# Evidence-based teaching:
## Ideas to apply in the classroom
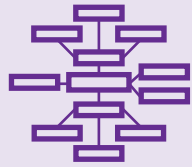
## Graphical Representations

图示法是一种十分有效的促进教学的方式。研究表明, 使用图示法可以使学习效率提高50%以上, 相当于两个等级的成绩提升。

充分利用图示法的关键不仅是给出供学生参考的图例, 而且还要引导他们创造自己的图形。图示法可以帮助学生采用多种不同的方法处理信息, 使得学习过程更加深入。

### TRY IT

Ask students to produce their own mind maps of a lexical set they have studied, using only visuals of the words. Then on the back, or on a different piece of paper, ask them to write the words in the same position as their visual equivalent.

Students can use these mind maps as a way to revise vocabulary. When they can name all the visuals on their mind map, the students are ready to move on to the next lexical set.

Creating pie charts and graphs is also a great way for students to learn and remember information.

## Note-making

一般而言, 做笔记是一个被动的过程, 但如涉及到信息吸收和要点归纳, 例如给一篇学术性文章做笔记时, 笔记法就成为一个主动的技能。有效的笔记可以使学生的学习成绩提升两个等次。

教师不应假定所有学生都能够做出清晰、简洁的笔记。并非所有学生在学习母语时都学会了如何记笔记, 所以部分学生会感到在学习第二语言时做笔记十分困难。

### TRY IT

First, it's a good idea to teach students some tips on note-making, for example, commonly used abbreviations such as three dots ∴ for 'therefore' or the same three dots upside down ∵ for 'because'.

Once students have been taught some of the key note-making skills, provide them with an opportunity to practise them. The 'cheat sheet' is one way to do this. Before a test, give students a sheet of paper and allow them two minutes to make notes on the areas that are going to be tested. Tell students they will be allowed to use this during the test. After two minutes, students should close all books and then start the test with the help of their cheat sheet.

## Feedback

优质清晰的反馈不仅能帮助学生了解他们仍需努力的具体方面, 而且还能作为一种行之有效的激励方式。教师在教学中投入了时间, 自然想看到学生学习效果和学习态度的进步。而学习态度在教学中显得尤为重要。

反馈不仅应包括学生需要改进的地方, 也应包含学生表现优秀的方面。

教师不是要永远确切地指出学生需要做什么, 更应鼓励学生反思自己在学习任务中的表现。这样才能使学生真正意识到自己的任务完成质量。

### TRY IT

One really effective way of giving feedback is to use questions. This is sometimes known as 'dialogic feedback', as the teacher and student enter into a dialogue about the work.

When the student submits a piece of written work, the teacher does not correct or make any changes to it. Instead, they write questions for the student to reflect on, for example:

▶ How well does the title attract the reader's attention?
▶ How well does the introduction tell the reader what is going to be covered?

The student answers the questions and makes any changes they feel are necessary based on the questions they were asked.

## Review

复习可以帮助学生记住课堂所学知识点, 激发深层学习, 因此定期回顾语言点十分重要。如果不经常复习, 学生会很快忘记知识点。

复习可在一堂课或一个阶段的课程结束时进行, 当然也可以在一节课开始前回顾上一个节课所学内容。如果教师把不同单元关联起来, 建立起学习内容的内在联系, 会对学生有更大的帮助。

### TRY IT

One way to review language is to use a one-minute paper. An example of this is to ask students to close their books and make as many notes as they can about the lesson in one minute. While they're doing this, monitor and check that students have understood everything correctly. After a minute, ask two or three students to use their notes to tell the class what they remember from the lesson.

A variation of this is to ask more personalised questions, for example:

▶ What did you enjoy most about the lesson?
▶ What did you find most difficult about the lesson?
▶ What would you like to do in the next lesson?

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## Peer Assessment

同学评价能使学生成绩提高一个档次。同学互评过程中，学生被要求分析评估其他同学的表现，因此它还有助于提升高阶认知技能。

同学评价关键在于布置一个明确的任务，避免过度评价。让学生只纠正某一个方面的问题，例如写作中的拼写或衔接词汇的使用，演讲陈述中的眼神交流、现场提问，从而保证评价任务明确、集中。

### TRY IT

Before a writing task, let students know their work will be read by a peer. After they have completed the task, give out little pink and yellow pieces of paper (or other colours). On the pink paper they should write points they like about the student's writing. On the yellow paper they should write an area the student could improve on. There should only be one point on each piece of paper.

You can structure the amount of feedback and make it more positive by giving more pink than yellow pieces of paper. Seeing more positive comments than areas for improvement should help inspire confidence.

## Co-operative Learning

鼓励学生相互合作是一种有效巩固学习的方法。给予学生讨论所学知识的机会同时也使得教师能够辨明学生是否一知半解，检验他们是否记住了要点。

凡是包含了大量小组活动的课堂，学生的成绩都突飞猛进。讨论语言点并在真实的语境中实际操练，比被动地练习教师布置的任务有效得多。

### TRY IT

The two-part quiz: In groups, ask students to come up with questions based on the lesson. They should do this without looking at their lesson notes. Encourage them to come up with questions that will challenge their peers. Monitor and make sure groups have not written the same questions.

Make a note of the best questions – ideally one or two from each group. Then, read these out, getting the students to answer the questions in their groups. Keeping group scores can turn this into a fun and engaging activity.

For the second part, tell students to write one or two more questions for homework. This time they can refer to their class notes.

## Problem Solving

为成功实现'深层学习'，教师应设置有趣的教学任务，要求学生基于之前所学知识开展互动。

深层学习可促进分析、评价和创造等高阶思维能力(详见布鲁姆学习分类法)。因此，它使得知识点更加容易记忆，从而提高学生的测试成绩。

尽管促进深层学习的教学任务可在各语言水平学生中实施，但它更适用于水平较高的学生，因为他们有足够的语言储备来讨论教师设置的问题。

### TRY IT

Instead of telling students rules, why not give them some sentences to analyse and ask for the reasons that certain structures are used? These types of activities are known as consciousness-raising activities, and they are excellent at promoting deep learning.

When working with conditional structures, you could give students examples of the different conditionals and ask them questions like 'When the speaker is talking about the present, do they use *will* or *would*?'

With present perfect sentences, you could ask students to identify key words used with the present perfect, for example, *yet*, *already*, *since*, *for* and *just*. You could also include some sentences with the past simple and get students to do a contrastive analysis.

## Interactive Learning and Teaching

部分学生习惯于把老师和课本当成唯一的信息来源，这就导致他们在课堂上扮演被动角色。

为使学习变得更加高效，教师必须增加课堂互动，使上课体验更加有趣。他们不应把学生看作需要被填满的空桶，而是和自己观点见解不一样的信息来源。教师的讲解可以使学生对知识的理解更加清晰，更为重要的是，学生自己的知识分享也能加强他们对知识的理解。

### TRY IT

Peer-teaching: Ask each student to identify a language area they know well. Then, sit four student 'experts' on separate tables at the front of the classroom, with the other students rotating between them. As each expert explains their area of expertise, the other students should make notes under the following headings:

▸ What I learnt
▸ What I liked about the way I was taught
▸ What could be improved

The first columns should have positive comments. The last column should have comments about points that might not be correct or could have been explained more clearly, without being too harsh.