中学教学论与教学实践系列教材
ZHONGXUEJIAOXUELUN YU JIAOXUESHIJIAN XILIEJIAOCAI

中学英语教学论

ZHONGXUE YINGYU JIAOXUELUN

丛书主编 闫桂琴
本册主编 田金平 秦 杰

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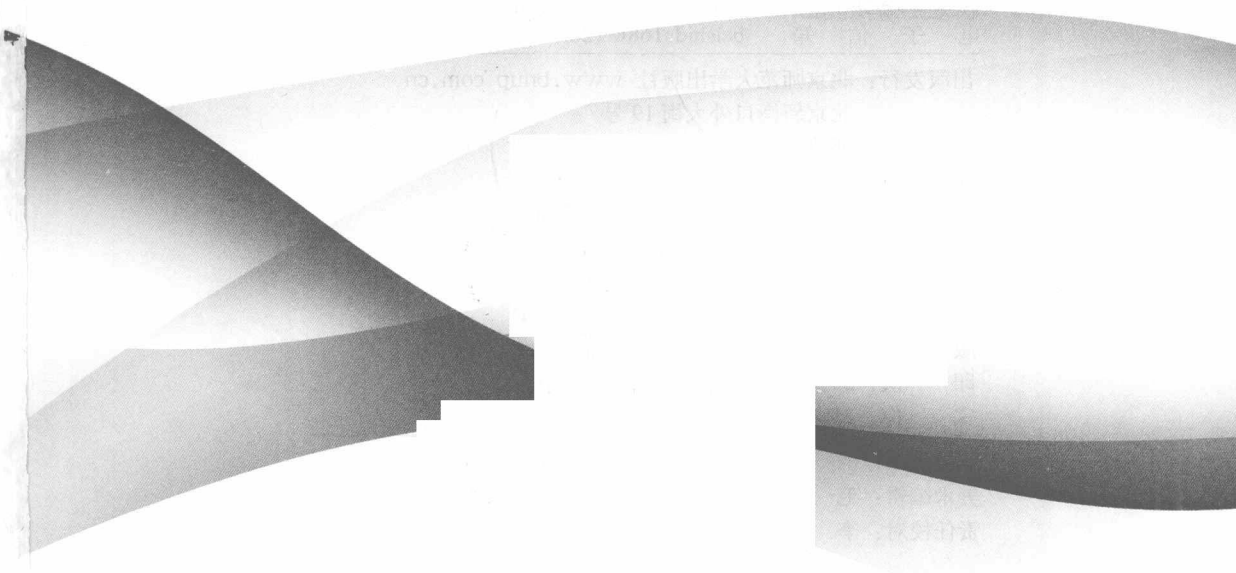

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总 序

百年大计，教育为本。教育大计，教师为本。

在当前我国全面建设小康社会、加快推进社会主义现代化的关键时期，教育的基础性、全局性、先导性地位更加突出。特别是，在整个国民教育体系中发挥“奠基”作用的基础教育，是国家建设人力资源强国的基础性环节。基础教育的质量，直接决定着国家未来的人才素质，决定着国家和民族的崛起和复兴。

有好的教师，才有好的教育。作为培养基础教育师资的主渠道，教师教育必须敏锐感知基础教育对师资素质的需求，培养出适应基础教育要求的优秀教师。高师院校作为我国教师教育事业的实施主体，责任重大，使命光荣。

近些年来，适应国内外教师教育发展的新形势，国内高师院校普遍进行了教师教育改革，千方百计提升教师教育质量。近年来，山西师范大学集中力量实施教师教育改革，并对国内外教师教育模式进行了考察调研，在《光明日报》等刊物上相继发表了《高师院校教师教育改革的模式选择》、《教师教育改革的理论、模式与实践》等理论文章。虽然高师院校的改革模式各有特点，但都能紧紧围绕适应基础教育发展需要这一核心，将创新人才培养模式、强化实习实践环节和教学能力训练、提升学生的实践创新能力和社会适应性等重点作为当前教师教育改革发展的方向。

几年来，我们在人才规模培养的研究与实践上，在教师教育人才培养模式创新实验区研究上，取得了一些成绩，获得了国家级教学成果二等奖，教师教育人才培养模式创新实

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验区也已于去年被批准为国家级项目。随着改革的深入推进，我们越来越深切地感觉到，改革成败的关键在于抓落实，必须将改革的宏观方向和中观政策真正落实到教学的微观运行状态，落实到课堂的教学内容中去，才能真正让改革成果体现到学生的成长成才上。

