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—— 英语教师实践系列

# 双语教学模式

## 探究

主编：盛德仁

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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## **双语教学模式探究**

**盛德仁 主编**

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# 序言

盛德仁

《中共中央国务院关于深化教育改革全面推进素质教育的决定》、《国务院关于基础教育改革和发展的决定》和《基础教育课程改革纲要》(试行),这三个文件为中国的基础教育开创了一个新的纪元。《上海市普通中小学课程方案》则为 21 世纪的上海基础教育树起了一块新的里程碑,而《上海市中小学英语学科课程标准》(以下简称“标准”)则为上海市基础教育中的英语学科开辟了一个新的天地。

标准对学科定位、学科价值、指导思想、学习内容、学习要求、教材建设、教材编写、教材试用、教学原则、组织形式、教学方法、教学手段、现代技术、教学评价、评价标准、评价形式、师资建设、双语教育等都作了科学的阐述。我们现在的任务是学习“标准”,走近“标准”,解读“标准”,实施“标准”,切实提高中小学的外语教学质量,走出“聋哑英语”的怪圈,尽快地使我们的高中毕业生达到课程标准的要求——一门外语基本过关。

我国建设的方向是全面奔小康,上海发展的定位是国际大都市。浦东作为中国改革开放的象征及现代化的缩影,其灵魂和核心是市民的素质。基于这样的高度来认识浦东的基础教育和外语教育,我们的措施就有了力度,贯彻就有了深度,推进就有了速度。我们应着眼未来,积极为明天做准备。

## 外语教育

这十年来,教师的教学理念有了很大的转变,涌现出一批优秀的青年教师。他们的语言素养好,教学理念新,事业心强,在市、区教学评优中屡屡获奖。据不完全统计,中学外语教师已有百余人跨出国门学习、进修、考察,小学外语教师现在有很大一批在外语专业的专科、本科就读。在教学的实践中他们有思想、有水平、有能力,是浦东新区外语教育改革的排头兵。但是我们还应该虚心向北京、天津、广东、深圳、江苏、浙江、山东、辽宁等地的外国语学校、双语教学实验学校学习。我们在教学理念、语言素养、信息技术、教学方法等方面与形势发展和社会进步对外语教师的要求还有一定距离,教师从职业化走向专业化道路还很漫长。各所学校之间的差别很大:有的学校外语教师队伍稳定发展,教学质量比较高,有英语节、英语日、英语周、英语角、英语电台、英语电视台等,从而为学生营造了一个很好的“优化学得、强化习得”空间,培养了学生的综合能力;还有一些学校外语教师队伍数量和质量都有问题。怎样提高外语教学质量?怎样提高外语教师的综合素质?我们应重视英语教育、提高英语教学,这是国家的决策、民族的选择、历史的任务。

上海市教委提出了上海市外语教育的总策略是:强化英语、试验双语、探索多语。仅仅依靠中小学开设一门外语课程,学生外语的总体水平很难达到要求。上海提出实验双语教学,本质上是在积极推进一项成功的外语教学策略,使上海的高中生早日达到一门外语基本过关的要求。应该说,强化英语是基础,是前提,试验双语是与时俱进的必然趋势,探索多语是努力的方向。

## 双语教育的定义

双语教育就是同时使用两种语言的教育(《现代汉语词典》第1181页,2002年增补本)。双语教育应包容:课堂教学、校园文化、校园活动、校园环境、师生交往等全部学校教育活动。双语教学是指学科领域中的课堂教学使用两种语言。现在提出的双语指的是汉语和英语两种语言。双语教学在不同国家、不同地区两种语言指向是不同的。

我们进行的双语教学实验是初级阶段,也就是学科英语。不宜在双语教育的界定上争论不休,可取的态度是少争论,多实践。我们应该求同存异,共同探究。上海市教委朱浦先生形容上海正在试验和推广的双语教学尤如一个襁褓中的“婴儿”,过多地去规范它的每次哭声和每个动作,过高地去要求它,过早地判断它的未来,都不利于它的健康成长。

