

英语课程标准与教学实践丛书

**JUNIOR
LEVEL**

Integrating EFL Standards Into Chinese Classroom Settings

英语课程标准在课堂教学中的应用
(初中阶段)

Editors

Barbara Agor (美)
陈琳 Chen Lin

Writers

顾佩娅 Gu Peiya
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外语教学与研究出版社
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温故而知新, 可以为师矣。

*Reviewing what you have learned and learning anew,
you are fit to be a teacher.*

Confucius (551 BC–479 BC)

To teach is to learn twice.

Joseph Joubert (1754–1824)

For learning teachers



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A Letter From Chen Lin 来自中方主编的一封信

亲爱的老师、教研员和校长朋友们：

你们好！

当你们拿到这套书的时候，首先就会看到这封信。

你们可能会问：为什么如此明确地专门给我们写这封信呢？

回答很简单：这一套书——《英语课程标准与教学实践丛书》（共四册），就是专门为你们编写的。

这一套书，要帮助老师们做三件事：

- 一、全面深入地理解国家《英语课程标准》（以下简称《课标》）；
- 二、更有效地按标准的要求教好书，帮助学生达到《课标》各方面的要求；
- 三、提高自己的英语水平。

这一套书，也要帮助教研员们做三件事：

- 一、更有效地推行《课标》；
- 二、更深入地指导老师们的课堂教学实践；
- 三、更有的放矢地组织老师们的教学科研。

而对校长同志们，只希望这套书能起一个作用：有助于校长们更有实效地为英语教师落实《课标》的各项要求提供必要的理解和支持。

当然，必须承认，这套书主要是为广大教师们编写的。正是你们，在校长们的组织和领导下，在教研员同志们的指导和引领下，具体执行着愉快的、诱人的、然而又是十分艰辛的课堂教学工作。我们希望这一套丛书能够帮助你们把这一工作做得更有成效。

现在，让我们来看看《英语课程标准与教学实践丛书》有什么特色。

应当说，它最突出的特色就是：正如它的书名所显示的那样，它以我国教育部所颁布的《课标》为出发点，忠实地体现了其中所阐明的教育和教学理念，以及基础教育阶段英语课程的目的、目标。具体来说：

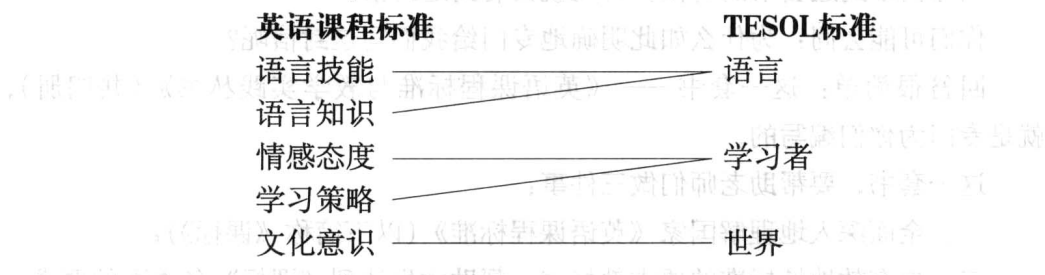
一、本套丛书体现了我国政府所提出的要通过学校各科课程，其中包括英语课程，对儿童、青少年进行素质教育的思想；

二、本套丛书体现了课程标准中所明确提出的外语教学的双重目的：人文性目的（培养学生的优秀品质）和工具性目的（帮助学生掌握一门交际工具）；

三、本套丛书体现了《课标》中所提出的通过五个方面（或领域）来帮助学生掌握综合语言运用能力（Integrated Language Capability）的理念。这五个方面就是：情感态度（Affect and Attitudes）、语言技能（Language Skills）、语言知识（Language Knowledge）、学习策略（Learning Strategies）和文化意识（Cultural Consciousness）。

这里要说明一下：本书的中外编者在领会和赞同上述五个方面的基础上，根

据 TESOL (Teachers of English to Speakers of Other Languages 美国英语教师协会) 的学者们所提出的主张, 将这五个方面归纳简化为三个标准 (Standards), 如下图所示:



