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剑桥英语教师丛书

Lessons from Nothing

无辅助教学

Bruce Marsland 著

人民教育出版社
外语教学与研究出版社
剑桥大学出版社

Cambridge Books for Language Teachers

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无辅助教学

Activities for language teaching
with limited time and resources

Bruce Marsland 著

龚亚夫 导读

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总 序

外研社和人教社联合推出这套“剑桥英语教师丛书”，以配合全国中小学英语教师的培训工程。付印之前，他们把这套丛书拿给我看，并让我写个总序。说实话，一看到这20个书名，我就十分喜欢，因为它们都是外语教师培训中经常提到的题目；再看作者，大部分是应用语言学领域里颇有名气的研究者，如 Gillian Brown, William Littlewood, Jack C. Richards, David Nunan 等，于是我就愉快地接受了他们给我的任务。

我翻阅了这20本书，并阅读了《面向21世纪教育振兴行动计划》和其他有关中小学骨干教师的培训计划和实施方案。可以说，“剑桥英语教师丛书”涉及的知识面广（包括外语教学理论、外语教学实践、外语测试理论、外语教学研究中的方法），内容实用，文字通俗易懂，是中小学英语教师培训的好教材，它的引进出版必将加强外语专业的教材建设，一定会推动基础外语教育的改革。

细心的读者会发觉，在英语文献中，师资培训这个概念已变化三次。开始，人们都使用 teacher training 一词，但后来许多人认为，training 一词更多是指技术、手艺上的培训，是培训教书工匠的，对教师的通才教育和智力开发是不加过问的。于是出现了 teacher education（师资教育）这一用法，意思是说，这种培训不再只教给老师明天的听力课或阅读课如何去上，而是开设普通语言学、应用语言学、语言测试和评估、科研方法等课程，提高教师的理论意识，扩展他们的思维空间，很像我们讲的素质教育。但是，后来人们还是觉得“师资教育”对教师限制多了一些，因为这仍然只是把现成的理论或发现告诉教师。于是，最近常使用的概念叫 teacher development（师资发展），更加强调在“教育”的基础上，鼓励教师去反思自己的教学，观察自己的课堂行为，评估自己的教学效果，开展“教学行为中的科研”（action research），也就是说，教给教师如何在教学实践中验证别人的发现，形成自己的信念，反思自我，使每一次决定都有根有据，每一个判断都有理论支持。此外，还有一个中性的词叫 teacher preparation。这里不妨引用两段话加以说明。在 *Beyond Training* 一书中，作者强调说：Without discounting the importance of basic teaching skills in teacher preparation, the orientation to teaching

discussed in this book is an attempt to look beyond these dimensions of teaching to the beliefs, knowledge, and thinking that underlie their successful use. The argument pursued throughout the book therefore is that teacher education needs to engage teachers not merely in the mastery of rules of practice but in an exploration of the knowledge, beliefs, attitudes, and thinking that inform such practice (XIV)。在 *Second Language Teacher Education* 一书中, 作者说: An alternative approach to the study of teaching and to the development of goals for teacher preparation programs is the examination of the total context of classroom teaching and learning in an attempt to understand how the interaction between and among teacher, learner, and classroom tasks affect learning. This can be called a holistic approach, since it focuses on the nature and significance of classroom events and involves both low-inference and high-inference categories. Such an approach implies different goals for teacher preparation: “Holistic approaches work towards training goals not all of which can be broken down into individually verifiable training objectives, and they stress the development of personal qualities of creativity, judgement and adaptability...The formulative or prescriptivist nature of a mere ‘Vocabulary training’ approach to [teacher training in TESOL] is contrasted by holists with an ‘education’ in more general principles”。(Britten, 1985a: 113)

