

Strategies of English
Language Teaching

英语语言教学策略

张俊英 著

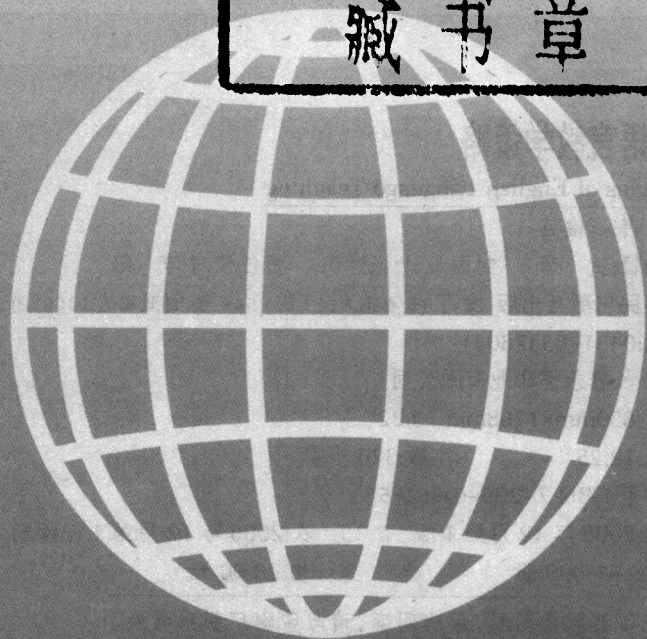


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序 言

张俊英老师在完成她的专著《英语语言教学策略》(Strategies of English Language Teaching)后将稿子发给我,请我提一些意见,并写个序,我欣然答应了。张俊英老师是我在河北师范大学任教时的一名学生,攻读语言学专业。读书期间,张俊英同学是一位非常用功的学生。她上课爱坐前排,课下喜欢与老师交流,善于思考和钻研。天道酬勤。她的硕士论文《第二语言学习中阅读策略的对比研究》提前一年完成并在匿名评审中获得专家、评委的高度评价,她也因此成为同年级唯一破格提前论文答辩并被授予硕士学位的学生。在后来的工作中,我和张俊英老师多有联系,并互相合作做过一些问卷调查工作。作为一名大学英语教师,她对英语教学工作的热爱和执着以及认真治学的态度给我留下了深刻的印象。

中国的公共大学英语教学每年承担着数千万学生的英语教学任务,其教学质量的高低从某种意义上讲直接影响着我国的复合型人才质量;而大学英语教师的素质和教学方法又直接影响着大学英语教学的质量。然而,就我所知,我们有些大学英语教师却对语言学知识和教学理论了解较少。有的老师虽然在大学也学了一些语言教学理论,或者由于当时学习不够深入,或者由于缺乏知识更新,已不能适应新时代的要求。希望《英语语言教学策

略》的出版对促进我国大学英语教师之间教学方法的交流有所裨益。

作为一本英语语言教学专著,《英语语言教学策略》语言简洁通顺,结构和层次清楚,理论阐述简明扼要,内容紧密结合我国大学英语教学现状和作者本人的实际教学经验,具有较强的实用性。全书分为理论篇、实践篇和研究篇三个部分,一气呵成,且给人以耳目一新的感觉。理论篇对与英语教学相关的英语语言学基本理论和影响英语教学的流派以及影响学生英语学习的因素和语言学习策略等作了简要的阐述和回顾,其中也对我国大学英语教学当前的目标、我国大学英语教学中老师和学生应有的作用 and 良好素质提出了自己的观点。实践篇主要针对我国大学英语教学特点对日常教学中的教学策略提出了自己的看法。例如,第7~8章就如何进行教案设计和课堂设计进行的描述不仅具体,而且针对性强;第9~10章则对自己较为熟悉的大学英语精读课堂上如何融入阅读和口语教学进行了比较详细的阐述,其中对大学英语口语教学中有关“英语寝室”活动等的描述具有一定的创新性;第11章对如何在大学英语教学活动中对学生穿插语言学习策略训练进行了探讨,这在国内以往的英语教学专著中很少有描述;第12章就目前我国大学英语教学中存在的突出问题,诸如大班上课、课时不足、教师过分依靠多媒体而导致课堂教学乏味、英语教师缺乏足够的进修机会等进行了分析并提出了比较合理的解决方法。书的最后一部分研究篇描述了作者对“善学者”和“不善学者”阅读策略使用情况的一个对比研究。此研究是作者在其硕士论文的基础上所进行的一个延伸性研究。整个研究过程设计严谨,数据的采纳和处理都很科学,对实验结果的分析