此外, 本书编者 (或说 TESOL 的学者们) 在《课标》第五部分 (“实施建议”) 第一节 (“教学建议”) 中对教师 (以及教研员和学校校长) 所提出的九条要求的基础上, 提出了 “教师业绩标准 Teacher Performance Standards (TPS)” 的八个 “领域 (Domains)”, 包括: 了解学生, 树立积极的态度, 设计、实施并反思教学, 构建语言知识、语言学习知识和独立思考能力, 探索和运用文化知识, 评价教学与学习, 联系课外情境与资源和拓展专业视野 (见本书附录, 第 226 页至 239 页)。

因此, 在阅读此书时请注意: 书中许多页边长方框中提到的 Domain 2 或 Domain 7 等, 就是指的各项 “教师业绩标准” 中的某一项。

对于本书与《课标》某些内容的不同提法, 是对《课标》所含理念的有益探索, 是与《课标》的基本理念完全一致的。读者们只要了解了这些在局部提法上的不同, 弄清了本书中某些名词、术语的所指, 在使用时是不会产生误解的。

四、本套丛书的另一特色, 就是它对我国中小学英语教学现状的了解, 包括教师状况、学生状况、部分学校缺乏有效教学设备以及周课时不多等。尤其是, 本书表达了作者对我国广大教师的敬业精神、勤劳刻苦和热爱学生等优秀品质的尊敬。同时, 对他们在课堂教学中所表现出的智慧、耐心以及循循善诱的教学方法和技巧给予了充分的展示与肯定。

五、在教学方法上, 本套书肯定和体现了我国《课标》提出的在倡导交际教学法和任务型教学法的同时, 发扬各种不同教学路子和方法中的合理有效成分的态度。

六、本套丛书每一单元的案例 (Story) 中, 利用了我国现行的经教育部审核通过, 在全国发行的部分优秀教材中的实际内容。这就使本书的使用者感到这套丛书的实用性, 也更有亲切感。

七、本套教材是用简明实用的标准英语编写的, 所用语言可称为 English for Special Purposes, 也可称为教师的行业语言 (Professional Language)。因此, 学习这本书, 不仅有助于外语教育理论和教学理念和教学方法的提高, 也大大有助于教师本身英语水平的提高。而且可以说, 书中所有的语言都是可以学来就用、起到立竿见影效果的。

八、本书是一套系列丛书，共四册。按照我国《课标》关于九个级别的规定，前三册分别供小学、初中、高中三个阶段使用，而第四册则是关于教师素质的提高和评估的专题教材。四册书构成了一个完整的逐步深入提高的体系，具备高度的科学性、实用性和可持续发展性。

总之，本系列是一套极为优秀的教师进修教材。

那么，它到底是怎样的一套书呢？它的内容和框架又是怎样的？

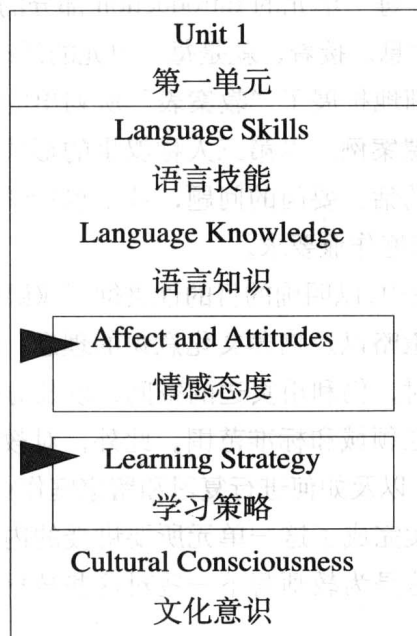
首先，它是一个学生课本和教师的课堂教案（lesson plan）的结合体，而以课堂教案的介绍为主要内容。

此话怎讲？

以本书的一个单元（Unit，即一般所称 Lesson）为例。

每一个单元或称一课书，都有一个主题课文（在书中统称 Story）。它们各有不同的题材（theme 或 topic）和体裁（style 或 form）。就其题材而言，它是以《课标》附录中的“话题项目表”所列的 24 个话题为根据。而体裁则以叙事为主，并有故事、短剧、诗歌和论说文等。这些课文除个别的以书面形式在书中印出外，一般都是通过每一课书中的 Activity（可译为课堂活动，即老师在教室里的授课过程）介绍出来的。

