

基于语言学习策略框架下的口语活动设计： 华文“ ”课堂教学为例

摘 要:2010

“ B”

关键词:

“ B”

中图分类号:H195

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“ B”

“ B”

Oxford Rebecca 1990

“ ” “ ”

“

“ ”

“ ”

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1

表 1 教案设计

		/
" "		
1		
2		
		/
3	4-5	
4	4-5	

" "

" "

45

对第一天的报告

" "

1

4 A

3 5

1.

present

2.

3. A OK so Stutter

4.

.....

" "

5.

A ..

B

B

2

B " "

3

1. B

. .

2.

3. B

"

" "

"

对第二天的报告

" "

" " " " " " " "

" "

1

C

5

1.

come come come.

2.

" How"

3.

C D

4.

5.

C

cast Lyster Ranta 1997 49 uptake " re-

" 2

3 5

6 7 " Founders'

Day" " "

- 1.
2. C Err Stutter
- 3.
4. C Err
5. A ..
- 6.
7. A Hmm ..
8. So Founders' day
Ok 1H
9. A
10. B I cannot read

" " " " " " "

" " " "

1

1. A how to say ' battery'
- 2.
3. A
4. B ' recycle'
- 5.
6. C ' recycle'
7. ' Recycling' Recycle

Oxford 1990 " "

" " 1 " "

" Oxford 1990

3 " " " " "

" 5 Oxford 2008 71 " " 2

" " 5 7 " Recycle"

5W1H " " " " " " " " " " " "

Dominant Language

" "

" "

注释:

- 1 " a switch to Mother tongue" " ask for help"
- 2 " Imitation of native speakers of the language is another repeating technique used for both speaking and writing".

参考文献:

- Oxford Rebecca L. — 2008
- Lyster R. and Ranta L. Corrective feedback and learner uptake negotiation of form in communicative classrooms. *Studies in Second Language Acquisition* 1997 20 .
- Oxford Rebecca L. *Language Learning Strategies What every teacher should know*. New York Newbury House Publisher 1990.

“ ”

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According to the report of 2010 Mother Tongue Languages Review Committee English is becoming a dominant language used in Singapore homes. And one of the broad objectives stated in the teaching of mother tongue languages is “communication” that is to develop Singaporeans with the proficiency and ability to communicate. How do we develop students with the communicative skills in an environment whereby English is dominant In this paper the purpose of designing speaking activities based on a framework of language learning strategies into Chinese Language “B” CLB classroom teaching is to help students develop the knowledge and skills in their comprehension and production of Chinese language. In other words they should be able to learn the language more effectively to help them in their communication skills.

speaking activities communication language learning strategies Chinese Language “B”
Chinese language learning

附录(一)：课堂会话转写所采用的符号

1	.	
2	..	
3		
4	Stutter	
5		