

# 英语 教学技能 训练

徐泉王婷 主编



YZLI0890112875



教师教育系列教材



華中師範大學出版社

号 01 字 (第) 五 出 版

版 次 (第) 目 录 页 数 半 册

# 英语教学技能训练

徐 泉 王 婷 主 编



YZLI0890112875

华中师范大学出版社  
2010 年 · 武汉

## 新出图证(鄂)字 10 号

### 图书在版编目(CIP)数据

英语教学技能训练/徐泉,王婷 主编. —武汉:华中师范大学出版社,2010.10

ISBN 978-7-5622-4720-3

I. 英… II. ①徐… ②王… III. ①英语—教学法—师范大学—教材

IV. ①H319.3

中国版本图书馆 CIP 数据核字(2010)第 241523 号

### 英语教学技能训练

© 徐 泉 王 婷 主编

责任编辑:徐 晶 张红梅

编辑室:高校教材编辑室

出版发行:华中师范大学出版社

社址:湖北省武汉市珞喻路 152 号

电话:027-67863426(发行部)

传真:027-67863291

网址:<http://www.ccupress.com>

经销:新华书店湖北发行所

印刷:武汉中远印务有限公司

字数:390 千字

开本:787mm×960mm 1/16

版次:2010 年 10 月第 1 版

印数:1-2000

责任校对:王 炜

电话:027-67867364

027-67861321(邮购)

封面设计:叶 玉

电子信箱:hscbs@public.wh.hb.cn

督印:章光琼

印张:21.75

印次:2010 年 10 月第 1 次印刷

定价:30.00 元

欢迎上网查询、购书

敬告读者:欢迎举报盗版,请打举报电话 027-67861321

## 教师教育系列教材编委会名单

主 任：马 敏

副主任：李向农

成 员：（按姓氏笔画排序）

万 坚	王玉凤	王坤庆	王笑合
王敬华	邓 猛	石先钰	刘守印
刘建清	邢来顺	严定友	李克武
杨九民	何 穗	邹心胜	张岩泉
范 军	段 维	侯云汉	郭永玉
郭 敏	曹慧东	龚胜生	曾 巍

## 总 序

2007年,温家宝总理在第十届全国人大五次会议的政府工作报告中提出:“在教育部直属师范大学实行师范生免费教育,建立相应的制度。这个具有示范性的举措,就是要进一步形成尊师重教的浓厚氛围,让教育成为全社会最受尊重的事业;就是要培养大批优秀的教师;就是要提倡教育家办学,鼓励更多的优秀青年终身做教育工作者。”从2007年秋季开始,按照国务院和教育部的指示,华中师范大学和其他5所教育部直属师范大学开始招收免费教育师范生。华中师范大学2007年首批招收免费教育师范生2200人;2008年、2009年各招收免费教育师范生2300人。

我校确定2007级进校的免费教育师范生的培养目标是:“为国家基础教育事业的发展培养德才兼备的高素质专业化的一流师资。”在培养方案的制定上打破原师范专业只培养师资的单一模式,构建专业教育和教师教育分层同步、相对独立的新型培养方式。这种方式突出了两个相结合:

一、学科专业大类培养和教师教育特色培养相结合。教师教育以提高学科专业教育质量为基础和前提。师范专业的学生应同时完成主修专业课程和教师教育课程模块的学习;学生修取的部分教师教育课程模块学分可冲抵学科专业教育的选修课学分。

二、专业能力强化和整体素质提升相结合。以强化教师基本技能训练(尤其是课程教学组织能力)为重点,实现对师范生应具备的基本技能从定性到定量的转变。加大实践教学环节的学分,加强教育实习基地建设,强化学生从教能力的培养,以引导学生在强化课程教学组织能力和全面开展研究型教学两个方面相互促进、相互提高。

教育部部长袁贵仁曾经在2005年10月11日“教师教育课程改革研讨会”的讲话中指出:教师教育改革要以先进的教育理念为指引,以解决现实问题为重点,要改变课程强调学科本位、结构单一、缺乏整合的现状,强调教育课程的综合化、整体性建设,打破几十年不变的“老三门”格局,实现课程结构多元化,要改革

单一、拖沓、冗长的长课型,提倡丰富、短小、精炼的课程组合;要改变脱离中小学现实教育生活,课程内容“空、繁、旧”的现状,突出实践性,提高针对性和有效性;要改变课程设置与实施中过于偏重理论知识内容的倾向,实现从注重知识向注重求知过程的转变,提倡案例教学、参与式教学;要改变教师教育课程实施以教师为中心的传统和以教师所教授学科知识为中心的倾向,强调树立以学生为本的教育思想,实现教师从以知识为本向以人为本的转变;要改变教师教育课程的实施局限于大学课堂的现状,紧密结合中小学真实环境实施教师教育课程,在大学与中小学之间建立多种形式的合作伙伴关系,推进教师教育一体化和教师终身学习与发展。