在每个单元之始，编者用几页篇幅的 Introduction 来介绍本单元的主题。而这种介绍，也是通过一篇短短的叙事文来实现的。同时，在 Introduction 各面的页侧，则利用一个长条框来形象而概括地说明本单元内容所涉及的“领域”。例如第一单元第二页 Introduction 一页的左页边上的长框表：



框中列出的五个领域,就是取自国家《英语课程标准》第二部分(“课程目标”)中所提供的“综合语言运用能力”的五个方面。在此方框所列的五个领域(即“方面”)中,有两个用方框示出,并在左侧标出箭头。这说明本课内容主要结合的是五个领域中的这两个领域。

这个 Introduction 部分篇幅不长,主要用一段“课堂师生互动实录”叙述老师用怎样的方式和语言进行一个单元开始时的 Classroom Warm-up,然后用一个方格表说明本单元教学的 Context,包括:学生所在年级、级次(指《课标》中所分的小学到高中九个级的某一级)、学生人数、课堂布置、教学重点、单元所需课时、课文内容发生地点以及使用的教具等。

接着,就是 Overview(课堂教学概述)。首先用一个 Spider Map(蛛爪图)或 Double Bubble(多泡图)以及相应的文字解释来说明本单元教学的步骤安排。在叙述中贯穿了《课标》中所阐述的各种教学理念,如怎样体现师生互动、全班参与、个人独立工作能力的展示和合作学习的结合、学习策略的启发、母语的恰当运用、教师间的配合与支援,甚至包括根据学生具体情况对课本内容的增删调整等。所有这些,都是按周来清晰地、有步骤地安排的。

在 Overview 的后面,有一小节称为 Standards(标准)。这个标准是指在本文叙述本书特点时已提到的教师业绩标准(TPS)中的八个领域(Domains)。在这一小节中编者指出了教师在授课中应注意的某些特定业绩标准领域。有些地方还涉及到教师在师德和敬业精神方面的良好表现。

在本单元的 Introduction 的最后,就是教案日志,以周为基础,列表说明每周的教学安排——教学内容和教学目的。

以上所述,就是每一单元的 Introduction 部分的内容,以及它们各自所要说明的问题或传达的信息。接着,就是每一单元的活动(Activities)本身了。

这一部分,详细地扩展了“教案表”所列出的每周要做的事。这是一个很详细的课堂教学备课案例。以第三人称叙事的形式,详述一位教师在每一节课上要做的事、要说的话、要问的问题,甚至包括学生的可能答语。在每一天的教案最后,还列出家庭作业要求。

在这个详细教案中,以明确的目的性贯彻了《课标》中有关教师自身的修养、学生的学习目的和策略以及培养文化意识的理念;结合教材中的有关内容,给教师及时提示。同时,仍利用页边的空间,以长方框的形式为教师指明教材内容所涉及的教师标准领域和标准范围。此外,对教师如何教授关键词、句型和短语、如何讲故事,以及如何进行复习和留家庭作业都提出具体的建议。

教师在按照教案完成了这一单元所要讲授的内容之后,会发现在书中预留了半页纸的空白,这是为教师写下一些对这些教材内容和课堂教学过程的思考用的。

但是,这一单元的学习至此尚未结束,在全单元的最后,是几页对本单元教学的总结,其中包括:

Conclusion (小结):这部分有长有短,视单元情况而定。它常常包括结合教材对学生进行素质教育的内容、教师本人在有成效地完成了本单元教学任务并看到学生的学习成果之后的喜悦,以及对《课标》所提出的教育理念的更深切的理解。

Extensions (扩展):这一节提示教师如何在课外环境中引导学生真实地运用本单元和过去学过的语言。

Adaptations (调整):这一节非常重要。它提醒教师应如何根据所教学生的具体情况来调整教学内容和教学安排。例如:可在征得校长和家长的同意后增删某些教材内容,对优秀学生安排一些使他们更能发挥所长的语言活动,必要时增加一点上课时间等等。

References (参考书目):本节列出在编写本单元内容时所参考过的书籍或文章,以及教师可以就本单元所涉及的问题做更深入研究的参考书目。

而作为全单元的“压轴戏”的则是一页表格,供教师对本单元教学进行反思,进而决定为巩固所得并弥补不足而应采取的进一步行动(Reflection and Action)。例如:

反思:我与书中所描述的这位教师相比如何?