## 双语教学的目的

扩大中小学学生外语习得的空间,培养学生英语思维的能力和跨文化的意识,探索一条具有中国特色、学科特征的成功的外语教与学的道路,使我国的高中毕业生能达到一门外语基本过关的要求,是双语教学的目的。

首先,双语教学是期望我们的新一代能掌握汉语和英语两种语言。中小学12年基础教育汉语课总共达2,062节,英语课总共才1,552节,在课外都是母语的习得环境。可见,我们母语的学得和习得空间要比外语(英语)的学得和习得的空间大得多。不必担心“加强英语、试验双语”会影响母语学习。当然,汉语课我们不使用外语,这是一个原则。学生不学好外语不应该,不学好母语更不应该。

英语作为课堂教学用语部分进入学科领域,一定要注意防止试验双语教学只是为了强化英语,而忽视了学科的教学目标,影响了教学内容的完成。我们所需要的是“双赢”,而不是单纯的加强英语。如果教师的语言素养好,教育理念新,方向把握准,不仅不会引起学科损伤,还能使学生对不同民族、不同文化中的一些问题产生兴趣。

## 双语教学的师资、教材与评估

师资、教材、评估是双语教学的三个瓶颈,也是支撑双语教学可持续发展的三个支柱。学外语没有一套好的教材不行,只有一套好教材也不行。教材很重要,教师更重要。我们不能等若干年以后,高校培养好了师资再开始我们的双语教学。我们小学外语教师队伍在教学实践中锻炼、发展、壮大的过程是一个很好的例证。数年前,小学外语教师中外语专科、本科毕业生廖若晨星,大多是学其它专业的。他们边学边教,边教边学。小学的外语从四年级开设,到三年级开设,直到现在一年级开设。可见,在外语教学的第一线锻炼、造就了一大批优秀的、年轻的外语教师。我们现在开展的双语教学,必定会从中产生许多优秀的双语教师。在双语教学的平台上他们有着广阔的舞台可以施展他们的才能,如果让一批有才华的年轻教师只教他们的专业学科,他们的外语水平没有机会巩固和发展,很快也会荒废掉,这种人才资源的浪费是令人痛心的。当然,随着社会的发展,学科教师除了自己专业过硬,也应该向复合型、多技能的方向发展,一定要学好英语,用好英语,学用结合,学以致用。师资问题通过教师从职业化向专业化方向发展来解决。

在目前双语教学实验的初级阶段,可以先从选修课、活动课中去挑选一些适合本校的教材,最好还是用原版改编的。现在国内外的外语出版界非常关注我们“双语教学”的发展,这是件值

得高兴的事情,我们在不久的将来就会看到一些优秀的双语教材问世。

评估是必须解决的问题,但又不是一个立刻就能解决的问题。随着考试制度的改革和学分制的推进,评估问题就能比较顺利地突破。我们现在也应该作为科研课题来研究。

市教委提出的总方针是:	强化英语	试验双语	探索多语	
推进策略是:	积极实验	稳妥推进	分步开展	分层要求
操作步骤是:	中小并行	分层递进	重点突破	形成网络
具体做法是:	先易后难	先低后高	先辅后主	先理后文

加强英语是基础,是前提,试验双语是我们正在探索的一条与时俱进的外语教学道路,探索多语是我们努力的方向。教育是一门科学,任何的浮躁、虚伪的行为都是不可取的。浦东新区从十年前由市教委批准创办的第一所双语学校发展至今已有近五十所中小学在积极、稳妥地开展双语教学的实验,两千多位外语教师、近两百位双语教师在“强化英语,试验双语,探索多语”的实践中付出了很大的努力。在他们所撰写的一百多篇论文中我们选了20篇汇编成册,努力采用中英文双语的形式呈现,大致一一对应,作为浦东新区与全国各省、市兄弟学校的一次交流。并在此衷心感谢上海市教委朱浦、沃振华、杨顺德先生及上海师资培训中心顾立宁先生在选辑过程中给予的指导和帮助。

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# PART A

## ENGLISH TEACHING

### 英语 教 学

#### The Exploration of English Teaching & Learning as a Mother Tongue 英语母语化教学初探

胡春华

#### I . The background

English has been the most frequently used language in the world with the evolution of history and gradually established itself as the international language in the world. English is used on a quarter of the Earth as a main language. It is estimated that two thirds letters are written in English, and half newspapers are published in English around the world. There's no doubt that English is the language in commerce, diplomacy, science and academic circle. Learning English well can help you find more learning opportunities and enter a kingdom of knowledge, to which you have no access, otherwise.

