

新世纪师范英语系列教材

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英语教学法

Teaching Methodology Made Easy

作者 Jason Peter Geyser

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总 序

2009年7月，在上海召开了一次“师范院校英语专业教学和发展圆桌会议”。参加本次会议的有来自全国18所师范院校的22位外语学院院长、系主任和出版界的代表。本次会议全面、深入地讨论了当前形势下师范院校英语专业的学科定位、人才培养目标、课程设置、教学内容与方法、教材建设、师资队伍、学生就业等方面的问题，并且在很多重要方面达成了共识，为今后师范院校英语专业的建设与发展提供了重要的参考意见。

师范教育关系到国家未来的人才培养，具有深远意义。与其他专业的师范教育相比，英语专业的师范教育责任更大，负担更重。英语专业的师范生不仅需要学好英语，还需要学习如何教英语，所以师范英语专业应该是英语学科+教学能力的培养，既不能局限于语言的学习，也不应局限于教学技能的培养。

在中国语境下，各级种类的教育都非常重视教材的作用，师范教育也不例外。可以说，教材的编写质量和水平直接关系到教师的教学和学生的学习，直接关系到人才培养的质量和规格。

由于师范教育的特殊性，供师范生使用的教材也应该具有特殊性。但是目前大多数师范院校仍使用综合性大学的教材，突出不了其师范教育的专业性。所谓师范特色，主要是指教材在培养学生语言能力的同时，还应合理渗透教师教育的相关内容。说得具体一点，师范生的英语教材不仅要使学生学好英语，还要使他们直接或间接地从教材中体会、感受到教英语和学英语的过程与方

法。比如，语法教材以及综合教材中的语法部分可以适当渗透“如何教语法”或“如何学语法”的内容。当然，师范专业的教材本身也应体现新的教学理念。同时，师范教育的教材还应加强人文教育，提高师范生基本人文素养。

根据2009年圆桌会议的建议，上海外语教育出版社决定邀请国内部分师范大学的专家编写一套符合新时期师范院校英语专业本科教学需要的系列教材。此决定得到了北京师范大学、南京师范大学、华南师范大学等师范院校的积极响应。该套教材除了包括基础阶段主要课程的教材（如综合教程、读写教程和视听教程）以外，还包括一些专业课程教材。

我们希望更多的师范院校加入本套教材的编写、试用、研究和推广，并以此为契机，结合课堂教学实际情况，共同探讨师范院校的人才培养目的、教育教学的内容与方法以及师范院校英语专业的建设与发展。

程晓堂

2012年2月4日

于北京师范大学

Preface

- **Why the book?**
- **Who is this book for?**

➤ ***Why the book?***

This book covers practical issues faced by English language teachers in the classroom environment. It covers the basics of teaching methodology, laying the foundations on which to build upon and develop. I believe that real learning for a teacher begins in the classroom and continues throughout one's teaching career. The aim of this book is to provide teachers with a basic framework of strategies and approaches, leaving them to generate their own ideas and explore a plethora of possibilities.

It is not intended that this book be read in its entirety, but rather that you choose those topics which hold particular interest for you. This book is handy reading for pre-service teachers enrolled for courses at Universities, Teachers' Training Colleges and ELT Institutions. It is also great as a point of reference throughout your teaching career. By no means the definitive guide to English Language Teaching, "English to The World" offers a simple yet easy to follow overview of English Language Teaching. It is precisely the simplistic nature of this book which allows you the reader to gain a clear understanding of the fundamentals of this exciting and diverse industry. Some scholars and academics might argue that the approach and style of this book is too simplistic, but I'm not writing for specialists. Explanations and ideas are presented, as far as possible, in simple everyday English. Where it has been necessary to use ELT terminology, I have generally used more traditional terms that are well known and easy to understand.

There have been literally thousands of books written on ELT Methodology and teaching practice through the years. Many of these books are excellent in many ways and have made an invaluable contribution to the profession. However, although many of these books reflect a tremendous amount of excellent research by many well respected authors, they are often far too complex in nature. "English to the World" is written in an easy to follow and simple style and is aimed at providing teachers with practical guidance and assistance for the classroom situation.

