柳淑瑛 编著

支架式语言教与学

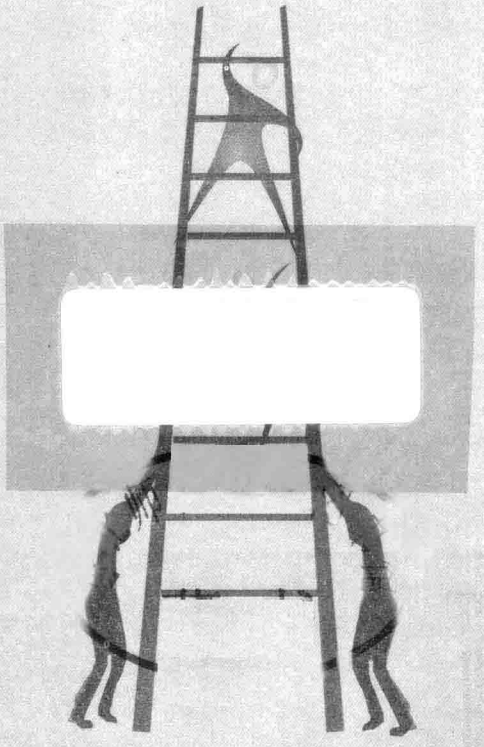
SCAFFOLDING YOUNG LEARNERS IN LANGUAGE LEARNING

中国社会科学出版社

柳淑瑛 编著

支架式语言教与学

SCAFFOLDING YOUNG LEARNERS IN LANGUAGE LEARNING



中国社会科学出版社

图书在版编目(CIP)数据

支架式语言教与学 / 柳淑瑛编著. —北京：中国社会科学出版社，2013.3

ISBN 978-7-5161-2359-1

Ⅰ.①支… Ⅱ.①柳… Ⅲ.①支架式-语言教学-教学研究 Ⅳ.①H09

中国版本图书馆 CIP 数据核字(2013)第 061275 号

出 版 人	赵剑英
责任编辑	任 明
责任校对	安 然
责任印制	李 建

出 版	中国社会科学出版社
社 址	北京鼓楼西大街甲 158 号（邮编 100720）
网 址	http：//www.csspw.cn
	中文域名：中国社科网 010-64070619
发 行 部	010-84083685
门 市 部	010-84029450
经 销	新华书店及其他书店

印 刷	北京奥隆印刷厂
装 订	北京市兴怀印刷厂
版 次	2013 年 3 月第 1 版
印 次	2013 年 3 月第 1 次印刷

开 本	710×1000 1/16
印 张	30.5
插 页	2
字 数	531 千字
定 价	68.00 元

凡购买中国社会科学出版社图书，如有质量问题请与本社联系调换

电话：010-64009791

版权所有 侵权必究

Preface

There are many books which offer guidance to teachers of English as a foreign language, some theoretically-based and some more practical. Most of these books, however, take a cognitive perspective on teaching and learning - learners learn through individual mastery of the structures and vocabulary they are taught during class sessions. It has taken teachers of English, and of language more generally, quite a while to come to terms with changing theoretical perspectives on teaching and learning. Learning, in most fields, is now viewed as a socio-cultural phenomenon, and this means a significant reappraisal of approaches to teaching English as a foreign language.

The task thatLiuShuying has set herself in this book is, therefore, a very important one. She aims to give an alternative account of the process of teaching English as a foreign language, and to illuminate the practical consequences for teachers of a socio-cultural approach to learning. Her key concept is that of scaffolding, a pedagogic approach built upon Vygotsky's Zone of Proximal Development. Scaffolding has enormous potential as a guiding principle of the field of language teaching, as it sets the role of the teacher as much greater than simply giving instruction. In an English as a foreign language classroom, teachers are usually the only model available to students of speaking, listening, reading and writing the language they are learning. And by acting as this model, and skilfully enabling the students to take part, with guidance, in the use of the language, teachers can significantly affect the language experiences, and learning of their students. The crucial word in that last sentence was 'skilfully', and it is in terms of its effects upon teachers' skills that this book will be mainly judged.

