中国教育学会“十一五”重点科研课题双语教学研究成果

双语教学论

Understanding Chinese-English Bilingual Teaching

欧卫红 等著

北京大学出版社
PEKING UNIVERSITY PRESS

A1c9

中国教育学会“十一五”重点科研课题**双语教学研究**成果

Understanding Chinese-English Bilingual Teaching

双语教学论

欧卫红 等 著

北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

双语教学论/欧卫红等著. —北京：北京大学出版社，2009.12

ISBN 978-7-301-15832-6

Ⅰ. 双… Ⅱ. 欧… Ⅲ. 双语教学—教学研究 Ⅳ. H09

中国版本图书馆 CIP 数据核字（2009）第 167382 号

书　　名：双语教学论

著作责任者：欧卫红　等　著

责 任 编 辑：成　淼

标 准 书 号：ISBN 978-7-301-15832-6/H・2319

出　版　者：北京大学出版社

地　　址：北京市海淀区成府路 205 号　100871

网　　址：http://www.pup.cn

电　　话：邮购部 62752015　发行部 62750672　编辑部 62765126　出版部 62754962

电 子 信 箱：xxjs@pup.pku.edu.cn

印　刷　者：北京宏伟双华印刷有限公司

发　行　者：北京大学出版社

经　销　者：新华书店

720 毫米×1020 毫米　16 开本　21 印张　363 千字

2009 年 12 月第 1 版　2009 年 12 月第 1 次印刷

定　　价：38.00 元

未经许可，不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有，侵权必究

举报电话：010-62752024；电子信箱：fd@pup. pku. edu. cn

编委会（按音序排列）：

何　莉　黄小锐　李　佳　马之成

欧卫红　唐君国　汪兴楣　王立琴

王　颖　吴　庸　鄢文亚　张　莲

赵晓意　周玲丽　邹　娟　左婷婷

序

随着全球化进程的加速、国际竞争的加剧，各国对国际化双语或多语人才的需求日益迫切。

但是，外语教学效率低下，培养出的学生不能熟练运用外语，是各国普遍面临的巨大挑战。为此，从 20 世纪 90 年代以来，许多国家和地区，在检讨已有的外语教育政策和实践的基础上，采取多种改革措施提高公民外语水平。其中，以外语作为教学语言学习非语言学科以增加学生接触外语和使用外语时空的双语教育理念，尤为国际教育研究界所关注，并成为许多国家课程改革和外语教育改革的重要内容。

这表明，人类语言教学已进入“母语教学+外语教学+双语教学”的大语言教学时代。

在这样的大背景下，中国中小学汉英双语教学实验异军突起，发展迅猛。双语教学实验的初步成果为人们带来了希冀。这正是：“众里寻他千百度，蓦然回首，那人却在，灯火阑珊处。”

双语教学是素质教育新的切入点：语言学习与学科学习相辅相成；双语思维能力促进智慧的提升；跨文化交际能力拓宽学生视野；学术语言能力为高校学习奠基；双语教学促进学科教师的发展；双语教育推动学校的整体发展。因此，中小学双语教学实验深受社会各界的关注与支持。

教育部[2001] 4 号文件《关于加强高等学校本科教学工作提高教学质量的若干意见》要求本科教育逐步使用英语等外语进行公共课和专业课教学，特别是高新领域的生物技术、信息技术等专业，以及为适应我国加入 WTO 后需要的金融、法律等专业。高校开展的双语教学实验在很大程度上推动了中小学双语教学实验的发展。

目前，我国中小学双语教学实验已初具规模，呈现出教育规划区域性实验与课题研究布点实验并驾齐驱的发展态势。我国经济发达地区特别是沿海地区双语教学实验发展较快。上海、苏州、无锡，辽宁的双语教学实验已列入当地的教育发展规划。广州、天津、青岛、深圳和成都双语教学实验稳步发展，成绩显著。桂林、重庆、北京、哈尔滨等城市和中西部的一些学校在进行着多种教学模式的实验和尝试。据不完全统计，全国约有

此为试读，需要完整PDF请访问：www.ertongbook.com

双语教学实验教师逾万人，双语教学实验学校逾千所，参与双语教学实验的中小学生逾百万人。

双语教师培训与双语教材开发是双语教学实验的奠基工程。各地在教师培训和教材开发方面做了许多探索，力求做到引进与创新结合、国际化与本土化结合，走出一条有中国特色的路子。