高水平的专业、课程、教材是现代高水平大学的重要支撑,特别是高水平的教材,是大学培养高质量人才的基石。早在1977年8月小平同志就曾指示:“关键是教材。教材要反映出现代科学文化的先进水平,同时要符合我国的情况。”(《邓小平论教育》,人民教育出版社1995年版,第38页。)教育部《关于进一步深化本科教学改革全面提高教学质量的若干意见》(教高〔2007〕2号)也明确指出:“进一步加强教材建设。要采取有效措施鼓励教师编写国家规划教材和各种创新教材。积极参与,努力建设以马克思主义为指导的中国特色中国风格中国气派的哲学社会科学教材体系。要加强纸质教材、电子教材和网络教材的有机结合,实现教材建设的立体化和多样化。”

作为教育部直属重点师范大学之一,华中师范大学立足湖北,面向中南,辐射全国,50多年来为国家培养了近20万名师资和各类专门人才。教师教育始终是我校事业发展的主体部分和重要基石,坚持开展教师教育改革,积极探索教师教育创新途径,主动服务和率领基础教育改革发展,是我校办学的鲜明特色。基于培养新型师范生的需求,华中师范大学2007年修订形成了《本科教师教育培养方案》,规定教师教育课程模块为30个学分,其中课程学分20个,实践教学(见习、实习)学分10个。教师教育课程分为师范教育基础课程、技能课程、学科教育类课程等模块(包括教育类必修课、心理学类必修课、教育技术类必修课、学科教育类必修课;教师基本技能类必修课;教育、心理类选修课、教师修养类选修课、学科教育类选修课)以及教育实践课程四个方面开设。2008年,学校决定由华中师范大学出版社在“华大博雅高校教材”专项中推出“教师教育系列教材”,作者全部是华中师范大学的教师,他们都具有教授或副教授职称,基本上都是博士生导师或硕士生导师,是教师教育课程的骨干教师,这套教材是他们多年潜心教学和研究的结晶。系列教材涵盖教育学、心理学、学校心理辅导、德育与班级管理、中外教育思想、教师专业发展、教学活动设计、教学案例分析、教育科研方

法、课程与教学论、现代远程教育、信息技术、教师书法等,共计 30 余种,将从 2010 年初起陆续出版。

这套教师教育系列教材,既是华中师范大学教师教育课程改革与发展的成果展示,也是面向师范院校学子精心打造的特色品牌。新型的教师教育体系,应该是学校教育与社会教育、知识教育与实践教育、职前教育与职后教育统一的开放性的教育体系;师范生本科毕业走上教师岗位之后,将在职攻读教育硕士专业学位,因而这套“教师教育系列教材”充分适应职前和职后学习和发展的需求,既可作为本科阶段的系列课程教材,又可作为研究生阶段的辅助参考读物。我们希望,这套教材能够进一步推动师范教育的蓬勃兴盛,在教师教育课程改革进程中留下浓墨重彩的一笔。

免费师范生的人才培养是国家意志、国家利益、国家大事的具体体现。作为试点工作单位,我们肩负着温总理的殷切期望,我们的工作受到了全国人民的高度关注。2011 年秋,第一批免费师范生将结束本科阶段的学习,走上基础教育第一线;我们的这套“教师教育系列教材”也将陆续问世。我们希望师范院校毕业的师范生能够担当国家赋予他们的时代重任,也希望师范院校进一步彰显教师教育特色,不仅承担培养一批教师,培养好一批教师的任务,而且更要担负起培养一批好教师,乃至一批优秀教师和教育家的历史重任。

教师教育系列教材编委会主任 马敏



## 编者的话

一个多世纪以来,外语教学的专家和教师们对新型、高效的教学方法的探求孜孜不倦。不断发展、创新的各种教学方法在一定程度上满足了各自时代对外语教育的需求。在探求的过程中,外语教学专家和教师们认识到教学方法的选择、使用和创新需要根据时代要求、教学环境、教师自身和学生的实际情况等因素来决定。没有一种方法能够满足所有时代的要求,符合所有的教师和学生的需要,适合各种不同的教学环境。至此,外语教学研究已经步入后方法时代。

