



外语·文化·教学论丛

A New Concept of
Foreign Language Teaching Methodology

外语教学方法论新探

武晓燕 著

Xiaoyan Wu



ZHEJIANG UNIVERSITY PRESS
浙江大學出版社



外语·文化·教学论丛

A New Concept of
Foreign Language Teaching Methodology

外语教学方法论新探

武晓燕 著

Xiaoyan Wu

江苏工业学院图书馆
藏书章



ZHEJIANG UNIVERSITY PRESS

浙江大學出版社

图书在版编目(CIP)数据

外语教学方法论新探 = A New Concept of Foreign
Language Teaching Methodology / 武晓燕著. —杭州:
浙江大学出版社, 2006.6

ISBN 7-308-04813-6

I. 外... II. 武... III. 英语—教学法—研究
IV. H319.3

中国版本图书馆 CIP 数据核字(2006)第 072371 号

责任编辑 张 琛

封面设计 刘依群

出版发行 浙江大学出版社

(杭州天目山路 148 号 邮政编码 310028)

(E-mail: zupress@mail.hz.zj.cn)

(网址: <http://www.zjupress.com>)

排 版 浙江大学出版社电脑排版中心

印 刷 富阳市育才印刷有限公司

开 本 787mm×960mm 1/16

印 张 10.25

字 数 254 千

版 印 次 2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷

书 号 ISBN 7-308-04813-6/H·386

定 价 20.00 元

作者简介

武晓燕,女,1962年3月出生,北京市人。

1979-1983年,就读于河北师范学院外语系,并获得文学学士学位。

1987-1988年,在清华大学外语系助教进修班学习应用语言学,获结业。

2000-2001年,在清华大学外语系研究生班学习外国语言和应用语言学,获毕业。

现任浙江金融职业学院英语副教授,公共外语教研室主任。主要从事英语教学与翻译工作,近年来在《外语与外语教学》、《浙江教育学院学报》、《杭州师范学院学报》、《齐齐哈尔大学学报》、《英语知识》等刊物发表有关论文近10篇。另外,编写出版各种英语教材10余种。

内容提要

本书根据应用语言学理论,结合英语语言学习的规律,通过对英语教学方法的研究,提出了提高英语教学质量的一些新理念和新方法。书中各章以提问的方式展开,并通过大量场景实例,为英语教学工作指出了在英语教学中面临的问题,同时回答了英语教师自身素质的培养和提高的具体办法,是英语教学工作提高教学效果和创新教学方法的参考读本。

全书共分十章,第一章为引言,主要介绍了本书的结构以及作为英语教学工作将要面临的一些问题的假设和建议。第二章和第三章讨论了英语教学工作自身发展的必要性及其条件,并探讨了英语教学的原则与教学评估(包括自评和他评)的标准;第四章至第六章介绍了英语作为外国语,除了语言学习本身,还有其他影响其学习的一些因素;第七章至第十章是本书的主体部分,具体讨论了英语教学中出现的问题并提出了新的教学方法和新概念。

本书是笔者潜心研究英语教学规律和教学法的专著,疏漏之处在所难免,恳请英语教学工作者和致力于英语教学法研究的学者指正。

Acknowledgement

Many people have helped me with the development of this book during the one year of my writing. I am especially grateful to Prof. Liu Fagong, who has given me a lot of ideas and suggestion on how to improve and correct. Without his encouragement and support, my book would never have been at this level of quality. I will never forget his invaluable guidance, insightful suggestions, incredible patience and continuous encouragement.

I am also very grateful to Prof. Zhou Jiansong, President of Zhejiang Financial Professional College. He has kindly helped me get the privilege of using "Jin Yuan Publication Foundation" (the fund for helping teachers do research and publish their books).

Furthermore, I would like to express my gratitude to Charlie, my sincere friend, who has mailed me reference books. His discussion with me about writing ideas through e-mail is very helpful to the development of my book.

Great gratitude is due to my parents. Although they are far away from me, their pursuit for knowledge and their instructions to me have encouraged me all the time. Every thought of them gives me energy for my research and work.

My great thanks also go to my husband, Wu Jianbin. He has been helping me in my teaching and writing by doing most of the housework and taking care of my son. His support to me can never



be described enough. I would like to mention my son, Wu Tong, who, as a middle school student, is always my pride. His good character and lovely sight make me feel enthusiastic and relaxed from the tedious work.

My thanks also go to all the people not mentioned above who have done me any favor for the writing of this book.

Ms. *Xiaoyan Wu*

Associate Professor of English

Zhejiang Financial Professional College

Hangzhou, 310018, Zhejiang, China

March 17, 2006

Contents

Chapter 1 Introduction.....(1)

- A Self-development Guide
- The Audience for This Book
- The Purpose of This Book
- Assumptions Underlying This Book

Chapter 2 The Self-developed Language Teacher.....(4)

- What Factors Are Central to Teacher Self-development?
- Teacher Self-development Tasks

Chapter 3 Exploration of Teaching.....(8)

- How Can Teachers Explore Their Own Teaching?
- How Can Teachers Explore Their Own Teaching through the Observation of Other Teachers?
- How Does This Book Provide Opportunities for Teachers to Explore Teaching?
- Teacher Self-development Tasks

Chapter 4 Classroom Management.....(20)

- What Is Classroom Management?
- How Can English Teachers Use Knowledge of Classroom Management to Create Opportunities for Students to Interact in English in Meaningful Ways?
- What Problems Do Some English Teachers Have in Managing



Classroom Interaction?