我的学生与书中的学生相比如何?

这些比较对我的工作应意味什么?

我应如何向书中这位教师学习?

措施:我应如何改进教学?

我应为这种改进做什么准备工作?

到此,一个单元的学习才算结束,你可以进入下一单元的学习了。

好,至此为止,我希望各位老师朋友们对本套书的学习目标、特色、结构框架和教学内容有了一个整体的了解。那么,关键的问题来了:到底应当怎样使用这本书?

首先,有一个前提条件,那就是必须对《课标》有比较深刻的了解。如前所述,这一套书立意的根据,就是《课标》。没有对它的透彻理解,也就不可能有效地使用这套书。这个基本道理,无须多说。

其次,在看完我写给大家的这封信之后,接着就需要把这本书的“Introduction 简介”部分从头至尾仔细看一遍。当然应先看英文——不要忘记:提高英语水平也是学习这套书的重要目的。自然,不妨也阅读中文译文,看看一些术语对应的中文是怎样的。

大家会发现，之后有一节“**How to Use This Book 使用指南**”。它不是我写的这封信的英语译文，而是本套书的美方主编 **Barbara Agor** 女士为大家准备的。首先，她是用英文写的，因此大家可以在了解如何使用这本书的同时学习到许多有用的英语。可能有些内容我已经在这封信里提到了，但 **Agor** 女士从她领会的角度来谈问题自会有新意。何况有些意见在我这封信中可能没有谈到。总之，将这四页东西仔细读透，会有利于进一步有效地使用这套书。

第三，在 **Unit 1 (第一单元)** 前面，大家会看到一篇很轻松、快意、情感亲切的短文，是从小华开始学英语到成长为一名英语教师的故事，故事贯穿四册书。例如，在小学分册上是“**Xiao Hua Begins Studying English 小华开始学英语了**”。实际上，这是小学分册全书的一个小小的“**Warm-up 热身活动**”。大家千万别小看了这篇短文。仔细琢磨，会发现里面很有深意：

- 老师能不能在讲话中用上学生不懂的少数一两个单词呢？完全可以。只要整体上老师讲的学生能懂，也明白了自己该怎样做，就实现了“**交流 Communication**”。

- 老师用做动作、实物示范同时讲英语的方法来使学生听懂她所说的英语，学生很自然地就学会了“**I missed it**”这组新词。这就是直接法的运用。

- 老师很有效地利用了班上英语水平较好的学生，让她起了“小助教”的作用。这位同学看到自己有用武之地，也为能帮助上课而很高兴。别的同学也并没有另眼看她。

- 老师有效地做到班上学生人人都参加课堂活动。

- 重复演示“**Thank you**”和“**You're welcome**”，很自然地对学生进行了文明礼貌教育。

- 让学生在教室里走动，去与除邻座以外的其他学生接触，活跃了课堂气氛，也使学生扩展了交际范围，交到了新朋友。

- 整个活动做到了《课标》所要求的儿童学外语“兴趣第一”的理念。

小华的故事贯穿全系列，体现了在不同阶段对英语学习的思考，似乎在跟着我们的学生共同进步、成长。

第四，至于说书中每个单元应该怎样使用，我这里不多说，书中内容本身已经一步一步地讲得清清楚楚，大家只需按顺序仔细学习就可以了。同时，我们在每一页书的关键处都在页边给大家用汉语做了“提示”，我相信大家会发现它们是有用的。

最后，我想着重提一下：虽然这套书的内容写得很细，程序步骤安排得很明确，学习目标也很清楚，但是，每一位老师各自都会有不同的情况——所在地区不同、所教学生水平不同、学校设备条件不同、班级大小不同，尤其是，老师们自己的条件、背景、状况也不同，对我们每一位使用本套教材的老师，最

根本的是吸取其中的精髓，学习有效的教学策略，体会其中原理，贯彻于教学实践，而不是照搬书中的步骤方法，照葫芦画瓢。我们除利用每一单元最后的“Reflection and Action”来对学习做出总结并设计后续工作外，应随时随地地联系各自正在从事的课堂教学工作，有意识地把从本套书中所领会到的每一点有益之处都及时地、创造性地运用到自己的课堂教学中去，使这套书能持续性地对提高我们大家的教学水平（还有英语水平）起到积极的作用。

已经写得很长了，谢谢朋友们耐心读完了这封信。对信中所谈到的问题有什么看法，有什么不同意见，欢迎大家提出，共同探讨。

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祝大家身体健康，万事如意！

你们的，



2007 年春

Introduction 简介

About This Series

WHO SHOULD READ THESE BOOKS?