Liu Shuying has managed to combine in this book a strong theoretical underpinning with a very rich set of suggestions for classroom implementation of scaffol-

ding and other social pedagogic strategies. Teachers of English as a foreign language will find her book stimulating to read but also very practical in terms of the classroom activities it suggests for them to use. It is an ideal guide for beginning and new teachers of English, and even experienced teachers of English will find many items of use within its covers.

David Wray
Professor of Literacy Education
University of Warwick, United Kingdom

试读结束：需要全本请在线购买： www.ertongbook.com

前言（foreword）

指导理念

本书《支架式语言教与学》以苏俄心理学家维果茨基（Vogotsky）提出的“脚手架”原理为主体框架。脚手架一词原指建筑学中辅助建筑工人建造房屋用的脚手架，随着工程任务的完成，脚手架就被撤离，建筑物自己矗立。脚手架概念在教育中的应用起源于苏俄心理学家维果茨基（Vogotsky）的最近发展区（Zone of Proximal Development）理论，1976 年教育心理学家 Wood，Bruner 以及 Ross 也将其引用过来，主要意义指：儿童内在的心理能力的成长有赖成人或能力较强的同伴的帮助或协助，而这种帮助应该建立在学习者当时的认知组织特质上。在这个过程中，儿童需要一定的支持才能从现在的认知水平发展到潜在的认知水平。当学习者认知能力不断增强，学习过程逐渐内化以后，支持就逐渐淡出。这种由别人提供并在儿童认知水平提高的过程中逐渐淡出的认知支持称之为“脚手架”。本书中的“支架”即“脚手架”。

支架式教与学强调以“最近发展区”作为教师介入的时空，实际上就是指最近发展区内的教与学。支架式教与学所支持的学习环境也已成为目前学习环境，特别是英语学习设计的热点，因为

1. 以学习者为中心，把课堂还给学生的教学理念要求教师，特别是英语教师建立一个强有力的学习环境支持体系。

2. 以“任务”为中心，“话题 + 情境”的基础英语课程编排体系需要与之相适应的支持环境。

“话题 + 情境”的基础英语教材为师生共同建构学习经验创立了一个起点，即：将“话题”“情境”并列作为编排单元内容的要素，“话题”指根

据学生的生活经验、学习兴趣及英语丰富的表义功能和独特的文化内涵来确定的英语学习主题，也是由本话题核心词语的本义、联想义、引申义等构筑的文化主题，它统摄一个单元中所有的阅读材料及语言任务实践活动。而“情境”则围绕着思想内容话题，

这种作为支点的“话题＋情境”的教材编排体系，以及以“任务”为中心的（task-based）语言学习，采用课题式的教学方法就需要与之相适应的一个语言学习环境支持体系。教师再不是语言知识的传授者，而是一个情境（言语对言语环境的依赖）的提供者，一个促进者，一个学生随时请教的帮助者；语言学习的课堂成为了一个支持学习者进行语言学习的环境，教师提供给学习者的是一种支架式的帮助（情境的创设，问题的引导等），这种支架随着学习者语言学习的掌握，就会慢慢撤去，实现“教是为了不教”的理想状态。支架式的帮助也是促进学习者自主学习的一个支持体系，因为促进学习者自主中的一个重要因素，就是提供帮助（设计各种各样的活动）和资源。（Little，1991）

编写框架

本书以“脚手架”原理作为编排框架，其目的在于为学习者的语言学习搭建一个有效促进语言学习的学习环境支架。书中的支架（脚手架原理）指英语教师如何采用各种教学技能、方法、活动来为学生的语言学习搭建一个情境、语言学习的认知支架。因为中小学生的英语学习主要靠教师创设语境、设计任务、组织活动等形式完成的，是在教师的精心设计的活动下完成的，所以给中小学生搭建英语学习中的脚手架就显得非常必要。

具体而言，教师在教学中搭建脚手架时，应该完成三项任务：评估、选择教学活动、提供教学支持。即，首先对学习者学习的现状和存在的问题进行评估或探讨，教师可以根据不同的学生，不同的课程内容，不同的教学环境，，不同阶段提供不同的符合学习者认知水平的“脚手架”的支持。如在课堂刚开始时进行导入，提供学习情境的支持，然后根据学习内容分步设计学习任务和学习提示，随着学习者认知水平的提高和语言能力的发展，脚手架的形式由任务导航与提示逐渐转变为提供活动探究的框架（语言学习任务的框架），不再给出具体的导航和提示，学习活动最后阶段，只是由教师或学生来做一些评价，一般是一些激励性的话语，不再提供任何“脚手架”