后方法时代的外语教学研究从两个角度展开:其一,从学习者的角度,从信息加工、学习策略、认知心理等方面进行探索,其目的是追求更高的学习效率;其二,从教师的角度,对以行动研究为中心的教师发展、以教师知识和教师信念为中心的教师认知等方面展开研究,其目的是追求更好的教学效果。外语教学中的理论研究,其实践意义在于提高教师的教学技能和学生的学习能力。

本书的目的在于提高教师的教学技能,促进教师的发展。因此,在编写过程中,我们强调实用性,突出训练合格外语教师所应具备的各项教学技能;同时,力图将有关外语教学方法、二语习得和教师发展研究的最新理念与成果应用、融合于各项技能之中。本书的教学以学习者为中心,力图使学习者在完成任务的过程中研究和解决问题,熟悉并运用相关教学技能。全书各章均设案例部分,集中体现本章各项技能的综合运用。

本书的读者对象是师范院校英语专业的学生和从事外语教学及研究的外语教育工作者。为满足英语教师教学技能训练的实用需要,本书在章节编排上以教学为核心,分为四个部分:第一部分由第一单元构成,描述成功英语教师和课堂的特点、讨论教学法的选择和教师的角色等基本问题;第二部分包括第二、三、四单元,讲解、训练有关语言内容的语音、词汇和语法的教学技能;第三部分包括第五、六、七、八单元,讲解、训练有关语言技能的听、说、读、写的教学技能;第四部分包括第九、十、十一单元,讲解、训练有关教学过程的备课、课堂管理与互动、教学测试的技能。



本书的编者是华中师范大学外国语学院教师。初稿第一、八、九、十、十一单元由徐泉编写,第二、三、四、五、六、七单元由王婷编写。初稿完成后由两位编者共同修改,并由华中师范大学舒白梅教授审定。

在编写过程中参考了大量资料,限于篇幅,未能一一列出,各单元仅列出了部分主要参考文献,谨在此向所有作者表示衷心的感谢。

本书的编写得到多方面的支持和帮助,在此表示衷心的感谢。感谢舒白梅教授对全书进行审稿并提出了建设性的修改意见。感谢华中师范大学教务处和华中师范大学出版社,它们为本书的编辑、出版提供了资助、机会和宝贵的修改意见。

由于编者水平有限,加之编写时间紧迫,书中有疏漏和错误之处,恳请各位学者、教师、学生等读者批评指正。

编者

2009年9月

## Contents

<b>Unit 1 Basic Considerations in English Teaching</b>	(1)
1.1 A successful EFL teacher	(1)
1.2 Teacher and teaching methods	(9)
1.3 The roles of teachers	(20)
1.4 Samples	(25)
Questions and tasks	(34)
References	(34)
<b>Unit 2 Teaching Pronunciation</b>	(36)
2.1 Reasons for teaching pronunciation	(36)
2.2 Basic phonological items involved in pronunciation teaching	(39)
2.3 Basic principles for teaching pronunciation	(45)
2.4 Basic methods of pronunciation teaching	(48)
2.5 Samples of pronunciation teaching	(60)
Questions and tasks	(65)
References	(66)
<b>Unit 3 Teaching Vocabulary</b>	(67)
3.1 The significance of teaching vocabulary	(67)
3.2 Basic aspects of vocabulary worth teaching	(68)
3.3 Basic principles for teaching vocabulary	(70)
3.4 Basic methods of vocabulary teaching	(72)
3.5 Samples of vocabulary teaching	(91)
Questions and tasks	(94)
References	(95)

<b>Unit 4 Teaching Grammar</b>	(96)
4.1 The place of grammar teaching	(96)
4.2 Basic features of grammar	(99)
4.3 Basic approaches to teaching grammar	(101)
4.4 Basic principles for teaching grammar	(103)
4.5 Basic methods of grammar teaching	(106)
4.6 Samples of grammar teaching	(123)
Questions and tasks	(126)
References	(127)
<b>Unit 5 Teaching Listening</b>	(128)
5.1 Basic issues related to listening teaching	(128)
5.2 Basic principles for teaching listening	(136)
5.3 Listening activities	(139)
5.4 Samples of listening lessons	(149)
Questions and tasks	(153)
References	(155)
<b>Unit 6 Teaching Speaking</b>	(156)
6.1 Basic relevant notions	(156)
6.2 Basic principles for teaching speaking	(160)
6.3 Speaking activities	(165)
6.4 Oral testing and scoring	(172)
6.5 Samples of classroom speaking activities	(176)
Questions and tasks	(182)
References	(183)
<b>Unit 7 Teaching Reading</b>	(184)
7.1 The role of reading in EFL learning	(184)
7.2 Basic issues related to reading	(185)
7.3 Basic principles for teaching reading	(196)
7.4 Reading activities	(202)
7.5 Samples of reading lessons	(216)
Questions and tasks	(221)
References	(223)