“中小学骨干教师国家级培训方案”恰好符合“师资发展”这个基本精神。文件规定的培训内容包括: 1. 教育理论与教学技能。着眼于提高中小学教师的理论文化素养, 开拓视野, 更新知识结构, 提高职业成熟度, 增强学术能力和自我提高能力; 2. 教育教学实践与考察。着眼于提高中小学教师在教学中实施素质教育的能力, 加强理论指导教学实践的能力, 为形成教学风格和教学特色打基础; 3. 课程研究。着眼于提高中小学教师的科研意识和研究能力, 善于发现和掌握教育教学规律, 善于反思性地总结, 增强创新能力。这套“剑桥英语教师丛书”为这个实施方案的落实提供了教材上的保证。这 20 本书中, 有几本是关于外语教学理论的, 如 *Foreign and Second Language Learning*, *Psychology for Language Teachers*, *Affect in Language Classroom*, *The Context of Language Teaching*; 有几本

是关于语言教学技能和实践的, 如 *Teaching Listening Comprehension*, *Developing Reading Skills*, *Beginning to Write*, *Lessons from Nothing*, *Teaching the Spoken Language* 等; 有两本是关于语言测试与评估的: *Testing for Language Teachers* 和 *Classroom-based Evaluation in Second Language Education*; 有两本是关于外语教学中的科研方法的: *Understanding Research in Second Language Learning*, *Action Research for Language Teachers*; 还有三本是关于师资发展的: *Second Language Teacher Education*, *Beyond Training* 和 *Reflective Teaching in Second Language Classrooms*。有关教师培训的这三本书也可以看作是有关教育理论和外语教学理论的著作。对一项中小学英语教师培训来说, 这样几种内容就是足够用的了。

我建议, 本套丛书的使用者注意两点: 第一, 这套书不仅仅传授技巧, 更重要的是提供思想和方法; 不是提供对问题的现成答案, 而是告诉你各种理论观点和看法; 阅读它们的最终目的不是要知道一篇课文如何来教, 而是要知道如何进行创造性的思维。换句话说, 这套书不是培训“教书匠”的, 而是培训善于思考的教师和研究者的。每位语言教师对外语应该如何教和如何学都是有自己的信念的, 只是有的教师的信念不可明白而已。学习语言教学理论, 就是把你的信念理论化, 让你在见到多种不同看法之后, 根据自己的经历, 形成自己的、有根有据的、可以言明的教学观点, 并在实践中不断完善这种观点。只有这样, 你在将来的实际工作中所作的决定才不是盲目的, 而是有根据的, 有一种自我反思和自我纠正的机制。

第二, 本套丛书的读者应该努力初步掌握外语教学中的科研方法, 学会设计小型的科研项目, 学会进行课堂观察, 设计问卷, 经常写教学日志, 会抽样, 会收集各种数据, 会统计和分析数据等。一旦学会进行研究, 教学过程就不会再那么枯燥(因为你随时都在反思眼前所发生的一切), 学生的语言错误不再那么令人愤怒(因为学生的中介语系统能告诉你许多鲜为人知的学习理论), 教、学、科研将会成为一个有机的整体(教与学不断向科研提出新的问题; 科研不断反馈于教和学)。可以设想, 如果我们的绝大部分中小学英语教师都能做到以上两点, 我国的基础英语教育会出现质的变化。

祝贺“剑桥英语教师丛书”在我国的出版!

祝中小学英语教师国家级培训工程圆满成功!

导 读

交际语言教学思想介绍到我国已经有 20 多年的时间了。从我了解的情况看,大部分教师都认为交际语言教学在教学中是非常有效的,但是,使教师们感觉困难的是,自己如何才能设计出各种各样的交际教学活动。设计这样的活动,既需要有相当高的语言水平,也要有英语国家社会文化方面的知识,同时还要有比较丰富的想象能力。显然,教师们需要一些参考资料。可惜的是,到目前为止(也许我孤陋寡闻),我所见到的国外外语教学参考书籍中的交际语言教学活动,大都是为了在英语国家进行英语教学而设计的。这样的活动往往需要比较好的教学条件,如人数比较少的班,以本族语人为主体的师资,以及许多现代化的教学条件,等等。在参加教师培训的工作中,我常遇到教师提出过这样的困惑。他们说,你建议的教学方法的确不错,可惜我们那里的教学条件不行,上课时只有一支粉笔,一张嘴。而且,这样的活动练习,设计起来也很复杂,我们每天要教好几节课,没有时间来准备这么复杂的活动。