的支撑体系。

内容简介

本书共有12章内容，每一章后面辅以具体的课堂案例。

第一章（Scaffolding：Give Support to Young Learners）主要介绍了脚手架的原理，维果茨基最近发展区学习理论以及脚手架的特征，教师如何在中小学生的学习中搭建脚手架的原理以及为什么在学生的语言学习中搭建脚手架的原因。

第二章（Scaffolding Young Learners Through Tasks and Activities）主要阐述了中小学的语言学习主要靠教师创设语境、设计任务、组织活动来完成任务，因而如何设计任务，设计什么样的任务活动才能为语言学习者的语言学习搭建一个有力的脚手架。本章介绍了任务型教学方法的原理，课堂任务的特征（建立真实或模拟于真实的生活场景）以及如何设计任务、设计什么样的任务才能为语言学习者搭建一个可以依傍的脚手架，并给出了一些可供参考的活动形式。

第三章（Scaffolding Young Learners in Developing Listening Skills）、第四章（Scaffolding Young Learners in Articulating Their Ideas）、第五章（Scaffolding Young Learners in Developing Reading Skills）和第六章（Scaffolding young learners in developing writing skills）主要从听、说、读、写方面来探讨如何搭建脚手架来帮助学习者做到乐意听，能听懂到，愿意读、能写出大纲所要求的段落、小文章。

其中，在第三章和第五章，介绍了语言接受技能常用的语言输入原理（自上而下、和自下而上以及图式理论），探究了学习者在接受技能方面经常存在的问题以及产生这些问题的原因，探讨了可以帮助学习者在听、读方面的支架型活动形式。

第四章和第六章是关于语言输出技能（说、写）方面的讨论，这是目前英语教师和学生颇感头痛的问题，所以本章主要分析了学习者想说，但说不出；想写但无话可说的真正原因，并给出了一些模式框架（各种文体常用的句型、段落组成模式等），为学习者搭建一个可以依傍的脚手架。

第七章（Scaffolding Young Learners in Learning Vocabulary）和第八章（Scaffolding Young Learners in Grammar Learning）主要探讨了关于如何为学

习者在学习语法和词汇方面搭建脚手架。首先介绍了语法教学的常用模式：归纳法和演绎法，其次就如何进行语法教学介绍了一些课堂活动。

第九章（Scaffolding Young Learners Through Questioning）主要探讨如何设计问题才能促进学习者的语言学习（Question Design Scaffolding）。语言课堂的问题设计是语言教师从事语言教学必须掌握的技能技巧。怎么设计问题？从哪里入手？什么样的问题能促进学习者的语言学习，所设计的问题在学生的学习中能起到什么样的作用（例如，读前、读中、读后问题设计的侧重点）都是本章探讨的问题。本章也介绍了教师在英语课堂中常用的问题模式。

第十章（Scaffolding Young Learners Through Coursebooks）讨论如何对教材进行适当的取舍和调整。教材与使用者、使用环境之间可能存在一定的差异，因此需要教师在微观层次上根据实际教学情境，通过对教材的解读梳理以及学习者的具体情况，进行取舍、调整和补充，建立单元内容之间的系统性和连续性，达到任务型语言教学所追求的语言习得的理想状态：即大量的语言输入、语言的真实使用和学习者内在动机的激发。本章节也依据目前初高中新教材“话题＋情境”编排体系，辅以具体案例探讨了如何按单元间主题内容的相关性进行单元信息合并整合的方法，强调以学习者的个人经历体验作为背景，创建语境，为学习者的语言学习搭建及时的脚手架。

第十一章（What Language Teachers Should do Before They Provide a Scaffold for Young Learners）关注于课程设计，即：如何为语言学习者搭建及时、适宜的支架，语言教师必须要在课前做好充分的准备，即，宏观设计和微观设计。宏观设计主要是针对于整个课程、整个学段的整体设计，微观设计主要是指对某一课时的设计，即课时设计。整个章节探讨了教师梳理教材、创新性使用教材的方法和路径，为教师自主、创新性地使用教材搭建一个支架。

