

## <<第二语言课堂评估>>

### 图书基本信息

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作者：FREDGENESEE

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### 内容概要

本丛书精选自剑桥大学出版社为语言教师设计的多套论著和教程，均为当代语言教育领域的力作。由当今国际语言教育界的人士编著并由国内英语教育界专家学者撰写前言或导读。

本丛书的20个选题是目前英语教师最需要了解的课题。

本丛书可作为英语教师继续教育和师范院校英语系的教材，并可供在职大中学教师和语言教育研究者使用。

## <<第二语言课堂评估>>

### 书籍目录

总序List of IllustrationsList of TablesSeries editor's prefaceAuthors'acknowledgments  
导读 1.Introduction to evaluationI GETTING STARTED 2.The context of second language evaluation 3.A framework for evaluation  
4.Collecting informationII EVALUATING WITHOUT TESTS 5.Observation in the classroom 6.Portfolios and conferences 7.Journals,questionnaires,and interviewsIII EVALUATING WITH TESTS 8.Testing  
9.Objectives-referenced testing 10.Choosing and devising test tasks 11.Assembling and scoring tests  
12.Interpreting test scores 13.Standardizde tests 14.Summary and integration Index

## &lt;&lt;第二语言课堂评估&gt;&gt;

## 章节摘录

On the basis of their observations, teachers assess what students have and have not learned; they infer the learning strategies students may be using that are facilitating or impeding learning; they assess the effectiveness of particular teaching strategies; they determine which instructional activities and materials the students enjoy; and so on. Information derived from such observations is fundamental to the day-to-day functioning of the classroom because it provides a basis for understanding what is happening and for making decisions about what should follow. For example, based on a number of observations, a teacher may judge that a particular student has not learned what was being taught in class that week, whereas the other students have. Alternatively, the teacher may judge that quite a few students have not learned the target structure. The observation that only one student has failed to learn a target structure will lead to very different decisions by the teacher than the observation that most of the students have not learned it. Teachers also seek to understand how their students are learning and, in particular, to explain those instances when learning does not occur as planned. Their explanations of these situations can be used to plan instruction that will promote learning. In seeking to explain failure to learn, teachers use observation to make inferences about instructional or learning processes or strategies. Observation of student behavior when a particular unit is taught might lead the teacher to infer that the students were using strategies that might be effective in their first language but lead to mistakes in the second language. For example, the students may use discourse patterns from their first language that are inappropriate in the second language. Or the teacher may infer that the students did not find the materials and activities interesting and, therefore, they were not motivated to learn. Teachers' observations of themselves may lead them to infer that they are using instructional strategies that are not working: perhaps they had not been very clear when explaining an assignment or they did not model a new grammatical pattern sufficiently before having the students try using it. Inferences concerning learning and teaching processes are much more difficult to make than inferences concerning learning outcomes, yet they are equally important for effective teaching. Inferences about language learning outcomes can be made on the basis of observations of concrete instances of the students' actual language use. For example, does the student use the past tense correctly and appropriately when speaking and/or writing? In comparison, inferences about processes related to teaching and learning are based on observations of a wider range of behaviors and events and their interrelationships. For example, a teacher's understanding of student errors when writing and what to do about them might follow from observations directed at answering the following kinds of questions: What kinds of errors do the students make? Can their mistakes be traced to a particular source, such as the first language? Do they tend to make certain errors under some circumstances more than others? Do they avoid the use of certain structures or communicative functions altogether? It is evident from this single example that it is not the observation of discrete instances of language use that provides evidence about learning processes; rather, it is the observation of categories of events (such as errors) or fairly complex interrelationships among events (for example, the linguistic or communicative contexts within which errors tend to occur more frequently) that are the bases for inferences about learning processes. The same can be said about processes related to teaching. Inferences about learning and instructional processes are important because they affect significantly the ways in which teachers respond to their students. For example, the inference that students are using strategies derived from the first language when using their second language might lead the teacher to explain to the students the difference between the first and second language with regard to the grammatical structure or communicative function in question. Of course, this would work only if the students were old enough and had acquired sufficient linguistic sophistication to understand such an explanation. In comparison, the inference that the teacher did not provide ample demonstration of a particular linguistic structure or communicative function might lead the teacher to provide more time for practice using it in whole group activities. Classroom observation and any associated inferences about teaching and learning are important for planning instruction of the same unit, lesson, or course in the future. Observation of how particular units worked with the current group of students may lead to decisions to retain, drop, or modify them with future groups of learners. Units may be dropped because they were too easy, too difficult, uninteresting, or not useful.

## <<第二语言课堂评估>>

Certain units may be modified because observation of their effectiveness with the current students suggested deficiencies or areas for improvement. Observations that a course did not work effectively in general with the current students might lead to decisions to revise the way in which students are placed in the course to ensure greater compatibility between the course and the characteristics of the learners in the course. ....

## <<第二语言课堂评估>>

### 媒体关注与评论

外研社和人教社联合推出这套“剑桥英语教师丛书”，以配合全国中小学英语教师的培训工程。本套丛书的使用者注意两点：第一，这套书不仅仅传播技巧，更重要的是提供思想和方法；不是提供对问题的现成答案，而是告诉你各种理论观点和看法。第二，本套丛书的读者应该努力初步掌握外语教学中的科研方法，学会设计小型的科研项目，学会进行课堂观察，设计问卷，经常写教学日志，会抽样，会收集各种数据，会统计和分析数据等。

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