
基于合作学习理论的 高中英语应试阅读教学

READING TEACHING IN SENIOR ENGLISH
TEST-PREPS BASED ON COOPERATIVE LEARNING



刘宇博◎主编

沈阳出版社

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自序

将这些体式上截然不同的东西，集合了做成一本书样子的缘由，说起来很是很没有什么冠冕堂皇的。

——鲁迅《坟—题记》

硕士毕业后，总是惦记着做点什么。静思考量，自己已工作十年有余，于是乎也打算出本书。但总觉着资历尚浅，迟迟不敢付诸行动。恰逢高中教育改革，取消了早晚自习，难得一身清闲，又得几位同事鼎力相助，遂横下心来，为之奋斗。

新一轮教改，从本质上彻底革新了高中的教学模式。追求高效课堂，追求有效教学，追求学生的全面发展是每一位站在三尺讲台上的教师的新目标。对课堂教学模式的探索，对教学理论的研究都是新教改的重点。本书所介绍的相关合作学习理论以及合作学习理论的具体应用就是对高中英语课堂教学的一次探索。合作学习理论自诞生以来就受到了世界各国教育界的重视。特别是近几年来，在我国的基础教育领域应用广泛。但是由于受高考的影响，高中教学模式还是比较单一，合作学习在高中英语课堂的应用更是有限。本着理论指导实践的原则，结合自己的教学实际，在探索课堂教学模式的过程中，做了一次大胆尝试——将合作学习应用于高中英语阅读理解教学。心想，如果成功，则共享他人；如果失败，则铺路于人。

本书各部分之间存在有机联系。第一部分简明扼要的阐述了合作学理论，详细论述了教学实验的过程。第二部分是教学实验过程中的创新。结合东北方言的发音特点，从学生实际出发，对高中英语词汇的记忆方法进行了新的探索。第三部分选取了最为典型的三十篇高中英语阅读理解文章。无论从文章体裁、词汇量还是问题设置都满足高考大纲对阅读部分的要求。总之，本书简单明了，实用性强，通俗易懂。

由于学识有限，浅陋自不必言，错误难免，恳请各界人士不吝赐教，必改之。

刘宇博

2014年3月

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PART I

**The Research Findings of the Application
of Cooperative Learning in Teaching
Reading Comprehension in Test-preps**

Chapter 1 Introduction

As a matter of fact, this is a case study about the application of cooperative learning theory, sometimes which is also called collaborative, patterns of implementation, and practical classroom suggestion. It is so defined to be a case study because there are different English teaching practice and characteristics in different high schools, and this study only takes one of them-Songyuan Experimental High School as sample. Why is the cooperative learning chosen to be applied? Why is it applied in one of the English class teaching steps-reading comprehension in test-preps? Apart from providing reasons and significance of this study, chapter 1 will answer these questions in detail.

1.1 Background of the study

1.1.1 Requirement of the development of modern society

With the modern society developing, the cooperative ability as a major premise of personal development and career success increasingly arouses people's attention and concern. In addition, as the science and the technology are blooming with each passing day, the educational tasks have to be changed in order to correspond to the new situation. For instance, the traditional way of simply imparting knowledge should

be changed into the way of dynamic integration for better learning knowledge, better developing intelligence and better cultivating ability.

Since the actuality of modern society is considered to be the coexistence of opportunities and challenges, the acclimatization ability and the various personal qualities, which each individual does need, are strongly and highly put forward. The single-handed way of working doesn't fit in with the main theme of current era, especially along with the increasingly fine division of labor. The cooperative ability is encouraged and enhanced by most of the jobs and occupations from the frontier science to the daily life. The awareness and the ability of cooperation are basic qualities of the modern. To make students learn how to cooperate, that is to say, to make students learn how to participate in different social activities and how to communicate with others in different situations should be one of the objectives of current and future education.

Nowadays, it is absolutely true that a number of companies or even the Civil Service Exams tend to choose the talents with particular emphasis on cooperative ability. Moreover, they hope this pivotal ability can be cultivated and trained in school education. Beyond that, to develop students' cooperative learning ability, the Ministry of Education offers high school English teachers *High School English Curriculum Standards (HSECS)* (2003) to instruct and direct class teaching, which means that high school English teachers are responsible to learn and practice cooperative learning in teaching according to the new educational reform and curriculum standard. Besides, considering reading comprehension plays an important role and takes more scores in English tests and exams in high school, as well as, reading and comprehending ability is tested directly or indirectly in many kinds of English proficiency tests, the author decides to apply cooperative

learning into teaching reading comprehension in test-preps in order to improve student's ability of dealing with the reading comprehension in tests and cultivate their cooperative ability.

1.1.2 Requirements of the official HSECS (2003)

HSECS (2003:17-18) explicitly declares that the general objective of high school English curriculum is to make students have a clear purpose of English learning and develop the ability of autonomous learning, inquiry learning and cooperative learning. It is concretely related and required in the following aspects.