第十二章（Classroom Research by Teachers）主要探讨了英语教师的课堂研究，优秀的“教书匠”不再是教师追求的唯一目标，也无法达到理想中的“优秀”。本章节针对基础教育英语教师科研薄弱情况，从具体教学问题出发，辅以具体案例。如：我该从哪里入手？我怎么能找到研究的问题？问题确立后我该怎么做？来为英语教师搭建一个可以从事研究的支架。本章最后还提供了教师在写论文、研究课题时参考文献的模式。

目　录

Chapter 1　Scaffolding: Give Support to Young Learners …… (1)
Ⅰ　Scaffolding …… (2)
1.1　What is scaffolding …… (2)
1.2　Vygotsky's theory and learning …… (3)
1.3　Features of scaffolding …… (4)
Ⅱ　Young Learners …… (6)
2.1　Characteristics of young learners …… (6)
2.2　Theory on child language learning …… (7)
2.3　Learning a second language/a foreign language …… (10)
2.4　Requirement of new English curriculum …… (11)
Ⅲ　Scaffolding to young learners …… (14)
3.1　What scaffolding means to the young learners in the classroom …… (14)
3.2　Scaffolding young learners in language learning …… (16)
3.3　Scaffolding from teachers, peers and visual aids …… (16)
3.4　Scaffolding through interaction …… (19)
3.5　Scaffolding by creating a supportive language learning environment …… (22)
Ⅳ　Roles of language teachers in scaffolding …… (23)
4.1　knowing young learners …… (23)
4.2　Scaffolding young learners …… (24)
Ⅴ　A case of scaffolding young learners in classroom teaching …… (25)

Chapter 2 Scaffolding Young Learners through tasks and activities …… (35)
Ⅰ Task …… (36)
1.1 Task described and defined …… (36)
1.2 Theoretical rationale for the use of tasks in foreign language teaching classroom. …… (37)
1.3 Task features, components and framework …… (38)
Ⅱ Scaffolding young learners through tasks and activities …… (45)
2.1 Perspectives on Task and activity scaffolding …… (45)
2.2 Scaffolding Young Learners through tasks and activities …… (47)
2.3 Scaffolding young learners through interaction …… (49)
Ⅲ Effective support for young learners to perform a task …… (51)
3.1 Cognitive support and language support. …… (52)
3.2 Task design …… (54)
3.3 Complexity of the task. …… (58)
Ⅳ Roles of language teachers …… (59)
4.1 Promoter …… (59)
4.2 Facilitator …… (60)
4.3 Scaffold …… (60)
Ⅴ A case of scaffolding young learners through tasks …… (64)
Chapter 3 Scaffolding Young Learners in Developing Listening Skills …… (70)
Ⅰ A brief Review of listening process …… (71)
1.1 Top - down and bottom - up views of listening …… (71)
1.2 Schema theory …… (72)
1.3 Comprehensible input …… (73)
Ⅱ Reflection on listening experience …… (74)
2.1 Addressing factors which inhibit effective listening comprehension …… (75)
2.2 Listening process …… (77)
Ⅲ Scaffolding Young Learners in developing listening skills …… (81)
3.1 Providing general basic phonetic rules …… (82)

试读结束：需要全本请在线购买： www.ertongbook.com

3.2 Establishing listening situation by providing different stuff …… (86)
3.3 Scaffolding pre-, while- and post-listening activities …… (88)
3.4 Scaffolding young learners with basic skills …… (93)
3.4 Scaffolding young learners by designing tasks …… (100)
Ⅳ Guidance to listening tests …… (101)
4.1 Helping young learners prepare for tests …… (102)
4.2 Guidance before beginning the paper …… (102)
4.3 Advice for young learners to prepare for the test …… (104)
4.4 Advice for language teachers …… (104)
Ⅴ A case of scaffolding young learners in listening …… (107)
Chapter 4 Scaffolding young learners in articulating their ideas …… (114)
Ⅰ A Brief Review of speaking Process …… (115)
1.1 Pupil talking and learning …… (115)
1.2 Characteristics of spoken language …… (116)
1.3 Accuracy and fluency …… (116)
Ⅱ Scaffolding young learners in articulating their ideas …… (117)
2.1 Scaffolding young learners in teaching process …… (117)
2.2 Scaffolding young learners with an atmosphere of safety …… (119)
2.3 Providing young learners with models …… (120)
2.4 Providing young learners with necessary terminology …… (121)
2.5 Scaffolding young learners through motivating topics …… (121)
2.6 Exploring potential possibility of talk in the classroom …… (122)
Ⅲ Errors and mistakes …… (122)
3.1 Views on errors and mistakes …… (122)
3.2 Dealing with mistakes and errors …… (123)
Ⅳ Developing young learners' speaking abilities through activities …… (128)
4.1 Circle time …… (128)
4.2 Communication games …… (131)
Ⅴ Teachers' roles in scaffolding young learner in articulating

