



*Embrace the Sunlight*

到太阳家里做客

——昆明理工大学英语教师赴新西兰培训纪实



昆明理工大学·外国语言文化学院  
2012年



行前培训



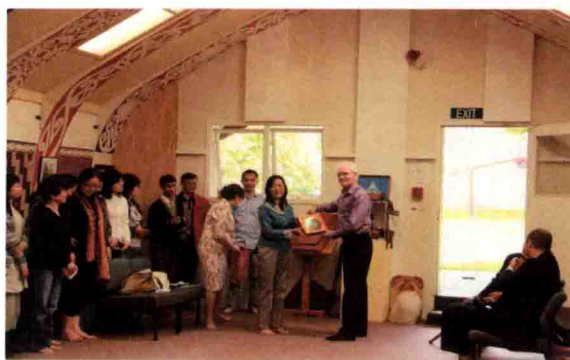
即将出发



梅西大学，我们来了！



隆重的毛利欢迎仪式



两校交换礼物



我们在学习



上课的教师们

参与此次培训的教师们，有的是梅西大学的老师，有的来自当地社区的教育机构。这样的安排正好体现了新西兰教育重视学校与社会紧密联系的特点。教师们的教学内容丰富多彩，课堂教学各具特点，教学组织形式富于变化。其注重实践的、创新的教学理念在课堂教学中体现得淋漓尽致。他们在教学中的投入与热诚令人印象深刻。三周的培训课程紧凑又短暂，但其影响却是长久的。





美好的记忆.....

## **Preface**

Palmerston North is a city located in the beautiful Pacific island country of New Zealand. It lies on the bank of River Manawatu, which is called the Habitat of the Sun in Maori cultural legend. Massey University locates in Palmerston North. Because of its geographic location of the most east part of the world, Massey University has the name of “The University Embracing the Sun”. Under the vigorously support of the leaders of Kunming University of Science and Technology, with the English teachers’ active participations, we 50 English teachers made a trip to Massey University to carry out a four-week training and cultural exchanges project. We are from Faculty of Foreign Languages and Cultures, City College and Faculty of Applied Technology of Kunming University of Science and Technology. We made a great team and spent the winter vacation from January 16 to February 13, 2012 to visit the city of sun, Palmerston North, with excitement and curiosity.

Founded in 1927, Massey University is the largest education and research institution of higher learning in New Zealand. Proposed by Faculty of Foreign Languages and Cultures, the project obtained the strong support from the school leaders. Our university appropriated funds for the project under a tight budget and gave a lot of care to it. The leaders who were responsible for the project put forward many useful advices. They deepened our understanding of the training project from the perspective of talent strategy, and coordinated many departments to escort the project. Our Faculty came into contact with Massey University efficiently and improved the plan with details. All of these provided the most substantial, direct and powerful help to the project. Massey University took the training project seriously. They assigned a person to

be responsible for the whole project. They offered up-skilling programme incorporated English proficiency, systematic TESOL teaching methodology, practical teaching skills and research methodology, etc. We learned a lot of the educational and cultural developments of New Zealand by living in the local households and visiting the museums. We broadened our outlook and obtained a lot by contacting the typical New Zealand culture, various teaching styles of the teachers, flexible and novelty teaching methods, and the communications between the teachers from the two countries.

It was the midsummer of New Zealand in January. We always bathed in the warmth and brilliancy of the sunshine. We cannot forget the bright sunrise, the fragrance of the grass, the florid blossoms of the flowers, the songs of the birds and green mountains and glittering waves of the rivers and the lakes of the land. We appreciated the magnificent scenery of the nature during the training course, and we felt a spiritual tranquility without the disturbance of the secular world. This is a book of the “guest notes” by the 50 teachers and it consists of two parts: Learning Notes, which is about the communications of the learning and training in Massey University, and Sketch Notes, which records the life in New Zealand. It is an attempt to record the journey of the teachers. Through the teachers’ words, this book records the teachers’ sightseeing, thoughts, and gains from the trip. All the articles in the book are written by the teachers themselves. In line with the principle of respecting for the original works, the editor did not make any changes of words. May this little book witness our unprecedented process of training course project in details in New Zealand.

March 16th, 2012

## 前言

在美丽的太平洋岛国新西兰有一个城市——北帕默斯顿 (Palmerston North)，她位于马纳瓦图 (Manawatu) 河岸边，而马纳瓦图 (Manawatu) 在毛利文化的传说中被称作太阳的栖息地。新西兰梅西大学就坐落在北帕市，因其是世界上地理位置最东的大学，故有“拥抱阳光的大学”之称。在昆明理工大学校领导的大力支持和英语教师的积极参与下，我们 50 名来自外国语言文化学院、城市学院、应用技术学院的英语教师受新西兰梅西大学之邀，利用寒假组成一个庞大团队，于 2012 年 1 月 16 日至 2 月 13 日到梅西大学开展了为期四周的教学培训和文化交流。于是，我们一行浩浩荡荡、兴奋好奇地走进了北帕、走进了太阳城，做客太阳家。

