

实用英语教学法： 阅读篇

David Nunan 主编

Neil J. Anderson 编

Practical English Language Teaching :
Reading

英语
教师
职业
发展
前沿
论丛

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丛书总序

改革开放 30 多年来,随着我国与世界各国交流和来往的广度和深度的不断发展,国民英语水平得到了普遍与大幅的提升。在我国发展的各个不同历史时期,国家也会对各个层次的英语教学适时做出新的调整,提出新的要求。进入 21 世纪以来最近的一次大学英语教学改革,作为我国高等教育教学质量工程的一项重要内容,在教育部的领导下,整体规划,分步实施,措施得当,取得显著效果。经过近十年的改革,我国大学英语教学的状况发生了巨大改变,基于计算机和课堂的新型教学模式在全国各高校基本全面建立,“以学生为主体,以教师为主导”的教学理念基本被广泛认同,各高校都已基本建立与本校办学特色相适应的大学英语课程体系,且注重加强课程内涵建设,学生的英语综合运用能力和自主学习能力普遍得到提高。

改革走到今天,经历了阵痛,也看到了成效,但依然方兴未艾。广大的高校英语教师面临学生英语水平的提高,面临高校师资队伍建设的新形势,面临职称晋升不断抬高的门槛,在亲历了大学英语教学改革浪潮的洗礼之后,尤其感觉到了从事高校英语教师这份职业的不易、挑战与压力。从教育部到高校各级教学单位的管理层,也越来越意识到,高等学校大学英语教学质量是关系到提高我国高等教育质量、办人民满意的教育的大事,而要提高英语教学质量,除了要改革教学大纲、教材系统、考试体系、教学模式和教学手段,更重要、也是更内核的是要转变广大英语教师的教學理念,不断提升他们的专业水平和教学能力。

我国的大学英语教师,普遍来说都是从高校取得英语语言文学及相关专业学位之后,即直接开始从事教学工作,不少年轻教师并没有接受过有关教育学和教学法的系统培训。而一个显而易见的道理是:一个好的英语教师仅仅具备扎实的英语语言技能是远远不够的,并不是自身英语水平高的教师就一定能教出英语好的学生。要搞好英语教学,咱们的英语教师还须不断学习现代教育理论、外语教学理论和外语学科理论,优化和完善自身的知识结构,掌握现代教育技术,提升文化素养,拓展国际视野,并具备将理论知识真正融会贯通到具体教学当中去的能力,如制定教学大纲、设计教学方案、驾驭课堂、充分利用教学资源、有效管理学生、科学测评学生能力等各方面的能力。更为重要的是,英语教师还应具备在本领域中可持续发展的能力。这就需要广大英语教师具备自主的终身学习意识和动力,具备自我发展的动力和能力,教师职业的专业化发展能力成为新时期对教师提出的新的和更高的发展目标。

20 世纪 80 年代以来至今,我国陆续出现了一些旨在帮助广大英语教师夯实理论基础、完善知识结构、更新教学理念、掌握新兴教学方法的著作。其中,既有从国外引进的,也有国内学者执笔的;既有偏综合性和理论性的,也有重实践和应用的。这些著作的出版,对于英语教师自我提升教学水平和科研能力,起到了非常重要的推动作用。此类著作目前在我国不是太多,而是太少。清华大学出版社外语分社历来就有重视教学研究的优良传统,此次经过精心策划和遴选,全新推出的“英语教师职业发展前沿论丛”是一套开放性丛书,今年先行推出第一批,今后还将根据我国广大英语教学工作者的需要不断进行补充和丰富。我有幸被邀请参与该套丛书的编委工作,看到这样一批优秀的国外前沿理论著作即将能在国内被引进出版,感到十分高兴。该套丛书特色鲜明,优势突出,其最大的特色与优势主要体现在以下几个方面:

一、出版社与作者并重,内容权威。该系列丛书中的每一本都是从美国 Pearson 出版集团和 McGraw-Hill 出版集团等世界知名出版公司引进版权。作者均为当代国际著名语言教学专家,如 David Nunan 现任加州 Anaheim 大学副校长,并于 2008 年创建了 David Nunan 语言教育学院,曾荣膺 2002 年美国国会颁发的在英语教育领域中做出杰出贡献奖;H. Douglas Brown 是美国旧金山州立大学教授,曾任该校美国英语研究所所长和《语言学习》杂志主编。他们都曾任国际 TESOL 组织主席,在全球语言教学与研究领域的影响力广泛而深远,也为我国广大语言学习者和教学研究工作者所熟知。这套“英语教师职业发展前沿论丛”选择的第一原则就是:出自名出版社的名家代表性力作。