重庆教育学院以国际视野和国内基础教育发展战略的眼光，审视与应对双语教学对小学教育的挑战，在小学双语教师培训与双语教材的开发上做了许多开创性的工作：2003 年启动双语师资培训实验，2008 年正式招收英语教育（小学双语教育方向）的学生。欧卫红教授和她的同事们在理论研究与实践探索上孜孜以求，积累了许多宝贵的经验，编写并出版了全国首部小学双语师资培训教材《小学双语教师培训教程》。在此基础上，他们又撰写了《双语教学论》，从教学理论、教学方法、语言知识、教师发展等视角，展现了国内外最新的双语教学研究成果，并为读者配备了丰富的教学资源。

我国小学阶段的双语教学实验相对活跃，亟需大量合格的双语教师。重庆教育学院的研究成果，必将促进我国小学双语教师的专业发展。

我们期待着有更多的双语教学实验与研究成果涌现出来，不断丰富中国双语教学研究宝库，拥抱我国双语教学事业更加美好的明天。

张志远

2009 年 8 月于北京

前　言

一、基本思路

在国外，双语教学的大规模兴起和研究，是在 20 世纪 20 年代，旨在解决移民引起的影响社会交流和移民子女受教育的语言障碍等问题。在我国，双语教学有两种含义，一是民汉双语，二是汉外双语，本书探讨的是后者。汉外双语教学指在非语言学科（如数学、音乐、经济、法律等）用汉语普通话和至少一门外语作为教学语言所进行的教学。由于英语是国际交际语，也是我国第一大外语，汉外双语教学主要指汉英双语教学。汉英双语教学旨在与英语教学携手并进，使学生能在学习某一学科的同时，学习相应的学科英语。

要实施这样的双语教学，首先要培养的是双语教学师资。那么，这样的师资该如何培养？他们应该掌握哪些知识、具备什么样的理论基础和怎样的教学能力，才能胜任双语教学工作？本书的框架结构从一定层面上回答了这些问题。

二、框架结构

本书共 5 章，除第 4 章外，其余各章都以英汉两种语言陈述，英语为主、汉语为辅，英语部分自成体系，汉语部分是前者的要点呈现。

Chapter 1 Basic Theories 语言学基本理论　本章所涉及的主要是语言学关于语言教学和语言学习的基本理论，从第一语言习得和学习，到第二语言学习和习得，再到双语的学习和习得。在这一部分，我们明确地提出：对双语的学习和习得也存在“关键期”的假说，这一假说是双语教学应从基础教育阶段开始实施的观点的重要理论支撑。

Chapter 2 Teaching Methodology 教学法　本章首先讨论了英语教学法和学科（如数学、科学、音乐等）教学法，在此基础上提出双语教学法这一概念。我们认为：英语教学法和学科教学法是双语教学法的基础，双语教学法是前两者的融合、拓展和深化，是双语教师应达到的较高境界、应具备的特殊能力。本章只涉及了小学阶段数学、科学和音乐三个学科。

Chapter 3 Grammar 语法要点　语法是双语教师的基本功，但本章不是对语法知识的全面陈述，而只是为双语课堂教学所需而浓缩的一些要点，

主要供非英语专业的双语教师参考、查阅。同时，也简议了一些热点问题，特别是在双语教学中的热点问题，如双语数学加法运算教学中主谓一致等。

Chapter 4 Resources 教学资源 本章资源包括 4.1 学科术语、表达法和 4.2 教案分析两部分。第一部分根据数学、科学和音乐三门学科中小学，特别是小学阶段中文课本的主要内容研编而成，为双语教师在备课、上课、教研时查阅、应用提供参考；第二部分教案分析，是对网上随机选定的教案样本进行的分析。但我们的分析十分肤浅，且可能失之偏颇，仅供参考。

Chapter 5 Teacher Development 教师发展 教师发展有其自身的内涵、作用、途径等。本章主要从双语教学的角度，谈双语教师职前职后的专业发展。

三、使用对象

本书主要为双语教学研究用书，也可作为双语教育专业学生、英语专业学生的专业教材，还可用作在职教师双语教学培训。本书每章后附有参考书目，全书末尾附有词条，便于查阅。

四、衷心感谢

1. 资源作者

本书在编写过程中，参考了大量国内外关于语言学、教学法、语法及教师发展等方面的资料，由于篇幅有限，参考书目未能全部列出；在 Chapter 2 的 2.3.3 Code switching 和 Chapter 4 的 4.2 Sample lesson plan analysis 等部分，用到了一些教师的课堂教学录像和教案。在此，谨向这些作者和教师表示衷心感谢！