教材是施教者教育思想和教育观念的集中体现，是学生课堂学习和能力培养的依据和基础。教材改革作为教学改革的一个重要组成部分，应该直接集中反映教学改革的内容和方向。学科教学论是师范院校培养师范生学科教学专业素养的一门重要课程，是师范教育与基础教育的对接点。在一定的意义上说，师范生是否会教，主要看这门课程的实施效果。然而，目前国内适应新一轮基础教育课程改革的学科教学论教材还很少。鉴于此，我们积极组织相关专家编写了这套《中学教学论与教学实践系列教材》。这套教材的一个显著特点就是对《中学学科教学论》课程进行了重新定位，将过去的理论课程变为现在的能力课程与技能课程，突出学科教学实践能力与基本技能培养，使师范生通过课程学习与技能训练能够具备较强的课堂教学实践能力与基本技能，真正达到使学生学会教学的效果。

初生之物，其形必丑。虽然我们尽了最大努力，但疏忽纰漏之处，在所难免。敬请所有关心基础教育、教师教育和高师院校改革发展的朋友们提出宝贵意见。

武海顺

2010 年 4 月 20 日于山西师范大学

前　言

2009年是新中国成立60周年。在外语教学领域，我国著名的语言学家和外语教育专家桂诗春、胡壮麟、戴炜栋、黄国文等对我国外语教育60年的历程进行了回顾和总结（见《中国外语》2009年第五期）。

他们认为，广大外国语言文学学者和外语教师把西方的语言、文化、教育思想引入我国，并对外语教育作出了重大贡献。在此期间，外语教学的理念不断涌入，我国的外语教学改革持续展开。同时，当今中国经济的飞速发展和综合国力的稳步提升使世界其他国家与中国的交流日渐深入；外语学习在中国教育体系中的地位愈加重要；其教学模式和效果受到广泛关注。展望未来，中国和世界的融合程度将进一步提高，语言、文化、教育等领域的交流合作会继续增强。然而，60年来，我国的外语教育在取得辉煌成就的同时，还面临诸多问题。比如：我国外语教育尚缺乏真正高水平的外语人才；不同地区师资、教学条件、学生水平等方面差距明显；外语教育的投入和产出不平衡等。针对这些问题，戴炜栋教授认为“抓好职前教育，建构师资教育体系”是重中之重。

从英语教育来说，随着我国高校的扩招，近年来英语教育专业学生在实践教学方面已经凸显出一些问题：不了解中小学英语教学现状、教学技能不过硬、教学理论和实践环节脱节、过分依赖多媒体课件等。随着教育部中小学《英语课程标准实验稿》（2001）的颁布实施和对师范学生实践教学能力要求的提高，广大英语教师从英语教材、教学理念、教学方法等方面开展了各种积极的改革。作为培养中、小学英语师资的师范英语专业，我们在研究英语课程标准和对比有关国内中、小学英语教学方面教材的过程中发现：教材整体上

对理论的论述偏重；现有的中、小学英语教学教材在教学指导和训练方面有所欠缺；实践指导较强的教材多用中文编写。

鉴于以上调查分析，我们决定组织力量编写一本讲练融合、凸显训练、强化实践的中学英语教学教材。编审梯队成员包括高校从事英语专业教学的中、外教师及从事中学英语教学多年的优秀英语教师。全书共分十四章。前三章是理论综述，由秦杰编写；具体介绍了英语教学的基本理念、课程标准与教学大纲、备课的准备工作。第四章至第十章介绍了中学英语课堂教学中的主要技能，由李凤琴、杨雪萍、郭洁秀、张迎辉完成；具体为课堂语言与教态技能、课堂管理技能、课堂导入技能、课堂呈现与演示技能、课堂收束技能、课堂提问技能、板书设计技能。第十一章至第十四章由辛鑫、王晓涛、席静三位老师负责；具体介绍了中学英语教学中的多媒体技术应用、基于课堂教学的评价、语言教学行为研究、教育实习等内容。全书由田金平教授担任统稿工作，山西师范大学外国语学院的美国外教 Dubberly Shawn Audrey 女士审读了全书并提出了宝贵的修改意见和建议。

