

幼儿和小学双语教师专用
Special for Early Childhood and Primary Bilingual Teachers

主编

单迎春

王海涛

刘晓旭

儿童文学与英语教学

Children's Literature and English Teaching



北京师范大学出版社
BEIJING NORMAL UNIVERSITY PRESS

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图书在版编目 (CIP) 数据

儿童文学与英语教学/单迎春等主编. —北京:
北京师范大学出版社, 2007. 8

ISBN 978-7-303-08792-1

I. 儿… II. 单… III. ①儿童文学-文学研究-
世界②英语-儿童教育-教学研究 IV. I106.8 H319.3

中国版本图书馆 CIP 数据核字 (2007) 第 120889 号

出版发行: 北京师范大学出版社 www.bnup.com.cn
北京新街口外大街 19 号
邮政编码: 100875

印 刷: 唐山市润丰印务有限公司
经 销: 全国新华书店
开 本: 148 mm × 210 mm
印 张: 7.125
字 数: 178 千字
印 数: 1~3 000 册
版 次: 2007 年 8 月第 1 版
印 次: 2007 年 8 月第 1 次印刷
定 价: 20.00 元

责任编辑: 路 娜 装帧设计: 高 霞
责任校对: 李 菡 责任印制: 董本刚

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反盗版、侵权举报电话: 010-58800697

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出版部电话: 010-58800825

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前 言

本书是为适应儿童英语教师职业需要而编写的面向高职高专院校学前英语教育专业、小学英语教育专业学生的教材。

本书突出了高职高专的教学特色,体现了“以就业为导向”,“以专业技能体系为主”的教育理念和要求,基本理论知识以必需、够用为度,突出实用性,注重培养学生的综合分析及应用能力。与传统的英语儿童文学教材相比较,本书在课程内容的选择上尽量考虑职业性和应用性,针对儿童英语语言教学的需要,在保证基本内容、突出经典英文版儿童文学作品文化内涵的基础上,加入了儿童心理学基本理论和利用英文版儿童文学对儿童进行英语教学的内容。

本书强调理论与实践相结合,旨在培养学生的各项职业能力,包括:客观评价英文版儿童文学作品的能力,为儿童选择英文版儿童文学作品的能力,根据需要改编英文版儿童文学作品的能力,根据需要用英文编创儿童文学作品的能力,将不同形式的英文版儿童文学作品用于儿童英语教学的能力,以及根据英文版儿童文学作品指导儿童进行排练、演出的能力。每章均有一定数量的思考题和技能训练题,注重培养学生的创新能力、创造能力和职业技能。

教材的编写力图贯彻课程改革新理念,引导学生有选择地阅读、鉴赏、创编适合小学生、学前儿童需求的作品,体现学生自主学习的意识,体现对学生人文精神与人文素质的培养。教材还提供了“自主阅读”板块,教学中可由教师启发学生选择性地

分析、鉴赏和运用。

本书参考、借鉴了国内外许多专家学者的著述以及幼儿园提供的部分作品,在此表示感谢,并尽可能地与各位作者联系。尚未联系上的作者,请见书后与我们联系,以便我们支付相应的报酬。同时,也要感谢北京师范大学出版社的鼎力支持。由于编者的水平和占有资源有限,本书难免存在许多不足甚至错误,敬请同行专家和读者指正。

编 者
2007 年 3 月

Contents

Chapter 1 Children's Literature and English Language Teaching

I . The Criteria of Teaching Material Selection	1
II . Curriculum Topics	2
III . Teaching Strategies	5
IV . Questions	15
V . Skill Building	16

Chapter 2 Aesop's Fables

I . A Brief Introduction of Aesop's Fables	17
II . Selected Readings	19
III . Questions	31
IV . Skill Building	31
V . Further Reading	32

Chapter 3 Fairy Tales

I . A Brief Introduction of Fairy Tales	41
II . Selected Readings	45
III . Questions	104
IV . Skill Building	104
V . Further Reading	105

Chapter 4 Modern Literature

I. A Brief Introduction of Multiple Intelligences	184
II. Stories Related to Multiple Intelligences	193
III. Questions	199
IV. Skill Building	199

Chapter 5 Nursery Rhymes

I. The Nursery Rhyme and Its Origin	200
II. Nursery Rhymes and Children's English Language Learning	201
III. The English Classics for Children's Nursery Rhymes	202
IV. TPR Nursery Rhymes	205
V. Nursery Rhymes and Finger Play	209
VI. Questions	214
VII. Skill Building	214
Reference	215

Chapter 1

Children's Literature and English Language Teaching

I . The Criteria of Teaching Material Selection

Teaching material selection is critical because not all teaching materials are equally effective for English language learners (ELLs). Most teaching material lists do not carefully weigh the particular learning needs of ELLs, and fewer address young ELLs. Teachers should consider the following questions when evaluating the appropriateness of a teaching material for this group:

1. Does the teaching material help meeting curricular objectives or enhancing the thematic units being studied? Teachers should often select stories that are connected to classroom themes. This connection is especially important for ELLs who benefit from reinforcement of a topic.