新西兰梅西大学创建于 1927 年，是新西兰最大的一所教育和研究学府。外国语言文化学院梅西项目提出后，得到了学校领导的大力支持。学校在经费十分困难的情况下毅然拨款支持，并给予很多关心；分管校领导提出许多重要意见，从学校人才战略的高度提升学院对培训的认识，组织多个部门为项目把关；学院紧锣密鼓联系，详尽设计方案……这一切为项目的实施提供了最基础、最直接、最有力的帮助。梅西大学认真对待培训项目，项目有专人全程负责，开出了包括语言教学理论、语言教学环境创造、语言教学方法、语言学科科研方法、学生管理策略以及毛利文化教育介绍等课程，并通过分住在市民家庭、参观博物馆等方式促进我们了解新西兰教育发展的历史和文化发展状况，使我们近距离接触了新西兰文化；新西兰典型的西方社会文化、风格各异的教师授课、灵活新颖的教学方法、双方教师之间的专业交流……都让大家开拓了眼界，收获多多。

一月的新西兰时值盛夏，做客太阳家的我们时时沐浴在阳光的温

暖与盛情之中。每当太阳升起，青草香味飘出，百花灿烂开放，飞鸟啁啾和韵，山光水色潋滟……主人太阳让我们在接受语言培训的同时欣赏着大自然瑰丽的图画，感受到一片与物欲无关的精神风景。这本书将 50 位教师的“做客笔记”分为两块：学习篇交流学习见解，生活篇记录见闻思想，只希望拷贝这个庞大访团的学习印迹，通过老师们的文字，反映大家在太阳家做客的所见所想、心境与收获。书中的文字真真切切，全部由参训老师提交。本着尊重原创的原则，编者未做过只字更改，全部文章文责自负。

愿这本小书留住新西兰之旅的点点滴滴，见证我们这次规模空前的培训过程。

2012-3-16

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## 学习篇 （英文）

柴丽

### Effective Teaching and Learning

It's my pleasure to undertake a brief professional training program in Messy University, New Zealand, which is a valuable part in my career. Indeed, nothing could be better than a close contact with the authentic native English speaking



environment for a non-native English language teacher. It is an enriching and refreshing experience for me. Not only have I been exposed to a variety of fresh issues on English teaching, but also I have learned about some useful teaching strategies and research methods. In addition, I have been greatly impressed by the teaching staff

from Messy University whose dedication and uniqueness will inspire me to explore what makes a really good teacher.

During the stay, a series of professional development lectures have been given to us, including Issues and Innovations in English Language Teaching and Learning, Various Approaches to Inquiry-Based Learning, Teaching second/third language to minority groups, Collecting Qualitative and Quantitative Data, Teaching Writing Interactively and the like. The lecture delivered by Ms Hilary has left me a deep impression. Current trends in TESOL teaching were introduced in an interesting and enlightening way. The relevant issues were put forward for us to reflect upon. We have come up with some of the different issues for TESOL in different contexts. I can't help asking myself some questions: What are the identities of my students? How to manage linguistic diversity? How do I utilise digital technology in the classroom? Ms Hilary's rich experience and extensive knowledge have reminded me of the saying, "He who travels far knows much" .

So what I have gained is not just all kinds of language teaching theories, but the thought-provoking teaching strategies. The most important is that the trip to Massey University has illuminated the important role of the teacher in effective learning. Principles of effective ELL Teaching is of great significance to me, which will help me to take actions to change and further my teaching style and methods, thus promoting student learning. The essence of the principles can be listed as follow: First, effective teachers should know your learners and identify learning outcomes. They should make learning outcomes understood and accessible for all students. Second, teachers should create a supportive learning environment. Students can learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers. Third, teachers should encourage reflective thought and actions. Students learn most effectively when they develop their creativity gradually and learn to think about information and ideas critically. Forth, teachers should facilitate shared learning by cultivating the class as a learning community where everyone is a learner; learning conversations and learning partnerships are encouraged; and challenges, support, and feedback are always available. Finally, teachers should provide sufficient opportunities to learn. Students learn quite effectively when they have time and opportunity to engage with, practise, and transfer new learning.

In summary, it is a blessing for me to have such a different experience. The training program has brought me a lot benefits, materially and mentally. I'd like to show my gratitude to those who have supported this program. Without their efforts and dedication, we couldn't have had such an opportunity to harvest so much. Yet I still recognize so many fields where I need improve. There is a goal for me to strive for — effective teaching and learning.

陈春丽

### **My Lifelong Treasure**

What have I gained to take back to our university in china? This question makes me think a lot. But I only focus on some aspects: Firstly, we've learned plenty of practical teaching methodologies: task-based learning, teaching interactively,

e-teaching, communicative teaching and so on. These are pretty effective ways to make our students highly-motivated and curious, and finally become eager learners and responsible learners. What impress me most are teaching through environment and teaching through news. If we could create opportunity for students to learn from the environment, they would gain a lot of useful information and they would become efficient learners; If we taught through news, it would broaden our students' horizon and help them remain current. In the near future, they can easily adapt to the society. From the wall in the larger classroom, I learned do's and don't of a successful optimistic teacher. It is the first time I've known how important the feedback is! As a language teacher, I should offer positive and constructive feedback that relates to effort rather than ability. When I give feedback, I can not focus on the surface features, content is more important.

Secondly, we are all impressed by the knowledgeable teachers here who remind me a saying: a good teacher should be a stream not a drop of water. When we go back, we should read extensively and never stop our self-development.

In short, we have learned a lot during the short stay!

戴雪慧

### **My Personal Understanding of Education in New Zealand**

In the course of the 3-week study in New Zealand, their education has made a deep impression on me.

First, in New Zealand the teaching is very flexible, they don't have fixed textbooks. Teachers may select some material which students are interested in and duplicate for them to use as the condition demands. But, at the same time, they have a very detailed and strictly devised national curriculum to follow. The curriculum is aimed at children at different