全书用英语编写，可作为英语专业教学法教材。其阅读对象为英语专业的本科生、专科生、英语教师以及对英语教学感兴趣的各界人士。

本书参考了许多有关外语教学的著作和文章，其主要内容曾在山西师范大学的英语本科生和双学位同学中使用，并得到部分教师和学生的宝贵意见和建议，在此一并表示感谢，书中出现的问题皆因作者水平有限所致，希望读者不吝赐教，提出宝贵意见。

编　者

2010 年 2 月

于山西师范大学外国语学院

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Chapter Ⅰ Basic Concepts of ELT in China

1 Theories guiding ELT practice

ESL/EFL (English as a second or foreign language) teaching practice has, from the very beginning, been guided by certain theories. These theories mainly fall into three disciplines: philosophy, psychology, and sociology. Under the influences of these three disciplines, there are two essential sides—teachers and learners. They interact with each other through the medium of a language. Thus, teaching linguistics and language are knitted together although they approach language from different perspectives. Linguistics makes a scientific study of language while the basic aim of language teaching is to enable learners to grasp a language, in this case the foreign language is English. In the following sections, we will have a close look at linguistic theories, language learning theories, and teaching theories guiding ELT practice.

1.1 Linguistic theories

In the field of second/foreign language teaching, teachers theoretically teach what linguists and grammarians have described. The relationship has also been changing along with the development of linguistic studies and L2 teaching in the past 130 years, i. e. 1880—2010.

The first stage extending from the 1880s to 1940 is the period in which modern linguistics emerged. Around the turn of the 20th century, Ferdinand de Saussure (1857—1913), a Swiss linguist, laid a solid foundation for linguistic studies by raising dichotomies like synchronic and diachronic linguistics. He then justified the study of a language synchronically in Europe. In America, Franz Boas (1858—1942), an American anthropologist, worked independently to add a cultural component to modern linguistics. Although modern linguistics emerged and developed quite rapidly during this period, there were sporadic recordings of the application of linguistic theories in L2 teaching.

Table 1-1 Changes in the relations between linguistics and L2 teaching (adapted from Hu & Jiang①)

Stages	Linguistics		L2 teaching		Typical features
The 1st stage (1880s—1940)	Emergence of modern linguistics	Basically mono-disciplinary	Grammar Translation Method; Direct method	Method focus	Implicit
The 2nd stage (1940s—1960)	Structural linguistics		Audiolingual method		Positive powerful
The 3rd stage (1960s—1970)	T-G grammar		The cognitive approach		Negative powerful
The 4th stage (1970s—1980)	Systemic-Functional Grammar Sociolinguistics Psycholinguistics Linguistics applied	Inter-disciplinary	Communicative Approach Natural Approach Community Language Teaching TPR Silent Way		Inconsistent
The 5th stage (1980s—2000)	Applied linguistics	Multi-disciplinary	TBLT; eclectic, balanced, approach	Principle focus	Diverse complicated
The 6th stage (2000—2010)			"Post-approach" language teaching		

In the second stage, linguistics was regarded as a key factor in L2 teaching theory under the influence of the American Structuralism. Structuralism was represented by Leonard Bloomfield (1887—1949), who presented a comprehensive description of American structural linguistics, in which language was seen as a hierarchical structure. Bloomfield's approach to linguistics was characterized by its emphasis on the scientific, descriptive basis of linguistics, ad-

① Hu Z. L. & Jiang W. Q. *Linguistics: An Advanced Course Book*. Beijing: Peking University Press. 2002. p. 606.

herence to behaviorism, and positive contribution to a new language teaching method (Audiolingual method). The influence of Bloomfieldian structural linguistics declined in the late 1950s and 1960s as the theory of Generative Grammar developed by Noam Chomsky began to dominate.

At stage three, as mention above, the proponents of Transformational-Generative (TG) Grammar launched intensive attacks on Structuralism. But unlike Structuralism which was the impetus for developing a language teaching method, the major contribution of TG was to function as negative yet powerful force, which greatly dampened language teachers' beliefs about the Audiolingual Method. The emergence of the cognitive approach brought a revolution in linguistic studies but its effect on language teaching was insignificant in the classroom.