2. Is the teaching material's content appropriate to the

children's age and intellectual level? Teaching material should be developmental and the content appropriate for young ELLs, because many of whom have limited exposure to teaching materials and/or to English language.

3. Does the teaching material use language that is at or slightly above the current level of the learners? Both the amount of text and the level of complexity should be considered, and the level of grammatical difficulty should increase in alignment with the students' level of comprehension.

4. Does the teaching material contain repeated, predictable language patterns? Such patterns include rhyming and repetition of sounds, words, refrains, or entire sentences.

5. Are there clear illustrations which can help telling the stories? Teachers can explain new vocabulary and to hold the attention of the young learners with the help of pictures. Photographs can capture hard-to-explain emotions, such as curiosity and excitement. Children can understand the language better with the aid of illustrations.

II. Curriculum Topics

Traditional curricula topics for early childhood and elementary education have emphasized basic interpersonal communicative skills, such as the ability to talk about food, family,

and holidays.

Increasingly, however, topics are also focused on developing more cognitively demanding academic language in the content areas. For example, in science, early childhood units may be developed about the topics of food pyramid, dinosaurs, insects, or simple machines. In social studies, countries and cultures can be introduced, "traveling to other countries" stories can be discussed, and cultural diversity can be explained. If early childhood education curricula focus on both basic communication skills and the more complex language needed for academic contexts, this dual focus can be very helpful for ELLs.

There are resources available to help teachers develop thematic units in elementary and early childhood settings with guidelines, sample topics, and activities, but neither of these meets the specific needs of ELLs. Everything ESL (www.everythingsl.net), a website devoted to K-12 ESL, offers lesson plans on content-based themes for the elementary grades.

The first suggestion for early childhood curricula is derived from California reading list website which is designed to help parents, teachers, and students select books written at the level that is suitable for a child's reading skills. Books of level 1, level 2 and level 3 are suitable for the children of this age. All of these books are original and designed with colorful pictures and carefully crafted language. They can be bought on-line and through import trade companies. The main disad-

vantage is cost, as prices range from ¥20 to ¥100 each. All of them might be thought being too expensive for one school. However, they may be not too expensive for a cluster of schools or the Board of Education.

The second recommendation for the curricula is from e-books. The valuable websites are:

<http://www.amazingadventure.com>

<http://www.andersenfairytale.com>

<http://www.antbee.com>

<http://www.kiddyhouse.com>

<http://www.kidcrosswords.com>

<http://www.magickeys.com>

<http://www.storyplace.org>

We can also find some English story books in Chinese book market:

Jiang Lunting. *Aesop Fables*. Foreign Language Teaching and Research Press, 2004.

Ma Xin. *Pinocchio*. Foreign Language Teaching and Research Press, 2003.

Ma Xin. *Little Red Riding Hood*. Foreign Language Teaching and Research Press, 2003.

Ma Xin. *Cinderella*. Foreign Language Teaching and Research Press, 2003.

Da Shan. *Uncle Da Shan Tells Classic Stories Series*.

Foreign Language Teaching and Research Press, 2005.

Kleinhenz, S. M. , Yong Min & Liu Liu etc. *Hello Reader Math Series*. Foreign Language Teaching and Research Press, 2004.

Liu Xiuling, Nie Haihong etc. *Hello Reader Series*. Foreign Language Teaching and Research Press, 2004.

Liu Shuyu. *Stick Insects*. Foreign Language Teaching and Research Press, 2004.

Huang Shuhua. *The Dandelions Find a New Home*. Foreign Language Teaching and Research Press, 2004.

Huang Shuhua. *Moth and Butterfly*. Foreign Language Teaching and Research Press, 2004.

Liu Yingjie, Gao Shuhong ect. *Mighty and His Friends Series*. Foreign Language Teaching and Research Press, 2004.

Donaldson. *Clever Bean Series*. Foreign Language Teaching and Research Press, 2005.

