普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编　戴炜栋

现代外语教育学

MODERN FOREIGN LANGUAGE TEACHING METHODOLOGY

舒白梅　编著

上海外语教育出版社 外教社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编　戴炜栋

现代外语教育学

MODERN FOREIGN LANGUAGE TEACHING METHODOLOGY

舒白梅　编著

上海外语教育出版社 外教社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

现代外语教育学 / 舒白梅编著. --上海：上海外语教育出版社，2005
ISBN 7-81095-635-3

Ⅰ. 现… Ⅱ. 舒… Ⅲ. 外语教学—教学研究 Ⅳ. H09

中国版本图书馆 CIP 数据核字(2005)第 039234 号

出版发行：上海外语教育出版社
（上海外国语大学内） 邮编：200083
电　　话：021-65425300（总机）
电子邮箱：bookinfo@sflep.com.cn
网　　址：http://www.sflep.com.cn　http://www.sflep.com
责任编辑：刘　璟

印　　刷：上海江杨印刷厂
经　　销：新华书店上海发行所
开　　本：890×1240　1/32　印张 13.75　字数 484 千字
版　　次：2005 年 8 月第 1 版　2005 年 8 月第 1 次印刷
印　　数：3 100 册

书　　号：ISBN 7-81095-635-3 / H · 243
定　　价：19.00 元
本版图书如有印装质量问题，可向本社调换

总 序

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅懂英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。尔后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力，终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块，总数将超过 150 余种，可以说几

乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出，反映了各个学科领域的最新研究成果；编写体例采用国家最新有关标准，力求科学、严谨，满足各门课程的具体要求；编写思想上，除了帮助学生打下扎实的语言基本功外，还着力培养学生分析问题、解决问题的能力，提高学生的人文、科学素养，培养健康向上的人生观，使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才的培养需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

试读结束：需要全本请在线购买： www.ertongbook.com

新世纪高等院校英语专业本科生系列教材编委会

主任：
戴炜栋

委员：(以姓氏笔画为序)

王守仁　南京大学
王守元　山东大学
王　蔷　北京师范大学
申　丹　北京大学
石　坚　四川大学
史志康　上海外国语大学
冯建文　兰州大学
朱永生　复旦大学
刘世生　清华大学
刘海平　南京大学
庄智象　上海外国语大学
李　力　西南师范大学
李绍山　解放军外国语学院
李悦娥　山西大学
张少雄　中南大学
张伯香　武汉大学
张绍杰　东北师范大学
张春柏　华东师范大学
张维友　华中师范大学
何兆熊　上海外国语大学
杨信彰　厦门大学
宋渭澄　南京国际关系学院
杜瑞清　西安外国语学院
汪榕培　大连外国语学院
姚乃强　解放军外国语学院
胡文仲　北京外国语大学
顾大僖　上海师范大学
秦秀白　华南理工大学
徐青根　苏州大学
陶　洁　北京大学
黄国文　中山大学
黄源深　上海外贸学院
蒋洪新　湖南师范大学
程爱民　南京师范大学
廖七一　四川外国语学院

编写说明

《现代外语教育学》全书共有十八章，第一、二、三章讨论外语的教与学所涉及到的基本概念；第四、五、六、七章讨论如何教语言以及发展学生的语言能力；第八、九、十、十一章探讨如何培养学生的语言应用技能；第十二、十三章讨论课堂组织和现代化教学手段的应用；第十四、十五章讨论教学评估和教学补救手段；第十六、十七章从共时与历时的角度介绍国内外外语教学的各种方法、历史及其发展趋势，以帮助读者拓宽视野。最后一章讨论教师自我发展的问题。整本书的布局遵循从宏观到微观再到宏观的模式，力求兼顾实用和研究两方面的需要。

本书具有如下特点：

1. 本教材注意吸收国内外外语教学领域的最新研究成果，在此基础上结合中国外语教学的实际，探索符合中国人自己的外语教学路子。既介绍国外外语教学的方法、理论，也反映中国外语教学的历史和发展趋势；既讨论"如何教"的问题，也涉及到"如何学"的问题；既介绍语言知识的教学，也注重语言技能的发展以及综合素质的培养。