The next stage (1970s—1980) saw a more complicated situation than the previous stages. The cause of the increased complexity was that linguists showed interdisciplinary interests while L2 teaching methods were diversified. Sociolinguistics, psycholinguistics, linguistics-applied, cognitive linguistics all gradually established themselves as legitimate subjects and the one-to-one correspondence in linguistics and L2 teaching could no longer be identified. Several teaching methods were developed: the Natural Approach, the Community Language Learning, the Communicative Approach, and so on. This is generally a transitional stage in the sense that some teaching methods were based on or influenced by several linguistic disciplines previously developed in the 1st and 2nd stage, while other methods were not connected with any linguistic theories.

The 5th and 6th stage showed more momentum in applied linguistics when the subject made a further shift from interdisciplinary into multidisciplinary. L2 teachers and researchers lost an interest in searching for the best method. Ecological features were considered in language teaching practice. Eclectic principle was often mentioned in the selection of teaching methods. What experts believed was not teaching by methods, but "teaching by principles"①. Coming into the 6th stage, the "post-methodical" teaching era, teachers and

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① Brown H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice-Hall Regents. 1994. p. 1.

researchers drew widely from neology, psychology, sociology, education, computer science, cognitive science, linguistics, pragmatics etc. to develop their theories and practices in language teaching.

In reviewing the past developments of linguistics and language teaching, we see in linguistics the trend of from being monodisciplinary to interdisciplinary to multidisciplinary and in L2 teaching the trend of from being method-focused to post-methodical, principle-focused. Generally, the relationship between linguistics and L2 teaching changed from one-dimension to multi-dimension, from simplicity to complexity.

1.2 Learning/acquisition theories

So far many theories regarding language development in human beings have been proposed. Such theories have generally risen out of related disciplines such as psychology and linguistics. In the following, we will have a close look at some key positions and differences.

1.2.1 Nurture vs Nature

Language acquisition theories have long centered around the "nurture" and "nature" distinction (or "empiricism" and "nativism"). The fundamental idea behind empiricism is that all knowledge comes from experience and practice—our interaction with the environment through our reasoning or senses. Nativism holds that at least some knowledge is not acquired through interaction with the environment, but is genetically transmitted and innate. In other words, the former has based their theories on environmental factors while the latter believes that it is the innate factors that determine the acquisition of language. However, it should be borne in mind that neither side totally disagrees with the ideas of the other side. What counts is the relatively little or more weight they lay on the environmental and inherent factors.

The next section lists some most important language acquisition theories resulting from the two opposing views mentioned above.

1.2.2 Theories of language acquisition

(1) Behaviorism

Behavioristic view of language acquisition claims that language develop-

ment is the process of habit formation. This view has been influenced by the theory of learning described by psychologist J. B. Watson in 1923, and termed behaviorism. Behaviorism believes knowledge is the product of interaction with the environment through stimulus-response conditioning.

Behaviorism believes that all learning, whether verbal (language) or non-verbal (general learning) takes place by means of the same underlying process—via forming habits. In 1957, the psychologist B. F. Skinner produced a behaviorist account of language acquisition in which he maintains that language development is the result of a set of habits. The theory also claims that both L1 and L2 acquirers receive linguistic input from speakers in their environment and positive reinforcement should be provided for their correct repetitions and imitations.

Meanwhile, the theory sees errors as first language habits interfere with the acquisition of second language habits. If there are similarities between the two languages, the language learners will acquire the target structures easily. If there are differences, acquisition will be more complicated. This approach is known as the contrastive analysis hypothesis (CAH). According to the hypothesis, the differences between languages can be used to reveal and predict all errors and the data obtained can be used in foreign/second language teaching for promoting a better acquisition environment.

Skinner's view of language acquisition is a popular example of the nurture philosophy. Behaviorism has been generally accepted by the influential Bloomfieldian structuralist school of linguistics and produced some well-known applications in the field of foreign/second language teaching and learning, for instance, the Audiolingual Method. The theory sees the language learning as a process of accumulation with no built-in knowledge within the learner.

(2) Social constructivism and ZPD

Social constructivism is most often associated with Jean Piaget, a Swiss psychologist and Lev Vygotsky, a Soviet psychologist. Both of them emphasize the influences of cultural and social contexts in learning and support a discovery model of learning. According to Vygotsky①, "Every function in the child's

① Vygotsky L. S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge MA: Harvard University Press. 1978. p. 57.

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