

中國文化大學教師教學創新暨教材研發獎勵期末成果報告書

壹、計畫名稱

Learn how to think: 「英語詞彙學」教材研發計畫

貳、實施課程: 英語詞彙學

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參、前言

「英語詞彙學」是去年度為英文系三年級新增開設之選修學期課程。雖然學生對英語詞彙並不陌生，但有系統地以科學(語言學)角度探討英語詞彙對學生而言，依然是一大挑戰。坊間以增強英語詞彙為主的教科書，多半不適用，或者教科書難度與內容較適合研究生，而不是大學部學生。因此，本計畫目的是針對此需求研發、編寫與設計「英語詞彙學」課程之數位教材。數位教材研發設計是依據修訂版(revised edition)的 Bloom 教育目標分類系統(Anderson et al, 2001; Krathwhol, 2002)，其主要目的是啟發學生思考模式的能力。本計畫是以提問引導思考，一方面老師可以檢討教學成效，另一方面也能提升學生的學習動機，增加參與討論與發表意見的機會，以及加強學生的表達與溝通能力。

肆、計畫特色及具體內容

修訂版的 Bloom 教育目標分類系統分成知識向度(knowledge dimension)和認知歷程向度(cognitive process dimension)兩部分(Anderson et al, 2001)，前者為幫助教師區分教什麼(what to teach)，後者在幫助學習者保留(retention)和遷移(transfer)所獲得的知識。「知識向度」分為四大類：事實知識、概念知識、程序知識、以及後設認知知識。事實知識(Factual knowledge)包括術語的知識與特定細節的知識。概念知識 (Conceptual knowledge)如分類和類別的知識。程序性知識 (Procedural knowledge)是有特定過程的知識。後設認知知識 (Metacognitive knowledge) 是有效管理思考過程的知識。

「認知歷程」向度從最簡單到最複雜依序為：記憶、理解、應用、分析、評鑑、以及創造。記憶(Remembering) 是指學習者辨識和回憶長期記憶中儲存的相關知識。理解

(Understanding) 是指學習者從教學過程或教材中找出涵義。應用(Applying) 指學習者按照步驟來執行在類似情境或新情境中。分析(Analyzing) 是指學習者將完整概念拆成許多部份，說明各部分之間與整體的關係。評鑑(Evaluating) 是指學習者根據準則作檢查與判斷。創造(Creating) 則指學習者產生新的創作。依據六大認知歷程向度，提問的範例(Sample questions)如下：

1. 記憶性提問

What is ...?

How did ___ happen?

When did...?

2. 理解性提問

How would you classify the type of...?

Which statements support...?

Which is the best answer...?

3. 應用性提問

How would you use...?

What examples can you find to...?

What approach would you use to...?

4. 分析性提問

What are the parts of features of...?

How would you classify...?

What is the relationship between...?

What is the function of…?

5. 評鑑性提問

What is your opinion of…?

What would you recommend…?

How could you determine…?

6. 創造性提問

How would you improve…?

Predict the outcome of…?

How would you estimate the results for…?

Create new and unusual uses for..?

依據本計畫的教材研發學習內容設計六大認知歷程向度涵蓋記憶性提問、理解性提問、應用性提問、分析性提問、評鑑性提問、以及創造性提問：

I. THE SOURCES OF THE LEXICON

Where does the vastness of the English lexicon come from?

A. What are some native words/lexemes from Anglo-Saxon?

B. Foreign borrowings

What is loan words or borrowings?

C. Processes of word-formation (Affixation, Conversion, Compounds, Back formation, Blends, Reduplicatives)

What are some types of word-formation?

D. Lexical creativity

What is coinage?

How are the nonce words different from neologisms? Give examples for each.

II. THE STRUCTURE OF THE LEXICON

A. What is semantic structure?

What is semantic/lexical fields?

What are some difficulties to assign all the lexemes in English to a semantic field in an unambiguous way?

B. What is thesaurus?

What is the distinction between a traditional dictionary and a thesaurus?

C. What is a well-established model of lexical structure?

What are two useful concepts in the study of collocation?

D. What are some types of lexical relations?

What are four main types of lexical phrase?