2. 编委会成员

本编委会成员由语言学、教学法、双语教学等研究方向的专业人员组成。历时一年多的辛苦，终于完成书稿。具体章节分工如下：Chapter 1 的 1.1 －1.1.2 由赵晓意编写、1.1.3－1.1.5 由吴庸编写，本节由赵晓意统稿；1.2.1－1.2.3 由马之成编写、1.2.4 由周玲丽编写、1.2.5 由鄢文亚编写，本节由马之成统稿；1.3 由张莲、欧卫红编写；Chapter 2 的 2.1 和 2.2.3 由邹娟编写（小学音乐教学法部分中文资料由任炜炜收集）、2.2.1－2.2.2 由王颖编写、2.3－2.3.2 和 2.3.4 由左婷婷编写，本两节由邹娟统稿；2.3.3 由欧卫红、黄小锐编写；Chapter 3 由何莉编写；Chapter 4 的 4.1.1 由王立琴编写、4.1.2 和 4.2 由李佳编写、4.1.3 由唐君国编写，本章由李佳统稿；Chapter 5 由汪兴楣编写。全书由欧卫红统稿。在统稿过程中，黄小锐做了大量的编排工作。

编写和编排是一个漫长而艰苦的过程，谨向这些同志表示敬意和感谢！

3. 专家学者、出版社

外籍教师 Fraser Fell 审读全书；中央教科所、全国双语教育学会张志远教授为之作序；本书在出版过程中，得到北京大学出版社的大力支持。在此，我们表示衷心感谢！

本书涉及语言学、教学法等多方面观点、理论，中国汉英双语教学又是一个全新的领域，我们受知识、能力和认识水平的局限，在观点、语言表述、材料取舍等方面，肯定有错误或不妥之处，恳请专家、同行和广大读者批评指正、不吝赐教。

作　者

2009 年 7 月 30 日

Contents

Chapter One Basic Theories 1

1.1 Theories of first language acquisition and learning 1
1.1.1 Language acquisition and language learning 1
1.1.2 Theories of first language acquisition 2
1.1.3 Language acquisition view of cognitive linguistics 9
1.1.4 Language development 12
1.1.5 The critical period hypothesis 14
1.2 Theories of second language learning and acquisition 18
1.2.1 Critical period of second language learning and acquisition 18
1.2.2 Theories of second language acquisition 20
1.2.3 Practical pedagogical implications of SLA research 27
1.2.4 Individual learner differences and second language acquisition 30
1.2.5 Interlanguage 35
1.3 Theories of bilingual learning and acquisition 43
1.3.1 Appellation 43
1.3.2 Definitions 44
1.3.3 Types of bilingual teaching models 44
1.3.4 Bilingual education examples across the world 47
1.3.5 Chinese-English bilingual teaching in China 55
1.3.6 The critical period hypothesis of bilingual teaching 60

Chapter Two Teaching Methodology 67

2.1 Main ideas about English teaching methodology 67
2.1.1 Language and language teaching 67
2.1.2 The New National English Curriculum 72
2.1.3 Current English teaching methodology 73
2.1.4 Lesson planning 81
2.1.5 Classroom management 87

2.1.6 Assessment in language teaching 88
2.1.7 Classroom English 90
2.2 Main ideas about subject methodology 93
2.2.1 Main ideas about math teaching methodology 93
2.2.2 Main ideas about science teaching methodology 104
2.2.3 Main ideas about music teaching methodology 113
2.3 Main ideas about bilingual teaching methodology 125
2.3.1 Teaching goals 125
2.3.2 Teaching models and strategies 126
2.3.3 Code-switching 134
2.3.4 Bilingual teaching methodology in some subjects 173
Reference books 182

Chapter Three Grammatical Points for Bilingual Teaching 185

3.1 Verb and tense 185
3.1.1 Main verbs 185
3.1.2 Auxiliaries 186
3.1.3 Tenses 187
3.2 Subject-Verb concord 192
3.2.1 Brief introduction about concord 192
3.2.2 The common rule of agreement 193
3.3 Participle 196
3.4 Commonly used sentence patterns 197
3.4.1 Existential sentence pattern 197
3.4.2 It-patterns 197
3.4.3 Conditional sentences 198
3.5 Simple sentence 199
3.5.1 Positive and negative statements 199
3.5.2 Questions 200
3.5.3 Commands 201
3.5.4 Exclamations 202
3.6 Clause 202
3.6.1 Clause element 202