If you are reading this page, the four books in this series are for you. They are for anyone who is interested in the teaching and learning of English in the People's Republic of China, and in making both as effective and interesting as possible.

The four books in the series are

- *Integrating EFL Standards Into Chinese Classroom Settings, Primary Level*
- *Integrating EFL Standards Into Chinese Classroom Settings, Junior Level*
- *Integrating EFL Standards Into Chinese Classroom Settings, Senior Level*
- *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards: Teacher's Handbook for Integrating EFL Standards Into Chinese Classroom Settings Series*

WHY WERE THESE BOOKS WRITTEN?

In 2001, China's Ministry of Education (MOE) published an experimental version of its English Curriculum Standards. It called for fundamental change in how English is taught and learned in China, and it carefully detailed the language skills, language knowledge, affect and attitudes, learning strategies, and cultural consciousness that Chinese students are expected to acquire.

This series has been written to inspire and support Chinese English-language educators, especially teachers. It attempts to build on the best of traditional Chinese teaching as well as to respond to the MOE's call for new and creative approaches to instruction.

The series has resulted from a dialogue and collaboration among educators from China and the United States. Using the MOE's standards as well as learner and teacher performance standards developed specifically for this series, the writers of the first three volumes present classroom stories that show how the standards can be met in China's EFL classrooms. The fourth volume connects the stories and the standards to issues of teacher education and assessment.

The stories in the first three volumes show how standards for learning and teaching may be woven into actual classroom experience. Some of the stories relate the experiences of real teachers and students in China, while others are imaginatively crafted to illustrate realistic lessons and people. As the stories were written, eminent Chinese educators reviewed the drafts and offered valuable suggestions and guidance. Their names appear in the Acknowledgments.

About the Stories in the Series

WHY STORIES?

When teachers think about their work and talk about it with colleagues, they review events that occurred in their classrooms—today, the past week, or the past year. They replay their lessons in narrative form as they reflect on professional questions: “What worked well? What did not work? How can I motivate my students better? Why was Liu Rui reluctant to participate? How can I better prepare my students for tests? How should I change or adapt my lesson next time?”

By reflecting on their experiences, and by sharing stories and dialogue with colleagues, teachers learn and grow. They imagine variations and alternative scenarios and decide what is likely to work well for them. The stories in these volumes portray EFL teachers who face similar challenges and who, like all good teachers, work hard to bring engaging and effective instruction to their students.

HOW CAN TEACHERS USE THESE STORIES?

The writers of these volumes invite you to think of the teachers in the stories as colleagues from whose experiences you can grow, as partners sharing in the important work of teaching children. You are invited to explore their stories as you explore your own and those of your other colleagues.

Educator and writer Wang Qiang (2003) emphasizes that teachers make many decisions as they teach. In considering the sources of these decisions, she writes, “They come from our beliefs about teaching, from our understanding and experiences. However, our beliefs and understanding about teaching are not always very clear to us” (p.1). The stories in these volumes show not only what teachers do in their EFL classrooms but also how they explore, clarify, and apply

their beliefs and understandings, sometimes in unusual, creative, and surprising ways. You—a teacher working in a Chinese classroom today—can do the same.

The stories are not recipes or prescriptions. It is unlikely that anyone could take one story from these books and do everything exactly as written. In fact, a teacher who attempts to do so probably will not succeed. You can, however, use the stories to explore how your own beliefs, teaching, students, and classrooms are similar to those in the stories as well as how they are different. You can take good ideas and approaches that you believe will work for you, transform them to fit your classroom, and, like your colleagues in the stories, create new approaches of your own. To help you make these transformations and adaptations, each story contains a blank Reflection Box for your own notes, and a Reflection and Action page at the end. (See “How to Use This Book” for more information.)

Although these books contain stories, the books do not have a beginning, middle, or end. Begin reading whichever of the eight stories seems most interesting or relevant. And when you have finished one volume, don’t stop! Look at the other volumes. You may be surprised to find that ideas for fourth graders can be adapted to eleventh, and vice versa.

