

## 《高中英语（上外版）》必修第三册

### 第四单元 Life and Technology

#### 第7课时学案（教师版）

#### 课题： Further Exploration

#### 课时学习目标：

- 能通过小组讨论、分组合作、同伴评价了解问卷设计的基本要素；
- 能充分利用问卷数据，分析问卷研究主要对象---特定 app 软件的特征以及受欢迎的原因，并恰当阐述个人观点，生成有效的报告；
- 能流畅地进行口头表达报告内容。

#### Learning Procedures:

#### Interactive activity 1: Warming-up

\*T: Recap the task and the requirements;

T: Ask the students to present the items of the survey by referring to the given checklist;

\*Ss: Demonstrate the items.

**Purpose: To arouse students' interest and check the task assigned before;**

#### Guided question:

1.The survey is to give out a brief analysis on what kind of app of language learning tends to be more popular among people and the reasons for the fondness.

#### Checklist given:

✓ Whether the items designed include the following three checkpoints:

Who the respondents are, what they do and what they think.

✓ Whether the items are clear and logic.

✓ Whether the content is positive and avoid sensitive information.

✓ Whether the structure is clear and orderly.

2. Could you present the questions that you came up with for survey/items for the survey?

## Project Review

Design a survey on :

What kind of app of language learning tends to be more popular among people and the reasons for the fondness.

Checklist:

- ✓ Whether the items designed include the following three checkpoints:  
Who the respondents are, what they do and what they think.
- ✓ Whether the items are clear and logic.
- ✓ Whether the content is positive and avoid sensitive information.
- ✓ Whether the structure is clear and orderly.

**Interactive activity 2: list the items that the students had for the survey with the checklist.**

\*T: Write down the key words of the items;

Ss: To check whether the items are in corresponding to the checklist.

**Purpose: To put down the different types of items needed for the survey.**

Guided question:

Can you match the items with the related checkpoint.

*What is your age/ job/ race...;*

*How long do you use the app every day?*

*When do you usually learn the language?*

*Which aspect do you focus on learning the language?*

*Where do you usually learn?*

*Do you prefer to learn by yourself or with others?*

*Why do you like the app?*

*Which part of the app interests you the most?*

ITEMS

**Interactive activity 3: Group Work**

\*T: Ask the students to match the items with the corresponding checkpoints and work in pairs to add more aspects of the three categories according to the checkpoints?

\*Ss: Answer the question..

**Purpose: To make the students think of more aspects of the three elements.**

Please match the items with the checkpoints respectively.

*What is your age/ job/ race...;*

Checkpoint A

*How long do you use the app every day?  
When do you usually learn the language?  
Which aspect do you focus on learning the language?  
Where do you usually learn?  
Do you prefer to learn by yourself or with others?*

Checkpoint B

*Why do you like the app?  
Which part of the app interests you the most?  
...*

Checkpoint C

### Group Work

According to the three checkpoints, can you work in pairs and add more aspects of the three categories?



### 1. Who the respondents are.

- Demographic characteristics (e.g. age, gender, race)
- Residential location
- Level of education
- Language learning history
- Amount of time spent in the language-used environment

### 2.What the respondents do.

- Actions
- Life-styles
- Habits
- The frequency of using a specific language learning strategy

### 3.What the respondents think.

- Attitudes (evaluative responses to a particular target)
- Opinions
- Beliefs (questions as to whether something is true, false, or 'right')
- Interests (preferences for particular activities)
- Values (preferences for 'life goals' or 'ways of life'; importance or worth attached to particular concepts)

**Interactive activity 4: summarize the three elements of the survey, and their contents respectively.**

\*T: ask the students to use three words to summarize the three groups of the items.

\*Ss: Answer the question.

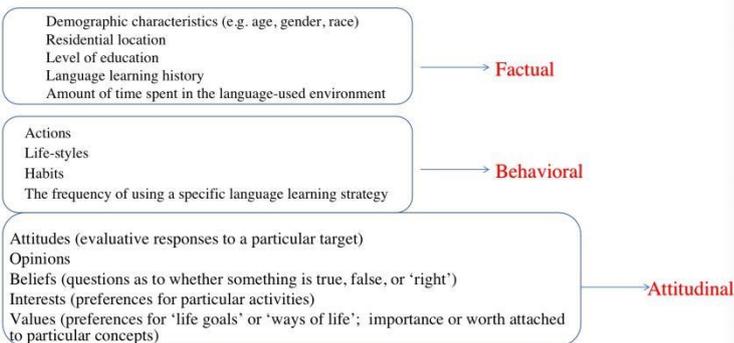
**Purpose: To summarize the three elements of a valid survey.**

Guided questions:

Can we conclude the three checkpoints or three groups of items into three words that measuring a valid survey?