二、经典与前沿并行,更关注前沿。该套丛书中有一些属于教学法方面的经典著作,如子系列“实用英语语言教学法”所包含的 6 本,分综述篇、听力篇、口语篇、阅读篇、语法篇、少儿英语篇,另外还有两部语言测试与评估领域的经典之作,都是从事英语教学与研究的工作者奠定基本知识框架和掌握基本教学技能所需要的得力助手。同时,清华大学出版社此次在遴选入选书目时,更为关注的是国际上语言教学领域的发展动态与前沿方向。如《根据原理教学:交互式语言教学》与《语言测评:原理与课堂实践》,引进的都是近两年新改版的最新版次,在权威、经典、全面的基础上又增加了新热点问题的论述,包括后教学法条件、多元智力、自主性与交流意愿二原则、评价的再组织原则、教师发展与反思性教学、社会责任、批评教育学、标准化考试领域的最新研究成果等。另外,计算机辅助语言教学(CALL)、语音教学和跨文化交际教学等这些近年来的热门领域,在该系列中也都能找到国际上目前最前沿的论著。

三、理论与实践结合,更重实践。这套丛书最突出的一个特点就是理论与实践的统一,每一本书都是以一套完备的理论体系作为支撑,最终服务于实践指导,具有很

强的实用性和操作性。子系列“教学点津”(Tips for Teaching)的每一本都着眼于非常具体的教学技巧,理论研究与教师教学实践相辅相成、有效融合,同时还在书中提供了丰富而具体的课堂活动设计及可复制的课堂活动材料,展现活动设计范例和具体操作指导,让教师能快速学以致用。如《教学点津:计算机辅助语言教学(CALL)实用方法》一书就展示了100多个与教学内容配套的CALL相关软件和网页的彩色截图,随书附带的光盘还针对各章内容提供了“演示”和“模拟”功能,既形象生动,又易于上手进行实际体验和操练;《教学点津:语音教学实用方法》也是图文并茂,讲解清晰具体,配套的音频CD光盘还提供了所有可供选择的课堂活动的听力材料。其他的所有著作无一例外也都是一部部真正能为教师提升教学效果指点迷津的实用指南,其实用性价值在同类学术著作中无可比拟。

《国家中长期教育改革和发展规划纲要(2010-2020年)》中提到:教育大计,教师为本。教育部也从今年开始,在全国高校范围选派骨干英语教师定期举办“高等学校大学英语骨干教师高级研修班”,大学英语教师专业水平和教学能力的提升和培训进入常态化。“英语教师职业发展前沿论丛”的出版对于我国广大英语教师及英语教学法研究者来说,犹如一场及时雨,必将为他们的职业发展助一臂之力,为打造一支业务精湛、结构合理、具有较强英语运用能力、熟悉外语教学理论、掌握现代教育技术的高素质专业化英语教师队伍起到积极的推动作用。

王守仁

2012年11月于南京大学

当前我国的英语教学,无论是中等学校还是大学教育,都在进行一轮新的教学改革。这次改革涉及教学理念、教学内容、教学模式、教学手段和教学评估等方面。新的改革提出了一种全新的教学理念,强调了教学的交互性,学习的自主性和个性化。教学改革是一项挑战,要求教师更新教学理念,提高理论水平,不断开拓创新,适应新的教学要求。面对这一新的形势,教师的培训工作就成为了当务之急。由美国 McGraw-Hill 公司出版的 Practical English Language Teaching 系列教程为我们解决了教师培训急需的教材。

这套教程包括 Listening, Speaking, Grammar, Reading, Young Learners 和 Practical English Language Teaching 六本培训教材,是一套既可用于新教师培训、又能用于研究生教学法课程的难得的好教材。教材有以下特点:

一、这套教程由国际著名的英语语言学和教学专家编写。如由 David Nunan 主编的 Practical English Language Teaching 一书就汇集了 15 名世界著名英语教学专家的杰作。这些专家有丰富的语言学和教学研究成果,有从事 ESL / EFL 一线教学的丰富经验,他们的教学理论和方法具有权威性和可操作性强等特点。教程既有全面的理论指导,又有具体的实践操作过程;既有综合指导,又有分科、分层次指导。