This book includes practical, usable classroom techniques and activities. The activities have been carefully chosen and aimed at universal application. These activities are also flexible and should be adapted by the teacher according to the learner's age, level and cultural background. It is thus up to you, the teacher to decide whether an activity is suitable and appropriate for your students.

➤ *Who is this book for?*

This book is designed for:

- Pre-service teachers enrolled at Universities / Teachers' Training Colleges
- School Managers and Administrators
- The Director of Studies
- Teacher trainers
- English language teachers
- Teachers who have recently commenced working in a school after an initial course in English language teaching
- In-service training courses for Primary and Secondary School subject teachers who want to learn more about teaching ESL students
- Those who have recently moved into ESL teaching from other professions
- Teachers who have moved into English language teaching from other subjects
- Teachers enrolled in ELT training courses such as the Cambridge CELTA or the Trinity College Certificate
- English language teachers with no formal training
- Primary and Secondary School English teachers

*In this book, I have chosen to use *English as a Second Language* (ESL) to refer to English Language teaching either as a second language, foreign language (EFL), or as an additional language (EAL).

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It is with particular pleasure that I express my deeply-felt gratitude to Siong Mee Fen and Christopher Toh of August Publishing. It is their unfailing courtesy, monumental patience and, above all, their belief in this project which has brought everything together. This book exists because of all these people and I must reacknowledge my debt to them and my heartfelt thanks.

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Chapter 1: Classroom Management, Options and Techniques

1. Maximising Student Interaction in Class
2. Giving Instructions
3. Eliciting
4. Correcting Errors and Feedback
5. Drills and Checking Understanding
6. Pair and Group Work
7. Monitoring Classroom Activities
8. The Language Learner
9. Managing a Class
10. Use of the Blackboard / Whiteboard
11. Potential Problems in the Classroom



1. *Maximising Student Interaction in Class*

An important responsibility of an ESL teacher is to create an effective learning environment for learning to take place. This involves both actions and the decisions of the teacher. The actions are those things that are done in the classroom, such as rearranging the chairs and desks. The decisions relate to how and when these actions are implemented.

It is important how the ESL classrooms are laid out. Seating arrangements and various classroom options allow students to interact with different people in the class as well as allowing a range of different situations to be recreated within the classroom. Try to avoid arranging chairs and tables in the classical classroom format of neat rows. The horseshoe shape or circle arrangement is deemed to be more effective for ESL classes. In this configuration, learners are able to make eye contact with all the students in the class and are therefore able to interact more naturally. This setup creates a greater sense of equality within the classroom. It is more difficult for the weaker students to hide away and for the stronger students to dominate. Students also find it easier to hear one another, which does away with the temptation of the teacher to echo the answers of the students.