2. 本教材还着重讨论了有利于各类语言学习者的语言环境，以及在外语课堂内外如何创造这样的环境的问题，如从传播学的角度讨论课堂教学的组织、现代化教学媒体的使用等等。注重反映外语教学的综合化、多元化趋势，反映各种语言观与学习理论影响下的教学方法，不着重强调哪一家，避免外语教学观念上的教条主义。

3. 为了使教师更好地完成"传道、授业、解惑"的任务，本教材还讨论了外语教师的职业素质的问题和教师如何进行反思性的教学，以及自我进修和提高的方法和途径。

4. 本教材在每一章后设置"问题和任务"一节，旨在通过让学习者思考和回答问题，加深其对本章内容的理解，并通过完成所指定的任务，提高其运用所学理论指导教学实践的能力，使学生在此过程中学会正确地

判断经验、提升经验和创设新的方式和方法。

5. 本教材用英语撰写，使用者在学习本学科专业知识的同时，还可以从语言知识与运用方面提高自己的能力。

本书的主要读者对象是各级师范院校英语专业的学生，也可作为在职英语教师、英语教研员，以及英语教学法硕士研究生的参考书。根据作者经验，本教材可用周学时三课时的一学期或周学时二课时的两学期授完。最好按章节的主要问题讲授。根据授课对象的需求，选择或重实践、或重理论的反思性和合作性的学习。

本书作者既有教授英语专业语言技能课的经验，又长期从事外语教育学和教学法的教学和研究，一直在师范大学英语专业本科和语言学与应用语言学专业硕士层次任教，同时也在高中英语教师教育硕士班、大学英语教师硕士学位班讲授“外语教育学”和“英语教学法”等课程。

在编写本书的过程中，作者获得美国富布莱特奖学金，作为研究学者赴美研究和学习，得到了较新的资料信息和专家的指导，在此一并致谢。由于作者水平有限，漏误难免，衷心恳请同行和使用本书的师生批评指正。

编 者

2005 年 2 月

CONTENTS

CHAPTER 1 INTRODUCTION ..... [1]
1.1 Reasons for Studying Foreign Language Teaching Methodology ..... [1]
1.2 The Nature of Foreign Language Teaching Methodology ..... [2]
1.3 Disciplines Contributing to Foreign Language Teaching(FLT) ..... [5]
1.4 Factors Influencing Foreign Language Teaching and Learning ..... [8]
1.5 Summary ..... [11]
1.6 Questions and Tasks ..... [13]

CHAPTER 2 ASPECTS OF FOREIGN LANGUAGE TEACHING ..... [14]
2.1 Views of Language and Foreign Language Teaching ..... [14]
2.1.1 The Structural View ..... [15]
2.1.2 The Functional View ..... [17]
2.2 Foreign Language Teaching Syllabus ..... [18]
2.2.1 Types of Syllabus ..... [19]
2.2.2 Syllabus Design ..... [22]
2.2.3 Changes in Foreign Language Teaching and the Implications ..... [24]
2.3 Principles of Foreign Language Teaching ..... [27]
2.3.1 Learning and Teaching ..... [27]
2.3.2 Cognitive, Affective and Linguistic Principles ..... [27]
2.4 Aims and Objectives of Foreign Language Teaching and Learning ..... [29]
2.4.1 Aims ..... [30]

2.4.2 Objectives ..... [30]
2.4.3 Guidelines ..... [31]
2.5 Summary ..... [32]
2.6 Questions and Tasks ..... [33]

CHAPTER 3 ASPECTS OF FOREIGN LANGUAGE LEARNING ..... [35]
3.1 Behaviorism versus Mentalism ..... [35]
3.1.1 Behaviorism ..... [35]
3.1.2 Mentalism ..... [37]
3.2 The Monitor Model of Second Language Development ..... [40]
3.2.1 The Acquisition-Learning Hypothesis ..... [40]
3.2.2 The Monitor Hypothesis ..... [41]
3.2.3 The Natural Order Hypothesis ..... [41]
3.2.4 The Input Hypothesis ..... [42]
3.2.5 The Affective Filter Hypothesis ..... [43]
3.3 From Theory to Practice ..... [44]
3.3.1 The Gap between Theory and Practice ..... [44]
3.3.2 An Integrated Model of Second Language Teaching ..... [44]
3.4 Language Learning Strategies ..... [45]
3.4.1 Cognitive Styles ..... [45]
3.4.2 Learning Strategies ..... [47]
3.4.3 Learner Strategies ..... [49]
3.5 Factors Contributing to Foreign Language Learning ..... [51]
3.5.1 Key Learner Variables ..... [51]
3.5.2 Transfer, Interference and Overgeneralization ..... [56]
3.6 Summary ..... [57]
3.7 Questions and Tasks ..... [58]