Everybody is a human being only physically when he was born. After he interacts with the world around him and adapts himself in the procedure of learning and practicing, he will be a human being socially.

#### 一、英语母语化教学的背景

随着历史的演变,英语已逐渐成为世界上用得最广泛的语言,成为真正的国际语言。以英语为主要语言的地域占据了地球四分之一的面积。据统计,全世界约有三分之二的信件用英语书写,约有二分之一的报纸用英语出版。无疑,英语是世界商业、外交、科学和学术界的通用语言。把英语学好,便能为自己找到更多的学习机会;一个浩瀚、充满知识、自己原本无法接触的世界,便能展现在自己面前。

每个人出生以后,只是一个具有生物学意义的自然人,只有当他通过与周围环境的相互作用,在社会学习和实践中逐步获得对人类社会生活

Language study lies in the process of dwindlement of human being's nature and augmentation of its sociality. With the implementation of curriculum reform into its second phase, English classroom teaching and learning activity can't be limited to imparting the knowledge and study itself, but focus on students' growth as a whole, especially on students' social growth. Our classroom can't be looked on as the teacher's closed space where he can use his puissance but a civilized place where teacher and students can live equally together and bring their potential to its full play. Our class should not be a "class of extracurricular activities", but be an active, positive and energetic one. So it's very important to create a good English learning environment for students.

In the 21st century, Pudong will become a modern and international district in Shanghai. And it needs a lot of builders and managers with versatile capabilities. They are required to communicate with foreigners in English very well. Facing the 21st century, English teaching and learning should be more active than before. We have explored the teaching mode of English teaching & learning as a mother tongue and tried to improve students' comprehension and communication continuously.

## II. The implementation

### 1. The creation of the environment

The key to learning language is offering students a good language environment. And the English teaching & learning as a mother tongue is to offer students an English environment as their mother tongue. The teacher should set up an English learning "pool" and students can acquire the knowledge of language by imitating it frequently and using it in many ways. The creation of such an environment includes two aspects: the creation of in and out of classroom environment and the infiltration of the activities after class.

的适应性,才逐渐成为具有社会性的真正意义上的人类个体。而语言的学习,就是人的自然性逐渐缩小,社会性逐渐增强的过程。随着二期课改的实施,英语课堂教学活动不能再仅仅局限于知识的传递与学习本身了,而应关注学生作为完整的人的成长,尤其是学生的社会化成长;我们的课堂不能再只是被视为教师施展其制度权力的封闭式空间了,而是应把它看成教师与学生共同生活于其中的文化场所,是其生命潜能的释放和升华的地方;我们的学生班级也不能再只是一种“课外活动集体”了,而应使之在教学中也成为一种积极的、有活力的主体。因此,为学生创设良好的英语学习环境极其重要。

21 世纪浦东将建成现代化国际化的城区,浦东的建设需要大量复合型的建设者和管理者,要求他们必须熟练地运用外语。面对 21 世纪,英语教育应该是动态的教育、发展的教育。因此,我们在实践中积极进行英语母语化教学的探索,不断提高学生对英语的领悟及使用能力。

## 二、英语母语化教学的实施

### (一)英语母语化教学环境的创设

学习语言的重点在于给学生提供语言环境,英语母语化教学就是在英语教学中为学生创设一个类似于他们学用母语时的英语环境。教师妥善控制语言的学习,让学生浸入“语言的澡池”,通过频繁的模仿,多元的运用,而逐渐吸收语言知识。英语母语化教学环境的创设包括校园环境的设置和课外活动的渗透。

### (1) The creation of campus environment

The target of setting up the English teaching & learning environment as a mother tongue is to "Let every wall talk." In the school, the colorful indoor and outdoor decorations of the campus have created rich atmosphere of English learning, and so do the programs of School TV Station. All of the students can get in close touch with English. As a result, the students can be exerted a gradual influence on English.

