

PROFESSIONAL DEVELOPMENT OF LOGISTICS ENGLISH TEACHERS

物流英语教师专业化发展

..... 左 雁 吴尚义 编著




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内容简介

——帮助物流英语教师实现专业化发展

《物流英语教师专业化发展》试图梳理一下“教师专业化发展理论”与物流英语教师教育实践之间的关系,在训练活动中整合“专业化发展理论”,在课堂行为中显现“专业化发展”。意在帮助物流英语教师尽快适用新的理论,通过意识的改变、专业能力的训练,建构一个物流英语教学课堂中的新“我”,实现课堂面貌与课堂效果的变化,实现英语教育理论对专业英语课程改革的支持和支援功能,最终以自己为资源,完成物流英语教师的专业化发展。

如果你想了解物流英语教师专业化发展中的能力要求,这本书会以讨论的形式向你展开;如果你已经了解了物流英语教师专业化发展对能力的必然要求,这本书将与你讨论操作层面的教学问题,起到“跟进培训”的作用。

本书采用了比较灵活和轻松的体例:任务的凸显鲜明,是想产生一定的融入力和合作力;配插图,是想借助图画语言表达抽象思想,让教师在比较轻松的状态下学习;参与讨论,是想呼唤教师的参与意识,以便在教育经验基础上进行专业化发展的能力培训;理论之声,是想使教师得到思想的整理和理论的提升。这种体例,适合多种形式的物流英语教师培养和培训,也便于发展中教师的个人研读。

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Module One

Understanding of Logistics English Teachers

Discussion:

- ◇ What difficulties did logistics English teachers experience?
- ◇ What sort of logistics English teacher are you?
- ◇ What professional competences should logistics English teachers be equipped?

“学然后知不足，教然后知困。
知不足然后能自反也；知困
然后能自强也。故曰教学相长也。”



Section 1 Frustration of Logistics English Teachers

Problem and Reflection

Activity One: Fill in the activity card

1. Considering a logistics English teacher, what kinds of difficulties and problems will you think of?
2. What do you think of the problems and difficulties? What sorts of ways can you think of in solving the problems and overcoming the difficulties?

Activity Two: Reading

1. The following are talks from some English language teachers about their frustration. Do you agree with them? (Bailey, 2001)

A teacher can be compared to a battery. At the beginning of the school year, all the students are plugged in and drawing learning current. At the end of the school year, the battery is worn down and it must be recharged. And each time the battery is recharged it is more difficult to get it to hold its charge, and eventually it must be replaced. That is when complete burnout has taken place (Jim Y., a teacher, quoted in Maslach, 1982:2)

Dick L., an elementary school teacher, is finding it increasingly uncomfortable to

have a drink in the local bar after work. Once some other customers discover he is a teacher, they let him know the contempt they have for his profession—"You guys are doing a lousy job of teaching, and yet you have the nerve to demand bigger salaries. And you already get three months of vacation!" and so on, and so on (Maslach, 1982: 52).

After school, I work as a gymnastics coach. This gives me the opportunity to contact with students that is different from teaching, so it helps me see them in a different light and can offset some of the daily frustrations. Plus, it gives me a chance to exercise, work off tension, and keep in good physical condition. During the summer I get as far away from teaching as possible. I look forward to that summer job: lifeguard, house painter, salesman, or whatever. Sometimes, that job becomes a year-round vocation. Moonlighting is often a financial necessity because teachers' salaries are pretty inadequate. But, more importantly, it is an emotional survival technique (Roger E., a teacher, *ibid.*, 88-89).

A teacher cannot function adequately for long without an informed shoulder to lean on, without an on-the-spot human wailing wall at which to gripe, to rage, to express fears and confess mistakes, to ask questions and wonder...Where the human wailing wall is carefully conceived and consistently offered, where the people provided are ... informed, sensitive, sympathetic, and understanding, the turnover among teachers, even under the most incredibly difficult conditions, is remarkably lowered (Long and Newman, 1961:5-26, as cited in Maslach, 1982:111).