也很客观。这个研究报告不但可以在训练学生阅读策略方面给大学英语教师提供一些有益的启示，也有利于增强大学英语教师的科学实验研究意识，是本书的又一个亮点。

如果能对大学英语课堂上的词汇和写作教学进行进一步探索，本书将会更加完善。

在结束本书序言时，我想借用王宗炎先生的一句话与张俊英老师也与广大的大学英语教师共勉：持之以恒，必有所获。

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2006 年 12 月于北京

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Part One

Theoretical Dimension

Chapter 1 Basic Concepts Regarding English Language Teaching and Learning (ELT/L)

Introduction

Before going to probe theories on English teaching and learning, it is useful for us to look at the nature of language that determines the strategies of English teaching and learning in a little more detail. Basic concepts discussed in this chapter include:

- Concept of Language
- Concept of Language Teaching (LT)
- Concept of Language Learning (LL)
- A Review of Insights into Objectives of Foreign Language Teaching and Learning (FLT/L) from Literatures
- Objectives of English Language Teaching and Learning (ELT/L) in China

1 Concept of Language

What is language? For as long as people have been learning and teaching language, linguists and philologists have been trying for cen-

turies to define the term. But it is far from easy to give a simple answer to such a simple question because a language is a highly integrated system, involving many factors. In fact, different linguists have defined the term language differently. Some used to describe it as a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture to communicate or to interact, defined it as a system of communication by sound to operate through the organs of speech and hearing, among members of a given community, and to use vocal symbols possessing arbitrary conventional meanings. In fact, from different dictionaries we can get different definitions to it:

— Language is any means, vocal or other, of expressing or communicating feeling or thought...a system of conventionalized signs, especially words, or gestures having fixed meanings (*Webster's New International Dictionary of the English Language*, 1934).

— Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (*Webster's Third New International Dictionary of the English Language*, 1961).

— Language is any set or system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another (*Random House Dictionary of the English Language*, 1966).

— Language is the use of words in an agreed way as a method of human communication and system of words of a particular community or country etc. (*Oxford English-Chinese Dictionary*, 2002).

Definitions of language are far more than those described above,

and all these ones have capsulized many significant characteristics and some of the controversies about the nature of language. But, of course, as can be seen easily, different definitions emphasize different profiles about it. For example, some of them emphasize that language mainly serves as vocal symbols, limit their definitions to human language, thus implying that animal communication and language are essentially different from human language, which is exclusively worth studying. In fact, both of the Webster's and other two definitions include more than vocal symbols as the mere nature of language.

According to Jack C. Richards and Theodore S. Rodgers (1986), language is a system for the expression of meaning. The primary function of language is for interaction and communication, and it is embedded in its structure which reflects the functional use of language; the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Under the influence of Noam Chomsky's linguistic theories and cognitive psychology (1959, 1966), language is not merely "verbal behavior" which we observe in our actual behavior. It has a complex system of rules. In communication, speakers create new sentences and understand an infinite number of sentences which they have never met before based on these rules. Without the rules, no sentence can be created. Language in modern linguistics is looked upon as a system of relationships or as an elaborate structure of mutually supporting parts, arranged in some hierarchical order (Brumfit, 1980, 1992)

To sum up, there are mainly four different views about the nature of language.

1.1 The structural view

The first and most traditional of the four is the structural view