我们出版社和外语教学与研究出版社决定共同出版一套剑桥大学出版社的语言教学丛书,要选一些书来写介绍。在几十本书中,我挑了这本,是全套中最薄的。倒不是因为它薄,可以少写几句,而是因为本书作者在前言中,明确地说明这本书是为发展中国的英语教师编写的。书中设计的教学活动,不需要特别的条件也可以完成,有些甚至不需要黑板,也不需要纸和笔。作者还提到,发展中国的英语教师恐怕不一定有电视机、投影仪或录音机,有些地区甚至不一定有黑板和教室。这本书就是基于这样的条件设计的,其中有一半以上的活动可以完全不需要其他辅助的条件,或只需要纸和笔。当然,教师最好收集一些图片、明信片或用彩色粉笔、不干胶贴片,以及纸笔。

这本书的另一个特点,是所有活动都标出可用于练习何种语法项目。比如,有的可以练习比较级,现在完成时或情态动词,甚至某个具体的语法用法,如 can't, could 等等。有的还标明练习所涉及的语言功能。比如,活动 1.28 项,Why I love 是练习 because 的。作者详细地列出中级水平的学生可以练习国家、食品、饮料、和动物。中高级水平的可以谈论名人、学校科目和节假日。高级水平的学生可以讨论电视节目、音乐、

业余活动等。我觉得这样的范例是中国英语教师最需要的。据我的观察,许多教师习惯于把语法教学理解为讲解语法知识。语言习得的研究表明,单纯的语法知识讲解与记忆,并不能保证语言学习者正确而流利地使用语言。关键是要有一定量的语言活动,而这些活动又不是机械性的死记硬背。这本书的活动设计,许多都是与某个语言点,某个语言功能结合的。可以说,这样的练习是把语言的形式和语言的意义结合起来,既能使学生掌握语言的形式,也能培养使用语言的能力。教师可以把此书作为案头长备的教学参考书。比如学到某个语言点,或某个语言功能时,翻一翻本书,定可以从中得到一些启迪,甚至某些灵感,教师也许能根据这些教学活动的建议,再创造适合自己的活动方式,或练习其他的语言点和功能项目。

在毫无保留地推荐本书的同时,我也有一点担心,恐怕教师在做这些练习时,仍然沿袭传统的课堂教学模式,习惯于教师严肃地站在讲台中间,让学生大量抄记语言的知识。特别是学校有关的领导,更要改变语言教学课堂要求安静肃穆的思维定势。一位外语教师曾对我说,他在班上领同学做练习,结果校长说他的班上课时太乱了。还有一位教师告诉我,老教师听完他的课后,说他不应该在讲台下来回走动!组织这样的教学活动,恐怕要打破以教师为中心的传统教学模式,甚至不一定让同学们都在自己的座位上一动不动。否则很容易又变成以教师为中心的“chalk and talk”。

作者在设计活动时,充分考虑到发展中国家的教学条件。虽然书中的许多活动都需要学生有一定的活动空间,作者建议,有些活动学生最好采取坐成“圆圈”的方式。但同时也提出,有时“圆圈”可以意味着是“直线”,特别当座位是固定的时候。同时,作者还对如何在大班进行这样的活动提供了建议。

本书的每一项活动都注明适于何种水平,是初级,还是高级。有的还注明适于哪个年龄段,并详细描述了教学的步骤。为了方便读者根据自己的情况选择不同的活动类型,本书按活动所需要条件的程度分为:不需要任何条件;只需要黑板;需要纸笔和需要其他条件等。其中大部分是不需要任何条件的活动。

作者对教师提出了三条要求:首先是要有“激情”;二是要有比较好的语言水平;三是要有努力工作和改进教学的意愿。我想,我们的英语教师大都有努力工作和改进教学的意愿。至于语言水平,我想可能有两层含义:一是教师在组织活动时需要有比较好的英语水平;二是要读懂这本

书，有些教师一开始读的时候可能会有些困难。但我想，稍有英语基础的教师，只要认真读上一两段，熟悉了作者常用的术语，阅读本书是不会困难的。

最后，值得一提的是，这套丛书是 Penny Ur 编辑的。Penny Ur 的书我也读过几本，大都深入浅出，浅显易懂。这本书也是这样的风格。相信教师们一定会从本书中得到有益的启迪，提高教学的质量。

龚亚夫
人民教育出版社

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Introduction

What is this book about?