---

<b>Unit 8 Teaching Writing</b> .....	(225)
8.1 Different approaches to writing .....	(225)
8.2 Writing activities .....	(233)
8.3 Giving feedback on writing .....	(239)
8.4 Samples of writing lessons .....	(243)
Questions and tasks .....	(248)
References .....	(249)
<b>Unit 9 Lesson Planning</b> .....	(250)
9.1 Principles of lesson planning .....	(251)
9.2 Considerations in lesson planning .....	(258)
9.3 Steps of lesson planning .....	(264)
9.4 Components of a lesson plan .....	(266)
9.5 Samples of lesson plans .....	(268)
Questions and tasks .....	(276)
References .....	(279)
<b>Unit 10 Classroom Management and Interaction</b> .....	(280)
10.1 Rules and strategies of classroom management .....	(280)
10.2 Samples of classroom management .....	(291)
10.3 Rules and skills in classroom interaction .....	(294)
10.4 Samples of classroom interaction .....	(302)
Questions and tasks .....	(305)
References .....	(306)
<b>Unit 11 Testing</b> .....	(307)
11.1 Basic concepts .....	(307)
11.2 Purpose of test .....	(312)
11.3 Designing of test .....	(316)
11.4 Samples of tests .....	(329)
Questions and tasks .....	(334)
References .....	(334)

## Unit 1 Basic Considerations in English Teaching

This unit centers on three basic and general issues in English teaching from the teacher's perspective: what does a successful English as a Foreign Language (EFL) teacher look like, how should an EFL teacher treat and employ different teaching methods, what roles should an EFL teacher play in teaching. Sample lesson plans, which follow Multiple Intelligences Model, Content-based Instruction and Task-based Instruction, are presented.

### 1.1 A successful EFL teacher

#### 1.1.1 What makes a successful EFL teacher

**Task 1-1 : What kind of teacher do you like**

1. The descriptions in the following box are some of the answers given by teachers and students to the question "What makes a good teacher?" Read them.
2. Work in groups of three, and summarize the good qualities and characteristics that a good teacher should have from those answers.
3. What is your answer to the same question? Do you share those answers? Do you have other viewpoints that are not included in those answers?

Answers to the question "What makes a good teacher?":

- (1) They should make their lessons interesting so you don't fall asleep in them.
- (2) A teacher must love his/her job. If he/she really enjoys his/her job it'll make the lessons more interesting.

- (3) I like the teacher who has his/her own personality and doesn't hide it from the students so that he/she is not only a teacher but a person as well and it comes through the lesson.
- (4) I like a teacher who has lots of knowledge, not only of his/her subject.
- (5) A good teacher is an entertainer and I mean that in a positive sense, not in a negative sense.
- (6) It is important that you can talk to the teacher when you have problems or when you don't get along with the subject.
- (7) A good teacher is somebody who has an affinity to the students that he/she is teaching.
- (8) A good teacher should try to draw out the quiet ones and control the more talkative ones.
- (9) He/She should be able to correct people without offending them.
- (10) A good teacher is someone who helps rather than shouts.
- (11) A good teacher is someone who knows students' names.

The list in the box can go very long as we can add many more items when the details in teaching and learning are considered. By analyzing the answers in the box, we can see they are describing the features of a good teacher from different aspects. Answer (1) is a general impression on a good teacher's class. Answer (2) reflects a requirement for a good teacher in his/her professionalism, that is, he/she should be enthusiastic about teaching and love the job of teaching. Answer (3) indicates that good teachers do not wear a fake mask, and they face their students with their true personality. Answer (4) involves the depth and width of a teacher's knowledge. Answers (5) and (9) reflect a good teacher's teaching art, to teach in entertainment and to correct in an appropriate form. Answers (6) and (7) involve one aspect of a teacher's personality, that is, being approachable. Answers (8) and (10) involve teachers' classroom management skills. Answer (11) is a basic requirement for teachers, that is, they should know their students.

In summary, a good teacher has qualities more excellent than those of average teachers in different aspects. Parrot (1993) categorized those qualities into three groups: ethic devotion, professional qualities and personal styles. Each group is described by a number of adjectives.