CHAPTER 4 THE TEACHING AND LEARNING OF PRONUNCIATION ..... [59]
4.1 Components of Linguistic Competence ..... [59]

4.2 General Knowledge of the Sound System ..... [60]
4.3 Principles of Teaching and Learning Pronunciation ..... [67]
4.4 Techniques for Teaching Pronunciation ..... [68]
4.4.1 Order of Presentation ..... [68]
4.4.2 Teaching Pronunciation in Context ..... [69]
4.5 Basic Issues in Pronunciation Teaching ..... [75]
4.6 Summary ..... [76]
4.7 Questions and Tasks ..... [78]

CHAPTER 5 THE TEACHING AND LEARNING OF VOCABULARY ..... [79]
5.1 General Knowledge of Vocabulary ..... [79]
5.1.1 Words and Their Meanings ..... [80]
5.1.2 Words and Their Forms ..... [81]
5.1.3 Words and Their Use ..... [82]
5.2 Principles of Teaching and Learning Vocabulary ..... [87]
5.2.1 Selecting Vocabulary ..... [87]
5.2.2 Presenting New Vocabulary ..... [88]
5.3 Techniques for Teaching Vocabulary ..... [89]
5.3.1 Traditional and Student-Centered Approaches ..... [89]
5.3.2 Incidental Vocabulary Learning ..... [95]
5.4 Basic Issues in Teaching Vocabulary ..... [96]
5.5 Summary ..... [98]
5.6 Questions and Tasks ..... [99]

CHAPTER 6 THE TEACHING AND LEARNING OF GRAMMAR ..... [101]
6.1 General Knowledge of Grammar ..... [101]
6.2 Principles of Teaching and Learning Grammar ..... [102]
6.2.1 Teaching Grammar as Product ..... [103]
6.2.2 Teaching Grammar as Process ..... [105]
6.2.3 Teaching Grammar as Skill ..... [106]
6.3 Techniques for Teaching Grammar ..... [108]
6.3.1 Presenting Form, Meaning and Use ..... [110]

试读结束：需要全本请在线购买： www.ertongbook.com

6.3.2 Practice ..... [112]
6.3.3 Integrating Structural and Lexical Content ..... [115]
6.4 Basic Issues in Teaching Grammar ..... [116]
6.5 Summary ..... [117]
6.6 Questions and Tasks ..... [118]

CHAPTER 7 THE TEACHING AND LEARNING OF DISCOURSE ..... [121]
7.1 General Knowledge of Discourse ..... [121]
7.1.1 Types of Spoken Discourse ..... [123]
7.1.2 Patterns in Written Discourse ..... [126]
7.2 Approaches to the Development of Discourse Skills ..... [128]
7.2.1 Bottom-Up versus Top-Down ..... [128]
7.2.2 Transaction versus Interaction ..... [129]
7.3 Principles of Teaching and Learning Discourse ..... [130]
7.4 Techniques for Teaching Discourse ..... [130]
7.4.1 Approaches to Conversation Development ..... [130]
7.4.2 Focusing on Cohesion ..... [132]
7.4.3 Focusing on Coherence ..... [134]
7.5 Summary ..... [135]
7.6 Questions and Tasks ..... [136]

CHAPTER 8 THE TEACHING AND LEARNING OF LISTENING ..... [139]
8.1 Communicative Competence ..... [139]
8.2 The Nature of Listening Comprehension ..... [140]
8.2.1 Bottom-Up and Top-Down Models ..... [142]
8.2.2 Interpersonal and Transactional Functions of Language ..... [143]
8.2.3 Features of Spoken English ..... [145]
8.3 Native Speaker Listening and Listening to a Foreign Language ..... [147]
8.3.1 Native Speaker Listening Comprehension ..... [147]
8.3.2 Listening to a Foreign Language ..... [149]