2. Read the following interviews with two logistics English teachers. What do you think of their ideas?

Interview one

The first interview, with one logistics English teacher engaged in this field for more than five years, revealed the teacher's dissatisfaction towards the teaching situation in her class. The evaluation method there to the teachers does not fully reflect the teachers' teaching ability and teaching result. The existing administrative management to the teachers also irritated the teacher. Faced with no challenges from the present teaching tasks, she was fed up with the dull routine teaching. She didn't enjoy the teaching

activities and was in the trouble of getting out of the distressed feelings.

Interview two

The second interview was conducted with a young logistics English teacher. It revealed a quite different response to the situation. The teacher had been working in the university for less than three years. She loved this career and she was very enthusiastic in doing everything connected with logistics English teaching, whereas, she was confused with a lot of teaching difficulties. The only way in solving the problem was getting advices from the experienced teacher. She also thought of the theory support ——getting teaching knowledge from the pedagogic works. However, she found the theory too difficult to be understood. She often asked the experienced teachers to explain the theory by showing simple teaching examples in logistics English teaching. She wants to learn everything, actually.

Activity Three : Discussion

1. As you were reading the above two accounts you probably thought about the differences and similarities between the English language teachers and logistics English teachers. Considering the specific condition of logistics English teachers in China , especially your conditions as logistics English teachers , write notes under the following headings. You may add contents of them from your own experiences and your findings :

Frustration for the English language teachers	Frustration for the logistics English teachers

2. Read the following experiences written by Ur, penny (2000:330) about his way in struggling out of his frustration as being an English language teacher. Think of your ways of going out of frustration and discuss in pairs to get peer-support.

My recollections of my first year of teaching English as a foreign language are on the whole negative. There were, it is true, some positive aspects; an end-of-term play, for

example, that children and parents enjoyed; the awareness that the children were progressing. But my main memories are of investing an enormous amount of work in preparing lessons and materials, much of which was in the event wasted; horrific discipline problems; feelings of disappointment and humiliation.

The outstanding event which helped me was at the end of my first year, when I went to the “homeroom” teacher of one of the classes I had been teaching and told him I thought I was unsuited to be a teacher and wished to leave. He told me to think less about my own feelings and to look at the students; to try to assess as objectively as I could what they had acquired from my teaching; mainly how much English they had learned, but also whether they had progressed in learning skills, and whether their motivation and attitude to the language had been enhanced. He said that if I honestly thought they had not learned, I should leave. I stayed.

3. Read the challenge of logistics and think of the requirement of the development to the logistics English teachers.

Although logistics has been a growing area of responsibility in many companies since the 1960s, it is fair to say that the profile of logistics managers in corporate America was not as high in most companies prior to 1980 as it is today. Logistics managers tended to be regarded as hard working individuals who played primarily a supporting role to marketing and manufacturing. However, the “back-to-basics” movement helped to change the profile level of logistics in the 1980s, particularly because a growing number of companies recognized the role that logistics can play at the margin in their strategic efforts to gain or regain a sustainable competitive edge? Efficient transportation systems support logistics practices such as “just-in-time” inventory and manufacturing; Vendor Managed Inventory (VMI); and Collaborative Planning; Forecasting, and Replenishment (CPFR). Companies such as Pfizer and Wal-Mart have used these concepts to lower costs and gain significant market share.

The beginning of the 21st century actually saw a continuation of the evolution of logistics that began during the decades following World War II; however, since then, several variables have introduced new challenges: The Internet and e-business; Continued globalization; Business alliances; Rapidly changing technology.

Today, many of these firms have gained control of fulfillment operations through the use of private operations or third Party Logistics providers (3PLs). E-business over the Internet

has quickly developed into a powerful medium for firms to reach customers through information, products, and services. This has put pressure on the logistics and transportation networks of shippers. Firms such as UPS and FedEx Ground have seen an explosion of small package deliveries to both business and residential addresses. Shipment sizes have decreased and frequency of shipments have increased. Real-time inventory tracking has allowed companies in the supply chain to eliminate inventories. Reliable transportation networks have also allowed firms to eliminate unnecessary safety stock inventories. With all of these challenges, the use of the Internet for e-business is still in the developmental stage.