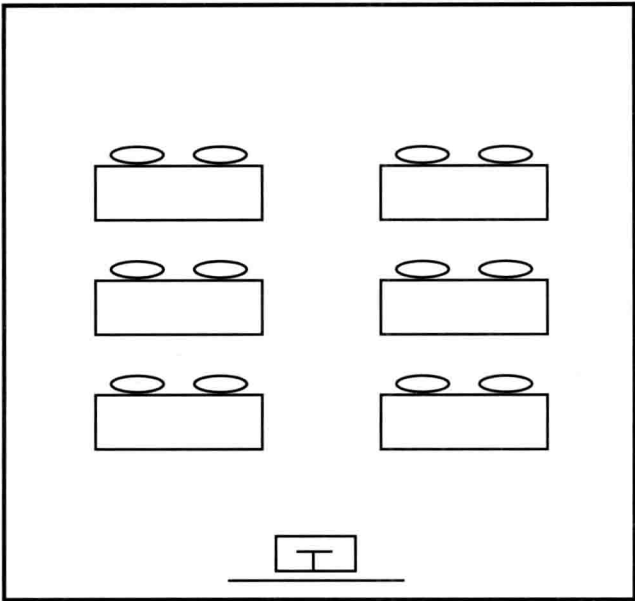


Fig. 1.1. Traditional Configuration

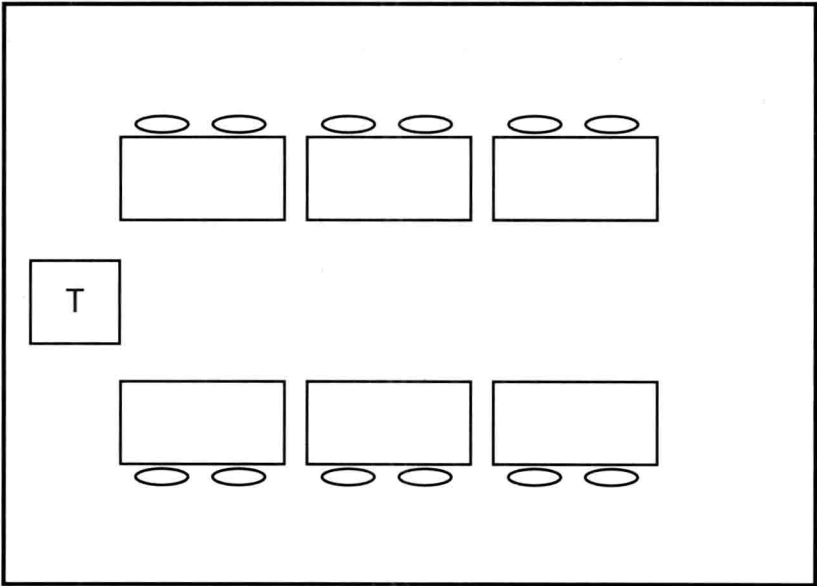


Fig. 1.2. Interactive Configuration

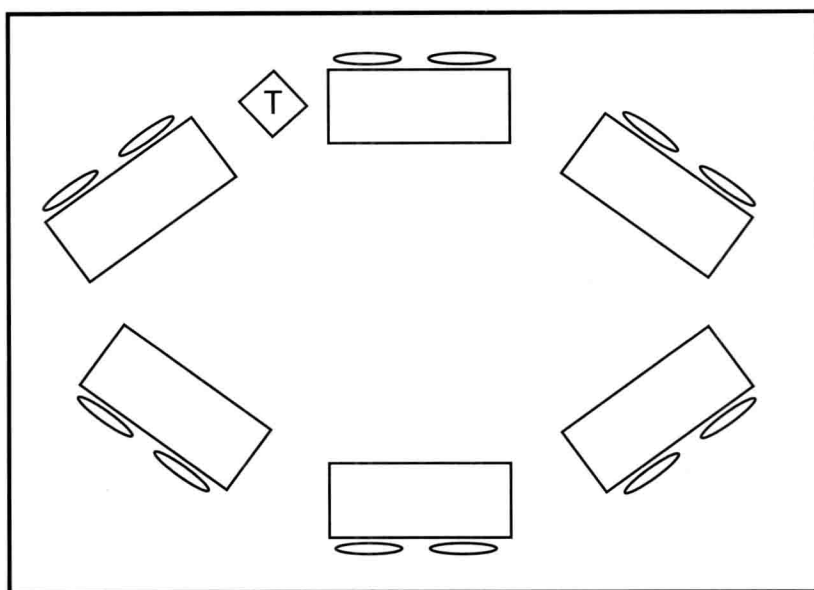


Fig. 1.3. Circular Configuration

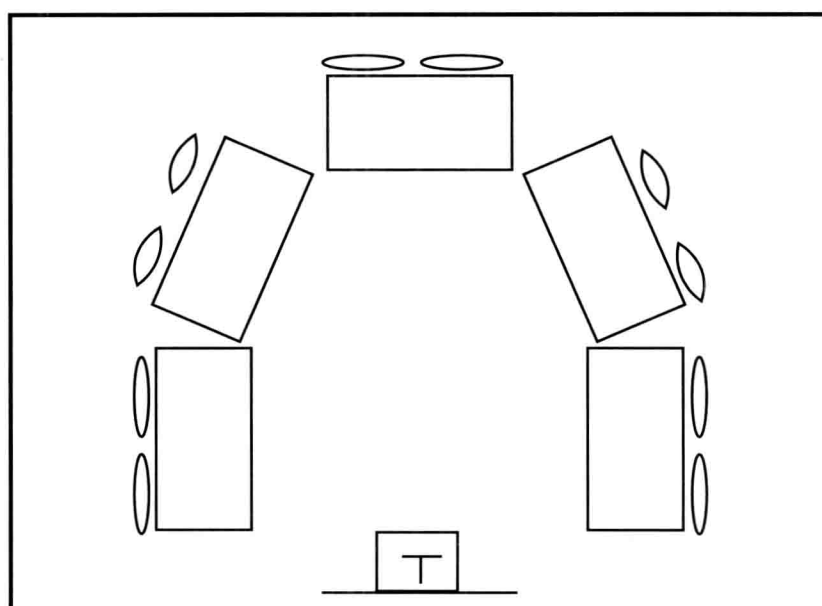


Fig. 1.4. Horseshoe Configuration

Encourage a friendly, relaxed learning environment. If there is a trusting, positive rapport amongst learners and teachers, then there is a much better chance of students wanting to take risks. (Asians: making a mistake is a loss of face)

Oral work within the classroom:

- Respect the learner's level of English. Encourage students to set appropriate goals at the beginning of the course.
- Take account of students' abilities when structuring groups. Vary makeup of groups – membership and size.
- Restrict the role of a dominant speaker and perhaps suggest a specific role if appropriate, e.g. a chairperson.
- It is natural to 'slip' into the mother tongue, therefore visit groups to ensure they stay on task.
- Oral work represents a powerful teaching and learning style, which has many functions, including the gaining of knowledge, demonstration of understanding, preparation of written work and exploration of ideas.
- Ask questions, use open-ended questions (e.g. What do you think about noise pollution?). Allow time for the students to listen, think, process their answers and speak.
- Use gestures to replace unnecessary teacher talk.
- If a student is speaking too quietly, walk further away rather than closer as this intimidates people.

Suggested Activities

Individual work, pair work, small groups, whole class and questioning the class. Interviews, audiotapes, debates, role-play, hot seating, teacher talk, teacher reading aloud, students reading aloud, teacher and student talk.

Written work within the classroom:

- Keep it simple (KIS). Teachers should have appropriate vocabulary and instructions on worksheets. Underline important vocabulary or concepts.
- Students can keep a glossary at the back of each folder or the teacher can give a list of words before a new topic.