二、每本教材是一个完整的教学过程。这套系列教程中,每本教材不仅仅是教学方法和技巧的指导,而是从课程定义、大纲设计、教学原理、教学技能、教学测试、教学评估、教学总结等方面进行论述和指导。这种设计使教师的培训不再是机械的模仿,而能够高瞻远瞩地从理论上和技能上把握好教学的每一个过程,更好地发挥教师在教学中的主观能动性。

三、理论讲解浅显易懂。本教材的设计首先强调了实用性,对于一些定义和专业术语的解释不是纯粹从理论的高度去阐述,而是用浅显易懂的语言并附以图解或实例,因此易被学习者接受。

四、每本教材把教学技能按照三个层次安排:初级、中级和高级,并根据各层次的不同特点分别进行教学技能的辅导。因此,本教材即可用于不同层次的教师培训,也可用于同一层次的教师由浅入深、逐步提高的培训。

五、练习形式新颖,能充分激发和调动学生的学习兴趣,注重应用能力的培养。例如,在语法的练习中列出了不同国家的初学英语者讲英语时使用的略有语法错误的英语句子,体现了母语对英语学习的干扰。这样的练习语言真实,避免了干巴巴

地练习语言规则，使学生感到不枯燥，又从理论上分析了错误的原因。在听力练习中设计了不同的话题，而且形式多样。例如，要求学生听完一段对话后从许多饭菜图片中找出所买的食品，这段对话中买的是 pizza，而录音片段为：

First Woman: It's here. The fourteen-inch size.

Second Woman: What toppings?

First Woman: Let's see...there are mushrooms, onions, black olives, green peppers, and extra cheese.

这项看似简单的练习考查了学生的听力能力、英语国家生活背景知识以及猜测能力。学生在听录音时不是听懂语言就能做对练习，他要运用已有的语言和生活知识去猜测对话的背景、内容，去判断正确的答案。这样的练习生动有趣，能调动学生学习的积极性。

我们不难看出，这套教材的特点是理论与实践相结合，但理论不是纯粹从语言学的角度谈抽象的理论，而是从教学的实际应用出发，言简意赅，清楚明了。这些理论和教学指导案例不是要求教师刻板地去模仿，而是启发教师根据自己的教学实际情况去指定或调整自己的教学方案，找到适合自己的教学方法，探索自己的路子。

这套丛书的推出一定会对我国的英语教学改革大有裨益。

郭海云

2012年11月于北京交通大学

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Thank you all for your encouragement and input on this contribution to the *Practical English Language Teaching* series!

This book is dedicated to my newest granddaughter, **Riley Dawnielle Anderson**, who was born a few weeks before completion of this book. Papa Neil looks forward to reading many great stories with you throughout your life.

Foreword

Vision and purpose

The *Practical English Language Teaching* series is designed for practicing teachers or teachers in preparation who may or may not have formal training in second and foreign language teaching methodology. The core volume in this series, *Practical English Language Teaching*, provides an overall introduction to key aspects of language teaching methodology in an accessible yet not trivial way. The purpose of this book is to explore the teaching of reading in greater depth than was possible in the core volume, while at the same time remaining both comprehensive and accessible.

Features

- A clear orientation to the teaching of reading including important definitions, an introduction to the processes behind reading, and a look at the overall approach to teaching reading in the classroom.
- A detailed treatment of the teaching of reading at the beginner, intermediate, and advanced levels providing practical techniques for teaching and assessing reading at each of these levels.
- Reflection questions inviting readers to think about critical issues in language teaching and Action tasks requiring readers to apply the ideas, principles and techniques to the teaching of reading in their own situation.
- A great deal of practical illustration from a wide range of textbooks as well as discussion of how to apply the textbooks in the classroom.
- A “key issues” chapter that looks at reading beyond the classroom and provides suggestions for dealing with the use of technology and catering to different learning styles and strategies. This chapter also features tips from leading researchers and teachers of reading.
- Suggestions for books, articles and websites offering resources for additional up-to-date information.
- Expansive glossary offers short and straightforward definitions of core language teaching terms.

Audience

As with the overview volume, this book is designed for both experienced and novice teachers. It should also be of value to those who are about to join the profession. It will update the experienced teacher on current theoretical and practical approaches to teaching reading. The novice teacher will find step-by-step guidance on the practice of teaching reading.