This is a sourcebook of ELT exercises and activities which do not require extensive resources or facilities. It is primarily for teachers working in the developing world, although the materials are equally suitable for many other environments.

There are activities for all levels of proficiency, from beginner to advanced; and for all age groups, from young learners to adults. The emphasis is on providing practical ideas for teachers with limited access to resources – whether they are native speakers of English or not.

This book should also be useful for teachers who are working under the pressure of time, as many of the activities require little or no preparation. Young or trainee teachers should find assistance in this book, with the inclusion of several well established activities which can provide an excellent starting point for developing classroom technique, while more experienced teachers will find other relatively unknown activities, which might provide new ideas and inspiration.

Why is this book necessary?

Many excellent resource books have been written for EFL teachers, but most of them include a lot of activities which rely on certain facilities being readily available. Teachers in developing countries probably won't have access to video machines, OHPs or cassette recorders. The nearest photocopier could be many miles away. In some countries, teachers might not have a blackboard or even a classroom. Their students may not have pens or paper. And teachers in any environment can be pressed for time.

This collection of ideas is for teachers in situations like these.

What resources are required by this book?

About half the activities use, or can be adapted to use, no resources at all. They just require the teacher and students to be grouped together in one area.

Introduction

Other activities are marked 'blackboard only'. This should really be 'chalk only', because often a blackboard can be improvised from wood, hardboard or other materials.

Some activities are marked 'pens/paper only', if you or your students require something to write on and with. A handful are activities which utilise blackboard, pens and paper.

The final section contains activities based on simple materials which can be supplied by you or your students from your homes.

None of the activities require the use of any electronic equipment.

What does a teacher need?

The most important requirements for using this book are enthusiasm, a good grasp of the English language, and a willingness to work hard and improvise. Some useful extra materials which could prove handy if you can get them would be:

- a selection of picture postcards or pictures from magazines
- packets of white and coloured chalk
- some paper and pens
- a packet of sticky address labels
- a book of poetry and/or short texts
- a good grammar reference book
- this and other teachers' handbooks and coursebooks

There are suggestions for the use of many of these things in this book.

Teachers in situations with limited time and facilities often rely on resource books of activities. Recommendations for books of texts, a grammar book, and teachers' handbooks of particular relevance appear in the annotated bibliography at the end of the book.

What are the methodological objectives of this book?

In a limited-resource situation, it can be very tempting to fall back on teacher-centred 'chalk and talk' lessons, and if there is no blackboard this can be reduced to plain 'talk'. Even without a textbook or other materials for support, it is possible for such an approach to have practical advantages for presenting new language structures.

In such circumstances, however, there is the danger of lessons having a lack of variety, leading to a loss of concentration and motivation for students, and even for the teacher. It is also easy for a teacher, whether experienced or not, to miss the warning signs until it is too late.

The aim of the language activities described in this book, therefore, is to focus students' minds onto the target language in varied and

motivating ways, which encourage student-centred language discovery and self-development.

Without readily available books or photocopies, this will usually mean activities which are not based on extensive texts – although it does allow for the possibility of the teacher providing a newspaper, dictating an interesting text to the class, or copying a text onto a blackboard. The emphasis, though, will be on oral exercises and activities, and this in itself provides some advantages.

The necessity for communicative speech is one such advantage. With no written text to rely on, students need to make the effort to understand, and be understood by, the teacher. This leads to spoken interaction which can be more authentic and more ‘human’ than concentrating on books or cassettes. Simply using the target language when providing oral instructions for tasks and exercises gives the opportunity for a wide range of language as input, even without ‘formal’ listening work.