The globalization of business has had a tremendous impact on the way companies operate today. The scope of globalization runs the gamut from foreign sourcing in the procurement area and/or selective sales in other countries to multifaceted international distribution, manufacturing, and marketing strategies that encompass international production sites, multiple staging of inventory, counter trading in the sale of products, and so on. Whatever the situation, the cost of logistics as a percentage of total cost is greater for international ventures, and the complexity of logistics operations usually increases at a geometric rate in the international arena. If procurement is included, logistics is the single-most important factor for successful international ventures. Transportation, in particular, has been affected because of the distances involves both inbound to manufacturing from foreign sourcing and outbound for additional manufacturing or delivery to customers. Transportation might account for as much as 50 percent of the total logistics costs.

The 1990s saw a dramatic growth in the use of 3PLs for basic transportation and distribution processes. This growth continues in the 2000s with 3PLs expanding their services to include inventory management, order management, and inventory ownership. These relationships allow 3PLs to gain a larger "share of wallet" of their clients business. This is one example of the change in the nature of business alliances that are being developed in industry. The beginning of this decade has seen Amazon.com performing fulfillment for Toys "Я" Us.com, WalMart.com out-sourcing their Internet fulfillment operations, US Airways and United Airlines joining forces to share flights, fares, and frequent traveler programs, and food manufacturers sharing capacity in transportation vehicles for customer deliveries. The 2000s have brought a new type of alliance among companies, which are some times competitors. These alliances focus on eliminating duplication of assets and processes so that

both parties can benefit. The remainder of the 2000s will more than likely see more innovative types of business alliances.

Another factor is rapidly changing technology and, in particular, changes in computer hardware and software. The significant price reductions for powerful computer equipment have helped bring about better inventory control, better equipment scheduling, more efficient rating of transportation movements, and so on. Technological changes in communications, such as satellite global positioning systems to maintain contact with motor carrier fleets, have helped to improve service quality to the extent that motor carrier companies now are able to meet narrowly defined timewindows for pickups and deliveries. The continued development of Radio Frequency Identification (RFID) is allowing companies to track freight to the individual package level. The interface between communication technology and computers is another area that has tremendous potential for logistics. These changes are just the tip of the iceberg, many other developments could be included in this area, such as bar coding and robotics.

All of these challenges have provided opportunities for logistics and transportation processes to add value to product movement throughout the globe. They have also given the logistics and transportation processes more responsibility for the management of information and cash flows throughout the supply chain.

Voice from the Theory

■ Understanding the role of EFL teachers. (Transcribed from a speech at the 1st International Annual Conference of TEFL-CHINA, 2002)

Teacher's consciousness of their role is essential in their professional development. The terms that denote a teacher's role are indeed many. Different methods have different assumption about what role the teacher plays in the classroom. The term "role" has been defined in two different ways:

The first one; a role can be defined generally as "a part people play in the performance of social life" (Widdowson, R. G).

"A role is a set of norms and expectations applied to the incumbency of a particular position" ——(sociologist)

The focal type of teacher role is occupational and identifying. It is a position with a certain responsibilities and expectations. In the classroom, a teacher in this type of

clothes is in contrast with the student and the pupil, both of which are also identifying but not in contrast with the word learner.

The later type of role is manifest to the learner. It is transactional and incidental. The transactional part of role is more sophisticated as the teaching and learning process goes along, the teacher may serve as a model in using the type of language, an organizer in conducting activities, a counselor in diagnosing the learners' problems and giving good advise, and participant-observer of the teaching and learning process, etc.

This division of teacher's roles is useful in understanding the authority of the teacher in the classroom. Widdowson points out that the identifying role is authoritarian, while the transactional role is authoritative. In Chinese the identifying role is “权力性”, the transitional role is “业务性”.

Widdowson makes a very important point here.

How we view the exercise of authority in action depend more on our attitude for education and the society it serves. And perhaps this is indeed necessary for the maintenance of an open society. If that is made, this is quite a different issue from exercise of authority in transaction or no matter how we view pedagogy, no matter how much initiative we allow for the learner, the teacher must surely retain an undiminished authority. Increase in learner-centered activity and corroborative work in classroom, does not mean that the teacher becomes less authoritative. He/she still has to comply with the required convenient conditions for learning, still has to monitor and guide the pupils.

No educational reforms or educational innovations will diminish the authority of the transactional type of law. Pedagogical observations show that the more innovative the teacher is, the more transactional roles he /she plays, the more authoritative he/she is before the learners.