Overview

Chapter 1

The first chapter provides an orientation to reading in a second or foreign language. The chapter also introduces key principles for teaching and assessing reading.

Chapters 2–4

Chapters 2–4 introduce you to the teaching of reading to beginning, intermediate, and advanced students respectively. Each chapter follows the format below.

Chapter 5

The final chapter starts off with top-five lists of priorities for reading teachers from top researchers and teachers in the field. The chapter also focuses on the importance of bottom-up reading skills, the need for silent and oral reading fluency, more extensive reading in the classroom, and the continuation of professional development for reading teachers.

Chapter structure for Chapters 2–4

Goals: Summarizes what you should know and be able to do after having read the chapter and completed the Reflection and Action boxes.

Introduction: Gives an overview of the chapter.

Syllabus design issues: Outlines the approaches to reading that are relevant at different levels.

Principles for teaching reading: Appropriate principles for teaching reading at different levels are introduced, discussed, and illustrated.

Tasks and materials: Describes and illustrates techniques and exercises for teaching reading at each level.

Reading inside and outside of the classroom: Introduces issues such as lesson planning that affect what we do in the classroom.

Techniques for assessment: Introduces practical techniques for assessing learners in the classroom.

Conclusion: Reviews the goals of the chapter and how they were discussed within the chapter.

Further Readings: Lists articles or books to enhance your knowledge of teaching reading.

Helpful Websites: Provides ideas for web resources for teaching reading.

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1

Chapter One

What is reading?

At the end of this chapter, you should be able to:

Goals

- ✓ **provide** your own definition of reading.
- ✓ **identify** reasons why establishing a culture of reading both inside and outside of the classroom is important.
- ✓ **describe** the differences among bottom-up, top-down, and interactive reading.
- ✓ **explain** intensive and extensive reading and how each can be integrated into a reading curriculum.
- ✓ **identify** reading strategies that language learners can use to improve their reading.
- ✓ **describe** why the assessment of reading is important to the successful teaching of reading.

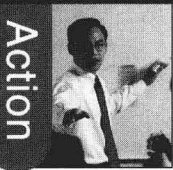
1. Introduction

The purpose of this book is to provide you with an opportunity to think about techniques and strategies to improve the teaching of reading to students of **English as a Second Language (ESL)** or **English as a Foreign Language (EFL)**. Each chapter of the book will provide helpful suggestions that you can use in the classroom to engage learners in meaningful ways to improve their reading.

This chapter will focus on the concept of reading. We will first answer the question, *What is reading?* The importance of establishing a culture of reading will then be discussed. We will explore the concepts of bottom-up, top-down, and interactive reading. Next, we will explore intensive and extensive reading and identify how both can be integrated into a reading curriculum. This discussion will be followed by identifying the importance of reading strategies that language learners can use to improve their reading. Finally, we will discuss how to balance the teaching and assessment of reading.

Keep in mind that the overall goal of this book is to be a guide and a resource to you as a teacher to make the teaching of reading more accessible. Whether you are teaching reading as a separate skill, teaching reading as part of an integrated skills approach, or teaching a **content area** in which students engage in reading, this book will give you ideas for how to help the students you work with to be better readers. You will learn very specific things that you can do to be more confident about teaching reading.

2. What is reading?



Write a short definition of reading on the lines below. Underline key words in your definition that you feel are essential to understanding what reading is.

Share your definition with a classmate or colleague.

Reading can be defined simply as making meaning from print. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency. Reading is a process of readers combining information from a text and their own background knowledge to

build meaning. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The goal of reading is comprehension. **Fluent reading** is defined as the ability to read at an appropriate rate with adequate comprehension. **Strategic reading** is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good strategic readers know what to do when they encounter difficulties. The text, the reader, strategies, and fluency together define the act of reading. See Figure 1 for a visual representation of the definition of reading.

