

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

Research into the effects of different teaching styles

- A** Prior to 1960, most inquiries into pupils' learning skills explored the relationship between factors such as children's social background, personality or measured intelligence and their achievement in various school subjects. Studies of teachers were largely a quest for criteria of effectiveness, and numerous investigations sought links between personality or attitude and 'success' at teaching. By 1950, Domas and Tiedeman were able to survey 672 such studies of teacher effectiveness. Yet there was widespread disappointment with such research, partly because so little of value seemed to emerge. First of all, there was little agreement about what constituted 'good' teaching or who the good teachers were. Secondly, there were numerous conflicting and contradictory findings. No sooner had one investigator found a relationship which appeared to be significant, than another discovered the opposite effect.
- B** For example, in 1945, two American researchers, Rostker and Rolfe, both using standardized testing techniques and broad samples of teachers, reached exactly opposite conclusions. Rostker concluded that the intelligence of the teacher is the most important single factor conditioning teaching ability, and that there is no significant relationship between personality and teaching ability. Rolfe, however, found no correlation between intelligence and teaching efficiency: he claimed that the teacher's personality was what produced good teaching. Another American writer, Barr (1961), summarized a massive amount of American research and underlined the chaos in the research literature on effectiveness: "Some teachers were preferred by administrators, some were liked by the pupils, and some taught in classes where there were substantial pupil gains, and generally speaking these were not the same teachers."
- C** One of the earliest pieces of research dates from 1912, when Stevens made 100 random observations of lessons in a variety of subject areas, in order to analyze the number and nature of questions being asked by teachers. Stevens's overall total was 64% teacher talk and 36% pupil talk, figures which are remarkably similar to a number of findings half a century later.
- D** For many years in the first half of the 20th century, so-called 'formal' teaching was the norm. Teachers taught their classes as a whole group, gave out information, asked questions which predominantly required factual recall, and frequently set a common written task for the children to complete in a prescribed period of time. It was hardly surprising, therefore, that one focus of classroom interaction research in the decades following Stevens's inquiry was on the phenomenon of 'attentiveness'. A number of studies in the 1920s and 1930s, by Morrison and others, sought relationships between the degree of attention being paid by children and the amount they subsequently appeared to have learnt. Such research was usually based on observing teachers at work, a technique which was also employed extensively by United States administrators in the 1920s and 1930s, in order to assess teachers' competence and allocate merit payments to so-called 'superior' teachers.

- E** As the 1930s came to an end, it was partly the emergence of totalitarian regimes in Europe which led to a shift in interest in the United States away from attentiveness, with its emphasis on the authority of the teacher, and towards a scrutiny of authoritarianism itself. A number of people began to feel that if dictatorship were to be avoided, children must learn in school how to handle democracy. Several investigators examined the processes taking place within small discussion groups, and tried to establish superiority for discussion groups over lecture classes, but with conflicting results. The movement towards what was becoming known as child-centred education was gathering momentum, and as interest in child development increased, investigators began to discover the usefulness of direct observation and the categorization of child behavior.
- F** This was when systematic observation of teacher-pupil interaction began in earnest. Anderson (1939) studied what he called 'domination' and 'integration' amongst kindergarten children. Dominative acts by children included blaming and snatching toys, and such acts by teachers included restricting children's activities; while children's integrative acts included sharing facilities and playing harmoniously, and those of teachers included expanding opportunities for self-direction and co-operation. Anderson then attempted to measure what is now commonly called 'classroom climate'.
- G** Lewin, Lippitt and White (1939 and 1943) studied the effects of different teaching styles. They arranged for three groups of five boys each to be taught in very different ways: these were labelled 'authoritarian', 'democratic' and 'laissez-faire'. The first two of these were similar to Anderson's concept of dominative and integrative teachers.
- H** Beginning with Withall's work in 1949, there was much greater interest in interaction within the classroom. Withall used the term 'social-emotional climate' to describe the emotional tone created as a result of face-to-face interaction in groups, and, like many who followed him, concentrated his analysis of this climate on the study of teachers' verbal behavior. Withall also made efforts towards increasing the reliability of analyses, and this important pioneering work in the development of classroom observation methodology was followed by many others during the 1950s.
- I** Partly because of the disappointing results of the teacher-effectiveness research, and partly because of the general neglect in earlier work of the variables of actual classroom behavior, the decade 1960–70 produced a large number of studies of classroom processes, based on observation of teachers at work.

Questions 27–31

Complete the summary using the list of phrases, **A–J**, below.

Write the correct letter, **A–J**, in boxes 27–31 on your answer sheet.

Research into classroom interaction: 1920–1970

1920–1939

Research largely investigated the relationship between children's attentiveness and their **27** _____. In addition, attentiveness was used to measure the **28** _____ of the teachers.

1939–49

Research was influenced by a growing distrust of **29** _____. The period saw the beginnings of systematic analysis of the **30** _____ which occur in lecture classes and in small group discussions.

1949–60

Classroom transactions were analysed in more detail, often with a focus on the **31** _____ of teachers. Researchers aimed to improve the **32** _____ of their methods.

1960–70

The number of studies based on live **33** _____ greatly increased.

- | | | | |
|---------------------------|--------------------------|--------------------|----------------------|
| A authoritarianism | B competence | C emergence | D learning |
| E observation | F personality | G processes | H reliability |
| I training | J verbal behavior | | |

Questions 34–37

Look at the following descriptions (Questions 34–37) and the list of researchers below.