### (2) The infiltration of the English activities after class

English teaching & learning as a mother tongue is to create an environment where the language can be studied and spoken. The creation of such an environment is useful in the classroom teaching and learning. Furthermore, we'd better try to expand English teaching & learning environment from class to out of class, from school to out of school. That is, we should develop all kinds of English activities after class so that the students can get more chances to learn and use English.

Language is the tool of communication between members in the society. Acquiring a foreign language is to acquire both the knowledge of language and culture of the people. The culture here refers to the customs and the life style of the foreigners. To be bilingual, one must be bicultural. As long as the students acquire the knowledge of language and culture, they can communicate with the foreigners successfully. By the way of interpenetrating the "cross-cultural awareness", we can help students not only learn language but also comprehend British and American life and customs, beliefs, values and so on.

a) Activities after class have many forms and they are not limited by time and space. It can be half an hour talk in the English Corner. It can be an English Salon activity once a week. It can be a story competition or a short role play. It can also be a summer or a winter camp which lasts eight or ten days.

### 1. 校园环境的设置

“让每一堵墙都说话”是我校英语母语化教学校园环境设置的目标和出发点。除了英语活动室色彩鲜艳、图文并茂的室内布置外,校园白墙的装饰、英语角的美化及校园电视台英语栏目等等,营造了浓厚的英语学习氛围。学生随时可看到、听到、接触到英语,让学生在潜移默化中接受英语的熏陶。

### 2. 课外活动的渗透

英语母语化教学,强调的是为学生创设一个便于英语学习、交流的环境,因此,除了课堂教学中要注意外,还尽可能地将其从课内延伸到课外,从校内延伸到校外。积极开展课外活动,是对学生进行英语母语化学习渗透的重要途径。

语言是社会成员约定俗成的交往工具。掌握外语包括掌握语言和相关语言的文化知识两方面,这里的文化知识,主要指风俗习惯和生活方式。要掌握两种语言,必须掌握两种文化。只有既掌握语言又掌握文化知识,学生才能真正地学会用英语进行跨文化交流。所以,积极尝试通过课外活动的英语母语化“跨文化意识”的渗透,让学生不仅学习语言,还逐渐了解英美人的生活、习俗、信念、价值观念以及他们对日常事物的看法和情感。

(1) 课外活动,形式多样。半小时的英语角倾谈;每周一次的英语沙龙活动;故事比赛、小品表演;为期十天、八天的英语夏令营等。学生在课外活动中身心没有压力,能大胆地用英语与人交流,这样,可以潜移默化地提高英语水平。

The students have no pressures in the activities after class and they can talk freely and boldly with others in English. And their English will be improved in these kinds of activities after class.

Take the English Salon in our school as an example, the teacher can choose a topic every week, such as "My hobby", "The animals and I" and so on. The students can talk about the topics as much as they can. When the British and American holidays come, we can also celebrate them in some special ways. We can have a "Christmas Party" on Christmas Eve, which includes decorating the room, singing and dancing or guessing the English riddles. After decorating a Christmas tree in the party, sending the Christmas presents, singing the song "Silent night", greeting to each other, the students get to know the way of celebrating Christmas in Britain and America and accumulate the knowledge of other cultures.

b) The activities after class can arouse students' learning desire of English culture and encourage them to communicate with foreigners. One of the ways to communicate with foreigners is to join in a summer camp. Students can improve their spoken English in it. Take the summer camp in our school for example, four American teachers took part in the summer camp from the beginning to the end. The students were so excited to talk with their American teachers. They asked many questions about the school life in America with fluent or broken English; they also told the teachers their joys, their wishes and their sadness. When the foreign teachers praised all the campers, "You are all the best!", every student got the feeling of success and self-confidence.

Through these activities students have come to realize that human behaviors and language are subject to the influence of relevant cultures. Rooting yourself in the culture is the only way to command knowledge and better communicate in English.