III. Teaching Strategies

1. Applying Thematic Literature and Curriculum for Young English Language Learners

(1) Benefits

The incorporation of age-appropriate and language-appropriate thematic literature into the curriculum can stimulate content-based academic learning for young ELLs learners. This systematic approach can provide background knowledge and cultural information along with opportunities to hear,

speak, and interact with carefully crafted language in thematic and story contexts. It also develops literacy in an engaging and playful context (Ghosn, 2002). For example, a well-chosen picture book can provide a meaningful focus for developing reading skills such as vocabulary and comprehension, as well as an awareness of sounds and sound-letter relationships (Smallwood, 1998). Children's motivation of learning English is high because children love stories and pictures.

(2) Teaching strategies

Many effective strategies for reading along with young children apply to ELLs (e. g. , predicting from the book cover before reading, pointing to illustrations during reading, checking for comprehension upon completion). The strategies suggested below are especially useful for students to develop oral language skills and literacy when learning English as a foreign language.

Prereading. Before reading a story, teachers can guide children in previewing the story, learning key vocabulary, and making a clear connection to the curriculum topic being studied. Encourage students to express key words or concepts in their native language—Chinese. Help interpreting when necessary. Vocabulary can be introduced and later reinforced through a picture dictionary organized by topics (e. g. , *The Oxford Picture Dictionary for Kids*, Keyes, 1998). Teachers can encourage them to talk about their experiences or remind the students of prior knowledge relevant to the current story,

in either Chinese or English. Pose a specific listening objective to help the children focus, such as asking them to think about three feelings described in the book *Everybody Has Feelings*.

Reading. Read slowly and clearly with a lot of dramatic expression. Plan fairly short read-along sessions; 5-10 minutes of listening can be productively absorbed by almost all the students. Allow young children to hold and quietly play with something, such as a ball or a doll, to help focusing their attention, if necessary. If there is an aid or other adult available during book reading time, seat them near ELLs to help them remain focusing or quietly reinforce the story. If a story is beyond the students' language, content, or developmental level but meets other selection criteria, edit the story as you read or retell it through the pictures. Pause regularly to do an informal check of students' comprehension and to allow them to discuss the pictures or story, while not losing track of the reading focus.

Discussion, review, and extension activities. Encourage ELLs to talk about the story by having them point out their favorite parts, in English or Chinese. After a comprehension check, teachers can organize activities to develop children's literacy skills. For example, with *Miss Mary Mack* (Hoberman, 1998), children repeat by chanting the three initial /m/ sounds in the title and three rhyming words—Mack, back, and black—that practice initial sounds and a difficult-to-pronounce final blend. This is a natural, contextualized way to develop an

awareness of different speech sounds. ELLs also need follow-up time to reinforce the connection between the book and the curricula theme. For example, after reading *Bread, Bread, Bread* (Morris, 1989), with its photographs of delicious bread from around the world, bring in different kinds of bread for the children to taste and have them draw, label, and describe their favorites. Other possible reinforcement activities include making a graph that shows students' favorite bread, making a collection of bread pictures, or taking a class field trip to a bakery.

Arrange for ELLs to listen to the story again, ideally in a small group, and provide them with additional opportunities to interact with and learn the vocabulary, structures, and information. Encourage them to retell the story to others and take the book home if permitted. If there is a bilingual edition of the book, read it to the students and make it available for the families. Another way to provide repeated exposure to a book is for the teacher or parent volunteer to record it on tape and put in the listening center along with the book.

2. Total Physical Response Storytelling: A Communicative Approach to Language Learning

(1) TPR—a English language teaching method

Language teachers for years have relied on Total Physical Response (TPR) as the most effective method for long-term retention of vocabulary. Popularized in the 1960s and 1970s by Dr. James Asher, TPR allows students to acquire vocabulary

in a manner similar to how a child learns his or her first language.

In a TPR lesson, teachers model actions which students mimic as they hear words and commands in the target language. As a particular action is associated with each word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles. Students who learn language by TPR will not soon forget it.

TPR makes all language input immediately comprehended and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges, thus setting TPR apart from traditional "listen-and-repeat" methods.

Nevertheless, TPR has three major limitations:

- ① It is mainly in the imperative mode, generally excluding the rest of the target language's sentence forms.
- ② It often concentrates on short phrases or single-item words.
- ③ It fosters only passive language skills.

As a result, language learned by TPR exclusively will not develop into the narrative and descriptive modes needed for meaningful communication. In addition, TPR teachers and students eventually get tired of executing commands and thus