Match each description with the correct researcher(s), **A–G**.

Write the correct letter, **A–G**, in boxes 34–37 on your answer sheet.

34 claimed that the most important contribution to success in teaching is made by intelligence

35 set up an experiment to discover how pupils responded to various types of teaching

36 focused on the questions which teachers asked in the classroom

37 discovered a connection between success in teaching and the personality of the teacher

List of researchers

- | | |
|----------|--------------------------|
| A | Domas and Tiedeman |
| B | Rostker |
| C | Rolfe |
| D | Barr |
| E | Stevens |
| F | Morrison |
| G | Lewin, Lippitt and White |

Questions 38–40

Reading Passage 3 has nine paragraphs, **A–I**.

Which paragraph contains the following information?

Write the correct letter, **A–I**, in boxes 38–40 on your answer sheet.

38 the influence of political events on research

39 an example of how children's behavior was categorized for research purposes

40 a reason for research into children's attention

27–33 完形摘要 (A–J 选词填空)

题号	答案	题干翻译	精确定位句	详细解释
27	D – learning	1920–39 年：研究主要考察儿童的专注度与他们的学习之间的关系	“studies... sought relationships between the degree of attention being paid by children and the amount they subsequently appeared to have learnt. ” (第 D 段)	“attention ... learnt”= 专注度与学到的东西 = learning，语义一一对应。
28	B – competence	专注度还被用来衡量教师的 能力	“...to assess teachers’ competence and allocate merit payments to so-called ‘superior’ teachers.” (第 D 段)	题干说 “used to measure the 28 ____ of the teachers”，与 D 段中 “assess teachers’ competence” 完全同义替换。
29	A – authoritarianism	1939–49 年：研究受到对 威权主义 日益不信任的影响	“...the emergence of totalitarian regimes in Europe led to a shift... away from attentiveness... and towards a scrutiny of authoritarianism itself.” (第 E 段)	“对威权主义的不信任” 来源于极权/独裁的出现，E 段明确指出研究转向对 authoritarianism 的审视。
30	G – processes	同期开始系统分析在讲座课与小组讨论中发生的 过程	“Several investigators examined the processes taking place within small discussion groups... over lecture classes.” (第 E 段)	题干中的 “occur in lecture classes and in small group discussions” 与原文 “processes... within small discussion groups... over lecture classes” 对位。
31	J – verbal behavior	1949–60 年：更注重教师的 言语行为	“...concentrated his analysis... on the study of teachers’ verbal behavior. ” (第 H 段)	与题干 “focus on the 31 ____ of teachers” 完全同词回指。
32	H – reliability	研究者致力于提高其方法的 信度/可靠性	“Withall also made efforts towards increasing the reliability of analyses.” (第 H 段)	“improve the reliability of their methods” 与 “increasing the reliability of analyses” 同义改写。
33	E – observation	1960–70 年：基于现场 观察 的研究数量大幅增加	“...the decade 1960–70 produced a large number of studies... based on observation of teachers at work.” (第 I 段)	“based on live 33 ____ greatly increased” 即 “基于实地观察的研究大量出现”。

34–37 研究者配对

题号	答案	题干翻译	精确定位句	详细解释
34	B – Rostker	声称教学成功最重要的贡献因素是智力	“ Rostker concluded that the intelligence of the teacher is the most important single factor conditioning teaching ability.” (第 B 段)	题干与原文关键词逐字对应：intelligence；most important single factor。
35	G – Lewin, Lippitt and White	设计实验，考察学生对不同教学类型的反应	“studied the effects of different teaching styles... three groups... taught in very different ways: ‘authoritarian’, ‘democratic’ and ‘laissez-faire’.” (第 G 段)	把学生分组接受不同风格教学，典型实验操纵，正是 “发现学生如何回应不同教学” 的实验设置。
36	E – Stevens	关注教师在课堂提问的情况	“...100 random observations... in order to analyze the number and nature of questions being asked by teachers. ” (第 C 段)	题干 “focused on the questions which teachers asked” 与 C 段直连。
37	C – Rolfe	发现教学成功与教师个性有关	“ Rolfe ... found no correlation between intelligence and teaching efficiency: he claimed that the teacher’s personality was what produced good teaching.” (第 B 段)	题干说 “发现...与个性有关”，B 段明确 “personality... produced good teaching”。

38–40 段落信息配对 (A–I)

题号	答案	题干翻译	精确定位句	详细解释
38	E	政治事件对研究的影响	“the emergence of totalitarian regimes in Europe ... led to a shift in interest in the United States...” (第 E 段)	总体政治环境 (极权政体兴起) 改变了研究取向 → 明确体现政治事件影响研究。
39	F	为研究目的对儿童行为进行分类的例子	“Anderson... studied what he called ‘ domination ’ and ‘ integration ’!... Dominative acts... blaming, snatching toys... integrative acts... sharing, playing harmoniously...” (第 F 段)	直接展示把儿童行为分成两大类并举例，完全符合题干。
40	D	研究儿童注意力的一个原因	“For many years... ‘formal’ teaching was the norm... It was hardly surprising, therefore, that one focus... was on ‘ attentiveness ’.” (第 D 段)	因为当时盛行 “整班制、灌输式、记忆为主” 的正式教学 → 因此关注 “注意力” 成为自然结果，体现 “原因”。