如我校的英语沙龙,每周都选定一个主题,学生可以就“我的爱好”、“动物和我”等主题进行讨论,各抒己见。遇到英美国家的节日,还可进行特殊的庆祝方式。如在圣诞前夕开一个圣诞晚会,在张灯结彩的环境下,在载歌载舞、问问猜猜等过程中进行英语活动。从布置会场的一棵圣诞树到圣诞老人的礼物大派送,从一曲“平安夜”到互致圣诞问候,学生们在轻松愉悦的氛围中了解英美国家过圣诞的方式,积淀了异国文化知识。

(2) 课外活动,注重交际。与外籍人士的交流是提高学生英语交际能力的重要手段。为此,我校利用暑期举办中美师生英语夏令营。英语夏令营由于四名外籍教师的参与,学生由好奇转为好知,他们在最初的陌生感消失后,立即和外籍老师打成一片。他们运用着熟练或不熟练的英语向老师询问美国孩子的生活、学习情况,也向老师介绍他们自己的喜怒哀乐。当外籍教师在夏令营结束表扬全体营员“你们都是好样的”时,每一个学生感受到了一份成功的自信与喜悦。

通过课外活动,学生逐渐意识到人们的行为、语言无不受到有关文化的影响,只有融入文化,才能更好地掌握知识,更好地用英语进行交际。

c) In the activities after class, students should pay attention to communication strategies; (3) 课外活动,讲授交际策略

Firstly, one should pay attention to language communication occasion and strategy, and choose the proper language and behavior in the corresponding surroundings, time and places. For example, students should call each other in English as a task after class. After the bell rings, one on the line says, "Hello, I'd like to speak to Rose, please." Rose should answer like this, "Rose speaking." She can not answer like this, "This is me." or "I'm Rose." When students talk to foreigners, it's rude to ask a lady "How old are you?" or ask them something else about their family members, their salaries, etc. Because these questions are about their "privacy". When students are praised by others, they should say "Thank you" in response.

Secondly, one should pay attention to the relationship between the communicators. According to the degree of familiarities between each other and social status of the other party, students may choose the serious or relaxed communication style. For example, the simple greeting "Hi" is used by the older to the younger and between the same generation. If a student meets a teacher in the morning, the student can say "Good morning, Miss" in a respectful manner, he also can say "Good morning" in a casual way. Of course, in the Western countries, teachers and parents prefer students to call their first names directly.

首先,注意选择与所处语境、说话时间和场所相应的言语行为。例如,给学生布置一项课外作业,要求用英语互通电话。电话铃响后,一方说:"Hello, I'd like to speak to Rose, please." Rose 回答:"Rose speaking." 而不是:"This is me." 或 "I'm Rose." 又如提示学生,和外国人交谈时用 "How old are you?" 问女士年龄是极不礼貌的行为,他们也很反感被问到关于家庭成员情况、收入情况等私事,因为这些都是属于他们的个人隐私。再如,当学生获得别人赞扬时,用 "Thank you" 来表示对人家赞誉的感谢。

其次,注意交际者之间的关系。要根据双方熟悉程度,对方的社会地位和身份,采用或严肃或随便的交际风格。例如简单的问候语 "Hi", 一般用于同辈之间或长辈对小辈的随意招呼,如果一学生和一教师早上遇见,学生可以用 "Good morning, Miss" 的礼节性问候,也可用较为随便的 "Good morning"。当然,西方国家的老师、家长也喜欢学生直呼其名。

2. Innovating traditional English classroom teaching and learning

(1) The filtration and combination of teaching contents

The English teaching has ever been misdirected in history. The teachers' teaching is limited to the textbook, to the patterns and grammar. The purpose of teaching is "teaching". As a result, students can only express the broken content with simple patterns instead

## (二)改革传统的英语课堂教学

### 1. 教学内容的加工和组合

我国的英语教学曾走入误区,教师的教学拘泥于教材,拘泥于句式和语法,导致学生只会用单一的句式表达支离破碎的内容,不能完整地、连贯地表达自己的思想。而英语母语化教



of expressing their ideas completely and fluently. The request of English teaching & learning as a mother tongue for the teacher is to base himself upon the textbook, break through the textbook and teach for “use”. The teacher should be good at filtrating and combing of teaching contents, so that students can integrate the new and old knowledge and use the knowledge correctly. For example, in *Oxford English 3A*, there's one unit “Family”. The new teaching and learning points are the adjectives “little” and “big” and the “Who—question”. The content is scattered and it's difficult for students to remember. The teacher can expand the content and create a scene of a birthday party. For the purpose of combining the new and old knowledge, the teacher can design the dialogue as follows:

A: Happy birthday, B. A present for you.