First, the requirement of teaching objective

HSECS (2003:17) stresses that the emotional attitude mainly refers to the relative factors that affect students' learning process and effects such as interest, motivation, confidence, willpower and cooperative spirit. In high school, teachers should help students change their interest into stable learning motivation so as to make them form a strong self-confidence and a will of getting over difficulties, willingly cooperate with others, and finally develop a harmonious and healthy moral characteristic.

Second, the requirement of teaching idea

According to *HSECS* (2003:18), paying attention to students' emotions is one of the basic high school English teaching ideas. So is improving cultural attainment. The high school English courses should focus on students' emotion for improving the ability of independent thinking and judging, for developing communicative and cooperative ability, and for enhancing intercultural understanding ability and intercultural communicative competence.

Third, the requirement of teaching principle

Based on HSECS (2003:25), teachers should make great efforts to create different kinds of cooperative learning activities and some comfortable, democratic and harmonious teaching situations in order to encourage students to learn from each other, to help each other, to experience the noble-minded sense of the collective and the accomplishment, and to develop cooperative awareness.

No matter which teaching step it is, all of the requirements in *HSECS* (2003) encourage and ask high school English teachers to apply cooperative learning into their class teaching.

1.1.3 Requirement of teaching reading comprehension in high school English test-preps

For better understanding characteristics of teaching reading comprehension in high school English test-preps, first of all, the tide of the NMET should be discussed. Checking throughout the NMET papers in recent years, the English teachers can lightly find out that the items that are designed only to test grammar knowledge are hardly to be found. The focus has shifted to test the integrated application ability of English language especially the ability of reading, communicating and comprehending, which can scarcely be trained in traditional class teaching.

The reading comprehension section in the NMET takes around 26.67% of the total scores in Jilin province, in other words, compared with other sections, it takes the most. The evaluation of reading comprehension ability not only depends on the five reading materials presented in reading comprehension section in the NMET, but also the entire paper. An illustration can make the above point clear, that is, the cloze section taking relatively high marks is mostly designed to test reading and comprehending ability, which is the common view accepted

by teachers and students in high school. The materials of reading comprehension in NMET concern a lot of miscellaneous themes and genres with highlighting foreign cultural characteristics. For instance, the reading comprehension materials of NMET (2011) for Jilin province are involved in humanities such as education, social phenomena and some science knowledge. The questions designed are primarily related to the details that need to be understood, reasoned and judged. Some items are designed to test the ability of summarizing the theme of the whole reading text or a paragraph, as well as the ability of identifying or predicting the meaning of the words underlined etc.

As everyone knows, the design of reading comprehension in test-preps of high school English principally refers to the reading comprehension in NMET as the standard. It requires that high school English teachers have to know more about subjects in science and society and even some aspects of daily life at home and abroad. Above all, if the teachers want to perfectly complete teaching tasks when teaching reading comprehension, they need to prepare and explain all of the information presented in reading materials such as new words, complex grammar structures, some terminologies and even some names of foreigners and places. To be honest, it is absolutely the job of a teacher, but the truth is that the teaching efficiency can't be better achieved within the limited time in traditional class teaching.

Additionally, the reading comprehension, which is admitted as a time-consuming and strenuous teaching step and learning section by both teachers and students, which is usually dealt with only in class teaching, is mainly concluded in day-to-day test-preps in high school English teaching. Teachers often have to leave out some reading comprehension texts in order to improve teaching efficiency. Students at different levels

are in different situations. For the limited English proficient (LEP) and the limited English functioning (LEF) students, they are passive to learn it. For the LEP and the LEF students, this part always means too many new words coming, too many difficult sentence structures to analyze, too long to finish. Although some students with better academic achievement can finish it, they also have to acknowledge that this part is too complicated and overloaded to do. This phenomenon does exist in the researcher's practical teaching situation and it causes that a polarization of English learning of the whole class becomes obvious and serious, which is vividly and bluntly shown by the scores of English test that students have achieved especially in the reading comprehension section.

To change that, it is necessary to apply cooperative learning in teaching reading comprehension in high school English test-preps, which not only can improve teachers' class teaching efficiency but also encourage students to be active in learning English. According to Slavin et al. (1984), cooperative learning for teaching English to both Eastern and Western students, finding that cooperative learning appears to have a positive influence on the achievement of all students in the group. Bruner (1999:291) points out that "If we change our representations of intelligence, learning and teaching, we can change the interactions between students and teachers in the classroom." The cooperative learning is a new way of learning strategy that is advocated under the background of new curriculum reform of high school English and "Cooperative learning offers more opportunities for language development and for integrating language with content through increased active communication (active use of language both comprehending and producing), increased complexity of communication, and use of language for academic." (Olsen & Kagan, 1992:5) So there is no doubt