III. LEXICAL DIMENSIONS

A. What is the distinction between denotation and connotation?

B. What is a loaded lexeme?

What is taboo?

What are some difficulties in the study of taboo usage?

In what ways people avoid a taboo item?

What is euphemism?

What is swearing?

What is the distinction between taboo, invective/abuse and swearing?

What is jargon?

What are two senses of jargon?

What is doublespeak?

What is political correctness (PC)?

C. What is living lexicon?

What is a catch phrase?

What is a vogue word?

What is slogan?

What is slang?

Why do people use slang?

D. What is living lexicon?

What is a quotation?

What is a variety of labels by using proverbs?

What is archaism?

What is clichés?

Why do clichés receive such a bad press?

網路資料的蒐集與彙整：

Borrowed words <https://www.youtube.com/watch?v=loV6oOVGSpM>

English words <https://www.youtube.com/watch?v=7n6XcmCaKzs>

Clipped words <https://youtu.be/vLSjTCa2e98>

Shakespeare <https://www.youtube.com/watch?v=BMkuUADWW2A>

Etymology <https://www.youtube.com/watch?v=daGfylg3W2Y>

British Swear Words <https://www.youtube.com/watch?v=GvMZKDH9PZ8>

數位教材：



<p style="text-align: center;">HOODWINK</p>  <ul style="list-style-type: none"> • Trickery and deception were huge parts of Shakespeare's plays, so it only makes sense that he would invent a new word for the act. 	<p style="text-align: center;">PLAYED FAST AND LOOSE</p>  <ul style="list-style-type: none"> • This is when someone doesn't really care about a thing or an individual.
<p style="text-align: center;">ENGLISH LOANWORDS COME FROM</p> <ol style="list-style-type: none"> 1. Latin 2. French 3. Germanic languages 4. Greek 5. Other languages/Unknown 6. Derived from proper names 	

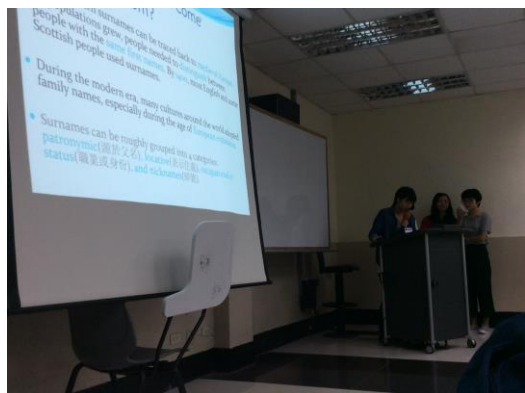
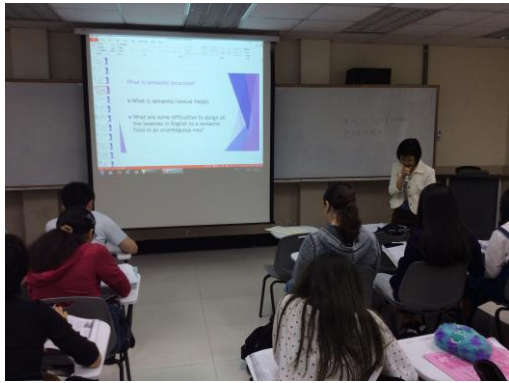
伍、實施成效及影響（量化及質化）

訂版的 Bloom 教育目標分類系統理論，可以啟發學習者思考模式與表達能力、以及提升學習動機。六大認知歷程向度幫助教師檢討教學成效，進而改善教學品質。於執行期間，透過上課間的師生互動、同儕互動、分組報告、研究報告、以及利用多層次認知評量（例如，上課或討論、作業、平時測驗、期中與期末測驗）來評估學生的學習成效。本計畫於執行後以問卷調查學生滿意度。

陸、結論

本計畫數位教材研發與設計採用修訂版 Bloom 理論為基礎，其特色在於強調學習者的知 (know, 指 knowledge) 與如何思考 (how they think, 指 cognitive process)，教學不僅僅以發展學習者的思考模式能力為主，也顧及到學生與教師的情感和信念，以及學生面對的社會文化環境。其優點是幫助教師檢視課程中教育目標、教學活動設計與教學評量的一致性。

柒、執行計畫活動照片



捌、其他補充資料

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