

# 《计算机辅助外语教学中的教师角色研》

## 图书基本信息

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# 《计算机辅助外语教学中的教师角色研》

## 内容概要

本书主要从计算机辅助语言教学和我国英语教学两个角度出发，深入探索并试图重新考虑和定义计算机辅助外语教学中的教师角色。

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The most significant Internet-based activities involve e-mail , on-line discussion and web authoring. A key characteristic of the Internet as a resource for self-directed learning is the opportunity it provides for collaborative learning. Internet technologies open up opportunities for interaction among learners, between learners and target language users, and between learners and teachers that could otherwise be difficult or impossible to achieve in the classroom or on self-access. The Internet also appears to facilitate learner control over interaction. Warschauer ( 1996 ) , for example, cites a number of studies suggesting that the use of CMC tools in language learning leads to more student-initiated interactions, a social dynamic based on student-student collaboration, more student-centered discussion and a shift in authority from teacher to student ( Benson, 2005 ) . As Mark Warschauer states in his paper ( 2000 ) , there are five main reasons to use the Internet for English teaching. Taken together, these reasons help bring English teaching ALIVE. Authenticity. Language learning is the most successful when it takes place in authentic, meaningful contexts. The Internet is a low-cost method of making language learning meaningful ; it gives students 24-hour access to vast amounts of authentic material on communication and publishing. Literacy. The ability to read, write, communicate, research, and publish on the Internet represents important new forms of literacy needed in the 21st century. By combining English and technology in the classroom, teachers will help their students master the skills they will need for academic and occupational success. Interaction. Interaction is the major means of acquiring a language and gaining fluency. All effective English incorporates some kind of interactive communication in the curriculum. The Internet provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world. Vitality. Too often, classrooms are reflective of TENOR ( teaching English for no obvious reason, see Medgyes, 1986 ) , as students get bogged down in memorizing grammar rules or decontextualized vocabulary. The Internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real life needs. Empowerment. Mastery of the Internet increases the personal power of teachers and the students, It allows them to become autonomous lifelong learners who can find what they need when they need it and collaborate with others to help construct new knowledge. By mastering the Internet, teachers and students can become shapers of the multimedia future. The Internet technology offers an ample range of opportunities for learners and teachers in that it is reshaping nearly all aspects of the society. Online advertising, marketing and sales are growing at fast rates and shaking up the world's financial markets. Many schools in the developed countries are now wired for the Internet, inspiring grassroots effects to reform education in order to take better advantage of information technology. A majority of university students and professors in the industrialized countries use the Internet to share ideas, conduct research and collaborate in the production of knowledge. Music, media, politics and entertainment, to name just a few, are being transformed by the Internet. Nor are all these changes taking place only in the wealthier countries. Many developing countries like China are the fast growing computer markets in the world. It is only a matter of time before students in much of the world will have at least some access to the Internet and will need to use it for a wide range of personal and occupational reasons once they graduate. ....

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