B: Thank you. A. Come in, please.

A: Wow! So many people!

B: Yeah. my mother, father, grandmother, grandfather, aunts, uncles. . .

A: Who's that girl?

B: Oh, she's my little sister. She's only 5 years old.

A: She's lovely. Is that your big brother?

B: Yes. He's an IT engineer. He's very busy. My little brother is a student. My big aunt is a nurse. My little aunt is. . .

A: How many people are there in your family in all?

B: Eleven.

A: You have a big family!

The teacher should provide students with a lot of simple, useful, interesting language materials about daily life. The students can learn it in the English mother tongue atmosphere easily. Just as a language education professor said, “Tell me, I will forget. Show me, maybe I will remember. Involve me, I will understand.” So let the students take part in the activities, they can understand what they are learning.

学要求教师立足教材,突破教材,为“用”而教。教师要善于对教学内容进行加工和组合,让学生能新旧知识联系,触类旁通,正确灵活地运用所学知识。如《牛津英语 3A》中的 Family 这一单元,书上呈现的新授知识是“little”和“big”前置在“sister”和“brother”等单词前,也出现了 Who 的特殊疑问句及回答。这些内容如果单纯地独立教授,比较零散,学生学得索然无味,印象也不深刻。我尝试着将教学内容扩充,为学生提供一个生日聚会的场景,并将新旧知识融为一体,设计了下面讲述一个大家庭的小对话,让学生作为家庭中的一员,参与对话。

教师对教学内容加工组合,是为学生提供大量简单实用的、富有生活情趣的、与现实生活有关的语言材料,让学生学习并参与进去,在母语化的氛围中轻轻松松地学习。正如一位语言教育学家所说:“告诉我,我会忘记。演示一下,也许我会记得。让我参加,我会理解并记住。”可见,唯有让学生共同参与,学生才能真正掌握知识。

## (2) The changes of traditional teaching organization

In English teaching & learning as a mother tongue, the teachers break the traditional “teacher-centered” mode. To take its place is the “students-centered” mode, which, based on the students, is more flexible and active than the traditional mode. The teachers are the helpers while the students are the masters of English learning. In English teaching & learning as a mother tongue environment cooperative learning can help students shorten the distance from learning to solidifying the new knowledge and shorten gap between the individual learning abilities. And it also can raise the students’ consciousness of cooperation. Because of the impact of the traditional teaching mode, students are “limited” in the passive learning framework and they have less chances to cooperate with teachers and other students. As time goes by, they have no courage or habit to communicate with others and they have no communication interests. It is a good way to help students cooperate and raise the communicative ability by pair work and group work. Meanwhile, the teacher can change their seats according to the teaching material. It can be a form like “a horse’s hoof”, “a chrysanthemum” and “a half circle”. The students are so interested in these funny classroom seats organization that they pay more attention to English learning and the team work. And the beautifully decorated English room will also help the new teaching & learning organization a lot.

## (3) The usage of the new teaching methods

We can’t compel students to learn English, neither can we choose the force-feeding method of teaching. The teachers can use all kinds of methods such as songs, stories and word games with funny pictures and actions. Under this condition, the students will be immersed in English and learn it very well. The teachers are not expected to translate or explain the teaching material to the students in their