HOW CAN SUPERVISORS USE THESE STORIES?

As supervisors work with teachers, one of their tasks is to expand teachers’ sense of what is possible. Not all teachers will have access to these books, so supervisors may choose to select parts of these stories to share with teachers, either in English or through a retelling in Chinese.

In addition, the fourth volume of this series, *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards: Teacher’s Handbook for Integrating EFL Standards Into Chinese Classroom Settings Series*, offers a variety of ways that supervisors can use these stories for teachers’ professional development through formal presentations and informal conversations.

In many ways, *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards* is the key to this four-book series. It further identifies underlying ideas in the other three volumes, offering variations and further examples. It offers a variety of ways for educators to examine their own and others' work, affirming what they already do well and challenging them to incorporate new ideas.

About Standards

TEXTBOOKS, TESTS, AND STANDARDS

Many teachers in China and the United States limit their teaching to what is in the textbook and what will be on the tests. Yet in spite of hard work, their instruction results in memorization of language facts rather than in fluent language use.

In standards-based teaching and learning, the goal is not simply to pass a test or complete exercises in a textbook. It is to enable students to use English effectively. Textbooks and tests are important tools, but they are means to an end, not ends in themselves.

Learner standards describe what students should know and be able to do to use English well, and, therefore, they establish the purposes of instruction. Teacher standards do the same for what teachers should know and be able to do.

Textbooks and tests will not disappear. Good textbooks will get better, and tests will improve in their ability to measure achievement of the standards. But wise teachers who know their students well and who are clear about the standards will choose how to use the textbook and how to enrich instruction with other learning activities. And students who achieve the standards will not only do well on tests but also will be able to communicate well with other speakers of English.

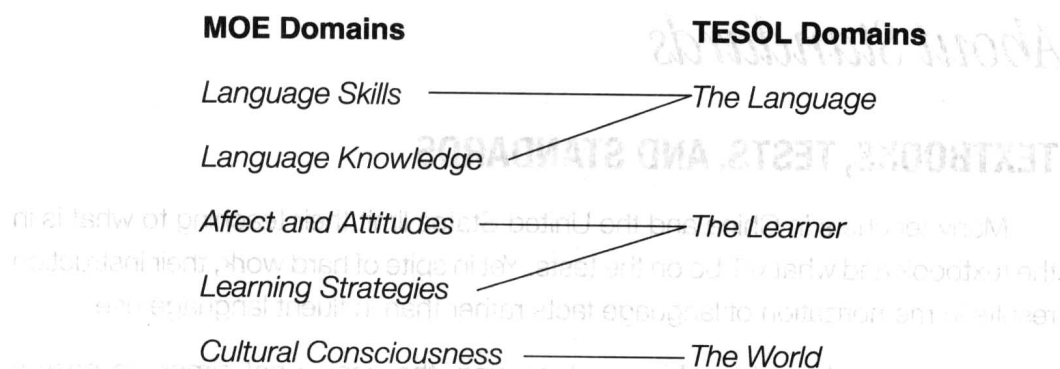
THE STANDARDS IN THIS SERIES

These volumes refer to three sets of standards—two for learners and one for teachers.

The first set of learner standards features the MOE's five domains: language skills, language knowledge, affect and attitudes, learning strategies, and cultural

consciousness (Ministry of Education, 2001). Teachers will find extensive, detailed lists of skills under each of these domains in the MOE's publications.

The second set of learner standards was developed specifically for these volumes. These standards have grown from seeds in the MOE's standards and are harmonious with them. They combine the five MOE domains into three broader categories:



TESOL's Chinese EFL learner standards were developed to give teachers a concise, accessible, yet accurate picture of the purposes of their instruction and to emphasize the effective use of English. They answer the MOE's call for instruction to include doing along with knowing so that students will be able to communicate in English as well as pass tests.

The third set of standards (TESOL, this volume) applies to teachers themselves and was also developed as part of this project. It includes teacher performance standards divided into eight domains that represent fundamental areas for teachers to consider as they think, teach, learn, and grow.

Both sets of TESOL standards are printed at the back of this book, and references to them appear in appropriate places throughout the stories in this series. *Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards* provides a complete explanation of the teacher performance standards, along with a number of ways they can be developed and assessed by teachers, teacher educators, and administrators.