. That is not suitable. I should follow myself and think and study independently.

To be more effective, I will keep my good habits such as making notes, organizing a study schedule. In addition, I should take part in class discussions. What I lack is learning through listening. If I can combine seeing, doing and listening, I will be a more effective learner.

After Reading Task

Sort out these students' learner preferences according to their writing. You can draw graphs or chart to illustrate.

Writing

Now that you've finished this unit, you may be curious about your teachers' preferences. So, do research with your teammates on one teacher's learner preference! There are some suggestions for you:

1. Get your questionnaires and questions before starting out.
2. Your team will cooperate so everyone should be aware of his/her own responsibility; and one can choose task which she/he is good at.
3. Choose one of your teachers as the subject; you should pay attention to your communication skill.

After the research, analyze the data and the answer, and then write a report of your findings. The following should be included:

1. the subject and the instrument of your research
2. the procedures of your research
3. the description of your data
4. the implication you get from your findings

Critical Thinking

Know yourself; know your target; a hundred battles, a hundred won.

— Sun Tzu

He who knows others is wise. He who knows himself is enlightened.

— Lao Tzu

The most difficult thing in life is to know yourself.

— Thales of Miletus

Each one of us is a unique, variable individual. We are interesting in our own personal ways. The better we understand ourselves, the easier it becomes to live up to our full potential. Let's not allow shyness to block our chances for a rich and fulfilling life.

— Betty Sobel and Lorraine C. Simth