## 2. 传统的教学组织形式的改变

在英语母语化教学中,教师打破了传统的“教师为中心”模式,取而代之的是“学生为中心”的灵活、充满活力的教学模式,以学生为本开展组织教学。教师起到辅助者的作用,学生才是学习的主人。在母语化的学习环境中进行英语合作学习可以缩短从知识新授到巩固的距离,缩短学生个体之间学习能力差异的距离,培养学生和他人合作的意识。由于传统教学的影响,学生被“禁锢”在被动接受的框架内,缺少与教师、以及学生之间的合作机会,久而久之,学生也就没有了与他人合作的勇气和习惯,不愿意与他人交往,更无从谈起交际兴趣了。我在英语课堂上,积极通过对子活动、小组活动等形式让学生合作学习,培养交际能力。同时,我还根据教学内容打破学生座位传统的“秧田式”的排列形式,转变成给学生更大合作学习活动空间的“马蹄形”、“菊花形”、“半圆形”等排列形式,学生对这些新颖的课堂组织形式充满好奇,大大激发了学生合作学习的欲望。而布置得童趣盎然的英语活动室的使用,更为新型的课堂教学组织形式的运用锦上添花。

## 3. 新的教学方法的运用

英语母语化教学,就是不要让学生意识到自己在学语言。以唱歌、讲故事、做文字游戏等方法,再辅之以有趣的图片、动作,使学生完全投入第二语言的学习中来,使他们自然习得语言。教师绝不要翻译或用母语解释,应尽量用第二语言和他们沟通。这种教学,不但能适应孩子的需要,而且能深入孩子的世界,使英语母语化成为可能。

first language. The teachers should try their best to communicate with students in English. Such kind of teaching not only fits the children's needs but also goes into the deep world in the children's hearts. In this way, English teaching & learning as a mother tongue can become a reality. The teaching material should adapt to the students' age, surroundings, experience and their need. The teachers should consider where their interests are. The teachers should know the difficulty the students have in the procedure of learning a new language. The teachers should give perfect pronunciation as an example for the children because the children will imitate anything they hear, whether it is right or wrong. The teachers should encourage and guide the students to review the new language automatically and use the language freely, even though there's something wrong in their responses. The teacher's target focuses not only on teaching the kids new vocabulary and phrases but also on teaching them to compose the language with correct language experience and concept. What is more important is that we should lead the students to get used to thinking in English.

### III. The aspects we should pay attention to in teaching & learning procedure

The English curriculum should be closely related to students' daily life and their activities. The teachers should often put the English language, objects and concepts together in teaching. Of course, teachers can use the visual teaching aids such as pictures, toys, etc. But these teaching aids are not tricks. They are used to create a good language learning environment for the kids. It is permitted for the teachers to use little Chinese in the English class but it is prohibited for the teachers to translate English to Chinese and translate Chinese to English. Moreover, the teachers should help students use the words they're familiar with to practice the new patterns and use the old patterns to learn the new words. All of the new patterns and words

教学内容一定适合学生的年龄、环境、经验、需要及兴趣,还要考虑孩子在新语言中模仿和吸收的困难,教师务必提供完美的发音做孩子模仿的典范,因为他能把所听到的,不管是好是坏,一成不变地模仿下来。教师要激励、引导学生自动地复习他们所听过的新语言,且让他们自由自在地应答,即使稍有瑕疵或不完全也没关系。教师的目标不可仅放在教孩子新词汇、短语上,而是要让他们以正确的语言经验和概念把新语言的结构组合起来,让他们以新的语言结构去进行思维。

### 三、英语母语化教学过程中需要注意的地方

学生学习英语的课程必须安排得与真实生活息息相关,并要配合学生的活动。教学中要经常把语言、实物和概念配合起来使用。教师可选用视觉性强的教具,如图画、玩具等。然而我们不能误解使用这些教法、教具的意图。这些教具并非哄学生“愉快”地学习语言,而是要给学生创设一个类似于他们学习母语时的语言环境。所以,我们允许上课时教师极有限地使用学生的母语,但绝不允许教师拿汉语来和英语相互翻译、解释。另外,教师在教学中要以学生熟悉的单词练习新的句型结构,以熟悉的句型结构认识、吸收新的词汇。而且所有选用的新句型、词汇都应与学生们的生活、活动有关联。

should be associated with the students' daily life and their interest.

In short, we'll try our best to help students communicate with foreigners happily, freely and unrestrainedly, just as they communicate with native people.

总之,让学生用英语自由自在地、轻松愉快地和其他国家人士沟通,就如同用母语和本国人沟通一般,这是我们努力追求的目标。