此为试读，需要完整PDF请访问：www.ertongbook.com

3.6.2 Basic clause types 202
3.7 Degree and construction 204
3.7.1 Degree of adjectives and adverbs 204
3.7.2 Typical comparative structures 205
3.8 Direct and indirect speech 208
3.9 Infinitive 209
3.10 Passive voice 209
3.11 Some issues 210
Reference books 213

Chapter Four Resources for Bilingual Classroom Teaching 215

4.1 Subject English words and expressions 215
4.1.1 Mathematics 215
4.1.2 Science 236
4.1.3 Music 248
4.2 Sample lesson plan analysis 276
4.2.1 Sample 1 276
Analysis of Sample 1 281
4.2.2 Sample 2 282
Analysis of Sample 2 284
4.2.3 Sample 3 285

Chapter Five Teacher Development 295

5.1 Introduction to teacher development and its research 293
5.1.1 Some concepts in teacher development 293
5.1.2 The importance of teachers' professional development 295
5.1.3 Approaches to teacher development 296
5.2 Teacher development in bilingual teaching 297
5.2.1 Building subject expertise 298
5.2.2 Improving Language proficiency 299
5.2.3 Developing bilingual teaching skills 300

Glossary and Index 307

Chapter One Basic Theories

1.1 Theories of first language acquisition and learning

Language is the most important tool for human communication, and thinking, and it is the vehicle by which knowledge is transmitted. The use of language is an extraordinarily complicated skill. Each of us has the capacity to produce and understand an almost limitless number of sentences. For many people this skill for using language is "a defining feature of humanity" (Lund 2003: 39). Yet this complicated skill seems to be learned by children with ease and nearly all children who are exposed to language learn it rapidly. How this remarkable development take place and how children so quickly and as if by magic acquire language have interested experts in a variety of areas, such as linguists, psychologists and psycholinguists. Over the past years, there have been a large number of differing theories about how children acquire their first language. Among them are the three leading positions: **behaviorist, innatist,** and **interactional/ developmental perspectives.**

语言习得指儿童不自觉地、自然地掌握母语的过程，即通过大量接触语言，在交际中无意识地掌握语言规律。习得过程是由不自觉到自觉。我们常说第一语言习得，儿童母语习得。

1.1.1 Language acquisition and language learning

Before the introduction to the theories of first language acquisition, let us have an understanding of the following terms:

Language acquisition is a complicated process which involves a wide range of social, psychological, cognitive, linguistic and physiological factors. According to *The*

第一语言习得(FLA)指儿童在第一语言环境中逐渐掌握该语言的过程。第一语言习得与学习是心理学和语言学共同的研究对象。

第二语言习得(SLA)指母语习得之后的任何其他语言学习。

语言学得（学习）指学习者通过听老师讲解，有意识地练习、记忆语言现象和语法规则，最终达到对所学语言的了解和对其语法概念的掌握过程。我们常说第二语言学习。**语言习得与语言学得：**第一语言学习虽然以习得的学习方式为主，但也有学得的学习方式；第二语言学习虽然以学得的学习方式为主，但是也有习得的学习方式。随着第二语言教学的发展，教学者也尽量地把习得的学习方式引入到第二语言

Columbia Encyclopedia (p. 27547), language acquisition is "the process of learning a native or a second language". Thus, the study of language acquisition is commonly split between **first (FLA)** and **second (SLA) language acquisition**. The former deals with a natural progression or development of first languages (L1) in a child. Such acquisition is an unconscious process that occurs when language is used in ordinary conversation and it is distinguished from intentional study of a language by its informality. The latter studies acquisition of additional languages by someone (adult or child) who has already acquired a first language.

Language acquisition is often used interchangeably with **language learning**, but linguists sometimes distinguish them. *Acquisition* involves intuitive, subconscious language development, whereas learning is more likely to consist of explicit, conscious attempts to grasp rules, perhaps in a classroom or through studying with a grammar book (Krashen 1981).

Because the learning-acquisition distinction is nebulous in practice, we have avoided its use. In this section the terms "learning" and "acquisition" are used interchangeably.