- Have words, diagrams and labeled pictures on display in the classroom.
- Teach the students 'self management skills', e.g. read their own work, check headings, date, correct errors. Ask students to read each other's work and to help each other edit their writing.

Language beyond the classroom:

- School productions, debates, assemblies, use of library.
- Young children's games, rhymes, singing, clapping games.
- Display of work. This can promote discussion in the corridors and classrooms.
- Encourage English programmes on TV and English videos.
- Encourage magazines, comics and newspapers.
- Encourage pen pals from around the world.
- Encourage students to maintain personal diaries in English.

2. Giving Instructions

Giving instructions in the ESL classroom is often problematic because of the quantity and the complexity of the language used. Complex instructions are very difficult for students to follow and may prevent students from completing a task simply because they could not understand what was expected of them. Here are a few simple suggestions for providing better instructions:

- It is a good idea to plan your instructions when you first start teaching. This ensures you select simple and concise language and omit any unnecessary information. Provide the students only with the instructions they need for the immediate task at hand. Giving instructions for all the steps in a sequence will only lead to confusion.
- Ensure that you have the full attention of the class before giving instructions so that everyone is aware what is expected of them. This will also save you from having to repeat yourself.
- Wherever possible, demonstrate by example rather than attempting a lengthy explanation. Developing **gestures** may be a good way of saving yourself from repeating instructions.

Here are a few examples:



Stop/Wait



Pairs



Timing



Think!



Can't hear/Louder!



Excellent!



Don't know



Quiet!



Not sure!



Perfect!

- Always check for understanding. An easy way of doing this is by asking some of the students to explain to you what they are going to do.