

# 《大学外语教学探索与创新》

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## 内容概要

大学外语教学探索与创新，ISBN：9787560744995，作者：刘永波，孙祖兴 主编

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Class in First-Year College Students

Advance the Reforms in Video and Speaking Course and Improve the Teaching Quality

The Influence of Sino-Foreign Education Program on English Teaching in Vocational Colleges

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## 章节摘录

Rixon ( 1986 ) provides a commonsense way of dividing up a listening lesson into three phases : things to do before the students hear the passage , activities and exercises to be carried out as the students listen to the passage and things to do once the class has come to grips with the meaning and content of the passage. Mary Underwood ( 1989 ) recognizes three stages of teaching : pre-listening , where the students activate the in vocabulary-and their background knowledge; while-listening , where students develop the skills of eliciting messages; and post-listening , which consists of extensions and developments of the listening task. When English language teachers prepare or conduct the activities or tasks indifferent stages , they should keep in mind the following points. ( 1 ) Make good use of pre-listening activities to make students ready to gain the most from the passage. Hedge ( 2000 ) states that the purpose of pre-listening activities is to contextualize the passage , provide relevant information about the passage and create motivation and confidence. Ur ( 1984 ) also suggests that it would be a good idea when presenting a listening passage in class to give the students some information about the content , situation and speaker ( s ) before they actually start listening. Some possible activities include : pre-teaching some information or knowledge related to the listen ingmaterial , discussing pictures , predicting , group discussion , etc. ( 2 ) At the while-listening stage there should be something interesting to listen to and a purpose for listening ( Underwood , 1989 ) . The main purpose of while-listening activities is to challenge and guide students to handle the listening comprehension process successfully. Hedge ( 2000 ) points out that the work at the while-listening stage needs to link in relevant ways to the pre-listening work and teachers should encourageeee students to attend to the text more intensively or more extensively , for specificinformation or for gist. ( 3 ) Teachers should attach much importance to post-listening activities with more choices of activity types. Activities at this stage can be much longer because students have time to think , to discuss , to write and activities should have some purpose of it sown and is motivating ( Underwood , 1989 ) . Post-listening activity can take students into a more intensive phase of study ( Hedge , 2000 ) . ( 4 ) Make good balance of the three-stage activities. Chinese teachers tend to payless , or even no , attention to pre-listening and post-listening activities , which also play an important role in improving students' listening ability. But Teachers should lavoidpre-teaching the language of the listening passage , or telling students too much about the topic or the information contained in it , as this removes the challenge and interest.Field ( 1998 ) also claims that listening lessons are often top-heavy with an extended pre-listening period. A revised lesson model might feature a shorter pre-listening period , which focuses on creating motivation and establishing context. There would be an extended post-listening session ( possibly in a subsequent lesson ) in which gaps in learners' listening skills could be examined and redressed through short micro-listeningexercis. ( 5 ) Put skills training and strategies instruction into three-stage activities.Activities in different stages need to be as relevant as possible to the students and should mirror real life. Activities need to be task-based , which are creative-designed , well-structured , with opportunities for students to activate their own knowledge and experience and to monitor what they are doing. Skills training and strategies instruction can be incorporated into these activities and tasks. ( 6 ) There are many examples of tasks and activities specifically designed for pre- , while- and post listening stages in the book of Underwood ( 1989 ) "Teaching Listening" , which can be consulted by teachers. ....

## 精彩短评

1、为什么发票不可以按书后边的价钱来开呢，开的是优惠后的价钱

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