Chapter 5 Teaching Language as Interaction among People.....(39)

How Do English Teachers Provide Opportunities for Students to Interact In English?

What Makes an Interactive Classroom Interactive?

What Experiences Do English Students Bring to the Interactive Classroom?

What Problems Do Some English Teachers Face When Teaching English as Interaction Among People?

Teacher Self-development Tasks

Chapter 6 Culture and the Language Teacher.....(53)

What Is a Reasonable Working Definition of Culture?

What Are the Benefits of Adapting to Another Culture?

What Cultural Concepts Can English Teachers Teach Students?

What Problems Do Some English Teachers Have Related to Culture and Language Teaching and Learning?

Teacher Self-development Tasks

Chapter 7 Teaching Students to Comprehend Spoken English...(67)

What Does the Act of Listening Include?

What Kinds of Listening Activities Do English Teachers Use?

How Do English Teachers Use the Media to Teach Listening?

What Problems Do Some English Teachers Have in Teaching Students to Comprehend Spoken English?

Teacher Self-development Tasks

Chapter 8 Teaching the Conversation Class.....(89)

What Does it Mean to Converse in a Second Language?

How Do English Teachers Teach Conversation to Beginners?

What Kinds of Activities Do English Conversation Teachers Use with Post-beginners?

How Do English Teachers Teach Pronunciation?

What Problems Do Some English Teachers Have in Teaching
Students to Speak in English?
Teacher Self-development Tasks

Chapter 9 Teaching Students To Read for Meaning.....(108)

What Does Reading Include?
How Do English Teachers Teach Beginners to Read?
What Kinds of Reading Activities Do English Teachers Use
with Post-beginners?
What Problems Do Some English Teachers Have as Reading
Teachers?
Teacher Self-development Tasks

Chapter 10 Teaching Students How to Process Writing.....(132)

What Does Writing Include?
How Do English Teachers Teach Beginners to Write?
What Kind of Writing Activities Do English Teachers Use
with Post-beginners?
What Problems Do Some English Teachers Have as Writing
Teachers?
Teacher Self-development Tasks

Bibliography.....(151)

Chapter 1

Introduction

A Self-development Guide

I'm an English teacher!

—Remark made by an unprepared teacher

The Audience for This Book

This book is a teacher development and methodology guide. It can be used by those of you who are learning to teach English as a Foreign Language (EFL) as a part of your teacher education program. It can also be used as a teacher development text, as a source for experienced EFL teachers who would like to refresh their knowledge and continue to work on the development of their teaching. In addition, this book can act as an exploratory text for those of you who are simply curious about teaching EFL or by those of you who have accepted an EFL teaching position without the benefit of a formal teacher education program and find yourself unprepared to take on the responsibilities of being a teacher.

The Purpose of This Book

This book provides ways for you to work on the development of your teaching beliefs and classroom practices. It includes how you, as



an EFL teacher, can develop your teaching through a process of exploration. This book also provides you with discussion, examples, and illustrations among people, how classrooms can be managed, how teachers and students can make use of authentic teaching materials and media, and the significance of culture for both students and teachers.

This book is based on questions asked by EFL teachers, including myself, about teaching and learning over a number of years, and each chapter begins with a set of questions related to the contents of that chapter. This book also has a list of recommended sources at the end of each chapter and includes references to professional books and articles as well as EFL textbooks.

The end of each chapter includes a set of self-development tasks that are integral parts of this book. I realize that taking the time to do these tasks is not necessarily easy, especially for those of you with busy teaching schedules. However, I encourage you to keep an open mind and to find the time to systematically reflect on your teaching in new ways and stretch your imaginations through the teacher development tasks.

Assumptions Underlying This Book

One assumption underlying this book is that being a competent teacher is not easy. It demands time, devotion, and opportunity to develop your teaching beliefs and practices. A closely related, second assumption is that you are willing to take the responsibility of teaching EFL to students in your classes and that, to do this, you will use this book as a way to gain the kind of knowledge.

A third assumption is that you recognize that self-development is an ongoing process. Even very experienced teachers need to consistently work on their development through exploration of beliefs about teaching and teaching practices.

A fourth assumption is that teaching can be learned. There are no

born teachers. There are some people whose personalities, life experience, and natural ways of interacting are conducive to classroom teaching. But even so, without knowledge of how EFL teaching is accomplished, even the most talented person can lose teaching opportunities.

A fifth assumption is that there is no best way to teach in every setting. Teaching is basically an interactive process involving teacher, students, and task; and the way that teaching is accomplished in one setting may not work in another.

A final assumption is that earning a professional degree in Teachers of English to Speakers of Other Languages (TESOL) or a related field is very important, and although teachers can learn to be adequate teachers without a professional degree, this book is not meant to replace the kind of knowledge that can be gained in a professional degree program.