Ethic devotion: kind, caring, patient, enthusiastic, disciplined, warm-hearted, hardworking, fair...;

Professional qualities: resourceful, well-prepared, accurate, attentive, authoritative, professionally-trained, reflective...;

Personal styles: creative, dynamic, flexible, intuitive, humorous...;

**Task 1-2 : To judge the competencies and qualities of an excellent EFL teacher**

1. Murdoch (1997, quoted in Richards, 2008:236) designed a questionnaire to elicit views on qualities and competencies of a good English teacher: What makes a good English language teacher? Read each statement in the questionnaire concerning the qualities of an excellent EFL teacher. Then fill in the brackets the number below corresponding to the rating that most closely reflects your own reaction to each statement.

1=totally irrelevant; 2=of minor importance; 3=important;

4=very important; 5=absolutely essential; NS=not sure.

2. After finishing the questionnaire, pick out the statements that you have chosen 3, 4 or 5.

3. Work in groups of five, and compare the statements that you have picked out with those of your group members, single out the shared ones. The shared statements must be the descriptions of an excellent English teacher that all of you agree, and they should be some of the basic qualities and competencies that make a good English teacher.

Questionnaire: What makes a good English language teacher?

**Part A: English Language Teaching (ELT) competencies**

- (1) The teacher presents language points in clear and interesting ways. ( )
- (2) The teacher employs a range of techniques to teach new vocabulary. ( )
- (3) The teacher tries to relate language forms, functions and vocabulary to contexts relevant to students' interest. ( )
- (4) The teacher employs a range of techniques for practicing grammatical forms. ( )
- (5) The teacher sets up interactive pair/group activities appropriately. ( )



- (6) The teacher employs a variety of activities for developing students' speaking/ listening/reading/writing skills. ( )
- (7) The teacher achieves a good balance between accuracy-focused, and integrative, content-focused activities. ( )
- (8) The teacher uses games and puzzles effectively and appropriately. ( )
- (9) The teacher gives students sufficient time to respond to questions. ( )
- (10) The teacher encourages students to ask questions. ( )
- (11) The teacher elicits language and background knowledge from students appropriately. ( )
- (12) The teacher does not impede student learning via over-use of the mother tongue, or attempts to learn the students' mother tongue. ( )
- (13) The teacher is a good language model for students. ( )
- (14) Teacher talk time is appropriate for the language level of the class. ( )
- (15) The teacher uses, and gets students to use, correct classroom language. ( )
- (16) The teacher deals with errors systematically and effectively. ( )
- (17) The teacher gets students to self-correct minor mistakes. ( )
- (18) The teacher gets students to correct/comment on each other's written work. ( )
- (19) The teacher makes students aware of the strategies they can use to learn English more effectively. ( )
- (20) The teacher uses/develops appropriate quizzes and tests to evaluate students' progress and increase their motivation. ( )
- (21) The teacher gives students some say in the selection of classroom activities. ( )
- (22) The teacher maintains a dialogue with students to gauge their reaction to the materials and his/her teaching methods. ( )
- (23) The teacher makes students aware of the pedagogic purposes of classroom activities. ( )
- (24) The teacher takes into account students' different styles of language learning. ( )

**Part B: General teaching competencies**

- (1) The teacher has a good classroom presence and personality. ( )
- (2) The teacher is patient, polite and enjoys helping students acquire new skills/knowledge. ( )
- (3) The teacher positions himself/herself well at different stages of the class. ( )
- (4) The teacher's style of dressing is an asset in the classroom. ( )
- (5) The teacher communicates an enthusiasm for the subject. ( )
- (6) The teacher establishes a good rapport with students. ( )
- (7) The teacher has good strategies for dealing with inappropriate student behavior. ( )
- (8) The teacher does not intimidate shy students in the class. ( )
- (9) The teacher recognizes students' achievement and develops students' interest in learning. ( )
- (10) The teacher attends to the learning needs of the various ability levels in the class. ( )
- (11) The teacher gives appropriate feedback to students about their progress. ( )
- (12) The teacher is able to adapt his/her teaching plan to respond to students' immediate needs and reactions to planned activities. ( )
- (13) The teacher's lessons have sufficient variety and change of pace to sustain students' interest. ( )
- (14) The teacher prepares classes adequately and has clear aims and objectives. ( )
- (15) The teacher uses a variety of techniques to ask questions and elicit response from students. ( )
- (16) The teacher gives clear and sufficient instructions. ( )
- (17) The teacher organizes students well. ( )
- (18) The teacher makes good use of visuals and other media. ( )
- (20) The teacher constantly checks to find out if students have understood teaching points or benefited from activities. ( )

**Part C: Knowledge and attitudes**

- (1) The teacher believes that learning English is vitally important for students' ( )