their ideas …… (135)
5.1 Teachers' roles in the classroom …… (135)
5.2 Teachers' own phonetic knowledge …… (137)
5.3 Teachers' classroom strategies …… (142)
Ⅵ A case of scaffolding young learners in articulating their ideas …… (146)
Chapter 5 Scaffolding Young Learners in Developing Reading Skills …… (151)
Ⅰ A brief review of reading process …… (152)
1.1 Bottom-up and top down …… (152)
1.2 Schema theory …… (154)
1.3 Comprehension process …… (155)
1.4 Interactive process …… (156)
Ⅱ Planning for reading: activities for before, during, and after reading …… (157)
2.1 before-reading activities …… (158)
2.2 While-reading activities …… (160)
2.3 Post-reading activities …… (161)
Ⅲ Scaffolding strategies in reading process …… (166)
3.1 Activating prior knowledge …… (170)
3.2 Learning to predict …… (172)
3.3 Designing guiding questions …… (175)
3.4 Presenting new vocabulary …… (178)
3.5 Introducing the text …… (180)
Ⅳ Optional activities in the language classroom …… (181)
4.1 Classroom activities …… (181)
4.2 Preparing for the test …… (183)
Ⅴ Extensive reading …… (186)
5.1 Strategies for extensive reading …… (186)
5.2 Using authentic texts …… (187)
Ⅵ A case of classroom reading process …… (188)

Chapter 6　Scaffolding young learners in developing writing skills …… (196)
Ⅰ　A Brief review of writing in English teaching …… (196)
1.1　What kind of writing are young learners required to do? …… (197)
1.2　What kind of difficulties do young learners face in writing? …… (199)
Ⅱ　How can teachers scaffold young learners have their ideas? …… (203)
2.1　Brainstorming ideas …… (203)
2.2　Activating learners' prior knowledge …… (205)
2.3　Making full use of resource …… (208)
Ⅲ　How can teachers help young learners organize their ideas? …… (213)
3.1　Asking themselves questions …… (213)
3.2　Making mind maps. …… (214)
3.3　Sharing quick ideas …… (215)
Ⅳ　Scaffolding frames for young learners …… (216)
4.1　Introduction of six main genres …… (217)
4.2　Use of the frames …… (223)
Ⅴ　Response to Young learners' writing …… (224)
5.1　Teachers' comments on young learners' writing …… (225)
5.2　Basic principles to response students' writing …… (226)
5.3　Ways of responding to young learners' written work …… (227)
Ⅵ　Suggestions for language teachers …… (231)
6.1　Making preparations first …… (231)
6.2　Examples of a coding system for correcting written work …… (232)
Ⅶ　A case of classroom writing …… (233)
Chapter 7　Scaffolding Young Learners in learning vocabulary …… (241)
Ⅰ　Vocabulary development in children's language learning …… (241)
1.1　What does learning vocabulary mean to young learners? …… (242)
1.2　What does it mean to know a word …… (242)