8.4 Principles of Teaching and Learning Listening ..... [150]
8.4.1 Instructional Objectives ..... [151]
8.4.2 Listening Materials ..... [153]
8.5 Techniques for Teaching Listening ..... [155]
8.5.1 Listening Performance ..... [155]
8.5.2 Listening Activities ..... [157]
8.6 Points to Consider in Teaching Listening ..... [160]
8.6.1 Teacher's Role ..... [160]
8.6.2 Successful and Less Successful Listeners ..... [161]
8.7 Summary ..... [162]
8.8 Questions and Tasks ..... [163]

CHAPTER 9 THE TEACHING AND LEARNING OF READING ..... [165]
9.1 The Nature of Reading Comprehension ..... [165]
9.1.1 Three Reading Models ..... [165]
9.1.2 Insights from Studies of Related Fields ..... [166]
9.2 Factors and Their Implications for Reading in an L2 ..... [168]
9.2.1 Factors Influencing Reading in an L2 ..... [168]
9.2.2 Implications for the Teaching and Learning of Reading ..... [170]
9.3 Principles of Teaching and Learning Reading ..... [171]
9.3.1 Goals and Objectives ..... [171]
9.3.2 Reading Strategies ..... [173]
9.3.3 Reading Materials ..... [175]
9.3.4 An Organizational Framework ..... [178]
9.4 Techniques for Teaching Reading ..... [180]
9.4.1 Pre-Reading Strategies ..... [180]
9.4.2 Presenting the Text ..... [181]
9.4.3 Reading the Text ..... [182]
9.4.4 Post-Reading Strategies ..... [184]
9.5 Points to Consider in Teaching Reading ..... [185]
9.5.1 Vocabulary in Reading ..... [185]

9.5.2 Using Literature to Solve Cultural Problems ..... [186]
9.5.3 Forming Good Reading Habits ..... [186]
9.6 Summary ..... [187]
9.7 Questions and Tasks ..... [188]

CHAPTER 10 THE TEACHING AND LEARNING OF SPEAKING ..... [190]
10.1 The Nature of Oral Interaction ..... [190]
10.1.1 Real-Life Communication ..... [190]
10.1.2 Structural Practice and Real-Life Communication ..... [192]
10.2 Two Major Approaches to the Teaching of Speaking ..... [195]
10.2.1 The Indirect Approach ..... [195]
10.2.2 The Direct Approach ..... [196]
10.3 Principles of Teaching and Learning Speaking ..... [197]
10.3.1 Goals and Objectives ..... [198]
10.3.2 An Organizational Framework ..... [198]
10.4 Techniques for Teaching Speaking ..... [199]
10.4.1 Structural Practice ..... [200]
10.4.2 The Use of Dialogues ..... [201]
10.4.3 Activities According to Categories of Language Use ..... [205]
10.4.4 Simulated Communicative Activities ..... [206]
10.5 Points to Consider in Teaching Speaking ..... [213]
10.5.1 The Role of the Oral Teacher ..... [213]
10.5.2 Tips for Pair / Group Work ..... [213]
10.6 Summary ..... [214]
10.7 Questions and Tasks ..... [214]

CHAPTER 11 THE TEACHING AND LEARNING OF WRITING ..... [216]
11.1 The Nature of Writing ..... [216]
11.1.1 Differences between Writing and Speaking ..... [216]
11.1.2 Styles of Writing ..... [217]

11.1.3 L2 Learners' Difficulties in Writing ..... [218]
11.2 Approaches to Writing ..... [220]
11.2.1 The Product Approach versus the Process Approach ..... [220]
11.2.2 The Genre Approach ..... [221]
11.3 Principles of Teaching and Learning Writing ..... [221]
11.3.1 Goals and Objectives ..... [221]
11.3.2 An Organizational Framework ..... [224]
11.4 Techniques for Teaching Writing ..... [226]
11.4.1 Writing Cohesive and Coherent Discourse ..... [226]
11.4.2 Pre-Writing Techniques ..... [229]
11.4.3 Composing and Drafting ..... [231]
11.4.4 Rewriting and Editing ..... [232]
11.4.5 Controlled Composition versus Free Composition ..... [233]
11.5 Points to Consider in Teaching Writing ..... [235]
11.5.1 Responding to Students' Writing ..... [235]
11.5.2 Writing Assignment ..... [237]
11.6 Summary ..... [239]
11.7 Questions and Tasks ..... [239]