1.1.2 Theories of first language acquisition

1. The behaviorist perspective

Behaviorism was a learning theory that was very influential in the 1940s and 1950s of the 20th century, especially in the United States. With regard to language learning, the best-known representative of this psychological theory was **B. F. Skinner**. In his book *Verbal Behavior,* Skinner (1957) argued that language is another form of

behavior that can be learned like any other behavior. He believed that language is a set of habits and can be taught by the process of instrumental conditioning, i.e. by developing a relationship between a particular stimulus (S) and a desired response (R). When children imitated the language produced by those around them, their attempts to reproduce what they heard received '**positive reinforcement**' which could take the form of praise or just successful communication. In other words, when a parent or caretaker shows enthusiasm for something a child tries to say, this should encourage the child to repeat the utterance. Thus encouraged by their environment, children would continue to imitate and practice these sounds and patterns until they formed 'habits' of correct language use. According to this view, the quality and quantity of the language the child hears, as well as the consistency of the reinforcement offered by others in the environment, would shape the child's language behaviors.

This theory attaches great importance to the environment as the source of everything the child needs to learn. However, there is much evidence against this position. Imitation and reinforcement cannot explain language development because they are based on the assumption that what the child acquires is a set of sentences or forms rather than a set of grammatical rules. Theories that assume that acquisition depends on a specially structured input also place too much emphasis on the environment rather than on the grammar-making abilities of the child. These proposals do not account for the creativity that children show in acquiring language, why they go through stages, or why they make some kinds of "errors" but not others.

学习中。

斯金纳（1904～1990）美国行为主义心理学家，以他关于刺激-反应行为理论影响了心理学和教育领域。行为主义学派认为第一语言习得与学习和人类其他行为一样，是形成习惯的过程。

积极强化：儿童模仿正确，就会得到成人的认可或鼓励，即受到强化。

先天语言能力说：持这一观点的人认为，由于存在普遍语法规律，语言习得是人脑生来就固有的内在能力。因此，儿童语言的发展不是简单地模仿成人的结果，而是由于自身具有一种**语言习得机制(简称 LAD)**。这一语言习得机制使儿童在一定的环境中构建了语言体系，并能够根据这一体系创造出无数句子。语言习得机制中含有普遍语法规律。

深层结构是语法理论中构成句子结构的基础的抽象关系，决定句子的意思。

普遍语法也称为原则与参数理论。它是所有可能规则、原则和参数构成的整体系统。

2. The innatist perspective

With the many shortcomings of the behavioral approach, the stage was set for a revolution. Two years after Skinner published his *Verbal Behavior*, radical behaviorism came in for a bitter criticism when Chomsky, one of the most prominent linguists, offered a completely different view of language acquisition. Chomsky (1959) argued that the behaviorist theory failed to explain **the logical problem of language acquisition**-the fact that children come to know more about the structure of their language than they could reasonably be expected to learn on the basis of the samples of language they hear. Thus, he hypothesized that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop. Language acquisition is not a set of habits, but it is rule-governed; subsequently, the mind is responsible for the perception and processing of linguistic data because it is genetically equipped with devices that make language acquisition possible. He called this specific mechanism the **language acquisition device (LAD)** (Chomsky 1965), which is presumably located in the brain and programmed to recognize the **deep structure**-the underlying **universal grammar**-of any language. Once the child is exposed to a sample of his or her native tongue, the LAD sorts out the rules of grammar and proper usage automatically and the child is able to produce well-formed sentences regardless of his or her knowledge of the world or communication experience. What people actually speak-the outward manifestation of language-Chomsky referred to as **surface structure**.

To understand this notion, let us examine an example

taken from *An Introduction to Language*. As we know, in Chinese, speakers form questions by leaving the question word in its original position, as in the example below. Chinese children obviously learn the Chinese way of forming questions:

Ni Xihuan Shei　你喜欢谁？
'You like who'

(Fromkin et al 2003: 361)

According to the innateness hypothesis, the child extracts from the linguistic environment those rules of grammar that are language specific, such as word order and movement rules. However, he does not need to learn universal principles like structure dependency and the coordinate structure constraint, or general rules of sentence formation. They are part of the innate blueprint for language that children use to construct the grammar of their language.

The innateness hypothesis provides an answer to the logical problem of language acquisition proposed by Chomsky: What accounts for the ease, rapidity, and uniformity of language acquisition in the face of insufficient data. The answer is that children acquire a complex grammar quickly and easily without any particular help beyond exposure to the language because they do not start from scratch. Universal Grammar helps them to extract the rules of their language and to avoid many grammatical errors. Because the child constructs his grammar according to an innate blueprint, all children proceed through similar developmental stages.

To sum up, the innatist perspective believes that the

普遍语法体现了人类语言的共性，是语言中最基本的东西，适用于任何语言，是高度抽象的规则。

表层结构表示用于交际中的句子的形式，决定句子的语音。句子的深层结构通过转换规则变为表层结构。

此为试读，需要完整PDF请访问：www.ertongbook.com