Ⅱ Learning and teaching vocabulary …… (243)
2.1 Explicit & implicit process of learning …… (244)
2.2 Choosing which vocabulary to teach …… (246)
2.3 Principles for teaching vocabulary …… (247)
2.4 A general vocabulary lesson procedure …… (249)
Ⅲ Scaffolding Young learners through activities and games …… (250)
3.1 Making deliberate presentation of vocabulary …… (250)
3.2 Using context clues …… (253)
3.3 Giveing opportunities for deep processing of vocabulary items …… (254)
3.4 Consolidating and checking vocabulary …… (256)
Ⅳ Vocabulary development …… (258)
4.1 Word structure …… (258)
4.2 Reference for vocabulary learning …… (261)
Ⅴ A case of scaffolding young learners to guess the new words based on the context …… (262)
Chapter 8 Scaffolding Young learners in grammar learning …… (268)
Ⅰ A brief review of grammar and grammar learning …… (268)
1.1 What is grammar …… (268)
1.2 What does grammar mean to young learners …… (270)
1.3 Traditional view of grammar learning …… (271)
1.4 Cognitive view of grammar learning …… (272)
Ⅱ Grammar terminology …… (273)
2.1 What words are used to talk about English grammar …… (273)
2.2 Grammar teaching process …… (278)
2.3 Grammar learning process …… (279)
Ⅲ Ways of presenting grammar …… (280)
3.1 Covert and overt …… (280)
3.2 Discovery techniques …… (283)
3.3 Personalization …… (284)
Ⅳ Activities for scaffolding grammar learning. …… (289)
4.1 Guided noticing activities …… (289)
4.2 Proceduralising activities …… (290)

Ⅴ Implication for teaching grammar …… (293)
5.1 Form to meaning …… (293)
5.2 Meaning to form …… (293)
5.3 Communicative function …… (294)
Ⅵ Cases of scaffolding young learners in learning grammar …… (296)
Chapter 9 Scaffolding Young Learners through questioning …… (307)
Ⅰ A brief review of questions …… (308)
1.1 What are questions? …… (308)
1.2 Question-scaffolding coursebook …… (309)
Ⅱ Classroom questions …… (311)
2.1 Function of questions …… (311)
2.2 Characteristics of good questions …… (314)
2.3 Using right questions …… (316)
Ⅲ Question design …… (319)
3.1 Framing the right questions …… (320)
3.2 Open-ended and closed questions …… (320)
3.3 Asking questions …… (321)
3.4 Ways to start your questions …… (322)
3.5 Reinforcement of questions …… (323)
Ⅳ A case of designing questions in a classroom …… (325)
Chapter 10 Scaffolding Young Learners through adapting materials …… (330)
Ⅰ A brief review of current English coursebooks …… (331)
1.1 What is in the current coursebook …… (331)
1.2 Framework of coursebooks …… (333)
1.3 English coursebook as a communicative act …… (338)
1.4 Characteristics of the coursebook …… (339)
Ⅱ How can teachers use the coursebooks …… (339)
2.1 Student-centered learning process …… (339)
2.2 Analysis of language teaching material …… (340)
2.3 Reinterpretation of language materials …… (342)
2.3 Factors taken into consideration …… (343)

Ⅲ How can teachers scaffold young learners through coursebooks …… (344)
3.1 Organization of the materials …… (344)
3.2 Designing a course unit …… (345)
3.3 Making the best of it - what teachers can do …… (359)
3.4 Organizing principles …… (361)
3.5 Material adaption …… (363)
Ⅳ Implication to language teachers …… (367)
4.1 Materials should help learners to feel at ease …… (367)
4.2 Support yourself …… (369)
4.3 Exploring teaching resource …… (370)
Ⅴ A Case of organizing coursebook in the classroom …… (374)
Chapter 11 What language teachers should do before they provide a scaffold for young learners …… (380)
Ⅰ Preparation for class …… (381)
1.1 What should teachers plan before a new year or new term start …… (381)
1.2 What should teachers plan before a lesson begin …… (383)
1.3 What should teachers prepare for a task …… (387)
Ⅱ Lesson planning …… (389)
2.1 What are teachers concerned about before they make a plan …… (390)
2.2 What components are involved in a lesson plan …… (392)
2.3 What stages are composed in a lesson …… (394)
Ⅲ Variety of Lesson plans …… (396)
3.1 A detailed formal plan …… (396)
3.2 Procedure notes …… (398)
3.3 Daily lesson plan. …… (400)
Ⅳ Concerns in making a lesson plan …… (401)
4.1 Adapting teaching Material …… (401)
4.2 Be flexible in the planning. …… (402)
Ⅴ Teachers' voice for lesson preparation …… (404)

试读结束：需要全本请在线购买： www.ertongbook.com