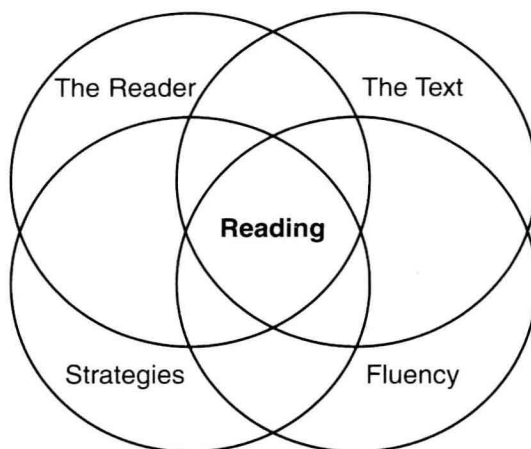


Figure 1: The definition of reading

Notice that the intersection of all four circles represents reading. This is the point where meaningful reading happens. Grabe (1991) points out the complexity of even defining reading by stating that “a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing” (p. 378).

Meaning is at the core of what reading is. If no meaning is communicated then something other than reading is happening. There is an expectation that when we read, we will do something with what we have read. For example, we will place a phone call to the correct telephone number because we have found the number in the telephone book. Or we will talk to a family member or a friend about something that we have read. We will write a report based on information we have collected through reading. We will simply read to receive pleasure. No matter the outcome, we should remember that there is a reason why we are reading.

Teaching reading usually has at least two aspects. In one aspect, it can refer to teaching children who are learning to read in their first language for the very first time. (This book will not focus on literacy instruction. Please refer to Chapter 4 of *Practical English Language Teaching: Young Learners* for information on teaching reading to young native and non-native learners of

English (Linse, 2005).) A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. Like learning how to ride a bicycle, you only have to learn to read once. Once you have learned how to read in one language, you do not learn how to read again in a second or foreign language. Rather you need to learn how to transfer skills that you have already learned in your first language to new reading contexts in a new language.



Compare the definition of reading that you wrote on page 2 with the definition given in this section. What elements of your definition are contained in the definition given? What elements of your definition are *not* contained in the definition given? What changes (if any) would you make in your definition now? Rewrite your definition below.

Share your new definition with a classmate or colleague.

Establishing a culture of reading

As I entered my ESL reading class one day, my Mexican students wanted to share a joke that they had made up. They asked, “When you’re on a beach in Mexico (or any place in the world), how do you know who the Americans are?” I suggested answers like the color of the skin or the use of English. The response was “No, no, teacher! The Americans are reading books and the Mexicans are not.” They found it humorous to make fun of their own culture.

In many places of the world, reading is not an integral part of people’s lives. As teachers, one of our goals should be to excite our students so that they will want to read. Our students should see from our enthusiasm that gaining information and knowledge from reading is an important part of our lives.

I believe that there are three reasons why we should consider the importance of establishing a culture of reading. First, much of the information available in the world comes in the format of print. Most of the printed materials in the world come in English. In order to help students access more of the information available in English, the teacher must establish a culture of reading.

Next, reading strengthens other areas of learning. For the second language learners we work with, this means that reading can strengthen the learning of writing, listening, and speaking. If you read well, you then have something to talk and write about. You can listen to others talk about the

subject as well. Also, reading is a way to learn new information as you read content area material. As you learn new things through reading, you improve your overall learning.

Finally, establishing a culture of reading can lead to increased critical thinking skills. If you talk to people who read a lot, they often read many different opinions on a topic. They are able to sift through arguments and arrive at a position because they have critically developed their ideas.

Reflection



Do you believe that you currently teach or will be teaching in a program that has a well-established culture of reading? Why or why not? What could you do as a teacher of reading to help build or strengthen a culture of reading where you teach?

Share your answers with a classmate or colleague.

Bottom-up, top-down, and interactive reading

Bottom-up, top-down, and interactive reading are names of different theoretical models that researchers use to describe how people process print. We will review each of these models and gain an understanding of why an interactive process is the best representation of how people read.

Bottom-up models consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Understanding letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension. With the bottom-up model, students start from the bottom (letters and sounds) to get to the top (comprehension).

A **phonics approach** to teaching reading supports a bottom-up model. Phonics focuses on learning individual letters and sounds rather than learning a word as a whole unit. This approach is used in many reading series. Many teachers and researchers suggest that for readers to be successful, they must be able to break a word down into its smallest parts, the individual sounds. When readers come to an unknown word, they can sound out the word because of the knowledge of the individual units that make up the word. The blending together of the various sounds allows readers to then move toward comprehension. Teachers must remember that phonics is a method, *not* the goal for teaching reading. Cummins (2003) emphasizes that “the purpose of phonics instruction should be to facilitate access to and comprehension of meaningful print” (p. 18). This means that our goal is not to teach phonics