### Group Discussion

- Use 3 words to conclude the three categories of the survey items.



## What do surveys measure?

- Three types of items can be yielded by surveys.
  - Factual
  - Behavioral
  - Attitudinal

### Interactive activity 5: Pilot the survey

\*T: divide the students into several groups, pilot the questionnaire on a sample of people who are familiar with the target sample the instrument has been designed for.

\*Ss: discuss in groups and pilot the survey.

**Purpose: To pilot the survey with the updated checklist.**

#### Pilot the surveys

Pilot the questionnaire on a sample of people who are familiar to the target sample the instrument has been designed for.

#### Checklist :

- ✓ Which wording maybe ambiguous.
- ✓ Which are too difficult for the respondent to reply to.
- ✓ Which should be eliminated, because they do not provide any unique information or because they measure something irrelevant.
- ✓ Is it too time-consuming to complete the instrument.

### Interactive activity 6: Application

\*T: Ask the students to work in groups and briefly evaluate the quality of the sample survey above with the checklists.

\*Ss: To answer the questions

\*T: Ask the students to briefly report the data shown on the second picture and analyze the reasons for the most popular app with the knowledge of technology features learned by referring to the checklist below:

- ✓ Whether the report cover all of the datas.
- ✓ Whether the report state clearly the relationship between different datas.
- ✓ Whether the report's language vary in forms.
- ✓ Whether the report has stated one of the phenomena on the results clearly.

\*Ss: To answer the questions;

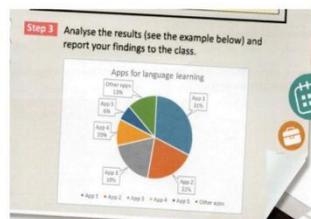
T: Sample Report Structure;

Ss: To polish the report.

**Purpose: To make full use of the data of a valid survey on app and analyze the features and the reasons of the app to conclude a valid report and briefly report the content of the survey results by using key sentence structures.**

### Application

App for language learning		
Name: _____	Gender: _____	Age: _____
Name of the app	Time spent on it per week	Reasons why you like it
	<input type="checkbox"/> 1 hour or less <input type="checkbox"/> 1-3 hours <input type="checkbox"/> 3-6 hours <input type="checkbox"/> 6+ hours	



1. Work in groups and briefly evaluate the quality of the sample survey above with the checklists.

2. Briefly report the data shown on the second picture and analyze the reasons for the most popular app with the knowledge of technology features learned , you can refer to the checklist below:

- ✓ Whether the report cover all of the datas.
- ✓ Whether the report state clearly the relationship between different datas.
- ✓ Whether the report's language vary in forms.
- ✓ Whether the report has stated one of the phenomena on the results clearly.

### Sample Report Structure

✓ **Part i: Data analysis:(the sentence structures and phrases on data analysis)**

The chart gives information about ....

It is clear that .... marks the point at which ....

**Around ..% of students** aged under 26 ....., **whereas only ...%** .... The gap between these two proportions ... as students ....., and the figures for those in their forties are the same, at about 40%. Students aged .... overwhelmingly ..... (less than ...%).

✓ **Part ii: Reasons analysis:(the features of technology)**

Out of all the data we analyzed from...., **it is overwhelmingly noticeable that....**, the reasons are mainly as below:....

✓ **Part iii: Conclusion:(the influence of technology)**

In this light/ In a nutshell, ...