In the current education reform in China, it is necessary to distinguish between two types of roles of the teacher and to keep in mind Widdowson's advise, specifically, while adopting learner-centered task based on teaching and learning. We shall need to retain the authority of the teacher.

The continuing development of teachers is therefore a key link in promoting any educational reform.

Understanding the definitions of logistics

What is logistics in the sense that it is understood today? There are a number of definitions of what is understood by the word logistics and, in some senses, the use of the word is simple, while in others it is more complex. The following definitions will help you understand the term:

- ① Logistics (business definition): Logistics is defined as a business – planning framework for the management of material, service, information and capital flows. It includes the increasingly complex information, communication and control systems required in today's business environment.

—— (Logistics Partners Oy, Helsinki, FI, 1996)

- ② Logistics (military definition): The science of planning and carrying out the movement and maintenance of forces— “those aspects of military operations that deal with the design and development, acquisition, storage, movement, distribution, maintenance, evacuation and disposition of material; movement and hospitalization of personnel; acquisition of construction, maintenance, operation and disposition of facilities; and acquisition of furnishing of services”.

—— (JCS Pub 1-02 excerpt)

- ③ Logistics: The procurement, maintenance, distribution, and replacement of personnel and material.

—— (Webster's Dictionary)

- ④ Logistics: The art of maintaining control over worldwide supply chains by a combination of transport, warehousing skills, distribution management and information technology.

—— (Benson, R. and Whitehead, T. S. Transport and Logistics)

- ⑤ Logistics: The process of strategically managing the movement and storage of raw materials, component parts and finished goods throughout the business from suppliers to final delivery to customers.

—— (Christopher, M. Logistics: the Strategic Issues)

- ⑥ Logistics: 1. The branch of military operations that deals with the procurement, distribution, maintenance, and replacement of material and personnel. 2. The management of the details of an operation.

—— (American Heritage Dictionary)

- ⑦ Logistics: The process of planning, implementing, and controlling the efficient, effective flow and storage of goods, services, and related information from point of origin to point of consumption for the purpose of conforming to customer requirements. Note that this definition includes inbound, outbound, internal, and external movements, and return of materials for environmental purposes.

——(Reference: Council of Logistics Management)

- ⑧ Logistics: The process of planning, implementing, and controlling the efficient, cost effective flow and storage of raw materials, in-process inventory, finished goods and related information from point of origin to point of consumption for the purpose of meeting customer requirements.

——(References: Canadian Association of Logistics Management)

From these definitions logistics can be briefly described like this: logistics means having the right thing, in the right place, at the right time. The underlying concept might be defined as follows:

Logistics is the process of planning, implementing, and controlling the efficient, effective flow and storage of raw materials, in-process inventory, finished goods, services, and related information from point of origin to point of consumption (including inbound, outbound, internal, and external movements) for the purpose of confirming to customer requirements. Implied in the definition is that the logistics process provides a systems framework for decision making that integrates transportation, inventory levels, warehousing space, materials-handling systems, packaging, and other related activities that encompass appropriate trade-offs involving cost and service.

Understanding the definition of supply chain

A supply chain is a complex logistics system in which raw materials are converted into finished products and then distributed to the final users (consumers or companies). It includes suppliers, manufacturers, warehouses, DCs and retail outlets.

It is characteristic of a supply chain that each node on the chain depends on the nodes before it. For example, raw materials cannot be processed into finished goods unless they are transported to the factory at first. This means that the failure of one chain will result in the failure of the whole chain. No one element of the chain is more or less important than all the others.

Not all supply chains remain the same. Different products or sectors can have a different supply chain.

Section 2 Picture Yourself as a Logistics English Teacher

Problem and Reflection

Activity One: Finding words

1. Use as many adjectives as you can think of to describe a good logistics English teacher, list them.

A good logistics English teacher is:

2. Use as many adjectives as you can think of to describe an inadequate logistics English teacher, list them.

An inadequate logistics English teacher is:

3. Discuss with your peers about the answers to the above two activities. Find the words that best describe you as a logistics English teacher.

As a logistics English teacher, I am _____.

Activity Two: Reading

1. Pre-reading task: discussion

Discuss with your peers about the topic “What do you think of your logistics English teaching?” The procedure is as follows:

a) Each person writes 20 sentences. Each sentence should have the content of