With the purpose and assumptions in mind, I invite you to discover and rediscover teaching yourself through exploration of the basics of teaching and of ways to see your own teaching more clearly and differently.



Chapter 2

The Self-developed Language Teacher

Teachers themselves who, with their colleagues, must become the primary shapers of their own development.

—Lieberman (1992)

What Factors Are Central to Teacher Self-development?

Several factors affect teacher self-development. First, there is no doubt that development takes time. It takes time to observe interaction in our own classrooms and to visit other teachers' classes, as well as to write in a journal and to talk to others about teaching. Pre-service teachers have an advantage in that the time factor is built into the teacher education program. However, teachers in in-service teacher development programs or teachers working on their development on their own usually have less time. Nonetheless, if teachers believe that development is important, then they need to make a commitment to devote time to their development.

In addition, for teachers new to teaching, time is also needed for them to work through stages in their development. The developmental stages of a teacher include going from being dependent on outside sources (such as supervisors, textbooks, etc.) and concerned with self-survival ("What do I do tomorrow in class!") and with what kinds of techniques to use, to being concerned with student learning and able

to make informed teaching decisions.

Second, development requires an ongoing commitment. Development is not something that teachers do just while in a teacher education program or at the beginning of a teaching career. Rather, even the most experienced teacher can learn new things about teaching, and development is enhanced when the teacher makes a commitment to ongoing development.

Third, development is enhanced through problem solving. When teachers recognize problems and work at solving them, they can discover new things about teaching and about themselves as teachers.

Fourth, development is also enhanced through exploration for exploration's sake. Teachers can, indeed, discover much by exploring simply to explore, not to solve a problem. Such exploration can be based on pure interest—for example, trying the opposite simply to see what happens or trying out an idea simply because it sounds interesting.

Fifth, development is enhanced by paying attention to and reviewing the basics of English teaching. For example, you provide chances for students to interact in English, ways to manage classroom behavior, materials and media used to teach EFL, and cultural concepts as they relate to language and you, as teachers. In addition, you undoubtedly considered ways to teach different skills, such as reading, writing, listening, and speaking.

Sixth, development is enhanced by searching out opportunities to develop. For example, looking for opportunities to develop teaching. You talk with other teachers about teaching, read about teaching, attend teaching seminars and workshops, and participate in other activities that give you chances to reflect on your teaching and see new teaching possibilities. In other words, when we, as teachers, teach lessons in different settings, read about teaching, observe our own and others' teaching, write about teaching, and talk about teaching issues and problems, we are provided with opportunities to raise new questions about our teaching, as well as ways to search for answers to



these questions. The more activities we experience related to teaching, and the more questions and answers we can come up with through this ongoing process, the more chances we have to develop our teaching beliefs and practices.^①

Seventh, self-development of teaching beliefs and practices requires the cooperation of others.^② It takes others who are willing to observe, listen to, and talk with us. These people include administrators, students, other teachers, and friends. Without their cooperation, self-development is very difficult, as there is neither any source for feedback nor any stimulus for ideas.

Teacher Self-development Tasks

These tasks can be an integral part of your development as an English teacher. Although some can be done alone, it is to your advantage to gain the cooperation of others. If you are using this book as part of a pre-service or in-service teacher education program, it will be easy to attain the support of other teachers. If you are reading this book on your own, I encourage you to seek out others who will read this book and work on the self-development tasks with you. If you are not yet teaching and are using this book as a way to learn about the field, it will not be possible to do all of the tasks. However, there will still be many you can do, and it is still possible to do them with others.

Talk Tasks

1. What does self-development mean to you? What kinds of things do you believe you can do to work on your development as a teacher? Find another English teacher. Ask her or him these questions. Discuss what self-development means and the kinds of things you can do to work on your own development.

2. Draw up a plan to work on your development as an EFL teacher. Here are a few questions to get you started:

a) Are you ready to work on your teaching development? How

strongly do you want to expand your knowledge of teaching and learn how to explore your teaching beliefs and practices?

b) How much time are you willing to invest in your development as a language teacher? Can you make a tentative schedule of the time you can devote to this undertaking?

d) How will you read this book? Will you selectively read chapters? Use the index? Use the questions at the start of each chapter as a way to decide on what to read?

e) How will you get others involved in your process of development? Sit down with another English teacher who has made a plan. Compare your plans. Can you revise your plan based on this discussion?

Journal Writing Tasks

1. Purchase a notebook that you can easily carry around with you and that has ample space for writing.

2. Write freely about what self-development means to you based on your discussions with another teacher.

3. Create in writing a plan for working on your development. What kinds of things do you plan to do to work on your development as a teacher?

Notes

- ① My research into teacher development (Gebhard (1990); Gebhard, Gaitan, and Oprandy (1987); Gebhard and Ueda-Motonaga (1992)) shows that when teachers have opportunities to process their teaching through a variety of activities, they will explore and sometimes change their way of teaching.
- ② Edge (1992) and Fanselow (1988, 1992) also point out that without the cooperation of others, self-development is difficult.