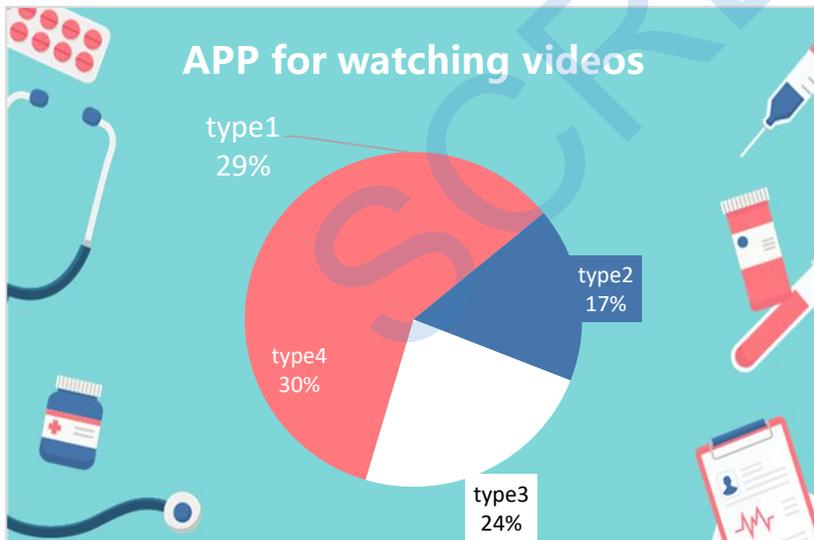
### Homework:

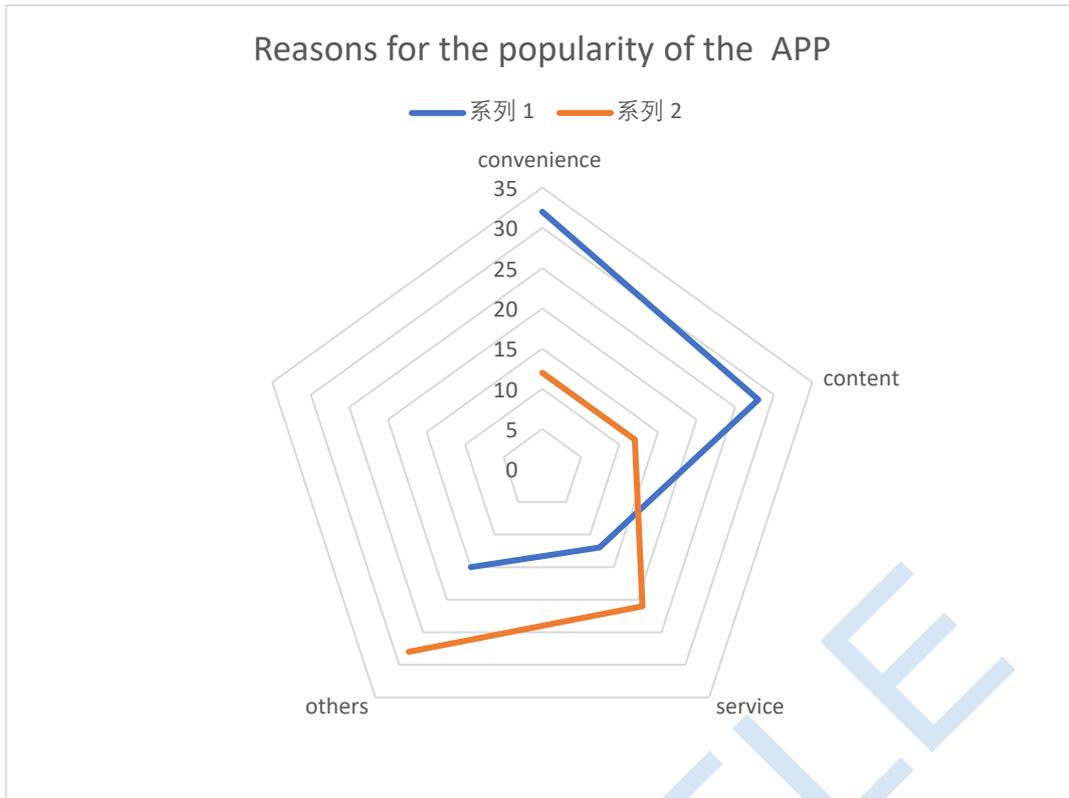
1. Design a new survey on the topic below and pilot it in an appropriate group of people.

Which type of app on online classes is more popular during epidemic period? Why?

2. Use bar chart to analyze the results.

Sample:





**3. Report the results, and analyze the reasons.**

**Reference answer :**

The chart gives information about ..., It is clear that ..., ... marks the point at which ....

Around ...% of students aged under 26 ..., whereas only ...% .... The gap between these two proportions ... as students ..., and the figures for those in their forties are the same, at about 40%. Students aged ... overwhelmingly ... (less than ...%).

Out of all the data we analyzed from..., it is clear that..., thus we should ...