In turn, the authentic interaction which this entails means that the teacher–student relationship can be developed beyond the idea of ‘demonstration’ towards a feeling of ‘co-operation’.

Hopefully teachers will be able to bear this in mind, and adapt and extend the ideas in this book for the requirements of their own unique situations. You might even be able to have some fun along the way!

How is this book organised?

The book is organised according to the resources needed for each activity. The first, and largest, section requires no resources at all. The number of resources required increases gradually through the book. Within the sections, the activities are ordered alphabetically.

Each activity is then clearly labelled to show the language-teaching point, language level, and recommended student age. The timing of each activity depends largely upon the size and ability of the class being taught. Occasional recommendations are given, but mostly the length of each activity is left to the discretion of the teacher.

How should the class be organised?

The activities here can be used in virtually any classroom, regardless of the physical limitations. They can be used outdoors if necessary. Several activities, however, are particularly, although not exclusively, suited to a circle of students. In large classes several such circles might be used, and in fixed classroom situations it is worth remembering that, as long as

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there is a fairly obvious sequence of participants, a 'circle' may be any shape – including a straight line!

Most of these 'circle' activities can be done either standing or sitting. Standing increases the energy of the activities, although for 'Change chairs' (5.1) sitting is an integral part of the exercise. It is also better for the atmosphere, and for giving examples, if the teacher includes himself or herself as part of the 'circle'. Also remember that the sequence of students answering questions does not always have to go the same way. For variation it can change direction on the word of the teacher, or a student can choose the next person to speak by naming or pointing at them. This is particularly useful in classrooms with fixed furniture, where a real circle is impossible.

Often, a lack of resources leads to very large class sizes. If your class is particularly large, some of the activities might need more adaptation, but most of the activities can be changed in this way, and several variations are given which take large classes into account.

What other types of activity are there?

Some activities have a competitive element. This can be utilised for individual or group rivalry, according to the nature of the class. Points, and even prizes, can be awarded if this helps motivation. Prizes don't have to be extravagant. Some children's classes might like having a special 'enjoyable' duty assigned to the winner. It is up to the teacher to judge the nature of each group, and to work with the resources available.

Other activities require collaboration rather than competition. On these occasions the class works together to find a solution to problems, or to complete a piece of work. Occasionally the teacher may have to prompt the less confident students, but it is worth remembering that many students learn from observation as well as from direct vocal involvement.

For many students, the most important part of the learning process is not the very active type of exercise traditional in TEFL, but is the time they have to themselves to contemplate and assimilate the language. There are also activities in this book which centre on individual students, and give them time for individual thought and discovery.

In addition, this book contains several activities which use drama in the classroom.

Why use drama?

One advantage of these drama exercises is that they can introduce situations which require a greater usage of English than is normally

required in a simple 'classroom' scenario. Similarly, although not all drama activities require the use of character, extra 'people' can be brought into the class, which is a particular advantage when teaching small groups.

Many drama activities can be a very liberating experience, allowing experimentation with language in a more relaxed setting than the rigid class structure of grammar lessons. For this reason, it must be stressed that during such lessons, the teacher should not continually interrupt to correct mistakes in English. It is possible for the teacher to 'prompt' and provide 'models' without explicitly controlling the language output. Discretion should be the watchword. Any glaring mistakes can be noted for correction in later classes.

It is worth noting here, too, that as all the activities included in this collection, and the drama activities in particular, are intended to be student-centred rather than teacher-centred, it is the students – and not the teacher – who should be given the opportunity to practise their language. The sensitive teacher will realise this, and hopefully the activities in this book can consequently be more productive.

So, although the title of this book is *Lessons from Nothing*, by exploiting some of the ideas, teachers should be able to get beyond the notion that there is 'nothing to work with'. Instead, we will see that the possibilities for using language, imagination and human interaction change 'nothing' into a potentially limitless 'something'.