CHAPTER 12 CLASSROOM COMMUNICATION AND MANAGEMENT ..... [241]
12.1 Communication in the Classroom ..... [241]
12.1.1 Characteristics of Classroom Communication ..... [241]
12.1.2 Factors Related to Classroom Communication ..... [242]
12.2 Dimensions of Classroom Management ..... [245]
12.2.1 Large Classes ..... [247]
12.2.2 Creating a Positive Classroom Climate ..... [249]
12.2.3 Teaching Effective Language Learning Strategies ..... [250]
12.3 Effective Classroom Instruction ..... [253]
12.3.1 Making an Interactive Classroom Interactive ..... [253]
12.3.2 Teachers' Questions ..... [254]
12.3.3 Keeping Students on Task ..... [257]

12.4 Cooperative Learning ..... [258]
12.4.1 Features of Cooperative Learning ..... [258]
12.4.2 Implementing Cooperative Learning ..... [259]
12.4.3 Cooperative Activities ..... [261]
12.5 Summary ..... [264]
12.6 Questions and Tasks ..... [265]

CHAPTER 13 USING TECHNOLOGY FOR LANGUAGE INSTRUCTION ..... [267]
13.1 Defining Educational Technology ..... [267]
13.2 Principles of Using Media in the Classroom ..... [268]
13.2.1 A Rationale ..... [268]
13.2.2 Guidelines ..... [269]
13.3 Classroom Media: An Overview ..... [270]
13.3.1 Non-Technical Media ..... [270]
13.3.2 Technical Media ..... [270]
13.4 Traditional Ways of Using Technology for Language Instruction ..... [272]
13.4.1 Using the Overhead Projector to Provide Visual Support ..... [272]
13.4.2 Using Language Labs to Strengthen Listening Comprehension Skills ..... [273]
13.4.3 Using Video to Combine Visual and Auditory Learning ..... [274]
13.4.4 Integrating Video into Language Instruction ..... [276]
13.5 Using CALL to Enhance Language Learning ..... [279]
13.5.1 Criteria for Communicative CALL ..... [279]
13.5.2 Some Programs Used in CALL ..... [280]
13.6 Other Uses of Computers ..... [282]
13.6.1 Drills ..... [282]
13.6.2 Adaptive Testing ..... [282]
13.6.3 Corpora and Concordancing ..... [283]
13.6.4 Computer-Mediated Communication (CMC) ..... [284]
13.6.5 Creating and Evaluating Computer-Based Activities ..... [287]

13.7 Summary ..... [289]
13.8 Questions and Tasks ..... [290]

CHAPTER 14 ASSESSING AND EVALUATING TEACHING AND LEARNING ..... [291]
14.1 Basic Knowledge of Assessment ..... [291]
14.1.1 Assessment, Examination and Test ..... [291]
14.1.2 Kinds of Tests According to Purposes ..... [293]
14.1.3 Kinds of Tests According to Methods ..... [297]
14.2 Principles of Test Design ..... [302]
14.2.1 Criteria of a Good Test ..... [302]
14.2.2 Connecting Testing with Teaching ..... [304]
14.2.3 Designing Different Tests ..... [306]
14.3 Alternative Assessment ..... [309]
14.3.1 Characteristics of Alternative Assessment ..... [309]
14.3.2 Purposes and Uses of Alternative Assessment ..... [311]
14.3.3 Types of Alternative Assessment ..... [313]
14.3.4 Procedures for Setting up Alternative Assessment ..... [315]
14.4 Summary ..... [316]
14.5 Questions and Tasks ..... [316]

CHAPTER 15 ERROR ANALYSIS AND REMEDIAL WORK ..... [318]
15.1 Purposes in Error Analysis ..... [318]
15.2 Theories of Error Analysis ..... [319]
15.2.1 Contrastive Analysis ..... [319]
15.2.2 Language Transfer ..... [320]
15.2.3 Non-Contrastive Analysis ..... [320]
15.2.4 Interlanguage ..... [321]
15.2.5 Error Analysis ..... [321]
15.3 Prerequisites for Error Analysis ..... [322]
15.3.1 Mistakes and Errors ..... [322]
15.3.2 Causes of Learner Errors ..... [323]

试读结束：需要全本请在线购买： www.ertongbook.com